CUF01 Film, TV, Radio and Multimedia Training Package

Competency Standards

Volume 2 of 6
Film, Television, Radio, Multimedia Industry Training Package (Volume 2)

Volume 1 Overview, Qualifications Framework, Assessment Guidelines and Competency Standards
Volume 3 Competency Standards
Volume 4 Competency Standards
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Volume 6 Competency Standards

This volume should not be used in isolation but in the context of the complete film, television, radio and multimedia training package.

The material contained within this volume is part of the endorsed component of the film, television, radio and multimedia training package endorsed by the National Training Quality Committee in May 2001 and agreed by Ministers. This training package is to be reviewed by 30 May 2004.
CUF01 Film, TV, Radio and Multimedia Training Package
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Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.
Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the AQF Implementation Handbook, 3rd Edition 2002. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …
- Vocational Graduate Certificate of …
- Vocational Graduate Diploma of …

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations, particularly Standard 10.

Statement of Attainment

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

Under the Standards for Registered Training Organisations, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.
Certificate I

Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.
Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction;
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.
Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.
Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.
Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.
Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.
Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

The qualifications at a glance

There is one industry wide qualification and four sets of specialist qualifications in the national film, television, radio and multimedia industry training package. The specialist screen qualifications include further specialisations.

Industry wide

Certificate I in Media allows learners to develop basic skills in radio, video and multimedia and provides an avenue for study which will articulate into higher level qualifications.

Screen (film and television)

This group of qualifications consists of five specialist areas:

- Screen production and design (including animation, digital imaging, internet, information technology, camera, editing, special effects, sound, production planning and operations, and broadcast and studio operations)
- Art and construction (sets, props and scenic art)
- Costume (costume making, costume development, management and supervision)
- Make-up (including the provision of make-up and specialist services)
- Laboratory (including performing processing duties within film processing laboratories and the provision of specialist laboratory services)

Broadcasting (radio and television)

These qualifications cover a range of broadcasting skills including production/sound
production, operating broadcast facilities in geographically remote locations and managerial and executive duties.

**Broadcast Engineering**

These qualifications include performing specialist technical engineering functions and the design, planning and coordination of broadcast facilities.

**Multimedia**

These qualifications cover the full range of skills needed in multimedia applications.

**Unit banks**

There are unit banks for qualifications at all levels except Certificate I. In most cases the 'elective' units specified for each qualification can be selected from the unit banks. The unit banks follow the complete set of qualifications.

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<td>Diploma of screen</td>
<td>Diploma of costume</td>
<td>Diploma of make-up</td>
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<td>Certificate II in screen</td>
<td>Certificate II in screen</td>
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Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the Standards for Registered Training Organisations.

The Standards for Registered Training Organisations can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the Standards for Registered Training Organisations. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the Standards for Registered Training Organisations.

Quality Training and Assessment

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

Assessor Competency Requirements

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

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

Assessment Strategies

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

Mutual Recognition

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

Access and Equity and Client Services

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

Partnership Arrangements

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

Recording Assessment Outcomes

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

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the Standards for Registered Training Organisations.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Standards for Registered Training Organisations.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the Standards for Registered Training Organisations must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
• reliable (shows that the candidate consistently meets the endorsed unit of competency)
• current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
• sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

• candidates enrolling in qualifications who want recognition for prior learning or current competencies
• existing workers
• individuals with overseas qualifications
• recent migrants with established work histories
• people returning to the workplace, and
• people with disabilities or injuries requiring a change in career.

Combination of Pathways
Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements
This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies
The Standards for Registered Training Organisations specify mandatory competency requirements for assessors. For information, Standard 7.3 from the Standards for Registered Training Organisations follows:

7.3  a  The RTO must ensure that assessments are conducted by a person who has:

i  the following competencies¹ from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
   a  TAAASS401A Plan and organise assessment;
   b  TAAASS402A Assess competence;
   c  TAAASS404A Participate in assessment validation;

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

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

¹ A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.
Designing Assessment Tools

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

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the Standards for Registered Training Organisations
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Mandatory Assessment Requirements

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

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

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

i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii. are valid, reliable, fair and flexible;

iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix. provide for reassessment on appeal.

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

b The RTO must have an RPL process that:

i. is structured to minimise the time and cost to applicants; and

ii. provides adequate information, support and opportunities for participants to engage in the RPL process.
Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

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

Review and maintenance

CREATE Australia is responsible for monitoring and evaluating its effectiveness. This process will be incorporated in the general review and maintenance of the training package.

Any review will ensure that the guidelines:

- continue to meet the requirements of the industry
- are consistent with the ARF standards for RTOs and the relevant policies and procedures of state/territory training recognition authorities
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, assessors and trainers
- ensure assessment processes and outcomes are valid, reliable, fair and flexible
- support RTOs to effectively carry out their responsibilities
Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

TVET Australia Ltd
Level 21, 390 St Kilda Road
MELBOURNE VIC 3000
PO Box 12211
A Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9832 8100
Fax: (03) 9832 8199
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council
Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

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


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

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

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


Assessment Resources

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

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

1 Training Package Assessment Materials Kit
An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

**Assessment Tool Design and Conducting Assessment**


**Assessor Training**


**Assessment System Design and Management**


CUFADM01A Prepare a proposal

This unit describes the skills and knowledge required to prepare a proposal, formal tender or submission document for a project in the cultural industries.

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<thead>
<tr>
<th>UNIT DESCRIPTOR</th>
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<tr>
<td><strong>Unit Sector</strong></td>
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<tr>
<td>No sector assigned</td>
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<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Analyse the project requirements | 1.1 Identify project/client requirements  
1.2 Identify the criteria and specifications to ensure that proposal/tender conforms to specifications |
| 2. Determine ability to meet the requirements of the brief | 2.1 Identify resources and equipment needed to comply with the proposal/tender requirements  
2.2 Determine capability to meet the requirements in consultation with relevant personnel |
| 3. Estimate the costs and availability of resources | 3.1 Establish the costs and availability of industry personnel, equipment hire or purchase  
3.2 Develop a detailed costing covering all aspects of work required for completion of the project  
3.3 If there are areas where the brief is unclear, discuss them with the client  
3.4 Provide for contingencies based on industry practice and past experience |
| 4. Prepare the proposal/tender submission | 4.1 Prepare the proposal/tender document including detailed specification of the work to be done and detailed costing  
4.2 Express all information clearly and accurately and ensure that it is relevant  
4.3 Discuss the proposal/tender with appropriate colleagues and experts, incorporate feedback  
4.4 Prepare and submit the proposal/tender to the client by the required date  
4.5 Evaluate the proposal/tender against the requirements of the brief |
| 5. Present the submission where appropriate | 5.1 Present the proposal/tender in a professional and effective manner  
5.2 Explain the benefits and creative features of the proposal/tender |
| 6. Obtain confirmed agreement where appropriate | 6.1 Confirm agreement on the proposal/tender in writing without delay  
6.2 Ensure that any amendments are clearly documented |
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
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<tr>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>2</td>
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<tr>
<td>Solving problems</td>
<td>1</td>
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<tr>
<td>Using technology</td>
<td>1</td>
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</tbody>
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RANGE STATEMENT

- cameras, film/tapes, sets, props, costumes
- computers, software
- sound and recording equipment
- musical equipment
- skilled personnel, artistic technical and management
- accommodation, venues
- office space, supplies and equipment
- others relevant for the particular project

- equipment
- personnel
- supplies/consumables

- weather
- technical difficulties
- industrial relations considerations
- illness/accidents/incidents
- others as relevant to the sector

- production designer
- performer
- production staff
- supervisor
- head of department
- director
- producer
- technical director
- other technical staff
- other specialist staff
- designers
- floor manager
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• communication, including liaison, customer service, negotiating, report writing
• consultation, including interpersonal, listening, questioning, gaining feedback, giving information
• observation
• project management
• comprehensive knowledge of the industry sector
• accurate interpretation of documentation
• appropriate effective format for presentations of proposal/tenders

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

• CUEFIN1A Develop a budget
• CUSFIN01A Finance a project
• CUFRAD01A Originate and develop a concept

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

• production of an effective, complete and well presented proposal/tender that meets all the specifications of the brief
• the employment of an appropriate process for the development of the proposal/tender
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Workplace based assessment should be based on access to the information required for the development of an effective proposal/tender for that particular workplace.
## CUFADM02A
### Unit Descriptor

**Address copyright**
This unit describes the skills and knowledge required to protect creative work and performance from unauthorised use.

**Unit Sector**
No sector assigned

### PERFORMANCE CRITERIA

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<th>ELEMENT</th>
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| 1. Ensure that copyright protection on creative works or performance is adequate locally and internationally | 1.1 Undertake all procedures necessary to ensure that created material is protected at local and international levels against illegal or unauthorised reproduction of work, or parts of work:  
1.1.1 in printed or recorded media  
1.1.2 in live performance  
1.1.3 in television, cable transmission or on-line media  
1.1.4 in any media for advertising or screen for other purposes  
1.2 Undertake all procedures necessary to ensure that work is protected at local and international level against adaptations of work whether printed, live or in any electronic media  
1.3 Undertake research and/or obtain reliable legal advice where necessary to ensure that artists'/copyright owners' rights are protected |
| 2. Assign copyright of creative works or performers | 2.1 Undertake strategic planning of negotiated deals for works/performances with an understanding of the difference between assignment of copyright and licensing  
2.2 Assign copyright for composers and/or performers only where artists are aware of all implications  
2.3 Confirm and agree with all relevant parties the degree to which artist(s) and publisher may control the use and exploitation of work under assignment of copyright  
2.4 Ensure that the terms of assignments of copyright are written accurately into a formal contract that is available for legal advice where required, and understood and signed by all relevant parties |
3. License rights to creative works or performance

3.1 Confirm and agree to the territory/s in which the licensing rights may be exercised with all relevant parties

3.2 Confirm and agree to the time frame of the licence with all relevant parties

3.3 Confirm and agreed to the terms of exploitation of the work/licence with all relevant parties

3.4 Ensure that creative control of the work, including to what extent and how it may be recast, is confirmed and agreed by all relevant parties

3.5 Ensure that fees are negotiated whether outright fee, royalty, or a combination of both, relevant to the context of the deal

3.6 Ensure that responsibility for enforcement of the copyrights against infringement are confirmed and agreed

3.7 Ensure that all terms relating to the licensing deal are written accurately, confirmed and signed by all relevant parties

4. Comply with conditions of copyright agreement

4.1 Maintain documents relevant to the copyright agreement in a secure and accessible form, allowing for retrieval where required

4.2 Undertake all responsibilities to ensure compliance with the conditions of the copyright agreement as and when required

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RANGE STATEMENT

- artists
- industry or artists' managers
- agents
- legal representatives
- music presented in any media or format
- artwork
- photographs
- flyers
- record covers
- original materials
- performances
- scripts
- film scores

- ownership of materials
- term of licence or assignment
- length of control period after expiration of term
- exploited reversion triggers
- non exploited reversion triggers

- the period during which the material may be exploited

- areas in which the licensing rights can or cannot be exercised

- performance
- film/video
- multimedia
- advertising
- broadcast

- ways in which the work is exploited
- selection of material
- selection of producers
- right of approval of sub-licensing or assignments
EVIDENCE GUIDE

Underpinning skills and knowledge

• Assessment must include evidence of the following knowledge and skills:
  • copyright legislation
  • the difference between performing, mechanical and synchronisation rights
  • the difference between copyright for composition, a sound recording and a published edition
  • the conditions necessary for copyright to exist in composition and in sound recordings
  • procedures which need to be undertaken to show proof of ownership of composed work
  • the difference between assignment and licensing of copyright
  • the function of organisations such as the:
    • Australian Performing Rights Association
    • Australasian Mechanical Copyright Owners Society Ltd
    • Australian Copyright Council
    • Phonographic Performance Company of Australia
    • Audio-Visual Copyright Society
    • Copyright Agency Ltd
    • international copyright and collection societies
    • communicating to achieve consensus
    • communicating to achieve agreed outcomes
    • understanding of the needs of all relevant parties
    • understanding of the rights of all relevant parties

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

• CUSADM09A Address legal and administrative requirements
• CUSGEN04A Participate in negotiations

Critical aspects of evidence

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

• ability to research directly and/or seek appropriate assistance as required to manage copyright
• understanding of the role of organisations relevant to copyright legislation and business
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies and scenarios as a basis for discussion of copyright issues
- work samples or simulated workplace activities
- simulation of problem solving exercises
- oral questioning on issues in copyright
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- authenticated samples of relevant work in managing copyright
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit. Assessment should ensure that a sufficient range of tasks is covered.

Resource requirements

This unit requires access to the sources of information needed to manage copyright including the Copyright Act and a range of case studies. There is no specialist equipment required.
CUFENG01A Design broadcast facilities

Unit Descriptor

This unit describes the skills and knowledge needed to interpret the requirements of the broadcast user, research currently available equipment to meet those needs and develop and implement designs for broadcast facilities used in the television and radio industries.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Determine user requirements
   1.1 Liaise with the relevant personnel and vendors and interpret and confirm the broadcast facility needs so that design requirements can be established
   1.2 Canvass the market for complete solutions which will meet the user's requirements
   1.3 Research the range of equipment available, gather equipment specifications, assess and compare all equipment
   1.4 Evaluate the range of solutions to ensure they are suitable, effective and meet the cost restraints
   1.5 Assess the compatibility of the equipment to be used in the system/facility
   1.6 Determine a consensus viewpoint or select and justify choice of appropriate equipment and write up a proposal

2. Select design options
   2.1 Analyse the proposed network needs taking into account existing network conditions and future needs, whilst considering legislative and other barriers
   2.2 Generate design options which are realistic, in economic, user, service, timing and network integrity terms
   2.3 Evaluate all options and select the preferred option in accordance with the approved enterprise criteria
   2.4 Ensure that the option selected satisfies the enterprise's business strategy outcomes, service policy and planned project outcomes
   2.5 Discuss the selected option with the customer, as required
   2.6 Assess the system compatibility taking into account industry knowledge, installation environment, equipment manuals, system plans and occupational health and safety
3. Plan and develop broadcast specific systems

3.1 Prepare information, diagrams and specifications of equipment and supply to the appropriate personnel
3.2 Negotiate compromises and limitations with the clients
3.3 Determine the budget according to system requirements and budgetary constraints and limitations
3.4 Advise on capital equipment purchase to include:
   3.4.1 preparing research and presenting to relevant personnel
   3.4.2 making recommendations
   3.4.3 gathering quotes
   3.4.4 discussing choices and decisions made in light of budgetary constraints and limitations
3.5 Estimate the time line for completion
3.6 Finalise the client's agreement to the specifications, acceptance tests and criteria

4. Finalise the design

4.1 Prepare design plan using appropriate techniques, specifying work, equipment, personnel and materials required, enabling contracting, supply or purchase as required
4.2 Obtain planning approvals including detailed cost estimates
4.3 Discuss any variations to the plan with relevant personnel
4.4 Prepare detailed drawings and attach to the design
4.5 Prepare all documentation relating to installation/Modification, testing and ongoing operations and maintenance, and attach to the design
4.6 Submit the final design to the installation staff
4.7 Coordinate any required design changes with installation staff
4.8 Undertake quality audit processes for all stages of brief development and presentation and make any recommendations for process improvement where appropriate

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RANGE STATEMENT

- computer generated
- manually written

- production designer
- supervisor
- head of department
- technical director
- other technical staff
- other specialist staff
- designers
- floor manager
- station manager
- architect
- building personnel
- sub contracted personnel
- operators of the equipment

- one piece of equipment
- multiple pieces of equipment
- entire broadcast facility

- analog
- digital
- computer

- design plan
- drawings
- system/equipment specifications and manuals
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• collecting and interpreting technical requirements
• production scheduling
• resource management including human resources
• team leading skills
• budget management
• project management
• report writing
• principles and techniques of design
• research
• principles of negotiation
• information management
• costing, budgeting, liaison
• sources of products and supplies
• familiarity with current construction/manufacturing methods
• preparation of design briefs
• communication and presentation techniques
• occupational health and safety legislation and regulations
• copyright legislation and regulations
• understanding the capabilities of other collaborative designers or contractors
• sourcing specialist instruction and support from manufacturers
• Australian television standards, as required
• television standards PAL, NTSC, SECAM, as required
• television or radio broadcast systems, as required
• knowledge of television or radio test equipment and facilities, as required
• sources of advice, information, and technical support
• manufacturers' standards and specifications
• transmission facilities
• correct terminology
• concept of quality in television, as required
• optics and colorimetry
• electronics
• familiarity with specific system

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUEFIN2A Manage a budget
• CUSGEN04A Participate in negotiations
• CUSGEN05A Make presentations
Critical aspects of evidence

This unit of competence applies to both the television and radio industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the development of design concepts which meet practical requirements including venue requirements, type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations
- knowledge and application of research techniques

Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of equipment used in the design process for broadcast facilities, currently used by the television and radio industries.
CUFENG02A Plan and coordinate the installation of broadcast equipment and facilities

Unit Descriptor
This unit describes the skills and knowledge required to interpret the design, develop and implement a project management plan for the installation of broadcast equipment and facilities used within the television and radio industries and to conduct final testing prior to the client hand over.

Unit Sector
No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Develop project management plan for installation

1.1 Evaluate and assess the installation requirements from the plans, drawings and documentation

1.2 Evaluate the site and building safety, equipment/system and resource requirements, and the needs of the customer/client

1.3 Write a project plan and detail timelines associated with:
   1.3.1 all tasks
   1.3.2 logistics
   1.3.3 networking
   1.3.4 critical paths
   1.3.5 planning approvals

1.4 Consult with relevant personnel and verify the details of the project plan

1.5 Assess resource requirements including the need for training, material requirements including spare parts and allow for contingencies

1.6 Organise training at the appropriate level with consideration to the resources required to achieve the training

1.7 Provide advice on capital equipment purchase requirements, informed by research into range and specifications of equipment, budget and other constraints, quotes and input from appropriate personnel

1.8 Prepare a project budget and gain approval from relevant personnel

1.9 Document the plan, including installation, test requirements, project monitoring, verification, control and review processes

1.10 Gain approval for the installation plan from the design staff and customer prior to commencement of work
2. Coordinate installation

2.1 Oversee the completion of the project and maintain recognised quality principles and organisational guidelines, implement contingency plans as necessary, and carry out audit on project completion

2.2 Write up tender document including specifications, liquidated damages, delivery schedule etc

2.3 Call for and select tenders and quotes for technical capital works

2.4 Assess competitive tenders and decide upon successful tenderer according to enterprise policy and after consideration of price, product, capacity, performance, quality, and ability to meet project criteria and specified timeframes

2.5 Clarify and draft contracts and legal obligations

2.6 Allocate funds within budgets and schedule resources, confirming availability

2.7 Manage staff and contractors and delegate tasks including briefing all personnel as to job requirements and timeframe and ensure all necessary information is made available at the site, eg manuals, specifications, plans, design briefs

2.8 Monitor project plans and installation costs, and review as required

2.9 Re-evaluate installation standards and practice

3. Acceptance test the system

3.1 Receive and check the installation completion advice and documentation

3.2 Visually inspect the installation for safety and environmental safeguards

3.3 Ensure that the system is fully operational by checking that:

3.4 the installation meets specification and design principles

3.5 cabling equipment and distribution frame comply with the approved standards and are correctly labelled

3.6 power/electrical equipment are safely installed

3.7 spare parts are available

3.8 records, databases and labelling are correct

3.9 Undertake performance tests

3.10 Identify problems, errors or omissions and organise the installation staff to make necessary repairs

3.11 Assess the need for training and deliver if necessary, especially in relation to new and/or modified products

3.12 Hand over the system to client and make technical information including manuals and specifications available
KEY COMPETENCIES

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- one piece of equipment
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- analog
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- computer
- design plan
- drawings
- system/equipment specifications and manuals
the testing of protection mechanisms
• assessing error performance levels
• checking that performance measurements are in accordance with predetermined specifications and meet approved operating margins
• checking alarms

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• collecting and interpreting technical requirements
• production scheduling
• resource management including human resources
• team leading skills
• budget management
• project management
• report writing
• principles of negotiation
• information management
• costing, budgeting, liaison
• sources of products and supplies
• sourcing specialist instruction and support from manufacturers
• interpretation of specifications for equipment
• identifying and determining problems and faults
• use of television test equipment and facilities, as required
• audio electronics and acoustics
• broadcast electronics
• concept of quality in television
• correct terminology
• electronics
• electronic fault diagnostic and location skills
• familiarity with specific systems
• television standards PAL, NTSC, SECAM, CCIR 601, as required
• television or radio test equipment and facilities
• manufacturers' standards and specifications
• optics and colorimetry
• sources of advice, information, and technical support
• television broadcast systems knowledge
• transmission facilities
• computer systems and networking
Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- BSXFMI404A Participate in lead and facilitate a team
- THHGLE07A Recruit and select staff
- CUEFIN1A Develop a budget
- CUEFIN2A Manage a budget
- CUEOHS1A Implement workplace health, safety and security procedures
- CUSADM06A Develop and implement an operational plan

Critical aspects of evidence

This unit of competence applies to both the television and radio industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation of design documentation and installation specifications in order to meet practical requirements including venue requirements, type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of installation tasks ensuring coverage of a wide range of equipment.
Resource requirements

Assessment requires access to a range of equipment used in broadcast facilities, currently used by the television and radio industries.
CUFENG03A Install or upgrade broadcast equipment and facilities

Unit Descriptor
This unit describes the skills and knowledge required to interpret the installation documentation, and to install and test broadcasting equipment and facilities for television and radio industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for installation
   1.1 Power up and test systems prior to final installation
   1.2 Establish power availability
   1.3 Test cabling and ensure it is working to required specifications and for required capacity
   1.4 Test transmission for signal quality
   1.5 Identify existing and new equipment to be incorporated in the new installation and test for both functionality and compatibility
   1.6 Check all tools and equipment to ensure they are in safe working order and adjusted to manufacturers' specification
   1.7 Ensure all tools and equipment are available at the installation location and are checked against order schedules
   1.8 Schedule installation to ensure minimal disruption to the workplace

2. Install and/or upgrade equipment
   2.1 Schedule work to be carried out within timeframe and budgetary constraints
   2.2 Install equipment as per plans and specifications and in a manner that is safe to the installer and the customer/client
   2.3 Place, secure and terminate a range of cables, as required, ensuring cable support is sufficient
   2.4 Organise and monitor cabling and all equipment to ensure compliance with regulatory and industry standards
   2.5 Ensure that interruption to any existing service is only to the extent agreed with the customer/client
   2.6 Check and update technical drawings and any other documentation requiring change
   2.7 Accurately test the system performance and ensure valid results
   2.8 Delegate and supervise any work carried out by assistants in the team
   2.9 Systematically monitor work to ensure that legislative requirements and industry standards are met
   2.10 Identify certification requirements to ensure tests and recording of results are relevant
3. Program system features

3.1 Install the program in accordance with system specifications
3.2 Ensure system functionality matches the customer requirements
3.3 Save program data and record for later use
3.4 Leave job specification on site in a secure but accessible location

4. Clean up work site

4.1 Clean and adjust all tools and equipment and store in a secure yet accessible location
4.2 Remove installation waste and debris from work site and dispose of in accordance with environmental requirements
4.3 Recover obsolete customer owned equipment and return to appropriate point for refurbishment or disposal
4.4 Complete all work in a safe manner
4.5 Restore any changes made to work area during installation to the customer's satisfaction

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- supervisor
- head of department
- technical director
- other technical staff
- other specialist staff
- designers
- floor manager
- station manager
- architect
- building personnel
- sub contracted personnel
- operators of the equipment
• one piece of equipment
• multiple pieces of equipment
• entire broadcast facility

• analog
• digital
• computer

• design plan
• drawings
• system/equipment specifications and manuals

• the testing of protection mechanisms
• assessing error performance levels
• checking that performance measurements are in accordance with predetermined specifications and meet approved operating margins
• checking alarms

• building type, age and construction
• building facility location, eg power or building internal layout

• hand-cutters
• screwdrivers
• pliers, files
• hammers
• hacksaw
• spanners
• terminating tools
• electrical - power tools
• soldering iron
• 24OV lead lights
• ladder
• cable identification kit

• ACA technical standards
• Australian and international standards
• Australian building codes and regulations
• fire regulations
• occupational health and safety
• trade practices legislation
• Environmental Protection Act
• noise abatement
• heritage legislation
• confined spaces regulations
optical fibre: internal/external, loose tube, tight buffered, air blown, armour plated
co-axial: hard line (internal/external), flexible (internal/external), underground, aerial, powered/unpowered
multi-core
category 5 capable cable including solid, stranded conductor, shielded, non-shielded

suspension
catenary wire
ducts
cable trays
line poles
backmount frames for distributors

installer based or independent and include:
manufacturer's certificate
installer's warranty
formal and documented testing procedures and results
tools and equipment
materials
chemicals and work platforms
asbestos
laser devices

ladders
scaffold
scissor lifts ('cherry pickers')

regulated codes of practice
industry codes of practice
appropriate ACA technical standards
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- collecting and interpreting technical requirements
- production scheduling
- report writing
- sources of products and supplies
- sourcing specialist instruction and support from manufacturers
- interpretation of specifications for equipment
- application of all related occupational health and safety requirements and work practices (including protective clothing and personal safety systems)
- ability to read and interpret related floor plans, building plans, reflected ceiling plans, schematic drawings
- safe use of general hand and power tools normally related to these tasks
- safe use of general equipment normally related to these tasks
- correct interpretation and application of relevant regulations and standards
- product knowledge
- installation techniques
- network operation and facilities
- customer relations
- basic building trades
- building cabling
- ability to work in a safe manner
- ability to work in a team situation
- television standards PAL, NTSC, SECAM, digital, as required
- television and radio broadcast systems, as required
- soldering techniques
- cable terminating techniques
- television and radio test equipment and facilities
- sources of advice, information, and technical support
- manufacturers' standards and specifications
- transmission facilities
- correct terminology
- fault diagnostic and location skills
- identifying and determining problems and faults
- problem solving
- cable specifications
- performance limitations of machine control (RS4222 etc)
- performance limitations of signal paths (cliff effect etc)

Linkages to other units

This unit has linkages to the range of broadcast engineering units found within this training package and combined training delivery and/or assessment may be appropriate.
Critical aspects of evidence

This unit of competence applies to both the television and radio industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation of design documentation and installation specifications in order to meet practical requirements including venue requirements, type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of installation tasks ensuring coverage of a wide range of equipment.

Resource requirements

Assessment requires access to a range of equipment used in broadcast facilities, currently used by the television and radio industries.
CUFENG04A Maintain broadcast facilities and equipment

Unit Descriptor
This unit describes the skills and knowledge required to diagnose and repair faults in broadcast equipment and to maintain and upgrade broadcast equipment used in the radio or television industry.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Locate and repair faults
   1.1 Carry out fault diagnosis systematically, methodically, safely and in a manner suitable for system and problem type, obtaining specialist advice where required
   1.2 Isolate the fault to specific equipment or parts of equipment
   1.3 Interpret tests accurately and document comparisons to manufacturer's and site specifications for equipment and system performance
   1.4 Determine repair or adjustment requirements and carry out safely, according to organisational guidelines and manufacturer's specifications
   1.5 Provide temporary service, if necessary, ensuring it meets the standards of existing equipment
   1.6 Document all work associated with maintenance, including obtaining spare parts according to organisational procedures

2. Assemble and upgrade broadcast facilities
   2.1 Implement manufacturer's upgrades methodically and systematically
   2.2 Carry out routine alignment on broadcast systems including scheduled replacement of mechanical parts
   2.3 Ensure that interconnection between equipment is compatible and logical
   2.4 Align systems to manufacturer's standards and broadcast specifications
   2.5 Supply updated specifications on all installed equipment to relevant personnel

3. Undertake preventative maintenance of broadcast systems
   3.1 Implement established preventative maintenance routines and carry out repairs and alterations as required
   3.2 Check, update and maintain system log books and fault reports
   3.3 Monitor system/equipment faults for trends in device/component failures
   3.4 Test system/equipment for satisfactory operation on completion of the repair/alteration
   3.5 Consult with relevant personnel or client to ensure satisfaction with the outcome of the maintenance carried out
   3.6 Complete all work in a safe manner, remove waste and debris from the work site, and remove obsolete equipment according to the organisation's guidelines
4. Provide general technical support

4.1 Assist the relevant personnel or client with facility-related queries
4.2 Clearly communicate with clients about facility and equipment without over-use of jargon and technical language
4.3 Devise alternate configurations to meet relevant personnel or client needs

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RANGE STATEMENT

- computer generated
- manually written

- fault report
- purchase orders
- history cards
- log books
- manufacturers' manuals
- instruction sheets
- head of department
- supervisor
- other technical staff
- other specialist staff
- technical director
- station manager
- operators of the equipment
- sub contracted personnel
- floor manager
- production designer
- building personnel
- architect
- designers
- production manager
- production assistant
- producer

- one piece of equipment
- multiple pieces of equipment
- entire broadcast facility

- radio
- television

- analog
- digital
- computer

- audio transmission
- video transmission

- design plan
- drawings
- system/equipment specifications and manuals
- circuit schematics

- checking that performance measurements are in accordance with predetermined specifications and meet approved operating margins
- assessing error performance levels
- the testing of protection mechanisms
- checking alarms
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- electronic fault diagnostic and location skills
- problem solving
- organisational skills
- equipment interconnectivity/possible results of multiple changes to format
- Australian television standards, as required
- television and radio broadcast systems, as required
- limited systems design knowledge
- television and radio test equipment and facilities, as required
- sources of advice, information, and technical support
- manufacturers' standards and specifications
- ability to communicate technical terminology into plain English for clients
- familiarity with specific systems
- interpretation of handbooks, manuals and specifications
- report writing

Linkages to other units

This unit has linkages to the range of broadcast engineering units found within this training package and combined training delivery and/or assessment may be appropriate.

Critical aspects of evidence

This unit of competence applies to both the television and radio industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation manufacturers' specifications in order to correctly diagnose and repair faults
- effective verbal and written communication with a range of individuals/organisations, especially manufacturers
Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of maintenance tasks ensuring coverage of a wide range of equipment.

Resource requirements

Assessment requires access to a range of equipment used in the for broadcast facilities, currently used by the television and radio industries.
CUFENG05A Configure broadcast software

Unit Descriptor

This unit describes the skills and knowledge required to install computer software upgrades and to configure television or radio broadcast systems to the new requirements.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Maintain broadcast systems software upgrades

   1.1 Verify new software releases with the manufacturers and relevant personnel or client, ensuring capability to handle the information requirements

   1.2 Upgrade software according to manufacturer's specifications and copyright and licensing requirements, maintaining a methodical system upgrade procedure

   1.3 Ensure that the computer code is maintained either in-house or by manufacturer

   1.4 Configure system defaults

   1.5 Maintain user and technical documentation

2. Re-configure systems

   2.1 Diagnose and isolate operating faults

   2.2 Un-install software and reload the software in appropriate configuration, according to manufacturer's specifications

   2.3 Undertake work quickly and accurately to ensure minimal downtime

   2.4 Identify and isolate ongoing software faults and report these to the manufacturer

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• designers
• production manager
• production assistant
• producer

• one piece of equipment
• multiple pieces of equipment
• entire broadcast facility

• radio
• television

• analog
• digital
• computer

• audio transmission
• video transmission
Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- software fault diagnostic and location skills
- problem solving
- organisational skills
- range of software available
- sourcing specialist instruction, advice, information and support from manufacturers
- manufacturers' specifications
- television standards PAL, NTSC, SECAM, CCIR 601, as required
- computer operating systems platforms
- television and radio broadcast systems, as required
- transmission facilities
- correct broadcast and IT terminology
- concept of video and audio broadcast quality
- broadcast electronics
- use of computer test equipment and facilities
- communication - oral and written
- accessing appropriate engineering and computer support personnel
- understanding the goals of operators/production personnel and ability to configure equipment accordingly
- computer networking knowledge
- report writing

Linkages to other units

This unit has linkages to the range of broadcast engineering units found within this training package and combined training delivery and/or assessment may be appropriate.

Critical aspects of evidence

This unit of competence applies to both the television and radio industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation of manufacturers’ specifications in order to correctly configure broadcast software
- effective verbal and written communication with a range of individuals/organisations, especially manufacturers
Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of configuration tasks ensuring coverage of a wide range of equipment and software.

Resource requirements

Assessment requires access to a range of software and equipment used in broadcast facilities, currently used by the television and radio industries.
CUFENG06A Ensure quality of broadcast output

Unit Descriptor

This unit describes the skills and knowledge required to monitor and maintain quality broadcast output from television and radio broadcast facilities.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Maintain quality control for broadcast systems
   1.1 Ensure correct output level devices are placed in circuit to correct for losses, deficiencies or degradation
   1.2 Make adjustments to broadcast equipment
   1.3 Contact play out source to adjust levels if required
   1.4 Monitor and track the signal source
   1.5 Locate any problems and determine arrangements for rectification

2. Recognise sources and causes for broadcast distortion and frequency response
   2.1 Use appropriate test equipment to test that broadcast outputs within specification and phase
   2.2 Check the frequency response with level meters
   2.3 Determine noise and distortion problems and contact the provider
   2.4 Negotiate a solution to problem with the originator/source

3. Effectively use broadcast monitoring equipment
   3.1 Check the wave form and other monitoring equipment
   3.2 Analyse the output to identify problems and faults
   3.3 Check in-bound and out-bound equipment, satellite and telecom units
   3.4 Monitor transmission
   3.5 Determine any problems with transmission and take remedial action

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RANGE STATEMENT

- computer generated
- manually written
• fault report
• purchase orders
• history cards
• log books
• manufacturers' manuals
• instruction sheets

• head of department
• supervisor
• other technical staff
• other specialist staff
• technical director
• station manager
• operators of the equipment
• sub contracted personnel
• floor manager
• production designer
• building personnel
• architect
• designers
• production manager
• production assistant
• producer

• single
• multiple

• analog
• digital
• computer

• audio transmission
• video transmission

• master control
• studio
• outside broadcast van
• edit suite

• vectorscope
• picture monitor
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- electronic fault diagnostic and location skills
- problem solving
- organisational skills
- correct terminology
- familiarity with specific systems
- Australian television standards, if required
- test equipment and facilities
- manufacturers' standards and specifications
- sources of advice, information, and technical support
- broadcast systems
- colorimetry, if required
- transmission facilities
- forms of various distortions
- adjusting sync timing and sub-carrier phasing - signal timing for analog components
- facilities configuration
- ability to check equipment is up to specifications
- accessing appropriate technical support personnel
- accessing specifications for equipment
- aptitude for judging sound and vision quality
- communication - oral and written reports
- interpretation of test equipment

Linkages to other units

This unit has linkages to the range of broadcast engineering units found within this training package and combined training delivery and/or assessment may be appropriate.

Critical aspects of evidence

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

- the interpretation of manufacturers’ specifications in order to correctly maintain audio and image quality
- effective verbal and written communication with a range of individuals/organisations

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.
Method and context of assessment

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of monitoring and maintenance tasks ensuring coverage of a wide range of equipment.

Resource requirements

Assessment requires access to a range of equipment used in broadcast facilities, currently used by the television industry.
CUFGEN01A Develop and apply industry knowledge

Unit Descriptor

This unit describes the skills and knowledge required to access, increase and update knowledge of the film, television, radio and multimedia industry, including the role of different industry sectors, and the impacts of changing technology. This knowledge underpins effective performance in all sectors.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Seek information on the structure and operation of the industry

1.1 Correctly identify and access sources of information on the industry

1.2 Obtain information to assist effective work performance within the industry, including information on:

1.2.1 different sectors of the industry, their relationships and the products and services available in each sector

1.2.2 major industry bodies/associations

1.2.3 relationships with other industries

1.2.4 different markets and their relevance to industry sectors

1.2.5 different distribution channels for industry products and services

1.2.6 economic and/or social significance of the industry

1.2.7 the role of local communities

1.2.8 specific features of the local/regional industry

1.2.9 working arrangements

1.3 Access information on the specific sector of work

1.4 Correctly apply industry information in day-to-day work activities

2. Seek information on industry employment obligations and opportunities

2.1 Obtain information to assist effective work performance within the industry, including information on:

2.1.1 career opportunities and career paths within the industry

2.1.2 the roles, responsibilities and employment rights of contracted freelance workers within the industry

2.1.3 the roles, responsibilities and inter-relationships of individual personnel in an industry environment

2.1.4 unions and employer bodies

2.1.5 professional associations

2.1.6 industrial relations issues - awards and enterprise bargaining agreements, non award areas

2.1.7 cultural issues

2.2 Correctly apply industry information on employment opportunities and obligations in day-to-day work activities
3. Seek information on new technology

3.1 Obtain information to assist effective work performance within the industry, including information on:

3.1.1 advances in any type of equipment or technology used within the industry

3.1.2 likely effects of new technology on current work practices and the structure of the organisation and industry, and the community

3.1.3 ways of upgrading skills to include the use of new technology

3.1.4 sources of technical advice and support

3.2 Correctly apply industry information on technological advances in day-to-day work activities

4. Update industry knowledge

4.1 Continually apply informal and/or formal research to update general knowledge of the industry

4.2 Monitor current issues of concern to the industry

4.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate information into day-to-day work activities

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RANGE STATEMENT

- media
- reference books, technical manuals
- libraries
- unions
- industry associations and organisations
- industry journals
- union publications - newsletters, magazines, bulletins and letters
- computer data, including internet
- induction kits
- organisational policies, procedures and journals
- job descriptions
- employment contracts
- federal and state industrial awards
- federal and state industrial relations departments
- occupational health and safety laws, regulations, journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with community groups
- discussions with manufacturers - technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals, promotional material

- entertainment
- arts
- music
- fashion
- events management
- sports
- agriculture/horticulture/aquaculture
- conservation
- science and research
- retail
- tourism
- training and education

- employment
- awards, enterprise agreements and working conditions
- effect on local amenities/facilities/community
- land ownership
- land access and usage
- community role in industry operations
- diversity of culture and language
- history of the industry
EVIDENCE GUIDE

Underpinning skills and knowledge

- Assessment must include evidence of essential knowledge of, and skills in, the following areas:
  - industry information sources
  - technology information sources
  - cultural information sources
  - basic research skills:
    - identification of relevant information
    - techniques to obtain information
    - sorting and summarising information
    - legislation (both state and federal) which applies across the industry in the following areas:
      - consumer protection
      - duty of care
      - equal employment opportunity
      - anti-discrimination
      - workplace relations
      - the function of relevant industry organisations

Linkages to other units

- This is a core unit that underpins effective performance in all other film, television, radio and multimedia units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.
Critical aspects of evidence

This unit of competence applies to a range of industries, ie. film, television, radio and multimedia. The focus of assessment will depend on the industry involved. Assessment must be customised to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved, for example, the film and television, radio or multimedia industry sectors. For generic pre-vocational training, organisations should provide training which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

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

- ability to source industry information
- general knowledge of the industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should use a range of materials current and relevant to that workplace environment.

Simulated workplace activities must be undertaken using a range of relevant and current material appropriate for the industry sector.
CUFGEN02A **Identify industry laws and regulations and apply them to workplace activities**

**Unit Descriptor**
This unit describes the skills and knowledge required to access, increase, update and apply a broad knowledge of key cultural industry legislation, regulations and codes. The broad knowledge underpins effective performance in all sectors. It does not describe the application of specific complex legal and regulatory knowledge. The need to source complex knowledge would be referred to specialist legal advisors, specialist industry associations or specialist enterprise team members.

**Unit Sector**
No sector assigned

**ELEMENT**

**PERFORMANCE CRITERIA**

1. Seek information on laws and regulations that apply to the industry
   1.1 Obtain information on the range of laws, regulations and industry codes of practice which affect particular workplace activities
   1.2 Determine the implications of breaching any laws, regulations and industry driven codes of practice
   1.3 Correctly apply information to ensure that laws and regulations are not breached in day to day activities
   1.4 Seek advice from manager or seek legal advice if appropriate.

2. Comply with workplace policies and procedures relating to laws and regulations that apply to the workplace
   2.1 Identify workplace policies and procedures relating to the range of laws, regulations and industry codes of practice which affect particular workplace activities
   2.2 Determine the implications of breaching any workplace policies and procedures
   2.3 Comply with these policies and procedures in all work undertaken
   2.4 Seek advice from supervisor/manager or seek legal advice if required, and review activities in light of advice

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RANGE STATEMENT

- internet
- newspapers
- telephone book
- reference books, technical manuals
- libraries
- unions
- industry associations and organisations
- industry journals
- union publications - newsletters, magazines, bulletins and letters
- government bulletins, newsletters and journals
- computer data
- induction kits
- organisational policies, procedures and journals
- job descriptions
- employment contracts
- federal and state industrial awards
- federal and state industrial relations departments
- occupational health and safety laws, regulations, journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with community groups
- discussions with manufacturers - technical and sales personnel

- insurance issues relevant to the industry
- environmental
- law relating to licences for specialist activities
- laws and regulations covering employment, awards and enterprise agreements
- industrial relations framework
- copyright
- plagiarism
- intellectual property
- libel
- slander
- defamation
- contempt
- vilification
- broadcasting
- Australian content
- environmental issues
- industrial relations, awards, enterprise agreements
- occupational health and safety
Music • artwork • photographs • film and videotapes • multimedia products • original materials of all sorts

EVIDENCE GUIDE

Underpinning skills and knowledge Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• industry, technology, law and regulation and cultural information sources from all or some of the following as they apply to the film, television, radio and/or multimedia industries
• identifying and obtaining information
• sorting and summarising information
• relevant legislation (both state and federal) which applies to the particular industry sector and workplace activities

Linkages to other units

• This unit underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

Critical aspects of evidence

This unit of competence applies to a range of cultural industry sectors. The focus of assessment will depend on the industry involved. Assessment must be customised to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved. For generic pre-vocational training, organisations should provide training which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, across a range of industry contexts.

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

• ability to source information about the relevant law and regulations for the specific industry sector
• ability to apply these laws and regulations to their sector and particular workplace activities
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should use a range of materials current and relevant to that workplace environment.
CUFMARO1A Sell products and services

Unit Descriptor

This unit describes the skills required to sell the products and services provided by organisations and individuals to current and potential clients and customers. These skills are essential to many businesses and individuals in the cultural industries where the success of the business or project is dependent on the ability to generate income from the sale of products and services.

Unit Sector

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Develop knowledge of the products and strategies for selling</td>
<td>Develop and maintain knowledge of the products to be sold</td>
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<td>Determine appropriate strategies for selling the products/services</td>
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<td>2. Identify and approach customer/clients</td>
<td>Identify the appeal of the product/service and plan the sales approach</td>
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<td>Approach the customer/client and make a sales pitch</td>
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<td>Present positive attributes of the product/service</td>
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<td>Demonstrate understanding of customer/client buying behaviour</td>
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<td>3. Gather information on customer/clients' requirements</td>
<td>Use questioning techniques to gather information about customer/client's motives and needs</td>
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<td>Identify customer/client's special needs</td>
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<tr>
<td>4. Sell the benefits of the product or service</td>
<td>Match the customer/client's needs to products and services</td>
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<td></td>
<td>Communicate accurately and effectively with customers/clients</td>
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<td></td>
<td>Listen to feedback and respond to customer's special needs</td>
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<td></td>
<td>Use problem solving techniques to overcome customer/client resistance</td>
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<tr>
<td>5. Close sale</td>
<td>Encourage customer/client to make purchase decisions</td>
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<td>Select and apply appropriate method of closing sale</td>
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RANGE STATEMENT

- films
- videos
- television programs, and stations and benefits of advertising
- radio - promotion of station and benefits of advertising on that station
- multimedia products
- specialist services provided by freelance professional (camera, lighting, programming, writing and others)
- creative concepts
- music, scores, lyrics
- individual artists' products or services

- active listening
- asking open ended questions
- providing clear well organised information
- using and responding to non-verbal cues
- responding appropriately to customers and clients from a range of backgrounds, and abilities

- face to face selling
- sending material by mail - written, audio, video
- selling by phone
- trade shows
EVIDENCE GUIDE

Underpinning skills and knowledge
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- basic knowledge of the specific industry sector
- knowledge of promotional and selling techniques and when each is appropriate
- knowledge of the law relating to sales and promotion
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- knowledge of advertising codes of practice relevant to the industry sector

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUECOR2A Work with others
- CUEMAR3A Undertake marketing activities
- CUFGEN01A Develop and apply industry knowledge
- CUSGEN02A Make presentations

Critical aspects of evidence
This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- effective communication within the range of selling situations
- demonstration of a thorough understanding of the industry sector
- undertaking careful preparation
- effective selling of the product or service
### Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

### Resource requirements

Assessment requires access to the information required to develop an effective selling strategy.
CUFPOP01A Prepare and participate in an electronic media activity

Unit Descriptor
This unit describes the skills and knowledge required to prepare and put into practice an activity using media that is appropriate for any production within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare the activity
   1.1 Identify the concept and scope of the activity according to production or other requirements
   1.2 Identify the appropriate media to be used to achieve the desired outcome, in consultation with others as appropriate
   1.3 Identify the relevant production requirements of the activity
   1.4 Identify any safety issues which need to be considered during the production and plan to minimise the possibility of risk to anyone participating in the media activity
   1.5 Identify the resources and equipment required to perform the activity
   1.6 Prepare a work plan in detail in an appropriate format

2. Realise and participate in the activity
   2.1 Establish a working environment that will achieve optimum results for the activity
   2.2 Conduct appropriate rehearsal exercises where necessary to improve and develop the effectiveness of the media activity
   2.3 Carry out the activity according to the production requirements
   2.4 Make sure that the instructions to the relevant personnel are comprehensible throughout the activity
   2.5 Ensure the safety of all relevant personnel and any general public present during the activity
   2.6 Monitor the process of implementation and continuously assess the activity according to production requirements
   2.7 Review, assess and document the realisation process after completion of the activity to evaluate the outcomes

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RANGE STATEMENT

• technical
• creative
• duration
• style - way of presenting things pertaining to a person, school, period or subject - a manner exhibiting these characteristics (eg in the style of Shakespeare, Raphael, classical or post modern)
• content
• budget
• deadlines
• location
• audience
• purpose
• contractual
• confidentiality
• intellectual property
• copyright
• schedule
• codes of practice
• Indigenous law and protocols
• cultural protocols

• film, television, radio, and/or multimedia professionals
• educators
• heads of department
• other technical staff
• other specialist creative and administrative staff

• cost
• finance
• skilled experts
• personnel
• equipment
• technical difficulty

• all the technical and specialist staff required for successful development of the proposed product
• computers
• film and/or video cameras
• application software
• video and audio equipment
• editing equipment
• lighting equipment
• studio panel equipment
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of and skills in, the following areas:

- the range of media available
- the variety of methods available
- occupational health and safety practices

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFSAF01A Follow health, safety and security procedures
- CUFGEN01A Develop and apply industry knowledge

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to develop a media activity
- the ability to document that media activity using a method appropriate to the chosen media
- effective verbal communication skills
- knowledge and application of relevant occupational health and safety practices and awareness of the applicable legislation
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the film and television industry.
CUFPOPO9A Conduct a briefing

Unit Descriptor

This unit describes the skills and knowledge required to provide a briefing prior to the filming or taping of a film or television production. Briefings may be provided to any personnel, cast/performers, crew, ancillary service providers, audiences or the general public.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare information for delivery

1.1 Liaise with relevant personnel and interpret and confirm the production requirements

1.2 Collect and collate all pre-production information including:
   1.2.1 the script, if used
   1.2.2 production schedule
   1.2.3 call/running sheet
   1.2.4 crew and cast lists
   1.2.5 location lists
   1.2.6 set and props construction specifications, if included in production
   1.2.7 camera and equipment track and rigging details
   1.2.8 special effects specifications, if included in production
   1.2.9 stunt and/or action sequence details, if included in production
   1.2.10 use of armoury, if included in the production
   1.2.11 safety report
   1.2.12 execution guidelines/procedures
   1.2.13 camera shot lists
   1.2.14 statutory approvals

1.3 Carry out a site inspection with relevant personnel and identify the positioning and movement of all cast and crew for the shots to be filmed/taped

1.4 Inspect any props and sets and special effects items involved in the production

1.5 Hold ongoing discussions with relevant personnel and specialist service providers so that additional, changed or special production requirements are incorporated into the briefing

1.6 Construct and document briefing details to facilitate ease of delivery

1.7 Prepare copies of any documents to be distributed with the verbal briefing

1.8 Decide and schedule the appropriate time for delivery of information

1.9 Select an appropriate space or venue for the delivery of the briefing to ensure that all details can be clearly communicated without interference
2. Present all necessary operational information by verbal briefing

2.1 Ensure that all participants requiring the information are present at the briefing and that information is audible to all
2.2 Use communication equipment, where appropriate
2.3 Present comprehensive, accurate and relevant information about the production requirements using language which is appropriate to the participants
2.4 Clearly outline special requirements/directions
2.5 Provide relevant personnel involved in the execution of the sequence with instructions on the operation of the sequences to be filmed/taped and reconfirm any cues and signals to be used
2.6 Ensure that communication methods and chain of command are fully understood
2.7 Invite questions and feedback from the participants
2.8 Answer participant questions in a courteous and clear manner, and if required, involve the whole group by repeating the question, ensuring the answer is audible to all

3. Present all necessary safety information by verbal briefing

3.1 Distribute the execution plan for the filming of any hazardous events to all relevant personnel
3.2 Provide operational instructions to personnel involved in the execution of the hazardous sequence and ensure that communication methods and chain of command are fully understood
3.3 Provide information on:
   3.3.1 intended actions for all personnel
   3.3.2 possible deviations
   3.3.3 location of safety equipment and personnel
   3.3.4 escape routes and evacuation details
3.4 Present detailed verbal information from the execution plan to all relevant personnel
3.5 Explain action to be taken in the event of an emergency to all relevant personnel

4. Render artwork

4.1 Render the artwork to comply with reference materials previously identified and to meet the technical and artistic standards previously identified
4.2 Render the artwork to reflect the details outlined in the brief and to incorporate suitable techniques within the constraints of the production
4.3 Report any identified problems with the source material to relevant personnel
4.4 Keep rendered material safe, clean and in the correct order
KEY COMPETENCIES

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RANGE STATEMENT

- computer generated
- manually written
- hire agreements
- specialist documents required for the transportation of dangerous goods
- confirmation of receipt and dispatch notes
- memos of instruction
- descriptive special effects checklists
- fault reports
- special effects design
- scripts
- production schedules
- call/running sheets
- firearms and weapons break down lists
- schedule for an action sequence involving the use of firearms and weapons
- operational/project plan
- manufacturers' specifications/instructions
- technical drawings
- sketches
- special effects execution plans
- execution plans for the action sequences involving the use of firearms and weapons
- execution plans for the stunt/action sequences
• the script
• production schedule
• call/running sheet
• crew and cast lists
• location lists
• set and props construction specifications,
• camera and equipment track and rigging details
• special effects specifications
• stunt and/or action sequence details
• use of armoury
• safety report
• execution guidelines/procedures
• camera shot lists
• statutory approvals

• microphone
• loud speaker
• public address system

• instructions for all personnel involved in filming
• instructions for crowd movements
• instructions for the actions of extras
• instructions for audience movements and participation
• instructions for the positioning of ancillary services, eg
• emergency services
• safety issues for relevant personnel
• location of medical facilities

• local council authority
• Workcover
• police department
• local firearms authority
• local fire authority
• location of emergency services

• in a studio
• on location - interior
• on location - exterior
• outside broadcast
• day
• night
- feature films
- documentaries
- short films
- animated productions
- commercials
- filmed events or performances
- music video
- television productions of any type (e.g., music, drama, comedy, variety, sport)
- live or pre-recorded television productions

- production designer
- performer
- stand in performer
- stunt performer
- special effects department personnel
- special effects supervisor/manager
- special effects production/execution personnel
- armourer
- armoury personnel
- local government authority personnel
- general public/local residents
- personnel with specialist expertise in stunt/action sequence execution
- stunt coordinator and personnel
- medics
- fire and safety officer
- supervisor
- head of department
- director of photography
- director
- producer
- technical director
- other technical staff
- other specialist staff
- designers
- floor manager
- make-up personnel
- wardrobe personnel
- transportation provider and crew
- general public
- audiences

- audible
- visual
- computer generated
- given live or via communications equipment
• detailed description of the hazardous sequence including the route and timing of the hazardous sequence
• the date and approximate time of day for the execution
• the location of first aid and medical facilities
• procedures to be followed in the event of an accident
• the location of and procedures for contacting emergency services in the event of an accident estimation of camera position, route and timing of camera/s and details of rigging
• names of stunt/action sequence coordinator, safety consultant, safety supervisor, armourer
• safety procedures to be followed during set up and execution of the hazardous sequence
• type and number of personnel required to execute the hazardous sequence
• chain of communication for execution of the hazardous sequence including cues and signals
• involvement of the performers/stunt performers in the hazardous sequence
• abort details and signals
• authority to cancel or abort the filming/taping of the hazardous sequence
• floor effects:
  • weather effects
  • fire and smoke
  • collapsing and destruction
  • water
  • crashes
  • motion control systems
• electronic hardware
• pyrotechnics:
  • explosives
  • detonators
  • squibs
  • smoke
• deflating materials
• animatronics and creatures
• pneumatics
• electrical and mechanical winches
• automated and animatronic devices/controls
• cables
• electronic devices
• electro-mechanical devices
• computer controlled devices
• power packs
• motion control electronics/systems
• electronic flashing and timing devices
• armory and ammunition
• underwater photography
• dolly mounted cameras
• crane mounted cameras
• the use of a jib
• the use of a remote controlled cameras
• cameras mounted to, or filmed from, a moving vehicle
  (car, truck, bus etc)
• cameras mounted to, or filmed from, a moving vessel
  (ship, boat etc)
• cameras mounted to, or filmed from, a moving aircraft
• cameras mounted to, or filmed from, a moving train
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- visualisation and interpretation of creative concepts
- understanding the artistic elements of a production
- interpreting scripts, production schedules
- development of operational plans and production schedules
- report writing
- information management
- principles of negotiation
- communication principles and techniques
- familiarity with filming techniques, camera positions and equipment used
- familiarity with the structure and roles and responsibilities of film crew and specialist personnel used by the film and television industry
- record keeping
- film and television production schedule terminology
- problem solving and dealing with conflict situations techniques
- set etiquette and protocols
- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice
- relevant local government legislation and regulation
- interpreting written and verbal construction specifications and instructions
- working as part of a team
- familiarity with filming techniques, lens angles, camera positions, motion control and camera speed

Linkages to other units

This unit has linkages to the range of production planning and operations units contained within this training package. Combined training delivery and/or assessment may be appropriate:

- CUFPOP13A Manage rehearsals
- CUFPOP07A Manage a film or television shoot
- CUFPOP10A Plan and coordinate the post-production pathway
Critical aspects of evidence

This unit of competence applies to a range of briefing situations for film and television productions. The focus of assessment will depend on the situation. Assessment must be customised to meet the needs of the particular situation in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the production situation involved. For generic pre-vocational training, organisations should provide training which will provide participants with a breadth of coverage, encompassing a range of production situations.

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

• the interpretation of pre-production documentation
• effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.

Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

• role play
• work samples or simulated workplace activities
• oral questioning/interview
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment and pre-production paperwork listed in the range of variables statement, currently used by the film and television industry.
CUFPOP20A Write a pre-production safety report

Unit Descriptor
This unit describes the skills and knowledge required to prepare, write and distribute a safety report for any production within the cultural industries.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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| 1. Collect information for pre-production safety report | 1.1 Liaise with relevant personnel, interpret and confirm the production requirements  
1.2 Gather all relevant production information including:  
   1.2.1 the script  
   1.2.2 production schedule  
   1.2.3 crew and cast lists  
   1.2.4 location lists  
   1.2.5 set and props construction and transportation specifications, if included in production  
   1.2.6 camera and equipment track and rigging requirements  
   1.2.7 special effects specifications, if included in production  
   1.2.8 stunt and/or action sequence details, if included in production  
1.3 Carry out a site inspection with relevant personnel or receive report  
1.4 Determine camera positions to be used during filming  
1.5 Determine the positioning and movement of all cast and crew for the shots to be filmed  
1.6 Inspect any props and sets involved in the production, if available before the production |
| 2. Evaluate the information | 2.1 Establish or maintain an accessible document management system to collate and organise:  
   2.1.1 the information collected  
   2.1.2 performance details and specifications  
   2.1.3 draft and final safety reports  
2.2 Analyse and document research findings for use during the development of the safety report  
2.3 Evaluate the initial information collected  
2.4 Determine the specialist personnel required to execute the filming sequences  
2.5 Determine any specialist equipment, harnessing and safety clothing requirements  
2.6 Determine first aid requirements for all cast and crew involved in the production |
3. Draft the pre-production safety report

3.1 Draft a report which identifies and documents:

3.1.1 known or potential hazards
3.1.2 methods of eliminating, isolating or minimising risks from hazards to cast and crew
3.1.3 specialist equipment required for the production
3.1.4 specialist personnel required for the production
3.1.5 back up emergency facilities available for each location covered by the report
3.1.6 procedures to be used in the event of emergencies
3.1.7 which components of the report should be viewed by heads of departments, so that they are aware of identified or potential risks and management strategies for their areas of responsibility

3.2 Ensure that the report:

3.2.1 recommends the sequences for which a safety supervisor/stunt coordinator will be required on set
3.2.2 stipulates procedures to be followed to eliminate safety risks
3.2.3 details areas that require either a specialist in attendance or specialist advice eg electricians, mechanics, emergency services
3.2.4 includes relevant details of location surveys, including terrain and building structures
3.2.5 advises the production company on safety requirements of known equipment, vehicles, props and crew vehicles
3.2.6 includes the normal location of first aid equipment on set
3.2.7 includes details of the nearest hospital equipped to handle possible accident victims and sets out procedures for contacting emergency services when filming is undertaken in remote locations

3.3 Hold ongoing discussions with relevant personnel so that additional or changed production requirements are considered and incorporated during the development of the report

4. Present draft and final pre-production safety reports

4.1 Present the draft safety report to relevant personnel for review
4.2 Participate in the initial and ongoing evaluation of the presented draft report
4.3 Negotiate and agree to additional requirements or modifications to the safety report and undertake any necessary amendments to the report as a result of changed production requirements
4.4 Agree to the final contents of the safety report, redraft and present the final safety report to all relevant personnel
4.5 Ensure that the final report includes the relevant documents
## KEY COMPETENCIES

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## RANGE STATEMENT

- computer generated
- manually written
- in the form of a production schedule
- in the form of a call sheet/running sheet/rundown
- production designer
- performer
- stand in performer
- stunt performer
- special effects department personnel
- special effects supervisor/manager
- special effects production/execution personnel
- local government authority personnel
- general public/local residents/personnel with specialist expertise in stunt/action sequence execution
- stunt coordinator and personnel
- medics
- fire and safety officer
- supervisor
- head of department
- director of photography
- director
- producer
- production staff
- technical director
- other technical staff
- other specialist staff
- designers
- floor manager
- make-up personnel
- wardrobe personnel
- transportation provider and crew
- lighting personnel
- sound personnel
- camera personnel

- safety supervisor
- special effects coordinator
- stunt coordinator
- graded stunt personnel
- armourer
- animal trainer
- veterinarian
- structural engineer
- emergency services personnel
- medical personnel

- feature films
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- short films
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• fault reports
• stock reports
• stock orders
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• set and props design
• scripts
• production schedules
• call/running sheets
• stunt/action sequence schedule
• measurement charts
• operational/project planning and organisation
• manufacturer's specifications/instructions
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- weather effects
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- collapsing and destruction
- water
- crashes
- motion control systems
- electronic hardware
- pyrotechnics:
  - explosives
  - detonators
  - squibs
  - smoke
- deflating materials
- animatronics and creatures
- pneumatics
- electrical and mechanical winches
- automated and animatronic devices/controls
- cables
- electronic devices
- electro mechanical devices
- computer controlled devices
- power packs
- motion control electronics/systems
- electronic flashing and timing devices
- armory and ammunition

- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
- relevant local government construction legislation and regulation

- current copy of the Film Industry Safety Code
- Occupational Health and Safety Code relevant to the location of filming
- script
- crew and cast list
- location list
- preliminary or shooting schedule
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- visualisation and interpretation of creative concepts
- understanding the artistic elements of a production
- interpreting scripts, production schedules
- report writing
- information management
- principles of negotiation
- communication principles and techniques
- familiarity with filming techniques, camera positions and equipment used
- familiarity with the structure and roles and responsibilities of film crew and specialist personnel used by the film and television industry
- familiarity with the safe execution of special effects, stunt and action sequences, as required
- common hazards and their potential for causing harm
- safety practices required to remove, isolate or minimise hazards
- relevant occupational health and safety legislation and regulations - local/state or territory and commonwealth
- relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
- relevant local government construction legislation and regulation
- detailed knowledge of the recommended safety codes for the Australian film industry including stunts and special effects first aid

Linkages to other units

This unit has linkages to the range of production planning and operations units contained within this training package. Combined training delivery and/or assessment may be appropriate. Linkages may include:

- THHGHS03A Provide first aid

Critical aspects of evidence

Since this unit focuses on the production of safety reports for film and television, assessment must ensure that a sufficient range of report writing tasks are covered. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation of pre-production documentation in order to meet safety requirements
- effect verbal and written communication
Method and context of assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule, budget and the use of current industry standard equipment and location details. The simulated assessment event should involve all the team members and specialist personnel that would participate in a film, television or multimedia production requiring the compilation of a safety report.

Assessment methods may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration
- role play
- case studies
- worksamples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
- Evidence of competence would be best obtained by evaluation of a number of safety report writing tasks ensuring consistency of performance and coverage of a range of contexts.

Resource requirements

Assessment requires access to a range of equipment currently used within film and television industry filming environment.
CUFPOP21A Establish a safety plan for a screen production

Unit Descriptor
This unit describes the skills and knowledge required to interpret a pre-production safety report written for any production within the cultural industries and to establish a safety plan which complies with the report.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Receive and interpret the pre-production safety report
   1.1 Liaise with the safety consultant commissioned to write the report, interpret and confirm the requirements documented by the pre-production safety report
   1.2 Participate in the initial and ongoing analysis of the presented report and establish an implementation plan
   1.3 Dispatch copies of the safety report to all relevant personnel and organisations prior to commencement of filming

2. Sequence the production and coordinate the supply of specialist safety personnel
   2.1 Consult the report and establish what specialist personnel are required during the production including:
      2.1.1 safety supervisor
      2.1.2 stunt coordinator
      2.1.3 specialist technicians
      2.1.4 type and number of personnel required to execute any hazardous sequences
   2.2 Sequence the production according to the most effective use of the required specialist staff and in accordance with recommendations made in the safety report
   2.3 Recruit and roster specialist personnel for the filming of hazardous sequences according to the requirements of the safety plan
   2.4 Seek any other specialist advice according to the requirements of the safety plan

3. Conduct a location survey and coordinate safe execution plans
   3.1 Coordinate and participate in a location survey with relevant personnel, in accordance with the recommended Australian film industry safety code
   3.2 Ensure that relevant personnel write a plan for the execution of hazardous sequences in accordance with the recommended Australian film industry safety code to include safety guidelines and emergency procedures
   3.3 Dispatch the plans and procedures to all relevant personnel
   3.4 Coordinate the operation of safety and operational briefings prior to the execution of hazardous sequences

4. Obtain approvals
   4.1 Request and confirm approval from relevant authorities to execute the filming of hazardous sequences
   4.2 Dispatch copies of approvals to relevant personnel and ensure that copies are attached to the daily call sheet
5. Ensure the safe serviceability of equipment and vehicles

5.1 Consult the report and establish the safety requirements of known equipment, vehicles, props and crew vehicles for the duration of the production

5.2 Ensure that all equipment and vehicles/vessels/craft are in safe working order, have current registration and that relevant personnel hold the correct and current licences to operate/and or drive

5.3 Ensure that correctly qualified and licensed technicians provide appropriate services and conduct repairs to equipment and vehicles/vessels/craft

6. Organise medical and first aid services

6.1 Consult the report and establish what medical services may be required during the production in the event of accident or illness

6.2 Liaise with qualified medical practitioners located near the production location and coordinate their provision of in and out of hours medical treatment to production personnel

6.3 Recruit and roster registered nurses or medical personnel for the filming of hazardous sequences

6.4 Book and coordinate the supply of emergency services, e.g. ambulance and fire personnel, for the filming of hazardous sequences

6.5 Provide approved first aid equipment in a safe and accessible location and ensure that its availability and location is known to all relevant personnel

6.6 Provide details of the procedures for contacting emergency services when filming is undertaken in remote locations

KEY COMPETENCIES

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- personnel with specialist expertise in stunt/action sequence execution
- stunt coordinator and personnel
- medics
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- electrical and mechanical winches
- automated and animatronic devices/controls
- cables
- electronic devices
- electro mechanical devices
- computer controlled devices
- power packs
- motion control electronics/systems
- electronic flashing and timing devices
- armoury and ammunition

- commonwealth, state and territory occupational health and safety regulations
- a relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
- relevant local government construction legislation and regulation
Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- interpreting scripts, production schedules
- interpreting safety reports
- report writing
- information management
- principles of negotiation
- communication principles and techniques
- familiarity with filming techniques, camera positions and equipment used
- familiarity with the structure and roles and responsibilities of film crew and specialist personnel used by the film and television industry
- familiarity with the safe execution of special effects, stunt and action sequences, as required
- common hazards and their potential for causing harm
- safety practices required to remove, isolate or minimise hazards
- relevant occupational health and safety legislation and regulations - local/state or territory and commonwealth
- consequences of non compliance with occupational health and safety legislation and regulations
- relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
- relevant local government construction legislation and regulation
- detailed knowledge of the recommended Australian film industry recommended safety code
- ability to source specialist suppliers, personnel, technicians
- knowledge of procedures for applying for specialist approvals

Linkages to other units

This unit has linkages to the range of production planning and operations units contained within this training package. Combined training delivery and/or assessment may be appropriate.

- CUSADM09A Address legal and administrative requirements
- CUFPOP06A Survey locations
- THHGLE07A Recruit and select staff
- THHGLE05A Roster staff
The following evidence is critical to the judgement of competence in this unit:

- the interpretation of safety reports and other pre-production documentation in order to meet safety requirements
- effective verbal and written communication

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule, budget and the use of current industry standard equipment and location details.

The simulated assessment event should involve all the team members and specialist personnel that would participate in a film, television or multimedia production requiring the use of a safety plan.

Assessment methods may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment requires access to a range of equipment currently used within film and television industry filming environments.
CUFPOP22A Supervise screen production safety

Unit Descriptor

This unit describes the skills and knowledge required to supervise the safe execution of film and television productions during the production phase.

Unit Sector
No sector assigned

ELEMENT

1. Confirm the safety requirements of the production

   1.1 Liaise with the relevant personnel and interpret and confirm the production requirements so that technical and script requirements can be safely met when filming commences

   1.2 Interpret and confirm the requirements documented by any pre-production safety report

   1.3 Ensure that any pre established safety plans are fully understood and confirmed including:

   1.3.1 the site safety responsibilities of various personnel

   1.3.2 details of any required statutory approvals

   1.3.3 equipment assembly requirements and schedule

   1.3.4 safety procedures to be followed during set up and execution of any aspect of the production

   1.3.5 the location of first aid and medical facilities

   1.3.6 procedures to be followed in the event of an accident

   1.3.7 the location of and procedures for contacting emergency services in the event of an accident

   1.3.8 detailed description of any stunt/action sequence

   1.4 Carry out a site inspection with relevant personnel or receive appropriate documents to determine all operational requirements of the production

   1.5 Determine the positioning and movement of production personnel, performers and all equipment

2. Check production equipment

   2.1 Inspect any props, sets, and rigging involved and ensure that the production can be executed according to the operational capabilities of the items

   2.2 Ensure that all personnel involved in the execution of the production are wearing appropriate protective clothing, as necessary

   2.3 Notify relevant personnel of any problems and negotiate any required changes to the execution of the production if safety concerns arise
3. Monitor the safe execution of the production

3.1 Distribute any safety plans to all relevant personnel and ensure that they are integrated into the daily call/running sheet

3.2 Provide any required safety briefings to relevant personnel involved in the execution of the production and ensure that communication methods, chain of command and emergency procedures are fully understood

3.3 Advise relevant personnel of their exposure to risk in accordance with organisational procedures

3.4 Identify hazards, eliminate, isolate or minimise risk throughout the production

3.5 Clear the production area of any non-essential personnel whenever possible

3.6 Monitor health and safety conditions throughout the production to assess risks to safety and ensure that all occupational health and safety procedures are being observed

3.7 Supervise the safe execution of all aspects of the production and impose strict safety controls on the execution of any stunt/action sequences

3.8 Cancel the execution of the production where unacceptable risks are identified and clearly communicate this to relevant personnel

4. React to emergency situations

4.1 Abort the production in the event of an accident

4.2 Implement the emergency plan

4.3 Provide first aid to any injured personnel and ensure that emergency services provide professional assistance

4.4 Clear the site of any items which may cause further accident or injury

4.5 Complete detailed reports of the incident, according to enterprise and legal requirements

KEY COMPETENCIES

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RANGE STATEMENT

- computer generated
- manually written
- hire agreements
- specialist documents required for the transportation of dangerous goods
- confirmation of receipts and dispatch notes
- memos of instruction
- descriptive set and props checklists
- fault reports
- stock reports
- stock orders
- budgets
- set and props design
- scripts
- production schedules
- call/running sheets
- stunt/action sequence schedule
- measurement charts
- operation/project plan
- manufacturers' specifications/instructions
- technical drawings
- sketches
- special effects execution plans
- stunt/action sequence execution plans
- safety report
- safety plan
- location
- daily call/running sheet
- safety issues for relevant personnel
- location of medical report

- local council authority
- Workcover
- police department
- local fire authority
- location of emergency services
• safety procedures to be followed during set up and executive of the stunt/action sequence and timing of cameras and details of rigging
• names of stunt/action sequence coordinator, safety consultant, safety supervisor
• type and number of personnel required to execute the stunt/action sequence
• chain of communication for executive of the stunt/action sequence including cues and signals
• abort details and signals
• route and timing of stunt/action sequence
• involvement of the performers/stunt performers in the stunt/action sequence

• accident
• equipment failure
• unfavourable weather conditions such as fog, wind velocity, bad light, rain, mist, water temperature

• feature films
• documentaries
• short films
• animated productions
• commercials
• filmed events or performances
• music video
• television productions of any type (eg music, drama, comedy, variety, sport)
• live or pre-recorded television productions
• production designer
• performer
• stand in performer
• stunt performer
• special effects department personnel
• special effects supervisor/manager
• special effects production/execution personnel
• local government authority personnel
• general public/local residents
• audience
• personnel with specialist expertise in stunt/action sequence executive
• stunt coordinator and personnel
• medics
• fire and safety officer
• supervisor
• head of department
• director of photography
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager
• make-up personnel
• wardrobe personnel
• transportation provider and crew
• any member of the cast or crew
floor effects:
- weather effects
- fire and smoke
- collapsing and destruction
- water
- crashes
- motion control systems

electronic hardware
- pyrotechnics:
  - explosives
  - detonators
  - squibs
  - smoke
  - deflating materials
- animatronics and creatures
- pneumatics
- electrical and mechanical winches
- automated and animatronic devices/controls
- cables
- electronic devices
- electro mechanical devices
- computer controlled devices
- power packs
- motion control electronics/systems
- electronic flashing and timing devices

commonwealth, state and territory occupational health and safety regulations
a relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
relevant local government construction legislation and regulation
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- development of operational plans and production schedules
- preparation and delivery of briefings
- team leading skills
- report writing
- record keeping
- principles of negotiation
- film and television production schedule terminology
- problem solving and dealing with conflict situation techniques
- time management
- set etiquette and protocols
- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice
- relevant local government legislation and regulation
- interpreting written and verbal construction specifications and instructions
- working as part of a team
- safe handling of hazardous materials
- maintaining a clean and safe work area
- familiarity with filming techniques, lens angles, camera positions, motion control and camera speed
- detailed knowledge of the Australian film industry recommended safety code

This unit has linkages to the following units and combined training/delivery and/or assessment is recommended:

- CUFPOP09A Conduct a briefing
- CUEOHS1A Implement workplace health and safety procedures
Critical aspects of evidence

This unit of competence applies to a range of film and television production types. The focus of assessment will depend on the specialisation. Assessment must be customised to meet the needs of the particular production area of expertise in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the interpretation and implementation of commonwealth, state and territory occupational health and safety regulations, relevant national and international standards, guidelines and codes of practice and relevant local government construction and safety legislation and regulation
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production schedule, budget and the use of current industry standard equipment and location details. The simulated assessment event should involve all the team members and specialist personnel that would participate in a film, television or multimedia production requiring the use of a safety plan.

Assessment of the emergency aspects of this unit would most effectively be undertaken off the job in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the film and television industry.
CUFPOP23A Plan and coordinate stunts or action sequences safely

Unit Descriptor
This unit describes the skills and knowledge required to plan and implement the safe execution of stunts and/or action sequences for film and television productions.

Unit Sector
No sector assigned
1. Plan the execution of the stunt/action sequence

1.1 Liaise with the relevant personnel and interpret and confirm the production requirements so that technical and script requirements can be safely met when filming commences

1.2 Carry out a site inspection with relevant personnel or receive report to determine camera positions to achieve desired coverage of the stunt/action sequence

1.3 Determine the positioning and movement of stunt personnel for each shot so that allowances are made for visual continuity and ease of editing

1.4 Inspect any props and sets involved and plan the executive of the stunt/action sequence according to the operation capabilities of the items

1.5 Determine the specialist personnel required to execute the stunt/action sequence and the graded stunt performer requirements

1.6 Determine any harnessing ad safety clothing requirements, communicate and confirm these to relevant personnel

1.7 Plan alternative methods of executing the stunt/action sequence as contingencies

1.8 Obtain any approvals required by statutory authorities to complete the stunt/action sequence

1.9 Prepare detailed documentation of the executive plan including details of:
   1.9.1 any required statutory approvals
   1.9.2 reports and assessments of the reports
   1.9.3 detailed description of the stunt/action sequence
   1.9.4 equipment assembly requirements and schedule
   1.9.5 safety procedures to be followed during set up and executive of the stunt/action sequence
   1.9.6 the date and approximate time of day for the execution
   1.9.7 the location of first aid and medical facilities
   1.9.8 procedures to be followed in the event of an accident
   1.9.9 the location of and procedures for contacting emergency services in the event of an accident
   1.9.10 estimation of camera position, route and timing of cameras and details of rigging
   1.9.11 names of stunt/action sequence coordinator, safety consultant, safety supervisor
   1.9.12 safety procedures to be followed during set up and execution of the stunt/action sequence
   1.9.13 type and number of personnel required to execute the stunt/action sequence
   1.9.14 chain of communication for execution of the stunt/action sequence including cues and signals
   1.9.15 abort details and signals
   1.9.16 assembly requirements and schedule
   1.9.17 route and timing of stunt/action sequence
1.9.17 involvement of the performers/stunt performers in the stunt/action sequence

2. Brief relevant personnel

2.1 Distribute the execution plan to all relevant personnel and ensure that it is integrated into the daily call/running sheet

2.2 Provide an operational briefing to personnel involved in the execution of the stunt/action sequence and ensure that communication methods and chain of command are fully understood

2.3 Provide a safety briefing to all relevant personnel and reconfirm abort signals

2.4 Clarify the operation of specialist items to relevant personnel and reconfirm any cues and signals to be used

2.5 Explain action to be taken in the event of an emergency to all relevant personnel

3. Set up and check stunt/action sequence equipment

3.1 Unload position, assemble and check any stunt/action sequence equipment and notify relevant personnel of any problems

3.2 Check the assembly and rigging of props and other items/equipment involved in the stunt/action sequence

3.3 Identify any potential hazards, clear the area of any unwanted objects and ensure that appropriate safety measures are taken

3.4 Adjust the location and set, if necessary, within budgetary constraints

3.5 Reconfirm the position of all cameras

3.6 Determine the operation of the stunt/action sequence by test, demonstration or rehearsal, if possible to repeat the stunt/action sequence within budgetary constraints

3.7 Negotiate any required changes to the stunt/action sequence if safety concerns arise from the test, demonstration of rehearsal

3.8 Cancel the stunt/action sequence where unacceptable risks are identified and advise all relevant personnel
4. Safely execute stunt/action sequence
   4.1 Ensure that all personnel involved in the execution of the special effect are wearing appropriate protective clothing
   4.2 Clear the area of any non-essential personnel
   4.3 Execute the stunt/action sequence safely in accordance with local and statutory regulations and pre-arranged signals and cueing arrangements
   4.4 Impose strict safety controls on the execution of all stunt/action sequence
   4.5 Monitor the stunt or action area throughout the execution to access risks to safety and ensure that all occupational health and safety procedures are being observed
   4.6 Safeguard all personnel when deviating from the agreed plan
   4.7 Abort the stunt/action sequence where unacceptable risks are identified during the execution and clearly communicate this to relevant personnel
   4.8 Ensure that stunt/action sequence continuity is maintained throughout the production
   4.9 Evaluate the results of all actions for future operations

5. React to emergency situations
   5.1 Abort the production in the event of an accident
   5.2 Implement the emergency plan
   5.3 Provide first aid to any injured personnel and ensure that emergency services provide professional assistance
   5.4 Clear the site of any items which may cause further accident or injury
   5.5 Complete detailed reports of the incident, according to enterprise and legal requirements

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- manually written
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- specialist documents required for the transportation of dangerous goods
- confirmation of receipts and dispatch notes
- memos of instruction
- descriptive set and props checklists
- fault reports
- stock reports
- stock orders
- budgets
- set and props design
- scripts
- production schedules
- call/running sheets
- stunt/action sequence schedule
- measurement charts
- operation/project plan
- manufacturer’s specifications/instructions
- technical drawings
- sketches
- special effects execution plans
- stunt/action sequence execution plans

- location
- daily call/running sheet
- safety issues for relevant personnel
- location of medical facilities

- local council authority
- Workcover
- police department
- local fire authority
- location of emergency services

- accident
- equipment failure
- unfavourable weather conditions such as fog, wind velocity, bad light, rain, mist, water temperature

- in a studio
- on location - interior
- on location - exterior
- outside broadcast
- day
- night
• feature films
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• short films
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• commercials
• filmed events or performances
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• television productions of any type (eg music, drama, comedy, variety, sport)
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• stunt coordinator and personnel
• medics
• fire and safety officer
• supervisor
• head of department
• director of photography
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager
• make-up personnel
• wardrobe personnel
• transportation provider and crew

• audible
• visual
• computer generated
• given live or via communications equipment
• floor effects:
  • weather effects
  • fire and smoke
  • collapsing and destruction
  • water
  • crashes
  • motion control systems
• electronic hardware
• pyrotechnics:
  • explosives
  • detonators
  • squibs
  • smoke
  • deflating materials
• animatronics and creatures
• pneumatics
• electrical and mechanical winches
• automated and animatronic devices/controls
• cables
• electronic devices
• electro mechanical devices
• computer controlled devices
• power packs
• motion control electronics/systems
• electronic flashing and timing devices

• commonwealth, state and territory occupational health and safety regulations
• a relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
• relevant local government construction legislation and regulation
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- development of operational plans and production schedules
- staff recruitment
- resource management including human resources
- team leading skills
- budget management
- project management
- report writing
- record keeping
- principles of negotiation
- film and television production schedule terminology
- knowledge of effective communication techniques
- problem solving and dealing with conflict situations techniques
- set etiquette and protocols
- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice
- relevant local government legislation and regulation
- interpreting written and verbal construction specifications and instructions
- working as part of a team
- safe handling of hazardous materials
- maintaining a clean and safe work area
- understanding of the stunt/action sequence design and execution process
- electronics, electro-mechanical and computer controls
- wide range of stunt/action sequence techniques
- familiarity with filming techniques, lens angles, camera positions, motion control and camera speed
- detailed knowledge of the Australian film industry recommended safety code

Linkages to other units

This unit has linkages to the following units and combined training/delivery and/or assessment is recommended:

- BSXFMI404A Participate in, lead and facilitate a team
- THHGLE07A Recruit and select staff
- CUSADM06A Develop and implement and operation plan
- CUEOHS1A Implement workplace health and safety procedures
Critical aspects of evidence

This unit of competence applies to a range of specialist stunt/action sequence effects. The focus of assessment will depend on the specialisation. Assessment must be customised to meet the needs of the particular stunt/action sequence area of expertise in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the stunt/action sequence area of expertise required. For generic pre-vocational training, organisations should provide training which will provide participants with a breadth of stunt/action sequence knowledge and expertise, encompassing a range of areas of specialisation.

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

- the interpretation and implementation of commonwealth, state and territory occupational health and safety regulations, relevant national and international standards, guidelines and codes of practice and relevant local government construction and safety legislation and regulation
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment of this unit would most effectively be undertaken in the workplace, on the job due to the specific workplace environment requirements.

However, assessment of the emergency aspects of this unit would most effectively be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the film and television industry.
**CUFPOP24A**  
**Unit Descriptor**  
This unit describes the skills and knowledge required to plan and implement the safe use of armoury within film and television productions.

**Unit Sector**  
No sector assigned
1. Plan the use of the firearms and weapons

1.1 Liaise with the relevant personnel and interpret and confirm the firearms and weapons requirements so that technical and script requirements are met when filming commences

1.2 Select appropriate firearms and weapons according to the style and period of the production

1.3 Select compatible ammunition

1.4 Carry out a site inspection with relevant personnel or receive report to determine camera positions to achieve desired coverage of the sequence involving the use of firearms and weapons

1.5 Determine the positioning and movement of personnel using the firearms and weapons in each shot so that allowances are made for visual continuity and ease of editing

1.6 Inspect any props and sets involved and plan the firearms and weapons sequence according to the operational capabilities of the items and the weapons themselves

1.7 Determine the specialist personnel required to execute the sequence involving the use of firearms and weapons and determine any training which needs to be provided to personnel using the firearms and weapons

1.8 Plan alternative methods of executing the sequence as contingencies

1.9 Obtain any approvals required by statutory authorities to complete the sequence involving the use of firearms and weapons

1.10 Prepare detailed documentation of the executive plan including details of:
   1.10.1 any required statutory approvals
   1.10.2 reports and assessments of the reports
   1.10.3 detailed description of the stunt/action sequence
   1.10.4 equipment assembly requirements and schedule
   1.10.5 safety procedures to be followed during set up and executive of the sequence involving the use of firearms and weapons
   1.10.6 the date and approximate time of day for the execution
   1.10.7 the location of first aid and medical facilities
   1.10.8 procedures to be followed in the event of an accident
   1.10.9 the location of and procedures for contacting emergency services in the event of an accident
   1.10.10 estimation of camera position, route and timing of cameras and details of rigging

1.11 names of stunt/action sequence coordinator, safety consultant, safety supervisor

1.12 type and number of personnel required to execute the sequence involving the use of firearms and weapons

1.13 chain of communication for execution of the sequence involving the use of firearms and weapons include cues
and signals
1.14 abort details and signals
1.15 assembly requirements and schedule
1.16 route and timing of the sequence involving the use of firearms and weapons
1.17 involvement of the performers/stunt performers in the stunt/action sequence

2. Brief relevant personnel
2.1 Distribute the execution plan to all relevant personnel and ensure that it is integrated into the daily call/running sheet
2.2 Provide an operational briefing to personnel involved in the execution of the sequence involving firearms and weapons and ensure that communication methods and chain of command are fully understood
2.3 Provide a safety briefing to all relevant personnel and reconfirm abort signals
2.4 Instruct relevant personnel in the operation of firearms, weapons and ammunition items and reconfirm any cues and signals to be used
2.5 Explain action to be taken in the event of an emergency to all relevant personnel

3. Set up and check firearms and weapons equipment
3.1 Unload position, assemble and check any firearms and weapons equipment and notify relevant personnel of any problems
3.2 Ensure that firearms and weapons are in excellent working order
3.3 Arm weapons at the appropriate time and on request from authorised personnel and communicate the completion to relevant personnel
3.4 Quarantine firearms and weapons containing live ammunition from props weapons
3.5 Ensure that firearms and weapons are safely secured when not in use, according to legislative regulations
3.6 Check the assembly and rigging of props and other items/equipment involved in the execution of the action sequence involving the use of firearms and weapons
3.7 Identify any potential hazards, clear the area of any unwanted objects and ensure that appropriate safety measures are taken
3.8 Reconfirm the position of all cameras
3.9 Determine the operation of the sequence involving the use of firearms and weapons by test, demonstration or rehearsal, if possible, to repeat the sequence within budgetary constraints
3.10 Cancel the action sequence involving the use of firearms and weapons where unacceptable risks are identified and advise all relevant personnel
4. Safely execute the sequence involving the use of firearms and weapons

| 4.1 Ensure that all personnel involved in the execution of the special effect are wearing appropriate protective clothing |
| 4.2 Clear the area of any non-essential personnel |
| 4.3 Execute the sequence safely in accordance with local and statutory regulations and pre-arranged signals and cueing arrangements |
| 4.4 Impose strict safety controls on the execution of the sequence involving the use of firearms and weapons |
| 4.5 Safeguard the personnel using the firearms and weapons by maintaining close proximity to them |
| 4.6 Monitor the action area throughout the execution to access risks to safety and ensure that all occupational health and safety procedures are being observed |
| 4.7 Safeguard all personnel when deviating from the agreed plan |
| 4.8 Abort the sequence involving the use of firearms and weapons where unacceptable risks are identified during the execution and clearly communicate this to relevant personnel |
| 4.9 Ensure that continuity is maintained throughout the production of the sequence involving the use of firearms and weapons |
| 4.10 Evaluate the results of all actions for future operations |

5. React to emergency situations

| 5.1 Abort the action sequence involving the use of firearms and weapons in the event of an accident |
| 5.2 Implement the emergency plan |
| 5.3 Provide first aid to any injured personnel and ensure that emergency services provide professional assistance |
| 5.4 Clear the site of any items which may cause further accident or injury |
| 5.5 Complete detailed reports of the incident, according to enterprise and legal requirements |

6. Store and transport firearms and weapons

| 6.1 Store all weapons on location in compliance with the state or territory regulations for the class of weapon |
| 6.2 Securely lock firearms and weapons off the set and allow access only to authorised personnel |
| 6.3 Transport firearms and weapons in accordance with the relevant federal, state and territory regulations |
| 6.4 Store all blanks and live ammunition under secure lock when not under direct supervision of the armourer |

7. Handle ammunition

| 7.1 Ensure that live ammunition is on set only at appropriate times and according to safety provisions |
| 7.2 Ensure live ammunition is stored safely, securely and separately from blank ammunition |
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- hire agreements
- specialist documents required for the transportation of dangerous goods
- confirmation of receipts and dispatch notes
- memos of instruction
- descriptive set and props checklists
- fault reports
- stock reports
- stock orders
- budgets
- set and props design
- scripts
- production schedules
- call/running sheets
- firearms and weapons breakdown lists
- schedule for the action sequence involving the use of firearms and weapons
- measurement charts
- operation/project plan
- manufacturer's specifications/instructions
- technical drawings
- sketches
- special effects execution plans
- execution plans for the action sequence involving the use of firearms and weapons

- location
- daily call/running sheet
- safety issues for relevant personnel
- location of medical facilities
• local council authority
• Workcover
• police department
• local fire authority
• location of emergency services

• accident
• equipment failure
• unfavourable weather conditions such as fog, wind velocity, bad light, rain, mist, water temperature

• in a studio
• on location - accident
• on location - exterior
• outside broadcast
• day
• night

• feature films
• documentaries
• short films
• animated productions
• commercials
• filmed events or performances
• music video
• television productions of any type (eg music, drama, comedy, variety, sport)
• live or pre-recorded television productions
• production designer
• performer
• stand in performer
• stunt performer
• special effects department personnel
• special effects supervisor/manager
• special effects production/execution personnel
• armourer
• armoury personnel
• local government authority personnel
• general public/local residents
• personnel with specialist expertise in stunt/action sequence executive
• stunt coordinator and personnel
• medics
• fire and safety officer
• supervisor
• head of department
• director of photography
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager
• make-up personnel
• wardrobe personnel
• transportation provider and crew

• audible
• visual
• computer generated
• given live or via communications equipment
• floor effects:
  • weather effects
  • fire and smoke
  • collapsing and destruction
  • water
  • crashes
  • motion control systems
• electronic hardware
• pyrotechnics:
  • explosives
  • detonators
  • squibs
  • smoke
  • deflating materials
• animatronics and creatures
• pneumatics
• electrical and mechanical winches
• automated and animatronic devices/controls
• cables
• electronic devices
• electro mechanical devices
• computer controlled devices
• power packs
• motion control electronics/systems
• electronic flashing and timing devices

• hand guns
• rifles
• machine guns
• grenades
• real or replica/reproductions
• cross bows
• long bows
• blowguns
• slingshots

• blanks
• live
• flick knives
• grenades
• cartridge loaded with explosive or propelling charge
• projectiles

• commonwealth, state and territory occupational health and safety regulations
• a relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia
• relevant local government construction legislation and regulation
• animal welfare acts
## Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- development of operational plans and production schedules
- staff recruitment
- resource management including human resources
- team leading skills
- budget management
- project management
- report writing
- record keeping
- principles of negotiation
- film and television production schedule terminology
- knowledge of effective communication techniques
- problem solving and dealing with conflict situations techniques
- time management
- set etiquette and protocols
- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice
- relevant local government legislation and regulation
- interpreting written and verbal construction specifications and instructions
- working as part of a team
- safe handling of hazardous materials
- maintaining a clean and safe work area
- understanding of the action sequence design involving the use of firearms and weapons
- familiarity with filming techniques, lens angles, camera positions, motion control and camera speed
- detailed knowledge of the legislation and local regulations involving the use and storage of firearms and weapons
- licensing requirements
- accurate shooting skills
- specialist knowledge of firearms and weapons and their use
- detailed knowledge of the Australian film industry recommended safety code

## Linkages to other units

This unit has linkages to the following units and combined training/delivery and/or assessment is recommended:

- BSXFMI404A Participate in, lead and facilitate a team
- THHGLE07A Recruit and select staff
- CUSADM06A Develop and implement and operation plan
- CUEOHS1A Implement workplace health and safety procedures
Critical aspects of evidence

This unit of competence applies to a range of specialist firearms and weapons. The focus of assessment will depend on the specialisation. Assessment must be customised to meet the needs of the particular firearms and weapons area of expertise in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Any assessee and assessor must hold the appropriate firearms and weapons.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the firearms and weapons area of expertise required. For generic pre-vocational training, organisations should provide training which provide participants with a breadth of firearms and weapons knowledge and expertise, encompassing a range of areas of specialisation.

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

- the interpretation and implementation of commonwealth, state and territory occupational health and safety regulations, relevant national and international standards, guidelines and codes of practice and relevant local government construction and safety legislation and regulation
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment of this unit must be undertaken in the workplace, on the job due to the specific workplace environment requirements.

However, assessment of the emergency aspects of this unit would most effectively be undertaken off the job in a closely simulated workplace environment.

Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the film and television industry.
CUFRAD01A Originate and develop the concept

Unit Descriptor
This unit describes the skills and knowledge required to originate a project in cultural industries and develop the concept to that stage where it becomes the basis of a creative and effective production.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Clarify creative ideas
   1.1 Identify purpose of production and who the audience/user for the product will be
   1.2 Refine the concept in terms of purpose, broad content, style, aesthetic effect, intended audience and other factors depending on the medium
   1.3 Identify a range of different, innovative and creative solutions
   1.4 Document the concept in an appropriate format

2. Investigate approaches to the realisation of the idea
   2.1 Identify possible approaches and media to be used to achieve the desired outcome
   2.2 Evaluate the impact of different approaches and the creativity and technical feasibility of each
   2.3 Consult with appropriate personnel, identifying and discussing a range of creative and technical approaches
   2.4 Investigate the effects and advantages of various combinations of media to be used to achieve a creative, innovative and appropriate outcome
   2.5 Identify the resources and equipment required by the project

3. Evaluate possible approaches
   3.1 Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, technical feasibility
   3.2 Determine any constraints to realisation of the concept
   3.3 Evaluate approaches and select the approach which will result in achieving the desired outcome

4. Develop the concept to an operational level
   4.1 Develop a detailed specification for the project in terms of creativity, the audience/user, budget, and technical requirements
   4.2 Review the plan and the detailed specification and refine them
   4.3 Specify the creative and technical requirements of the production
KEY COMPETENCIES

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RANGE STATEMENT

- film
- video
- audio
- still pictures
- text
- art work
- live performances
- multimedia
- internet
- education
- entertainment
- information
- documentary
- advertisement
- game
- proposal to be submitted to a funding body
- brief for a consultant
- technical specification document
- description of a creative proposal for inhouse consideration
• designers
• IT personnel
• film/television professionals
• educators
• designers
• writers
• musicians
• clients/customers
• heads of department
• other technical staff
• other specialist creative and administrative staff

• length of program/film
• navigation/flow (mm)
• delivery platform (mm)
• interactivity (mm)
• level of skill and understanding required for use

• cost
• finance
• skilled experts
• personnel
• equipment
• technical difficulty

• all the specialist staff required for successful development of the proposed product
• computers
• application software
• video and audio equipment
• editing equipment

EVIDENCE GUIDE

Underpinning skills and knowledge Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• principles of effective and creative design
• visual design and communication principles
• the range of media available
• the variety of methods available
• the theory of human/machine interaction
• principles of adult learning and instructional techniques
• technical feasibility
Linkages to other units

This unit underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other units which have a design and/or project base.

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to generate creative and effective concepts and evaluate them
- the ability to translate an original idea into a concrete proposal
- the ability to document a proposal using a method appropriate to the audience

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Evidence of competence would be best obtained by evaluation of a number of concept development tasks ensuring coverage of a wide range of styles and activities.

The assessment should cover the full range of information needed to evaluate proposals and take the development of an effective and creative project forward to the production stage.
Resource requirements

This unit of competency does not have any significant resource requirements but access to a computer and appropriate software to develop the proposal would be useful.
CUFRAD02A Develop and implement designs

Unit Descriptor
This unit describes the skills and knowledge required to make effective presentations for many different purposes using a range of media.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Plan and prepare for the presentation | 1.1 Identify the purpose, the audience, and the medium to be used for the presentation  
1.2 Collect information and materials required for the presentation, check accuracy and currency of the information collected and organise it in a logical structure  
1.3 Evaluate the information and materials and select information/materials suitable to the level of knowledge and understanding of the audience  
1.4 Create slides, overheads, tapes, brochures, pamphlets, pitching document and any other materials needed for the presentation as required |
| 2. Make presentation | 2.1 Present information in a clear, logical and interesting way, ensuring that there is a good introduction and a strong conclusion  
2.2 Use appropriate public speaking techniques and visual and audio aids effectively as required  
2.3 Encourage audience participation, where possible, and provide means for gaining audience feedback  
2.4 Monitor and respond to audience needs and reactions and adjust presentation to ensure ongoing rapport and audience engagement in the presentation |
| 3. Evaluate presentation | 3.1 Review presentation to see how well it met the requirements and check audience feedback to gauge the effectiveness of the presentation  
3.2 Identify strengths and weaknesses of the presentation to inform subsequent presentations |
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RANGE STATEMENT

- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- union publications - newsletters, magazines, bulletins and letters
- computer data, including internet
- induction kits
- organisational policies, procedures and journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with manufacturers - technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals, promotional material

- colleagues
- business clients
- community groups
- general public

- pace of speech
- tone of voice
- inflection
- accent
- eye contact
- volume
• corporate
• education
• product launch
• fundraising
• events
• concerts

EVIDENCE GUIDE

Underpinning skills and knowledge
Assessment must include evidence of essential knowledge of, and skills in, the following areas:
• industry information sources
• technology information sources
• laws and regulations
• basic research skills:
  • identification of relevant information
  • questioning techniques to obtain information
  • sorting and summarising information
• presentation skills

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:
• CUSADM03A Manage a project
• CUEMAR3A Undertake marketing activities
• CUFRAD02A Develop and implement designs
Critical aspects of evidence

This unit of competence applies to a range of industries for example, film, television, radio and multimedia. The focus of assessment will depend on the industry involved. Assessment must be customised to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry sector involved. For generic pre-vocational training, organisations should provide training which is tailored to meet the needs of the particular industry. It is intended that participants will have an opportunity to develop skills in this area based on practice and modelling of good skills by mentors, teachers and trainers.

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

- ability to source, evaluate and select supporting information
- the skill of presenting the information effectively, based on good preparation

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- work samples or simulated workplace activities
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should use a range of materials current and relevant to that workplace environment.
CUFSAF01A Follow health, safety and security procedures

Unit Descriptor
This unit describes the skills and knowledge which everyone in the workplace must have in order to work safely. It covers a range of industry contexts involving a variety of different conditions and hazards.

Unit Sector
No sector assigned

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| 1. Follow workplace procedures on health, safety and security | 1.1 Comply with health, safety and security procedures in accordance with organisational policy, relevant legislation, insurance requirements and safety plan where appropriate  
1.2 Identify and report breaches of health, safety and security procedures promptly  
1.3 Work safely and ensure that all work activities are undertaken in a safe manner and do not present a hazard to fellow workers or the public |
| 2. Deal with emergency situations | 2.1 Recognise emergency and potential emergency situations and determine and take required action within scope of individual responsibility  
2.2 Follow emergency procedures in accordance with organisational procedures  
2.3 Seek assistance from colleagues and/or other authorities where appropriate  
2.4 Report details of emergency situations accurately as required in accordance with organisational policy |
| 3. Maintain personal safety standards | 3.1 Use appropriate safety clothing, footwear and personal protection equipment  
3.2 Undertake measures to prevent injury or impairment related to workplace activities and control workplace hazards  
3.3 Carry out all manual handling in accordance with legal requirements, enterprise policies and national health and safety guidelines  
3.4 Assist in maintaining workplace in a safe condition |
| 4. Provide feedback on health, safety and security | 4.1 Identify occupational health and safety issues requiring attention  
4.2 Raise occupational health and safety issues with the designated person in accordance with organisation and legislative requirements |
KEY COMPETENCIES

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RANGE STATEMENT

- 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
- safe use of electrical equipment
- safe use of chemicals and toxic substances
- safe construction of rigs and supports

- bomb threats
- accidents
- robbery
- fire
- armed hold-up
- floods
- earthquakes
- equipment collapse

- occupational overuse injury
- back injury
- hearing impairment
- stress
- performance anxiety
- electricity
- noise/sound level
- water and chemicals
- falls
- firearms/ammunition
- animals
- execution of special effects/stunts or action sequences
- adverse weather/lighting conditions
- diving and underwater work
• following all safety procedures accurately
• adopting correct posture
• taking adequate rest breaks
• controlling noise/sound levels and length of exposure to high levels of noise
• using personal protective equipment, eg earmuffs
• avoiding eye strain
• correct use of chemical and dangerous substances/equipment
• stress management techniques

• 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 occupational health and safety 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

• operational manual
• Australian standards signage
• safety plan for production
• workplace occupational health and safety information
• workplace newsletter
• agenda and minutes of workplace occupational health and safety consultative committee meeting
• workplace procedures
• MSDS

• completing workplace accident and incident pro forma and insurance record book

• using measuring equipment
• measuring amounts to mix liquids
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 occupational health and safety signs
- designated personnel responsible for occupational health and safety
- detailed knowledge of the SPAA (Screen Producers' Association of Australia), MEAA (Media Entertainment and Arts Alliance), Film Industry Recommended Safety Code and Safety Guidance Notes, for assesses working within the film and television industry sectors
- knowledge of the safety report and any safety implementation reports, for assesses working within the film and television industry sectors

Linkages to other units

This unit underpins effective performance in a range of other units and it is recommended that this unit be assessed concurrently and not stand alone.

Critical aspects of evidence

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

- 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
Critical aspects of assessment

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- knowledge of the relevant occupational health and safety legislation and procedures
- the ability to work safely
- the ability to demonstrate emergency procedures

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 could 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.
Resource requirements

Assessment of this unit requires access to:

• relevant occupational health and safety acts, regulations and codes of practice
• 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
• the SPAA (Screen Producers' Association of Australia), MEAA (Media Entertainment and Arts Alliance), Film Industry Recommended Safety Code and Safety Guidance Notes, for assessees working within the film and television industry sectors
• safety report and any safety implementation reports, for assessees working within the film and television industry sectors
### CUFTEC01A Check, maintain and repair equipment

#### Unit Descriptor
This unit describes the skills and knowledge required to perform regular basic maintenance and simple repairs on equipment used within the film, television, radio, and multimedia industries. It does not describe the use of specific mechanical, electrical or electronic knowledge and skills. Complex repairs of equipment would, generally, be referred to specialist service technicians.

#### Unit Sector
No sector assigned

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Maintain equipment and conduct regular safety checks</td>
<td>1.1 Periodically undertake work to restore equipment to optimum working condition</td>
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<tr>
<td></td>
<td>1.2 Clean and maintain equipment and accessories in accordance with enterprise requirements and maintenance instructions</td>
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<tr>
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<td>1.3 Check and replace spares and consumables in accordance with enterprise requirements and manufacturer's instructions</td>
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<td></td>
<td>1.4 Safely conduct equipment safety checks in accordance with manufacturer's instructions</td>
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<td>1.5 Record or report the status of all components checked, maintained and/or replaced</td>
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<td>1.6 Refer complex maintenance activities to technical specialists in consultation with relevant personnel</td>
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<td>1.7 Complete maintenance documentation according to enterprise procedures and provide copies to the relevant personnel</td>
</tr>
<tr>
<td>2. Repair and reinstatate faulty equipment</td>
<td>2.1 Safely shutdown equipment and isolate, where necessary, following manufacturer’s instructions and enterprise procedures</td>
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<td></td>
<td>2.2 Identify faults in equipment to determine repair requirements in consultation with technical specialists where necessary</td>
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<tr>
<td></td>
<td>2.3 Refer complex repairs to technical specialists in consultation with relevant personnel and make any necessary arrangements to dispatch equipment to repairers</td>
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<td>2.4 Make arrangements for the use of alternative equipment while repairs are being undertaken</td>
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<td>2.5 Discuss faults and repair needs with technical specialists and, if appropriate, have technical specialists pilot the repair from a remote location</td>
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<td>2.6 Write and attach labels to faulty equipment in accordance with organisational procedures</td>
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<td></td>
<td>2.7 Test operational aspects of the repaired equipment and ensure that it is safe to use after repairs</td>
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<td></td>
<td>2.8 Complete documentation according to enterprise procedures and provide copies to the relevant personnel</td>
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RANGE STATEMENT

- in a workshop
- in a studio
- on location - interior
- on location - exterior
- outside broadcast
- day
- night
- at a venue

- computer generated
- manually written

- equipment instructions
- manufacturers' specifications/manuals
- maintenance records
- maintenance instructions
- design specifications
- production schedule

- fault reports
- accident reports
- maintenance reports
- repair and maintenance requests/orders
- stock orders
- testing and tagging reports
• supervisor
• head of department
• head lighting technician
• director of photography
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager
• specialist repairer personnel
• community elders
• community representatives

• any equipment used in the film, television, radio and multimedia industries

• globes
• tapes
• oil
• batteries

• cleaning exteriors and interiors of equipment
• checking all cables are in good condition with insulation intact, that cable restraining glands are in working order and that plug tops are correctly fitted
• checking locking and clamping mechanisms are in good order

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• common maintenance needs and schedules of the range of equipment in use
• cleaning and maintenance techniques, equipment and cleaning agents
• reading and interpreting service documentation and manuals
• fault detection skills
• completing maintenance and other relevant reports
• typical equipment and wiring faults
• manual dexterity
• relevant Workcover and other safety legislation
• relevant occupational health and safety legislation
### Linkages to other units

This unit has strong linkages to a range of technical units and it is recommended that this unit is assessed/trained in conjunction with other operational and technical units.

### Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances which apply to the chosen context.

Since this unit focuses on the maintenance and repair of a broad range of equipment, assessment must ensure that a sufficient range of maintenance and repair types is observed.

Assessment must take into account the range of circumstances and conditions applicable to the maintenance and repair of equipment in order to determine competence.

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

- the interpretation of manufacturer's instructions
- knowledge and application of relevant local occupational health and safety and safety legislation

### Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.

Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the film, television, radio and multimedia industries. Workplace based assessment should utilise the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of equipment currently utilised by the film and television industry.
CUFWRT01A Develop a narrative

Unit Descriptor

This unit describes the skills and knowledge required to develop a narrative or story which may include a treatment, outline or a storyline for any production within the cultural industries.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare to write the narrative
   1.1 Develop and maintain knowledge of current scriptwriting practices and styles to contribute to and extend own creative output
   1.2 Create an environment that will promote the generation of ideas and assist with the motivation of bringing ideas to fruition
   1.3 Define and record the purpose of the narrative and explore ways of achieving this purpose
   1.4 Gather information from a variety of sources (if required) generate, explore and record a range of ideas for the design of the story
   1.5 Evaluate the resources and ideas generated, group related ideas together and select those ideas that are relevant to the requirements of the narrative
   1.6 Consider the ideas selected, reflecting on their viability for the project
   1.7 Evaluate subsequent ideas based on previous reflections

2. Develop the narrative
   2.1 Select and write the narrative in a form capable of interpretation by others
   2.2 Write and present a narrative using methods and conventions most appropriate to the context or as specifically required
   2.3 Review, discuss and obtain feedback about the narrative from relevant personnel, if required
   2.4 Record any new ideas and incorporate those ideas into the narrative, if appropriate
   2.5 Identify criteria to provide an effective measure of the success of the work in its context
   2.6 Ensure that relevant narrative form is ready for next stage of production and is completed within an agreed timeframe and budget requirements where necessary
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<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

- feature films and videos
- games
- educational sequences
- documentaries
- short films and videos
- animation
- television series and serials
- advertisements/commercials
- corporate and training films and videos
- live events and performances

- inspiration
- imagination
- life experience
- actual events/facts
- existing narrative material
- other media
- travel
- observation
- different experiences

- brainstorming
- exercises
- asking questions
- role playing
- making analogies
- looking at the subject from different viewpoints
- innovation
• reading and analysing a range of scripted material
• reading a range of written material
• writing exercises
• viewing and analysing a range of screen productions
• membership of relevant organisations and groups
• professional development and other learning opportunities
• attendance at festivals and conferences

• plot/story
• character
• genre
• setting
• structure
• conflict
• theme

• synopsis
• outline
• storyline
• treatment

• producers
• directors
• writers
• script editors
• broadcasters
• performers
• funding bodies
• clients/customers
• other technical staff
• other specialist staff
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to locate and use resources to broaden creative experience
- ability to demonstrate originality and innovative approaches in the creative scriptwriting process
- ability to experiment with narrative styles and elements to develop own voice and extend writing practice
- ability to extend creative boundaries for self and audience
- knowledge and understanding of the principles and practices of writing for the screen
- knowledge of various techniques of storytelling
- knowledge of relevant writing conventions, ie film, literary
- knowledge of aspects of story and/or character development
- knowledge of the structure of screen or radio writing
- reading and interpreting documentation and plans
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFWRT02A Write the script
- CUSRAD02A Conduct research

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to write a narrative outline for a media production
- knowledge of the principles and practice of writing a narrative
- knowledge and application of relevant local occupational health and safety legislation
- knowledge of effective communication techniques
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT02A Write the script

Unit Descriptor

This unit describes the skills and knowledge required to develop a narrative or story which may include a treatment, outline or a storyline for any production within the cultural industries.

Unit Sector

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan and prepare to write the narrative | 1.1 Develop and maintain knowledge of current scriptwriting practices and styles to contribute to and extend own creative output  
1.2 Create an environment that will promote the generation of ideas and assist with the motivation of bringing ideas to fruition  
1.3 Define and record the purpose of the narrative and explore ways of achieving this purpose  
1.4 Gather information from a variety of sources (if required) generate, explore and record a range of ideas for the design of the story  
1.5 Evaluate the resources and ideas generated, group related ideas together and select those ideas that are relevant to the requirements of the narrative  
1.6 Consider the ideas selected, reflecting on their viability for the project  
1.7 Evaluate subsequent ideas based on previous reflections |
| 2. Develop the narrative | 2.1 Select and write the narrative in a form capable of interpretation by others  
2.2 Write and present a narrative using methods and conventions most appropriate to the context or as specifically required  
2.3 Review, discuss and obtain feedback about the narrative from relevant personnel, if required  
2.4 Record any new ideas and incorporate those ideas into the narrative, if appropriate  
2.5 Identify criteria to provide an effective measure of the success of the work in its context  
2.6 Ensure that relevant narrative form is ready for next stage of production and is completed within an agreed timeframe and budget requirements where necessary |
KEY COMPETENCIES

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<thead>
<tr>
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RANGE STATEMENT

- feature films and videos
- games
- educational sequences
- documentaries
- short films and videos
- animation
- television series and serials
- advertisements/commercials
- corporate and training films and videos
- live events and performances

- inspiration
- imagination
- life experience
- actual events/facts
- existing narrative material
- other media
- travel
- observation
- different experiences

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• membership of relevant organisations and groups
• professional development and other learning opportunities
• attendance at festivals and conferences

• plot/story
• character
• genre
• setting
• structure
• conflict
• theme

• synopsis
• outline
• storyline
• treatment

• producers
• directors
• writers
• script editors
• broadcasters
• performers
• funding bodies
• clients/customers
• other technical staff
• other specialist staff
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to locate and use resources to broaden creative experience
- ability to demonstrate originality and innovative approaches in the creative scriptwriting process
- ability to experiment with narrative styles and elements to develop own voice and extend writing practice
- ability to extend creative boundaries for self and audience
- knowledge and understanding of the principles and practices of writing for the screen
- knowledge of various techniques of storytelling
- knowledge of relevant writing conventions, ie film, literary
- knowledge of aspects of story and/or character development
- knowledge of the structure of screen or radio writing
- reading and interpreting documentation and plans
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFWRT02A Write the script
- CUSRAD02A Conduct research

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to write a narrative outline for a media production
- knowledge of the principles and practice of writing a narrative
- knowledge and application of relevant local occupational health and safety legislation
- knowledge of effective communication techniques
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• work samples or simulated workplace activities
• oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT03A Edit the script

Unit Descriptor

This unit describes the skills and knowledge required to assess, analyse, edit and refine a script, in collaboration with the writer, to final draft ready for production for any production cultural industry.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Assess the script for the edit
   1.1 Identify and establish the relevant story elements including plot, structure, theme, character and genre
   1.2 Assess the structure, consistency, characterisation, impact, language and other relevant features of the script
   1.3 Liaise with relevant personnel to establish and confirm the original required script concept and document any changes to original concept
   1.4 Determine timelines for the completion of various stages of the editing process so that all deadlines can be met

2. Analyse the script
   2.1 In collaboration with the writer/s, define and analyse the purpose of the story to ensure all story elements contribute to this purpose
   2.2 Analyse the story elements and assess each element for artistic effectiveness
   2.3 Collaborate with the writer/s to establish the writer's vision and continuously assess the script to help define that vision
   2.4 Offer clear and constructive suggestions to correct factual inaccuracy and other production requirements
   2.5 Ensure suggested amendments to script are consistent with editorial requirements and policy

3. Obtain approval from relevant personnel
   3.1 Present the edited script to relevant personnel for validation
   3.2 Discuss and agree upon final changes with relevant personnel
   3.3 Apply necessary adjustments and confirm that the script meets all requirements and is ready for production

KEY COMPETENCIES

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<thead>
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<tr>
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</tr>
</tbody>
</table>
RANGE STATEMENT

- features films and video
- documentaries
- short films and videos
- animation
- television series and serials
- advertisements/commercials
- training films and videos
- live events
- multimedia
- theatre
- performance

- inspiration
- imagination
- life experience
- actual events
- existing narrative material
- newspapers

- plot
- story
- theme
- structure
- character
- genre
- conflict

- synopsis
- outline
- storyline
- treatment
- television script
- screen play
- feature
- documentary
- situation comedy
- television drama
- serial
- corporate/industrial
- children's programs
- news and current affairs
- infotainment
- interactive multi-path movies
- interactive games
- play
- performance text
- radio play

- purpose
- duration
- style
- content
- budget
- deadlines
- location
- audience
- contractual
- confidentiality
- intellectual property
- copyright
- schedule

- producers
- directors
- writers
- script editors
- program managers
- broadcasters
- performers
- other technical staff
- other specialist staff
- audience
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to locate and use resources to broaden creative experience
- ability to demonstrate originality and innovative approaches in the creative scriptwriting process
- ability to experiment with narrative styles and elements to develop own voice and extend writing practice
- ability to extend creative boundaries for self and audience
- knowledge and understanding of the principles and practices of writing for the screen
- knowledge of various techniques of storytelling
- knowledge of relevant writing conventions, eg film and literary
- knowledge of screen theory and history
- knowledge of aspects of story and/or character development
- knowledge of the structure of screen or radio writing
- understanding of the craft of the screen director
- understanding of the craft of screen acting
- knowledge of relevant organisational and/or legislative occupational health and safety requirements
- reading and interpreting documentation and plans
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFWRT01A Develop a narrative
- CUFWRT02A Write the script

Critical aspects of evidence

Since this unit focuses on script editing, assessment must ensure that a sufficient range of script editing tasks are covered using a sufficient range of scripts for the screen. The range of variables will assist.

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

- the ability to analyse and edit a script for the screen to final draft ready for production
- knowledge of the principles and practices of screen writing
- effective oral and written communication with a range of individuals and organisations
- knowledge of occupational health and safety issues
Method and context assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT04A Write presentation material

**Unit Descriptor**

This unit describes the skills and knowledge required to write a range of presentation material that contributes to the continuity of an audio program, including links, intros, outros, and back announcements.

**Unit Sector**

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan and prepare to write the presentation material | 1.1 Establish production and deadline requirements with relevant personnel according to organisational procedures  
1.2 Determine the purpose and function of the presentation material and explore a range of ways of achieving this purpose  
1.3 Gather information from various sources, as required, to generate ideas to develop the presentation material  
1.4 Consider the ideas that present the strongest visual image through an auditory presentation  
1.5 Develop those ideas that will create images for the presentation  
1.6 Evaluate and select the most appropriate ideas for the purpose and function of the presentation material |
| 2. Write the presentation material | 2.1 Write the presentation material ensuring that it is easy to read and uses accepted elements of language  
2.2 Ensure that the presentation material meets all necessary timing requirements of the production  
2.3 Ensure that the presentation material contains all the necessary components for the production and meets station requirements  
2.4 Continuously refine and redraft the presentation material until it meets creative, technical and production requirements  
2.5 Ensure that the material is written within the deadlines required  
2.6 Submit the presentation material to relevant personnel for consideration and review when at final draft stage  
2.7 Document and implement any required changes to script, when necessary and confirm that the presentation material meets all requirements and is ready for production |
KEY COMPETENCIES

<table>
<thead>
<tr>
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<tbody>
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</tr>
</tbody>
</table>

RANGE STATEMENT

- advertisements
- commercials
- promotions
- sponsorships
- talkback
- live performances
- documentaries
- lifestyle programs
- interview programs

- inspiration
- imagination
- life experience
- actual events
- existing dramatic material
- newspapers

- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality
- intellectual property
- copyright
- schedule
- product/service
- sales market
• producers
• directors
• script writers
• script editors
• program managers
• broadcasters
• clients/customers
• sales representatives
• performers
• other technical staff
• other specialist staff

• voices - speaking, choral
• sound FX (effects)
• music

• spelling
• punctuation
• the principles of plain English
• grammar
• spacing
• avoid using cliches
• pronunciation
• characterisation

EVIDENCE GUIDE

Underpinning skills and knowledge  Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• knowledge and understanding of the principles and practices of writing for auditory transmission/performances
• knowledge of audio media conventions
• reading and interpreting documentation and other narrative forms
• knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
• knowledge of relevant organisational and or legislative occupational health and safety requirements

Linkages to other units  This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUSRAD01A Collect and organise information
• CUFGEN01A Develop and apply industry knowledge
Critical aspects of evidence

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

- the development of writing for auditory production
- knowledge of audio transmission/audio performance conventions
- knowledge of occupational health and safety issues
- knowledge of effective communication techniques

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT05A Write content and/or copy

Unit Descriptor

This unit describes the skills and knowledge required to write content and/or copy for use in such items as advertisements, station and other promotions, sponsorship announcements, community service announcements and any other form of industrial writing for any production within the cultural industries.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare to write the content and/or copy
   1.1 Establish production and deadline requirements of the content with relevant personnel, according to organisational procedures
   1.2 Determine the purpose and function of the content and explore a range of ways of achieving this purpose
   1.3 Gather information from various sources as required to generate and record a range of ideas to develop the content
   1.4 Consider and develop those ideas that have the most relevance to the purpose and function of the work
   1.5 Evaluate and select the most appropriate ideas relevant to the purpose and function of the work

2. Write content/copy
   2.1 Write the content ensuring that it is easy to read and uses accepted elements of language
   2.2 Ensure that the content meets all necessary timing requirements of the production
   2.3 Ensure that the content contains all the necessary components for the production requirements
   2.4 Refine and redraft the content until it meets creative, technical and production requirements
   2.5 Ensure that the content is written within the deadlines required
   2.6 Submit the content to relevant personnel for consideration and review when it is considered to be at final draft stage
   2.7 Document and implement any required changes to the content, when necessary, and confirm that the content meets all requirements and is ready for production

KEY COMPETENCIES

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</tr>
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</table>
RANGE STATEMENT

- advertisements
- commercials
- promotions
- sponsorships
- community announcements
- talkback
- educational materials
- industrial materials
- interview programs
- lifestyle programs
- live programs
- multimedia

- inspiration
- imagination
- life experience
- actual events
- existing dramatic material
- newspapers

- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality
- intellectual property
- copyright
- schedule
- product/service
- sales market

- producers
- directors
- script writers
- script editors
- program managers
- broadcasters
- clients/customers
- sales representatives
- performers
- other technical staff
- other specialist staff
• spelling
• punctuation
• grammar
• spacing
• avoid using cliches

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• ability to write content and/or copy for commercial and other uses
• ability to demonstrate originality and innovative approaches in the creative writing process
• ability to use a variety of styles relevant to the type of production
• reading and interpreting documentation
• knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
• knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUSRAD01A Collect and organise information
• CUFGEN01A Develop and apply industry knowledge

Critical aspects of evidence

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

• the ability to write content and/or copy for industrial use
• knowledge of occupational health and safety issues
• knowledge of effective communication techniques
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT06 Write a news voice report

Unit Descriptor
This unit describes the skills and knowledge required to identify, prepare and write news stories for presentation for any production within the cultural industries.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify news stories</td>
<td>1.1 Identify relevant sources for news stories and ensure that stories can be accessed within the deadlines for production</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify the purpose of different types of news stories</td>
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<td></td>
<td>1.3 Identify auditory elements that will create visual images of each type of news story</td>
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<tr>
<td></td>
<td>1.4 Identify potential target audience to ensure that stories selected meet the expectations of the target audience</td>
</tr>
<tr>
<td>2. Prepare to write report</td>
<td>2.1 Select story from relevant source that meets the requirements of target audience</td>
</tr>
<tr>
<td></td>
<td>2.2 Summarise information to meet requirements of target audience and station requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop news story that creates auditory and visual images for the target audience</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure that preparation is completed so that production deadlines can be met</td>
</tr>
<tr>
<td>3. Write report</td>
<td>3.1 Incorporate accepted elements of language to ensure report is easy to present on air</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure report contains all necessary components for the production and meets station requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Refine and redraft report until it meets creative, technical and station requirements, giving consideration to deadlines which much be met</td>
</tr>
<tr>
<td></td>
<td>3.4 Submit script to relevant personnel for consideration and review</td>
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<td></td>
<td>3.5 Document and implement required changes to the report in an efficient manner and within the production deadline</td>
</tr>
<tr>
<td>4. Obtain approval from relevant personnel</td>
<td>4.1 Final report is presented to relevant personnel for validation</td>
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<tr>
<td></td>
<td>4.2 Discuss and agree upon final changes with relevant personnel</td>
</tr>
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<td>4.3 Make necessary final adjustments, confirming report meets all requirements and is ready for production on time</td>
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RANGE STATEMENT

- news and current affairs
- talkback
- live

- actual events
- existing dramatic material
- newspapers
- television news and current affairs

- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality
- intellectual property
- copyright
- schedule
- direct quotes
- attributions
- interviews
• producers
• directors
• script writers
• script editors
• program managers
• broadcasters
• clients/customers
• sales representatives
• performers
• other technical staff
• other specialist staff

• voices - speaking, choral
• tone of voice
• sound FX (effects)
• music
• word pictures

• spelling
• punctuation
• plain English
• grammar
• spacing
• avoid using cliches
• conversational tone
• characterisation

• understanding
• key points
• full coverage

• broadcast law including Indigenous protocols
• broadcast codes of practice
• broadcast standards
• organisational policy
• ethical standards
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- knowledge and understanding of the principles and practices of writing for auditory transmission
- knowledge of broadcasting conventions
- knowledge of news and current affairs
- reading and interpreting documentation and other narrative forms
- knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
- knowledge of relevant organisational and or legislative occupational health and safety requirements

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSRAD01A Collect and organise information
- CUFGEN01A Develop and apply industry knowledge

Critical aspects of evidence

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

- the development of writing for auditory production
- knowledge of industry conventions
- the development of an understanding of news and current affairs
- knowledge of occupational health and safety issues
- knowledge of effective communication techniques
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT07A **Write an interactive sequence for multimedia**

This unit describes the skills and knowledge required to create, develop and write an interactive sequence for multimedia productions within the cultural industries.

**Unit Sector**
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Prepare to write the interactive sequence | 1.1 Establish production requirements of the interactivity with relevant personnel, according to organisational procedures  
1.2 Determine the purpose and function of the interactive sequence and explore a range of ways of achieving this purpose  
1.3 Gather information from various sources as required to generate and record a range of ideas to develop the interactivity  
1.4 Consider and develop the ideas that have the most relevance to the purpose and function of the interactivity  
1.5 Evaluate and select the most appropriate ideas relevant to the purpose and function of the interactive sequence |
| 2. Write the interactive sequence | 2.1 Write a draft of the interactive sequence using methods and conventions most appropriate to the context or as specifically required  
2.2 Ensure the draft contains all necessary multimedia components for the production  
2.3 Ensure factual information is accurate and relates to the results of research  
2.4 Refine and redraft interactive sequence until it meets creative and technical requirements  
2.5 Ensure that the material is written within the deadlines required  
2.6 Submit final draft to relevant personnel for consideration and review  
2.7 Document and implement any required changes to interactive sequence, when necessary |
| 3. Re-evaluate the interactive sequence | 3.1 Liaise with relevant personnel to discuss and re-evaluate whether the sequence meets all production requirements  
3.2 Examine the interactive sequence to assess that the content meets with production requirements  
3.3 Analyse the interactive sequence to ensure that all necessary multimedia elements are included |
| 4. Obtain approval from relevant personnel | 4.1 Present a final draft of the sequence to relevant personnel for validation  
4.2 Discuss and agree upon final changes with relevant personnel and make necessary adjustments, ensuring that the interactive sequence meets all requirements and is ready to be implemented |
KEY COMPETENCIES

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RANGE STATEMENT

- animation
- educational
- training
- industrial
- interactive games
- multi-path movies
- short films and videos
- inspiration
- imagination
- life experience
- actual events
- existing dramatic material
- educational texts and resources
- news sources
- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality
- intellectual property
- schedule
- instructional design
- navigation design
- video
- text
- audio
- graphics
- animation
- interactivity - branching techniques

- CD-ROMs
- floppy disks
- world wide web
- video disks - CDI, DVI

- interactive multi-path movies
- interactive games
- interactive educational
- interactive training
- interactive industrial
- reference
- promotion
- entertainment

- project manager
- navigation designers
- instructional designers
- programmers
- graphic designers
- sound engineers
- producers
- writers
- other technical staff
- other specialist staff
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to locate and use resources to broaden creative experience
- ability to demonstrate originality and innovative approaches in the creative scriptwriting process
- ability to experiment with narrative styles and elements to develop own voice and extend writing practice
- ability to extend creative boundaries for self and audience
- knowledge of the principles and practices of writing for multimedia
- knowledge of the structure of scriptwriting for multimedia programs
- knowledge of implementation of multimedia script (text) formats
- understanding of programming techniques
- reading and interpreting documentation
- knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
- knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFADM03A Collect and organise information
- CUSRAD02A Conduct research
- CUFGEN01A Develop and apply industry knowledge
- CUFGEN02A Identify industry laws and regulations and apply them to work activities

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the development of the ability to write a script (text) for a multimedia production
- knowledge and application of relevant local occupational health and safety legislation
- knowledge of effective communication techniques
Method and context of evidence

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
CUFWRT08A
Unit Descriptor

This unit describes the skills and knowledge required to write and develop narration for use in documentary, industrial training and a range of cultural industry production.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare to write the narration
   1.1 Establish production requirements with relevant personnel according to organisational procedures
   1.2 Determine the purpose and function of the narration
   1.3 Gather information from various sources as required to generate and record ideas to develop the narration
   1.4 Develop those ideas that create visual images through auditory presentation
   1.5 Consider the ideas that present the visual image through an auditory presentation
   1.6 Evaluate and select the most appropriate ideas for the purpose and function of the narration
   1.7 Consider the narrator, if selected, to help determine the style of the narration to be developed

2. Write the narration
   2.1 Write a draft of the narration using methods and conventions most appropriate to the context or as specifically required
   2.2 Write the narration ensuring that it is easy to read and uses accepted elements of language
   2.3 Ensure that the narration meets all necessary timing requirements of the production
   2.4 Ensure factual information is accurate and relates to the results of research
   2.5 Ensure that the narration contains all necessary components for the production
   2.6 Define and redraft the narration until it meets auditory, creative and technical requirements
   2.7 Ensure that the material is written within the deadlines required
   2.8 Submit the narration to relevant personnel for consideration and review
   2.9 Document and implement required changes to the narration, confirming that the narration meets all requirements and is ready for production
KEY COMPETENCIES

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RANGE STATEMENT

- animation
- educational
- training
- interactive games
- multi-path movies
- short films and videos
- documentaries
- feature films and videos
- inspiration
- imagination
- life experience
- actual events
- existing dramatic material
- educational texts and resources
- news sources
- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality
- intellectual property
- copyright
- schedule
- instructional design
producers
• directors
• script writers
• script editors
• program managers
• broadcasters
• clients/customers
• sales representatives
• performers/narrator
• other technical staff
• other specialist staff

EVIDENCE GUIDE

Underpinning skills and knowledge
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• ability to develop and write narration for use in a variety of productions
• ability to locate and use resources to broaden creative experience
• ability to demonstrate originality and innovative approaches in the creative scriptwriting process
• ability to experiment with a variety of styles and elements to develop own voice and extend writing practice
• ability to extend creative boundaries for self and audience
• reading and interpreting documentation
• knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
• knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units
This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUSADM01A Collect and organise information
• CUSRAD02A Conduct research
• CUFGEN01A Develop and apply industry knowledge
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the development of the ability to write narration for a variety of productions
- knowledge and application of relevant local occupational health and safety legislation
- knowledge of effective communication techniques

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.
BSXFI404A Participate in, lead and facilitate work teams

Unit Descriptor
This unit of competency is for those with a role in leading, participating in and facilitating the empowerment of work teams/groups, motivating, mentoring, coaching and developing team members and achieving team cohesion.

The competency would typically apply to front line managers who are involved in organisations as coordinators, team leaders, supervisors, forepersons or project managers. They are not usually responsible for managing other managers, but on a daily basis they play a crucial role in coordinating and influencing employees.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Participate in team planning.
   1.1 The team establishes clearly defined goals, purpose, roles, responsibilities and accountabilities within the organisation’s goals and objectives
   1.2 The team performance plan contributes to the organisation’s business plan, policies and practices
   1.3 The team agrees to processes to monitor and adjust its performance within the organisation’s continuous improvement policies
   1.4 The team includes in its plans ways in which it can benefit from the diversity of its membership.

2. Develop team commitment and cooperation.
   2.1 The team uses open communication processes to obtain and share information
   2.2 The team encourages and exploits innovation and initiative
   2.3 Support is provided to the team to develop mutual concern and camaraderie.

3. Manage and develop team performance.
   3.1 The team is supported in making decisions within agreed roles and responsibilities
   3.2 The results achieved by the team contribute positively to the organisation’s business plans
   3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve goals
   3.4 Mentoring and coaching supports team members to enhance personal and collective knowledge and skills
   3.5 Delegates’ performance is monitored to confirm that they have completed the relevant delegation(s)/assignment(s).

4. Participate in and facilitate the work team.
   4.1 Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes
   4.2 Individuals and teams are actively encouraged to take individual and joint responsibility for actions
   4.3 The team receives support to identify and resolve problems which impede performance.
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RANGE STATEMENT

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- 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 workplace contexts
- are involved in some complexity in the choice of actions
- 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.

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- processes and standards
- business and performance standards
- defined resource parameters
- ethical standards.

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs.
ongoing
work based
project based
cross-functional.

full time employees
contractors
part time employees.

leader
facilitator
participant
mentor.

All operations are performed in accordance with standard procedures and work instructions.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. At AQF 4, frontline managers must provide evidence of consistent achievement of this unit's workplace outcomes, by showing evidence that they:

- acquire and use information appropriate to work responsibility
- establish among teams a commitment to the organisation's goals, values and plans
- manage work effectively to achieve goals/results
- make decisions within responsibility and authority
- provide clear direction in devolving responsibility and authority
- provide constructive feedback to delegates
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- use effective consultative processes
- monitor and introduce ways to improve team performance
- encourage teams to openly propose, discuss and resolve issues
- treat people openly and fairly
- support team to share knowledge and skills
- deal with conflict before it adversely effects team performance
- promote available learning methods to support team
- use information management systems
- select and use available technology appropriate to the task
- use the key competencies to achieve results (see table).
**Critical aspects:**

Consistent performance should be demonstrated. In particular look to see that:

- leadership skills are applied to the completion of work team projects including the allocation and delegation of tasks, taking into account task requirements, development needs and organisational policy
- issues are mediated and resolved maximising positive outcomes
- techniques to encourage appropriate participation of team/group members are applied
- requirements of tasks and organising, planning, job completion and evaluation stages are identified
- relevant information is located and appropriately applied
- provision of customer/client service is effective and responsive
- work is completed effectively with others.

**Language, literacy and numeracy requirements:**

This unit requires the ability to read and interpret company policies, procedures and business documentation. Writing is required to the level of completing workplace reports and documents.

Numeracy is also required, eg, to analyse business data in the form of tables and charts and analyse budgetary information relevant to the workplace.

**Assessment method and context:**

Competence in this unit may be assessed:

- on the job allowing for the demonstration of the competency under all normal and a range of abnormal circumstances
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.

**Resource implications:**

This section should be read in conjunction with the range of variables for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. Access should be provided to industry competency standards and assessment systems and particular workplace development opportunities. No other special resources are required.
This competency has no prerequisites.
BSZ401A Plan assessment

Unit Descriptor
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.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish evidence required for a specific context
   1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context
   1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required
   1.3 Specified evidence requirements:
       1.3.1 assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current
   1.4 Sufficient evidence is specified to show consistent achievement of the specified standards
   1.5 The cost of gathering the required evidence is established

2. Establish suitable assessment method(s)
   2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required
   2.2 Opportunities to consolidate evidence gathering activities are identified
   2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed

3. Develop assessment tools appropriate to a specific assessment context
   3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context
   3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context
   3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed
   3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur
4. Trial assessment procedure

4.1 Assessment methods and tools are trialed with an appropriate sample of people to be assessed

4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration

4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial

4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

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RANGE STATEMENT

- the industry through the endorsed component of Training Packages Assessment Guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above.
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.

purpose of the assessment such as
• to gain a particular qualification or a licence
• to determine employee classification
• to recognise prior learning/current competencies
• to identify training needs or progress.
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

language, literacy and numeracy needs
cultural, language and educational background
gender
physical ability
level of confidence, nervousness or anxiety
age
experience in training and assessment
previous experience with the topic.

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.
• 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.

• direct observation of performance, products, practical tasks, projects and simulation exercises
• review of log books/or and portfolios of evidence
• 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.

• 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 of projects and exercises
• sets of verbal/written/computer based questions to be asked
• performance checklists
• log books
• descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg 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:

- Documentation in relation to:
  - 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.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.
Required knowledge and skills

- 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 Training Package Assessment and Workplace Training
- 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.

Consistency in performance

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

- Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.
# BSZ402A Conduct assessment

## Unit Descriptor
This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

## Unit Sector
No sector assigned

## ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
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| 1. Identify and explain the context of assessment | 1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed  
1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed  
1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed  
1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed  
1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure  
1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed |
| 2. Plan evidence gathering opportunities | 2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency  
2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified  
2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure |
| 3. Organise assessment | 3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment  
3.2 Appropriate personnel are informed of the assessment  
3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel |
4. Gather evidence
4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence
4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools
4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable
4.4 The evidence gathered is documented in accordance with the assessment procedure

5. Make the assessment decision
5.1 The evidence is evaluated in terms of:
   5.1.1 validity
   5.1.2 authenticity
   5.1.3 sufficiency
   5.1.4 currency
   5.1.5 consistent achievement of the specified standard
5.2 The evidence is evaluated according to the dimensions of competency:
   5.2.1 task skills
   5.2.2 task management skills
   5.2.3 contingency management skills
   5.2.4 job/role environment skill
   5.2.5 transfer and application of knowledge and skills to new contexts
5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)
5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure

6. Record assessment results
6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements
6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.

7. Provide feedback to persons being assessed
7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed
7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
8. Report on the conduct of the assessment

8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure

8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure

8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

KEY COMPETENCIES

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<thead>
<tr>
<th>Key Competency</th>
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</table>

RANGE STATEMENT

- the industry
- the enterprise
- a Registered Training Organisation
- a combination of the above.

- 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.
• 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 the relevant Training Package
  or other assessment requirements
• features of assessment system.

• language, literacy and numeracy needs
• cultural, language and educational background
• gender
• physical ability
• level of confidence, nervousness or anxiety
• age
• experience in training and assessment
• previous experience with the topic.

• 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.
• 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.

• 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.

• 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 judgments.
• provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
• use of adaptive technology or special equipment (eg work processor or lifting gear)
• design of shorter assessment sessions to allow for fatigue or medication
• use of large print version of any papers.

• time
• location
• personnel
• finances/costs
• equipment
• materials
• OHS requirements
• enterprise/industry standard operating procedures.

• forms designed for the specific assessment result (paper or electronic)
• checklists for recording observations/process used (paper or electronic)
• combination of the above.

• 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 was 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 were 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.
Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required skills and knowledge

- 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 Training Package Assessment and Workplace Training
- 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.

Consistency of performance:

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
Assessment context:

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.
BSZ403A Review assessment

Unit Descriptor
This unit covers requirements to review assessment procedures in a specific context.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Review the assessment procedure(s)
   1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria
   1.2 The review process established by the enterprise, industry or registered training organisation is followed
   1.3 The assessment procedure(s) is 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
   1.4 Review activities are documented, findings are substantiated and the review approach evaluated.

2. Check consistency of assessment decision
   2.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria
   2.2 The review process established by the enterprise, industry or registered training organisation is followed
   2.3 The assessment procedure(s) is 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
   2.4 Review activities are documented, findings are substantiated and the review approach evaluated.

3. Report review findings
   3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes
   3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met
   3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed
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RANGE STATEMENT

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

- 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.
• 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.
• 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
• 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
• practicability.
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
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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
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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
practicability.

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.

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.
• 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.

• 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 judgments.
• 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 judgments.

• time
• location
• personnel
• finances/costs
• equipment
• materials
• OHS requirements
• enterprise/industry standard operating procedures.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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.
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.

**Required knowledge and skills**

- 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:

- 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
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  - 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).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
BSZ404A Train small groups

Unit Descriptor
This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Prepare for training</td>
<td>1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel</td>
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<tr>
<td></td>
<td>1.2 Training objectives are matched to identified competency development needs</td>
</tr>
<tr>
<td></td>
<td>1.3 Training approaches are planned and documented</td>
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<tr>
<td>2. Deliver training</td>
<td>2.1 Training is conducted in a safe and accessible environment</td>
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<tr>
<td></td>
<td>2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</td>
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<tr>
<td></td>
<td>2.3 Strategies and techniques are employed which facilitate the learning process</td>
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<td></td>
<td>2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</td>
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<td></td>
<td>2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</td>
</tr>
<tr>
<td>3. Provide opportunities for practices</td>
<td>3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency</td>
</tr>
<tr>
<td></td>
<td>3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</td>
</tr>
<tr>
<td>4. Review training</td>
<td>4.1 Participants are encouraged to self evaluate performance and identify areas for improvement</td>
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<tr>
<td></td>
<td>4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</td>
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<tr>
<td></td>
<td>4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</td>
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<tr>
<td></td>
<td>4.4 Training details are recorded according to enterprise and legislative requirements</td>
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<tr>
<td></td>
<td>4.5 Results of evaluation are used to guide further training</td>
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RANGE STATEMENT

- 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.

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

- one to one demonstration
- small group demonstration (2 to 5 persons).

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

- active listening
- targeted questioning
- points of clarification
- group discussions.
EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

• Description of the 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 proformas or template

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) as 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 participant(s) 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
Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - 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 & 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).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.
CUECLE1A Undertake general administrative procedures

Unit Descriptor
This unit describes the skills and knowledge for the administrative work required as part of many jobs in all sectors of the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Perform administrative procedures
   1.1 Perform administrative procedures accurately, promptly and efficiently in accordance with organisation requirements
   1.2 Select office equipment for required tasks
   1.3 Use office equipment in accordance with designated instructions and the requirements of the organisation

2. Process information
   2.1 Receive information received from colleagues and/or customers, process according to organisational procedures and circulate to the appropriate personnel
   2.2 Respond promptly and courteously to enquiries from colleagues and/or customers, and where necessary, refer the matter to appropriate personnel
   2.3 Take follow-up action as necessary or refer to appropriate personnel as required

3. Produce and/or complete documents/forms
   3.1 Draft simple correspondence and reports as required by appropriate personnel
   3.2 Include required information in documents and see that they are checked by appropriate personnel
   3.3 Complete forms accurately, get them approved by designated person and give to appropriate department or individual in accordance with the organisation's policies and procedures

4. Operate computers
   4.1 Operate computers and relevant software in accordance with specified procedures and manufacturer's instructions
   4.2 Enter or retrieve information into files and edit, save and/or print as required

KEY COMPETENCIES

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RANGE STATEMENT

- 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

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

- word processing
- spreadsheet
- database
- industry specific programs

- supervisor
- office manager
- management
- technical staff

- 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

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

- internal or external to the organisation

- verbal
- written
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• 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

Linkages to other units

This unit underpins effective performance in other units. It is strongly recommended that this unit is assessed/trained in conjunction with other operational and/or technical units.

Critical aspects of evidence

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

• 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, including email
• working as part of a team

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
• role play
• case studies
• work samples or simulated workplace activities
• oral questioning/interview
• written or interactive computer based test or quiz
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence
Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the cultural industries.

Workplace based assessment should use the range of equipment currently used in that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of relevant office equipment as identified in the range of variables.

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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

Linkages to other units

This unit underpins effective performance in other units. It is strongly recommended that this unit is assessed/trained in conjunction with other operational and/or technical units.
CUECOR1A Manage own work and learning

Unit Descriptor
This unit describes the self management skills needed to perform effectively in the workplace.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Manage time at work
   1.1 Establish priorities and deadlines in consultation with others as appropriate
   1.2 Plan time so that tasks are completed according to order of priority and within established deadlines
   1.3 Re-prioritise work effectively as necessary to accommodate important workload variations
   1.4 Document details of work tasks and commitments accurately, as required
   1.5 Maintain basic work records effectively
   1.6 Identify any variations and difficulties affecting work requirements through regular reviews and inform appropriate personnel

2. Manage own learning
   2.1 Identify own learning needs in consultation with appropriate personnel
   2.2 Identify opportunities to meet learning needs and take appropriate action in consultation with the appropriate personnel
   2.3 Document and collate evidence of on and off the job learning relevant to work role

3. Receive and act constructively on personal feedback
   3.1 Regularly seek suggestions on ways to improve work
   3.2 Act on feedback as required to improve work performance

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RANGE STATEMENT

- diary entries
- work schedules
- time sheets
- file notes
- reports
- general in-house correspondence (memos, notes, email)
- records of meetings
- tape labelling
- rehearsals, engagements
- petty cash transactions
- ticketing sales
- marketing sales
- box office summaries

- managers
- supervisors
- peers (inside and outside the organisation)
- mentors
- community representatives

- knowledge for present job, or to fulfil career aspirations
- need to obtain competencies to meet current and future organisational objectives
- make good gaps in skills
- cultural understanding

Learning may take place through a range of experiences, activities and processes by means of which people acquire new skills and knowledge.

EVIDENCE GUIDE

Basic work records may include:

- diary entries
- work schedules
- time sheets
- file notes
- reports
- general in-house correspondence (memos, notes, email)
- records of meetings
- tape labelling
- 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
- community representatives

Own learning needs may include:

- knowledge for present job, or to fulfil career aspirations
- need to obtain competencies to meet current and future organisational objectives
- make good gaps in skills
- cultural understanding

Learning may take place through a range of experiences, activities and processes by means of which people acquire new skills and knowledge.

Basic work records may include:

- diary entries
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- general in-house correspondence (memos, notes, email)
- records of meetings
- tape labelling
- 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
- community representatives
### CUECOR2A Work with others

#### Unit Descriptor

This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

#### Unit Sector

No sector assigned

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<th>ELEMENT</th>
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</table>
| 1. Participate in the work/group process | 1.1 Identify work requirements relevant to the group/process  
1.2 Identify own role and roles of others in meeting work requirements  
1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements  
1.4 Take time and resource constraints into account in fulfilling work requirements  
1.5 Apply the organisation's policies, procedures and conventions covering acceptable workplace conduct to workplace activities  
1.6 Take individual differences into account in achieving work requirements  
1.7 Use strengths of individuals to develop others in the group, sharing learning as part of the group process |
| 2. Contribute to the flow of information and ideas | 2.1 Share information and ideas relevant to the work with others to enhance work outcomes  
2.2 Provide relevant, timely and accurate information to others, as required  
2.3 Seek information and ideas from others as required to assist achievement of work requirements  
2.4 Record work information in the required detail and time frame and in the specified format  
2.5 Compile and maintain work information systematically and accurately and file it for ease of retrieval as required  
2.6 Identify any linguistic and cultural differences in communication styles and their relevance to the context |
| 3. Deal effectively with issues, problems and conflicts | 3.1 Identify issues to be resolved in the workplace and take appropriate action  
3.2 Use consultative and collaborative processes to generate solutions  
3.3 Identify potential problems and conflicts and take appropriate action promptly to deal with them  
3.4 Recognise problems and conflicts and resolve them and/or refer them to appropriate person  
3.5 Implement mutually agreed outcomes |
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RANGE STATEMENT

- taking part in informal discussions
- following instructions
- relating to team members
- recording work information
- consulting with the community
- taking part in meetings
- dealing with conflict

- established or adhoc work units
- production teams
- groups or teams, working parties, task forces
- committees
- self-directed teams

- 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
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

• problem solving
• negotiation
• conflict resolution
• use of a mediator or conciliator

• their cultural, racial and ethnic backgrounds
• physical requirements
• gender
• languages
• customs
• religious and traditional beliefs

• job description
• memos, internal documents
• notes and messages

• clear, simple and concise messages
• memos
• electronic communication such as emails
• reports
• notes from meetings and discussions

• formal or informal discussions
• meetings
• clarification of responsibilities
• asking questions to gain information and clarify ambiguities
• clear and concise exchange of information and ideas
Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• the individual's own roles and responsibilities
• workplace procedures
• acceptable workplace conduct
• 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 other 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

Linkages to other units

This unit is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and technical units.
### Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- communicating effectively with colleagues within the range of situations required for the job role
- working effectively as part of a team

### Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

### Resource requirements

There are no significant resource implications for the assessment of this unit.
Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- the individual's own roles and responsibilities
- workplace procedures
- acceptable workplace conduct
- 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
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The following evidence is critical to the judgement of competence in this unit:

- communicating effectively with colleagues within the range of situations required for the job role
- working effectively as part of a team
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

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- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

There are no significant resource implications for the assessment of this unit.
CUEFIN1A Develop a budget

Unit Descriptor
This unit refers to the preparation of the budget and reports related to the financing and financial management of a project/operation. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.

Unit Sector
No sector assigned

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</table>
| 1. Plan the budget | 1.1 Identify, access and analyse data required for budget preparation correctly  
1.2 Determine budget parameters with estimates based on research, consultation and negotiation with the appropriate personnel  
1.3 Identify and cost all budget elements accurately  
1.4 Provide relevant colleagues with the opportunity to contribute to the budget planning process |
| 2. Develop and finalise budget | 2.1 Draft budget based on analysis of all available information in accordance with organisation/production policy  
2.2 Identify income and expenditure estimates clearly and support with valid, reliable and relevant information  
2.3 Undertake negotiations with relevant personnel and obtain budget approval  
2.4 Modify budget if necessary to reflect agreed negotiations and re-present if necessary  
2.5 Consult all personnel to finalise resource allocation and departmental budgets  
2.6 Present recommendations for budget approval clearly, concisely and in an appropriate format  
2.7 Negotiate final budget in accordance with organisational procedures and policies and provide to the appropriate personnel within an agreed timeframe  
2.8 Inform appropriate personnel of the budget and its application to the area in which they work, expenditure limits, financial management and reporting responsibilities  
2.9 Establish reporting arrangements |
| 3. Prepare reports to key personnel | 3.1 Prepare cash flow charts and other relevant documentation as required  
3.2 Prepare statements of income and expenditure as required  
3.3 Prepare financial documentation for the relevant personnel |
| 4. Prepare budget for presentation | 4.1 Package budget in accordance with preferred format and the identified audience  
4.2 Identify cost implications for key personnel |
KEY COMPETENCIES

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RANGE STATEMENT

- productions
- events
- projects
- operations

- not-for-profit
- commercial and/or profit based activities
- departmental operations
- entire organisation's operations

- director
- producer
- designers
- heads of departments or sections
- managers of specialist areas
- anyone managing a project

- according to the nature of the operations productions or projects
- for a commercial production, a prospectus may be prepared and budget parameters determined accordingly

- details of the proposed operations, or production
- general areas of expenditure
- targets on income generation
- the scale of the activity

- sales
- products
- sponsorship
- advertising revenue
• federal government
• state government
• local council
• international funds
• investors
• shareholders
• sponsors (cash or in-kind)
• donations

• paper proforma sheet
• computer spreadsheet software programs

• aesthetic
• technical
• commercial
• legal
• safety and security issues
• pre-production
• production
• post-production

• cash flow documents
• statements of income and expenditure

• client
• investors
• financial sources
• completion guarantor
• distributors, sales agents

• producers
• accountants
• heads of department
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• 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
• negotiation skills in specific relation to budgetary planning
• producing reports, submissions, budgets and associated documentation
• knowledge of the specific industry sector and industry financing arrangements including the requirements of funding bodies, for example the Australian Film Corporation and the Film Finance Corporation
• financial management
• personnel administration

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

• CUEFIN1A Manage a budget
• CUSADM03A Manage a project
• CUSADM05 Develop and manage a business/strategic plan

Critical aspects of evidence

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

• understanding of the technical budget preparation process and accounting procedures that must be followed
• preparing a realistic and accurate budget within the relevant workplace context

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• case studies
• work samples or simulated workplace activities
• oral questioning/interview
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence
Resource requirements

Competency in this unit should be assessed using relevant financial resources and other identified documentation. Access to a computer and appropriate software would be useful.
CUEFIN2A Manage a budget

Unit Descriptor

This unit covers the day-to-day organisation of the financial resources required for operations, productions or projects including allocation of funds and monitoring of expenditure. This unit of competency applies to full productions, events, projects or studio 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.

This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Allocate funds
   1.1 Allocate funds according to the budget and agreed priorities
   1.2 Ensure that all appropriate personnel are fully informed of budgetary decisions
   1.3 Ensure that colleagues are aware of the importance of budget control
   1.4 Ensure that accurate detailed records of resource allocation are kept in accordance with organisation control systems
   1.5 Arrange and adhere to key reporting and reconciliation schedules
   1.6 Establish and monitor expenditure authorisation procedures as required

2. Monitor and control expenditure
   2.1 Ensure that actual income and expenditure against budgets at regular intervals to ensure compliance with budget and cash flow projections
   2.2 Ensure that income and expenditure reports are prepared and presented in the required format to the appropriate personnel
   2.3 Identify deviations from the budget and the reasons for deviation and take the appropriate action
   2.4 Advise appropriate personnel of budget status

3. Complete financial reports
   3.1 Ensure that all required financial and statistical reports are completed accurately within designated timelines
   3.2 Make recommendations regarding future financial planning, as appropriate
   3.3 Ensure that reports are clear, concise and checked for accuracy
   3.4 Ensure that reports are forwarded promptly to the appropriate personnel
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RANGE STATEMENT

- those relating to the production or activity
- finance
- purchasing
- contracts and tenders
- staff salaries
- technology
- equipment

- cash
- cheques
- grants
- bank accounts
- investments

- premises owned, rented or borrowed
- technical equipment
- office machinery
- equipment production items
- motor vehicles owned, rented or borrowed
- contras

- paper
- proforma sheet
- computer spreadsheet software programs

- profit and loss statements
- balance sheets
- cash flow reporting
managers, e.g. production manager
department heads
financial controller/consultant
boards, committees, advisory bodies
investors
funding bodies and sponsors

EVIDENCE GUIDE

Underpinning knowledge and skills Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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

Linkages to other units This unit has linkages to the range of financial management and technical units contained within this training package. Combined training delivery and/or assessment may be appropriate.

- CUEFIN1A Develop a budget

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

- monitoring income and expenditure in accordance with the budget and identifying ways of improving budget performance
- knowledge of basic budget principles and accounting/auditing/legislative/reporting requirements
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment should use all the relevant resources required to manage a budget in the relevant cultural sector.

Assessment should use appropriate systems and activities. Computing software may be used.
CUEFIN3A Obtain sponsorship

Unit Descriptor
This unit describes the skills needed to obtain sponsorship for a project, product, event or activity in film, television, radio, music or multimedia. It covers the initial contact, the presentation of the proposal and subsequent contacts. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine financial requirements of activity
   1.1 Become familiar with activity for which sponsorship is being sought
   1.2 Identify financial requirements, including estimates of income and expenditure, for the activity through consultation with the appropriate personnel
   1.3 Set fundraising targets based on financial requirements of activity and estimated income and expenditure
   1.4 Identify areas of possible financial support
   1.5 Assess previous methods of securing finance for relevance to the activity

2. Obtain sponsorship
   2.1 Develop list of potential sponsors and prepare sponsorship proposals and present to sponsors as required
   2.2 Present sponsorship proposals in clear, concise and professional way
   2.3 Follow up proposals with sponsors as required
   2.4 Conduct meetings to discuss proposals in a professional and business-like manner

3. Provide information to sponsors
   3.1 Agree on nature, extent of sponsorship, and benefits to the sponsor to the satisfaction of both the sponsor and the activity/organisation
   3.2 Complete agreements with sponsor as required
   3.3 Thank sponsor for support following activity and return any materials
   3.4 Maintain documentation as required throughout the process
KEY COMPETENCIES

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RANGE STATEMENT

- director
- production manager
- general manager
- head of department
- other stakeholders

- existing sponsors
- boards of directors, councils or other governing bodies
- new sponsors
- government agencies
- commercial organisations
- investors
- joint partners (including limited life partners)
- friends’ organisations
- community bodies
- audiences

- overview of activity and objectives
- purpose and amount of finance required
- benefits to sponsors
- different types of sponsorship arrangements

- face to face and written presentations
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 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

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUEFIN1A Develop a budget
- CUSGEN05A Make presentations
- CUFADM07A Establish and maintain business and work/contractual relationships

Critical aspects of evidence

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

- 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
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
# CUEMAR2A Undertake market research

## Unit Descriptor
This unit describes the skills and knowledge required to access and organise the information to support marketing and promotional decisions. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements to ensure its applicability to the other sectors of the cultural industries.

### Unit Sector
No sector assigned

## ELEMENT PERFORMANCE CRITERIA

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<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Plan market research</td>
<td>1.1 Identify specific research needs based on current business focus and the needs of the organisation</td>
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<td></td>
<td>1.2 Develop objectives for the research in consultation with the appropriate personnel</td>
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<td>1.3 Identify research methods and select the most appropriate method selected according to research objectives, organisational policies and procedures and resource constraints</td>
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<td>1.4 Obtain approval to undertake market research from the appropriate personnel as required</td>
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<td>1.5 Document planning process as required according to organisational procedures</td>
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<tr>
<td>2. Conduct research</td>
<td>2.1 Obtain data using selected research methods, obtaining specialist assistance where necessary</td>
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<td></td>
<td>2.2 Conduct research within agreed timeframes and in accordance with agreed method</td>
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<td></td>
<td>2.3 Document research according to organisational procedures</td>
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<tr>
<td>3. Analyse research findings</td>
<td>3.1 Analyse and interpret data accurately and identify key issues resulting from the research</td>
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<td></td>
<td>3.2 Store data as required</td>
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<td>3.3 Use results to inform current activities and future planning</td>
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<td></td>
<td>3.4 Present results of the research to appropriate personnel with relevant recommendations and observations</td>
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<td>3.5 File results of research in accordance with organisational policies and procedures</td>
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RANGE STATEMENT

- research on audience
- research on products and services,
- 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

- producer
- director
- heads of department
- managers
- other marketing personnel
- other colleagues
primary market research including:
- telephone interviews
- postal surveys
- focus groups
- personal interviews
- omnibus surveys

secondary market research such as:
- information already available within the organisation, e.g. sales figures, attendance figures
- government reports such as data collection by the Australian Bureau of Statistics, Department of Community and the Arts 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

Underpinning knowledge and skills
Assessment must include evidence of essential knowledge of, and skills in, the following areas:
- 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

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:
- TTHGLE12A Develop and manage marketing strategies
- CUEMAR3A Undertake marketing activities
Critical aspects of evidence
The following evidence is critical to the judgement of competence in this unit:

- applying research techniques and methodologies
- applying knowledge to conducting research within the contest of the particular industry sector
- analysing and interpreting data and developing recommendations for action based on the analysis
- presentation of the information in a format appropriate for the purpose for which it was collected

Method and context of assessment
Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- cases studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment 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.

Resource Requirements
This unit of competency should be assessed using all the resources required to undertake market research for the appropriate industry sectors.
CUEMAR3A Undertake marketing activities

Unit Descriptor

This unit describes the skills and knowledge to plan and undertake a range of marketing activities in support of media products or operations. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements to ensure its applicability to the other sectors of the cultural industries.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan marketing and promotional activities

   1.1 Identify the institution's promotional needs
   1.2 Research, plan and schedule promotional activities in accordance with the enterprise’s marketing plan or project requirements
   1.3 Develop action plans for promotional activities based on research and taking into account such factors as:
       1.3.1 time constraints
       1.3.2 budget allocation
       1.3.3 target audience
       1.3.4 seasonal variations
       1.3.5 resources including human resources

2. Implement marketing and promotional activities

   2.1 Allocate responsibilities and functions to the relevant personnel
   2.2 Design and develop resource materials which may include:
       2.2.1 press releases
       2.2.2 posters
       2.2.3 kits
       2.2.4 PR materials
       2.2.5 invitations
   2.3 Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the project or organisation
   2.4 Liaise with relevant people which may include:
       2.4.1 community leaders
       2.4.2 media
       2.4.3 colleagues
       2.4.4 artists
       2.4.5 teachers
3. Review and report on promotional activities

3.1 Prepare reports in accordance with the institution's marketing policy and required timeframes

3.2 Present market intelligence in a manner which provides clear and concise information to those responsible for sales and marketing planning

3.3 Make informal reports to relevant colleagues to maximise opportunity to meet team targets

3.4 Review all activities in accordance with agreed evaluation methods, and incorporate the results into future planning

3.5 Agree evaluation processes through consultation and negotiation

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RANGE STATEMENT

- senior management
- other marketing personnel
- other colleagues
- promotional events
- display and signage initiatives
- market research
- advertising
- industry and public relations activities
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• 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

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

• CUFMAR01A Promote products and services

Critical aspects of evidence

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

• using a range of marketing techniques appropriate for the product or project
• coordinating and organising a number of promotional activities within a specific cultural industry context
• logical and thorough activity planning including development of supporting organisational systems
• knowledge of marketing principles and their application to practical workplace contexts
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- cases studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment 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.

Resource requirements

This unit of competency should be assessed using all the resources required to coordinate marketing activities for a product or operation.
CUEOHS1A Implement workplace health, safety and security procedures

Unit Descriptor
This unit describes the skills and knowledge required to provide information about occupational health and safety policies and practices, and hazard and risk control in the workplace to the work group. It covers a range of industry contexts involving a variety of different conditions and hazards. This unit describes occupational health and safety competencies applicable for employees with supervisory responsibility. This may include roles such as team leaders, production coordinators, forepersons or supervisors.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Provide information to the work group
   1.1 Provide information to the work group about occupational health and safety policies, procedures and programs
   1.2 Explain OHS legislation and codes of practice to the work group
   1.3 Provide information about hazards and outcomes of risk assessment and risk control measures to the work group on a regular basis

2. Implement and monitor participative arrangements for the management of occupational health and safety
   2.1 Implement and monitor organisational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute
   2.2 Deal with and resolve issues raised through consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution
   2.3 Make the outcomes of consultation over occupational health and safety issues known to the work group promptly

3. Implement and monitor the organisation's procedures for identifying hazards and assessing risks
   3.1 Identify and report existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied

4. Implement and monitor the organisation's procedures for controlling risks
   4.1 Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures
   4.2 Monitor existing risk control measures and report results regularly in accordance with workplace procedures
   4.3 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
   4.4 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel
5. Implement the organisation's procedures for dealing with hazardous events

   5.1 Implement workplace procedures for dealing with hazardous events whenever necessary to ensure that prompt control action is taken
   5.2 Investigate hazardous events to identify their cause in accordance with incident investigation procedures

6. Implement and monitor the organisation's procedures for providing occupational health and safety training

   6.1 Identify occupational health and safety training needs accurately, specifying gaps between occupational health and safety competencies required and those held by work group members
   6.2 Make arrangements for fulfilling identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties

7. Implement and monitor the organisation's procedure for maintaining occupational health and safety records

   7.1 Complete occupational health and safety records for work area accurately and legibly in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease
   7.2 Use aggregate information from the area's occupational health and safety records to identify hazards and monitor risk control procedures within work area according to organisational procedures, and within scope of responsibilities and competencies

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RANGE STATEMENT

- 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
- issue resolution

- formally documented or communicated verbally
- 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

- 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
- 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
formal and informal meetings
OHS committees
other committees (e.g. consultative, planning, purchasing)
health and safety representatives

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

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

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

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
• accidents
• fires and explosions
• emergencies such as chemical spills
• bomb scares

• evacuation
• chemical containment
• First Aid procedures
• accident/incident reporting and investigation

• induction training
• specific hazard training
• specific task or equipment training
• emergency and evacuation training
• training as part of broader programs (e.g. equipment operation)

• 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 incidents 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 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

• measuring amounts to mix liquids
• estimating volume of smoke (effects)
• calculating safe working loads
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
- principles and practices of effective OHS management, such as:
  - the hierarchy of control
  - elements of an effective OHS management system
  - participation and consultation over OHS
  - incident investigation
  - risk management approaches
  - hazards which exist in the workplace and:
  - the range of control measures available for these hazards
  - considerations for choosing between different control measures, such as possible inadequacies with particular control measures
- organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for:
  - communicating about OHS issues
  - consulting and allowing participation over OHS issues
  - identifying and reporting on hazards, e.g. through inspections
  - assessing risks
  - controlling risks
  - monitoring risk control measures;
  - reporting budgetary and resource needs;
  - responding to and dealing with hazardous events;
  - OHS training
  - OHS record keeping and collection and use of incident data
Linkages to other units

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.

Characteristics and composition of the workforce which impact on OHS management:

- literacy
- communication skills
- cultural background
- gender
- workers with disabilities

Other organisational systems, policies and procedures relevant to OHS management:

- business planning (especially new technology, organisational change)
- purchasing
- maintenance
- training
- consultation
- human resource management

Critical aspects of evidence

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

- 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
- 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
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

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.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Competence should be demonstrated in the context of:

- an established organisational OHS system
- relevant policies, procedures and programs

Resource requirements

Assessment of this unit requires access to:

- relevant occupational health and safety acts, regulations and codes of practices
- organisation's occupational health and safety policies and procedures
- the organisation's structure (for reporting purposes)
- personal protective equipment
- work areas for recognition of hazard and control measure
CUEOHS2A Establish and maintain a safe and secure workplace

Unit Descriptor
This unit describes the skills and knowledge required by an individual who has responsibility for managing the occupational health and safety policy, procedures and resources for an organisation or for a section of a large organisation. This unit 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. Competency is to be exhibited within the area of managerial responsibility which might be an entire enterprise or department of an enterprise.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish and maintain the framework for the occupational health and safety system in the area of responsibility

1.1 Develop occupational health and safety policies which clearly express the organisation's commitment with respect to occupational health and safety within the area of managerial responsibility, and how relevant occupational health and safety legislation will be implemented

1.2 Define clearly occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system, and allocate and include them in job descriptions and duty statements for all relevant positions

1.3 Identify financial and human resources for the operation of the occupational health and safety system, seek resources and/or provide them in a timely and consistent manner

1.4 Provide information on the occupational health and safety system and procedures for the area of responsibility, and explain them in a form which is readily accessible to employees

2. Establish and maintain participative arrangements for the management of occupational health and safety

2.1 Establish appropriate consultative processes and maintain them 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

2.2 Deal with issues raised through participation and consultation and resolve them promptly and effectively in accordance with procedures for issue resolution

2.3 Provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and maintain procedures for identifying hazards

3.1 Identify existing and potential hazards within the area of managerial responsibility and confirm this in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system

3.2 Monitor activities to ensure that this procedure is adopted effectively throughout area of managerial responsibility

3.3 Address hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created

4. Establish and maintain procedures for assessing risks

4.1 Assess risk presented by identified hazards in accordance with occupational health and safety legislation and codes of practice

4.2 Develop a procedure for ongoing assessment of risks and integrate within systems of work and procedures

4.3 Monitor activities to ensure that this procedure is adopted effectively throughout the area of managerial responsibility

4.4 Address risk assessment 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

5. Establish and maintain procedures for controlling risks

5.1 Develop measures to control assessed risks and implement 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

5.2 When measures which control a risk at its source are not immediately practicable, implement interim solutions until a permanent control measure is developed

5.3 Develop a procedure for ongoing control of risks, based on the hierarchy of control, and integrate within general systems of work and procedures

5.4 Monitor activities to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility

5.5 Address risk control 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

5.6 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control, and provide resources enabling implementation of new measures according to appropriate procedures
6. Establish and maintain organisational procedures for dealing with hazardous events

6.1 Identify potential hazardous events correctly for dealing with hazardous events
6.1 Develop procedures which control the risks associated with hazardous events and meet any legislative requirements as a minimum in consultation with appropriate emergency services
6.2 Provide appropriate information and training to all employees to enable implementation of the correct procedures in all relevant circumstances

7. Establish and maintain an occupational health and safety training program

7.1 Develop and implement an occupational health and safety training program to identify and fulfil employees' needs as part of the organisation's general training program

8. Establish and maintain a system for occupational health and safety records

8.1 Establish and monitor a system for keeping occupational health and safety records to identify patterns of occupational injury and disease within the area of managerial responsibility

9. Evaluate the organisation's health and safety system and related policies, procedures and programs

9.1 Assess the effectiveness of the occupational health and safety system and related policies, procedures and programs is according to the organisation's aims with respect to occupational health and safety
9.2 Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organisation's aims with respect to occupational health and safety
9.3 Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum

KEY COMPETENCIES

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RANGE STATEMENT

- managers
- supervisors
- occupational health and safety officer/manager
- First Aid officers

- 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

- formally documented or communicated verbally
- general to the management of the enterprise such as:
  - job procedures and work instructions
  - 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

- 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
- 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
• 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

• formal and informal meetings
• OHS committees other committees (e.g. consultative, planning, purchasing)
• health and safety representatives

• technical riders for occupational health and safety issues
• site plans
• changes in legislation
• extensive lists of relevant training materials (video and publications)

• 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

• 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

• accidents
• fires and explosions
• emergencies such as chemical spills
• bomb scares
• evacuation
• chemical containment
• First Aid

• induction training
• specific hazard training
• specific task or equipment training
• emergency and evacuation training
• training as part of broader programs (e.g. equipment operation)

• 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 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

• 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

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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
  • human resource management
• detailed knowledge of the SPAA (Screen Producers' Association of Australia)/MEAA (Media Entertainment and Arts Alliance) Film Industry Recommended Safety Code and Safety Guidance Notes, for assessees working within the cultural industry sectors
• knowledge of the Safety Report and any safety implementation reports, for assessees working within the cultural industry sectors

Linkages to other units

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.
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
- have the relevant documents available

In particular, information regarding the management of emergencies and hazardous events may be gathered through simulation.

Critical aspects of evidence

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

- it is essential that the laws and regulations relating to OHS in the workplace - particularly how the employer's general duty of care can be met - be understood and applied in designing and implementing the organisation's occupational health and safety management system
- 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 requirements

Assessment of this unit requires access to:

- relevant occupational health and safety acts, regulations and codes of practices
- organisation's occupational health and safety policies and procedures
- work areas for identification of hazards and control measures
CUERIG1A Undertake rigging

**Unit Descriptor**

This unit describes the skills and knowledge required to safely raise, position and secure all types of heavy equipment used in the entertainment, film, television, radio and multimedia industries.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

**Unit Sector**

No sector assigned

### PERFORMANCE CRITERIA

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<tr>
<th>ELEMENT</th>
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| 1. Plan and prepare work | 1.1 Interpret plans and drawings to ascertain job requirements  
1.2 Assess access, obstructions and other hazards and take appropriate action to remove/reduce risks  
1.3 Erect safety signs and warnings in accordance with organisational procedures  
1.4 Establish load dimensions and centre of gravity of load in accordance with slinging requirements  
1.5 Calculate appropriate safe working loads for lifting equipment  
1.6 Select slings, tackle, hoists and accessories according to the needs of lift and safe working capacities of equipment  
1.7 Inspect lifting/moving gear and identify, label and reject damaged/worn items in accordance with organisational procedures |
| 2. Build truss/bars | 2.1 Select equipment to be rigged according to requirements  
2.2 Join truss/bars in accordance with manufacturer's specifications  
2.3 Identify/locate/establish anchorage points in accordance with requirements and equipment manufacturer's specifications  
2.4 Safely sling/connect the load and pack/install/secure to protect sling and load  
2.5 Raise load to working height  
2.6 Attach the rigging equipment to truss/bar and check for safety and refer any adjustments to the appropriate personnel  
2.7 Recheck required adjustments for safety |
| 3. Raise truss/bar and secure load | 3.1 Safely raise the load in accordance with organisational procedures and using appropriate signals  
3.2 Maintain the stability of load throughout the raising process  
3.3 Hang and secure the load in position  
3.4 Remove equipment no longer required  
3.5 Clear the workplace of rigging equipment to ensure that it is safe for others to use |
KEY COMPETENCIES

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RANGE STATEMENT

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

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

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

verbal
hand signals to Australian standards
whistle/hooters to Australian standards
two-way radios/telephones
light signals to Australian standards

dead hung pieces
independently flown pieces
flown pieces
audio visual equipment
sound reinforcement equipment
lighting equipment
camera equipment
sets
special effects equipment

head mechanist
technical managers (lighting, sound, audiovisual)
production manager
electrician
other technical specialists
supervisor
head of department
director of photography
director
camera operator
grip
gaffer
lighting personnel
producer
technical director
other technical staff
other specialist staff
designers
floor manager
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 to specific equipment used in the workplace
- appropriate personal protective equipment
- applying 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

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- Follow health, safety and security procedures
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Since this unit focuses on rigging a range of equipment, assessment must ensure that a sufficient range of assembly types is observed. Use of a sufficient range of rigging equipment and tools should be involved.

Assessment must take into account the range of circumstances and conditions applicable to rigging equipment in order to determine competence.

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

- 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
Method and context of assessment

Assessment of this unit must be undertaken in the workplace on the job due to the specific workplace environment requirements.

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the entertainment, film and television, radio or multimedia industries. The workplace based assessment should utilise the range of equipment currently used in that workplace environment.
## Unit Descriptor

This unit describes the skills and knowledge required to safely lower and dismantle all types of heavy equipment used in the entertainment, film, television, radio and multimedia industries.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

**Unit Sector**

No sector assigned

## Performance Criteria

<table>
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<tr>
<th>Element</th>
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</tr>
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</table>
| **1. Prepare to lower and dismantle equipment** | 1.1 Assess access, obstructions and other hazards and take appropriate action to remove/reduce risks  
1.2 Erect safety signs and warnings in accordance with organisational procedures  
1.3 Select slings, tackle, hoists and accessories consistent with the needs of the lift and safe working capacities of the equipment  
1.4 Inspect lifting/moving gear and identify, label and reject damaged/worn items in accordance with organisational procedures |
| **2. Lower truss/bar** | 2.1 Identify/locate/establish anchorage points according to requirements and equipment manufacturer's specifications  
2.2 Safely sling/connect the load and pack/install/secure to protect sling and load  
2.3 Safely lower the load in accordance with organisational procedures and using appropriate signals  
2.4 Maintain the stability of load throughout the lowering process  
2.5 Remove equipment attached to truss/bar |
| **3. Remove slings and lifting accessories** | 3.1 Carefully restrain slings, accessories and pack upon removal  
3.2 Remove, clean and inspect slings and lifting accessories for damage  
3.3 Identify, label and reject damaged/worn items in accordance with organisational procedures  
3.4 Dismantle load moving equipment and remove safely |
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- slings
- ropes
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- chains
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- bottle screws
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dead hung pieces
independently flown pieces
flown pieces
audio visual equipment
sound reinforcement equipment
lighting equipment
camera equipment
sets
special effects equipment

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• 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 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
Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- Follow health, safety and security procedures

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Since this unit focuses on rigging a range of equipment, assessment must ensure that a sufficient range of assembly types is observed. Use of a sufficient range of rigging equipment and tools should be involved.

Assessment must take into account the range of circumstances and conditions applicable to rigging equipment in order to determine competence.

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

- 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
**Method and context of assessment**

Assessment of this unit must be undertaken in the workplace on the job due to the specific workplace environment requirements.

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance.

A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

**Resource requirements**

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement.

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the entertainment, film, television, radio or multimedia industries.

The workplace based assessment should utilise the range of equipment currently used in that workplace environment.
CUETGE10A Perform routine manual metal arc and/or gas metal arc welding

Unit Descriptor
This unit describes the skills and knowledge required to select, use and store any power tools used in the entertainment, film, television, radio and multimedia industries.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine welding requirements
   1.1 Obtain all appropriate specifications and drawings and determine welding requirements in accordance with job specifications
   1.2 Determine the location and size of welds in accordance with standard operating procedures and job specifications

2. Prepare materials for welding
   2.1 Clean and prepare the materials to be welded using appropriate tools and techniques in accordance with standard operating procedures

3. Select welding machine settings, electrodes and/or wire
   3.1 Correctly set welding machines in accordance with established workplace and/or manufacturers' specifications
   3.2 Correctly set electrodes and/or wire in accordance with established workplace and/or manufacturers' specifications

4. Perform routine welding
   4.1 Undertake welding safely and to prescribed procedure
   4.2 Clean all welds in accordance with specifications and standard operating procedures

KEY COMPETENCIES

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RANGE STATEMENT

- 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
- low carbon and mild steels
- minimal and generally restricted to cleaning, using files and grinders

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 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

Linkages to other units

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.
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances which apply to the chosen context.

Assessment must take into account the range of circumstances and conditions applicable to arc welding in order to determine competence.

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

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

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

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

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.
Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment currently used by the entertainment, film, television, radio or multimedia industries. Workplace based assessment should utilise the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of currently available equipment. 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
**CUETGE7A Carry out manual soldering and desoldering**

**Unit Descriptor**

This unit describes the skills and knowledge required to solder and desolder any materials/components used in the entertainment, film, television, radio and multimedia industries.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

**Unit Sector**

No sector assigned

<table>
<thead>
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</table>
| 1. Prepare materials for soldering | 1.1 Prepare materials for soldering in accordance with instructions and work site procedures  
1.2 Prepare materials using correct soldering tools, equipment, materials and procedures |
| 2. Solder materials | 2.1 Select correct soldering techniques, procedures, materials and soldering tools in accordance with work site procedures  
2.2 Use standard operating procedures to join, mount and shape materials  
2.3 Use an appropriate soldering technique to apply solder to the materials to be jointed, in accordance with work site procedures  
2.4 Remove excess material, where appropriate, using correct and appropriate tools and techniques  
2.5 Observe procedures for the protection of components according to standard operating procedures |
| 3. Inspect solder joints | 3.1 Undertake inspection according to standard operating procedures  
3.2 Record/report inspection results in accordance with work site procedures |
| 4. Undertake desoldering | 4.1 Select correct and appropriate techniques, procedures, desoldering tools and equipment in accordance with work site procedures  
4.2 Desolder materials/components using correct procedures to minimise damage to materials and components  
4.3 Remove materials/device and clean to specifications using standard operating procedures |
KEY COMPETENCIES

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RANGE STATEMENT

- soldering irons
- cutters
- brushes
- files
- soldering tips
- solder syringes
- holding devices

- solder (solid resin cord and paste)
- flux (resin or powder)

- job instructions

- visual, mechanical or electric techniques with pre-setup equipment

- legislative and regulatory requirements

- 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

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 identifying methods of solder removal and their application
- applying component protection procedures
- identifying procedures
- 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.

Linkages to other units

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.
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances which apply to the chosen context.

Since this unit focuses on soldering a range of equipment, assessment must ensure that a sufficient range of soldering activities is observed.

Assessment must take into account the range of circumstances and conditions applicable to soldering equipment in order to determine competence.

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

- demonstrating safe working practices at all times
- performing all tasks in accordance with standard operating procedures
- performing all tasks to specifications
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

- Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
  - work samples or simulated workplace activities
  - oral questioning/interview
  - projects/reports/logbooks
  - third party reports and authenticated prior achievements
  - portfolios of evidence

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

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.

Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment currently used by the entertainment, film, television, radio or multimedia industries. Workplace based assessment should utilise the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of currently available equipment. 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
CUETGE8A Use hand tools

Unit Descriptor

This unit describes the skills and knowledge required to select, use and store any hand tools used in the entertainment, film, television, radio and multimedia industries.

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 tools/hand-held operation.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

Unit Sector

No sector assigned

Element Performance Criteria

1. Use hand tools
   1.1 Appropriate hand tools are selected according to the task requirements
   1.2 Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape
   1.3 All safety requirements are adhered to before, during and after use
   1.4 Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use
   1.5 Routine maintenance of tools, including hand sharpening, is undertaken according to standard operational procedures, principles and techniques
   1.6 Hand tools are stored safely in appropriate locations according to standard operational procedures and manufacturers' recommendations

Key Competencies

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</table>
RANGE STATEMENT

- hacksaws
- hammers
- punches
- screwdrivers
- sockets
- wrenches
- scrapers
- chisels
- gouges
- wood planes and files of all cross-sectional shapes and types

- adjusting
- dismantling
- assembling and finishing of items or components
- the finishing, cutting and scraping of metallic and non-metallic material to size and shape

- cleaning
- lubricating
- tightening
- simple tool repairs
- hand sharpening and adjustments using engineering principles, tools, equipment and procedures
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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

Linkages to other units

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

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances which apply to the chosen context.

Since this unit focuses on the use of a range of hand tools, assessment must ensure that a sufficient range of activities is observed.

Assessment must take into account the range of circumstances and conditions applicable to the use of hand tools in order to determine competence.

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

- demonstrating safe working practices at all times
- performing all tasks in accordance with standard operating procedures
- performing all tasks to specifications
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

• work samples or simulated workplace activities
• oral questioning/interview
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence

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

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.

Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment currently used by the entertainment, film, television, radio or multimedia industries. Workplace based assessment should utilise the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of currently available equipment. 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
CUETGE9A Use power tools/hand held operation

Unit Descriptor
This unit describes the skills and knowledge required to select, use and store any power tools used in the entertainment, film, television, radio and multimedia industries.

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 hand-held tools see the unit Use hand tools.

This unit is imported from the entertainment industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the film, television, radio and multimedia industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Use power tools

1.1 Select appropriate power tools according to the task requirements

1.2 Use power tools 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

1.3 Adhere to all safety requirements before, during and after use

1.4 Identify and mark for repair any unsafe or faulty tools according to designated procedures before, during and after use

1.5 Store power tools safely in the appropriate location according to standard workshop procedure and manufacturer's recommendations

KEY COMPETENCIES

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RANGE STATEMENT

- electric or pneumatic drills
- grinders
- jigsaws
- nibblers
- cutting saws
- sanders
- planers
- routers
- pedestal drills
- pedestal grinders

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

- cleaning
- lubricating
- tightening
- simple tool repairs
- hand sharpening and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 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
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.

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances which apply to the chosen context.

Since this unit focuses on the use of a range of power tools, assessment must ensure that a sufficient range of activities is observed.

Assessment must take into account the range of circumstances and conditions applicable to the use of hand tools in order to determine competence.

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

- demonstrating safe working practices at all times
- performing all tasks in accordance with standard operating procedures
- performing all tasks to specification
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

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

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.

Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement. Assessment requires access to a range of equipment currently used by the entertainment, film, television, radio or multimedia industries. Workplace based assessment should utilise the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of currently available equipment. 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
CULMS413A Use information technology

Unit Descriptor
This unit refers to operating computer hardware and computer packages across a range of industry sectors.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Operate computer hardware
   1.1 Use appropriate computer hardware and related equipment to produce the required outcome in accordance with the requirements of the task
   1.2 Operate and maintain a range of computer hardware and related equipment to complete routine tasks
   1.3 Use keyboards and equipment according to organisation's guidelines on speed and accuracy and in accordance with OH&S guidelines

2. Operate computer packages
   2.1 Use appropriate software packages to produce the required outcome in accordance with the requirements of the task
   2.2 Save and store documents in the appropriate directory
   2.3 Access/produce, retrieve and manipulate data to meet the requirements of the task
   2.4 Save files in appropriate directory and exit application without losing data

3. Access and use user support resources
   3.1 Use on-line help to overcome basic difficulties with applications
   3.2 Use manuals and training booklets to solve minor problems
   3.3 Seek technical assistance as required

KEY COMPETENCIES

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</table>
RANGE STATEMENT

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

- personal computers
- printers, scanners
- multimedia devices and peripherals

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

- security procedures
- OH&S procedures
- maintenance procedures

- established files /applications

- commercial software applications
- organisation specific software
- word processing
- spreadsheet
- database
- graphics
- communication packages and presentation functions
- internet
- operating systems
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- the function of the organisation
- general OHS principles and responsibilities
- basic technical IT terminology
- ergonomic principles and practices to avoid muscle strain
- reading and interpreting basic workplace documents and user manuals
- speaking in a friendly and culturally appropriate manner
- writing workplace documents
- applications of computing in their industry sector
- how to look after discs and computers to avoid damage

Linkages to other units

This unit underpins effective performance in other units. It is strongly recommended that this unit is assessed/trained in conjunction with other operational and/or technical units.

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to access, input and save information on a computer
- the ability to use appropriate applications for the purpose of managing information
Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment requires access to a computer and the software currently used by the cultural industries.

Workplace based assessment should use the range of equipment currently used in that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of equipment currently used by the cultural industries.
CUSADM01A Purchase or hire equipment/supplies

This unit describes the skills and knowledge required to acquire materials or items not normally held in stock. This unit does not focus on the coordination and negotiation function involved in purchasing, which is covered by Coordinate the purchase or hire of equipment or supplies. Complex purchases, hire agreements and negotiations would, generally, be referred to team leaders, supervisors or managers.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine items to be acquired

1.1 Receive verbal or written instructions to determine items to be acquired
1.2 Determine the allocated expenditure for the items
1.3 Continually liaise with relevant personnel during the acquisition to ensure that requirements are correctly understood
1.4 Gain approval to amend details before proceeding with acquisition

2. Seek suppliers and costs of purchase or hire

2.1 Determine if suppliers have been sourced or seek relevant suppliers
2.2 Provide suppliers with detailed descriptions of items required
2.3 Seek quotes for the purchase or hire of required resources
2.4 Ensure that materials/items/equipment quoted on meet the requirements
2.5 Provide relevant personnel with the quotes and seek approval to accept the quote

3. Choose and acquire materials/items

3.1 Choose items and obtain approval from the relevant personnel to acquire the materials/items/equipment chosen
3.2 Ensure that materials/items/equipment are acquired in the quantity instructed
3.3 Provide relevant personnel with any required hire, loan or purchase documentation and request that documentation is completed to meet the requirements of the supplier
3.4 Ensure that the supplier advises the methods of payment and any exchange and refund arrangements prior to the acquisition
4. Receive and store stock

4.1 Check incoming stock against orders and delivery documentation in accordance with enterprise procedures
4.2 Identify and accurately record variations and communicate these to appropriate personnel
4.3 Inspect items for damage, quality, use by dates, breakages or discrepancies and record in accordance with enterprise procedures
4.4 Safely transport incoming items to the appropriate storage area to avoid damage
4.5 Store items in the appropriate location in accordance with enterprise security procedures
4.6 Communicate the availability of materials/items/equipment to the relevant personnel, allowing them to process or use the materials/items/equipment

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RANGE STATEMENT

• any material to be processed, manufactured or constructed into the required finished product

• any finished product required for the production, operation or project

• any material or item not normally held in stock
• items requiring special technical application
• specialised equipment not held by the organisation
• production designer
• performer
• production staff
• supervisor
• head of department
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager

• verbal
• written

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• principles of stock control
• storage security systems
• safe lifting and handling procedures
• interpretation of instructions and purchase documentation
• principles of communication

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

• CUECLE1A Undertake general administrative procedures
• CUSRAD01A Collect and organise information

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

• knowledge of safety and security issues
• ability to interpret instructions
• ability to provide clear descriptions of requirements
• ability to safely and efficiently receive items
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Workplace based assessment should use the range of equipment currently used in that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of equipment currently used by the specific industry sector.
CUSADM02A Coordinate the purchase or hire of equipment/supplies

Unit Descriptor
This unit describes the skills and knowledge required to identify, source and acquire materials or items not normally held in stock. This unit focuses on the coordination and negotiation function involved in purchasing.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify resources required
   1.1 Liaise with the relevant personnel, interpret and confirm the resource requirements so that design or technical specifications, production or script requirements are met
   1.2 Read and interpret pre-production paperwork to determine resource requirements
   1.3 Produce detailed resource breakdown lists from the documentation
   1.4 Review the budget to determine allocated expenditure
   1.5 Check existing stocks of materials or items for suitability of use for the production
   1.6 Determine items to be purchased, specially manufactured or hired and produce clear and detailed specifications for materials/items required

2. Investigate sources for purchase or hire of specialist supplies
   2.1 Source and select relevant suppliers
   2.2 Provide suppliers with detailed material/item specifications
   2.3 Seek quote for purchase, hire or manufacture of required resources
   2.4 Check the suitability of materials/items/equipment and ensure that they can withstand the rigours and demands of the production
   2.5 Ensure that materials/items can be modified to meet any specific production requirements
   2.6 Review quotes against budget, negotiate costs to meet the budgetary requirements and choose an appropriate supplier

3. Select and acquire materials/items
   3.1 Confirm specific requirements and document requirements with the supplier before acquisition
   3.2 Ensure that materials/items/equipment meet design, cost, quality and production requirements
   3.3 Obtain agreement with relevant personnel as to the suitability of materials/items/equipment chosen
   3.4 Ensure that materials/items/equipment are acquired in sufficient quantities to meet the production requirements
   3.5 Coordinate any required hire, loan or purchase arrangements and ensure agreements are completed according to enterprise requirements
   3.6 Negotiate and confirm methods of payment, exchange and refund arrangements with the supplier prior to the acquisition
4. Coordinate the availability of materials/items

4.1 Ensure any materials or items or equipment are available at the correct location to allow for processing or immediate use during the production

4.2 Check and document the condition of any acquired materials/items/equipment, on receipt, to ensure quality and that production requirements can be met

4.3 Communicate the availability of materials/items/equipment to the relevant personnel, allowing them to process or use the materials/items/equipment

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**RANGE STATEMENT**

- any material to be processed, manufactured or constructed into the required finished product
- any finished product required for the production, operation or project
- any material or item not normally held in stock
- items requiring special technical application
- specialised equipment not held by the organisation
• production designer
• performer
• production staff
• supervisor
• head of department
• director of photography
• director
• producer
• technical director
• other technical staff
• other specialist staff
• designers
• floor manager

• verbal
• written

EVIDENCE GUIDE

Underpinning knowledge and skills
Assessment must include evidence of essential knowledge of, and skills in, the following areas:
• interpretation of design documentation
• research skills
• principles and techniques of purchasing, hiring and acquisition
• principles of communication
• contractual agreements
• negotiation techniques

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:
• CUSADM07A Establish and manage work/contractual relationships
• CUEFIN2A Manage a budget

Critical aspects of evidence
The following evidence is critical to the judgement of competence in this unit:
• effective verbal and written communication with a range of individuals/organisations
• timely and effective provision of items and supplies required by the organisation/project
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. On the job assessment is recommended. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Workplace based assessment should use the range of equipment currently used in that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of equipment currently used by the specific industry sector.
## CUSADM03A Manage a project

### Unit Descriptor
This unit describes the skills and knowledge required to manage a straightforward project or a section of a larger project. It focuses on essential project management skills and the need to meet deadlines for outcomes and products. For projects that involve large budgets, substantial numbers of staff and complex outcomes, see the unit Manage a major project.

### Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</table>
| 1. Determine scope of projects | 1.1 Clarify the boundaries of the project, or section of a larger project, in terms of purpose, budget, aim, product, outcome of project, and the timeline  
1.2 Identify limits of own and others' responsibility and reporting requirements  
1.3 Determine available resources |
| 2. Develop a plan for the limited project or section of the larger project | 2.1 Develop plan and confirm (as required): timeline, milestones, deliverables, and communication protocols  
2.2 Build the reporting requirements into the plan  
2.3 Clarify and confirm resource requirements and where resources can be obtained  
2.4 Specify timeline and confirm and what is to be achieved by each deadline  
2.5 Consult with team members and take their views into account when formulating plan  
2.6 Inform the team members and other interested personnel of the project, the deadlines and how it is to be organised |
| 3. Administer and monitor project | 3.1 Provide detailed information on roles and responsibilities to those involved in the project  
3.2 Clarify aim and confirm purpose, product, outcome of project for personnel involved  
3.3 Support those involved in the project to ensure that agreed outcomes are achieved  
3.4 Establish and maintain a file of all relevant documentation and correspondence  
3.5 Monitor progress toward deadlines and take appropriate action where necessary to ensure timely outcomes  
3.6 Complete reporting requirements as agreed  
3.7 Implement and monitor financial control plans  
3.8 Monitor human resources issues  
3.9 Adjust plans and roles and responsibilities as required  
3.10 Finalise project within agreed timelines |
4. Review project against plan

4.1 Review project in terms of:
   4.1.1 aim/purpose
   4.1.2 budget
   4.1.3 quality of outcome
   4.1.4 risk management
   4.1.5 meeting of deadlines

4.2 Involve project team members in the evaluation

4.3 Document success and factors influencing success to inform future project planning

KEY COMPETENCIES

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RANGE STATEMENT

- limited video/film productions and sections/department of larger video/film productions
- radio programs
- limited multimedia projects and sections of larger multimedia projects
- specialist services provided by contractors
- finance
- personnel
- equipment
- supplies
- directors
- producer
- designers
- financial manager
- technical experts
- artists
- presenters
- other specialists
• aim/purpose
• budget
• quality of outcome
• risk management
• meeting of deadlines
• and others

EVIDENCE GUIDE

Underpinning knowledge and skills
Assessment must include evidence of essential knowledge of, and skills in, the following areas:
• planning
• budgeting
• time management
• ability to meet deadlines
• human resource skills
• communication skills
• project management processes and systems
• knowledge of the area of the project

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:
• CUEFIN2A Manage a budget
• CUSGEN03 Collaborate with colleagues in planning and producing a project

Critical aspects of evidence
This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variable statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit:
• application of the skills to a relevant project
• project management including the ability to meet deadlines, manage people and resources
**Method and context of assessment**

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

**Resource requirements**

Assessment requires access to relevant information about the types of projects listed in the range of variables statement.

Workplace based assessment should be based on management of relevant projects and other evidence relating to projects (reports, statistical data, and files on past projects and so on).

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.
### CUSADM04A Manage a major project

**Unit Descriptor**

This unit describes the skills and knowledge required to manage complex, large multiple or diverse projects within the cultural industries. This unit focuses on the high level skills needed to deal with operations involving large budgets, substantial numbers of staff and complex outcomes. For management of a smaller or more straightforward projects, see the unit Manage a project.

**Unit Sector**

No sector assigned

### ELEMENT PERFORMANCE CRITERIA

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| 1. Define the scope of the project | 1.1 Clarify aim, purpose, product, outcome of project and the most up to date technology appropriate/available for that project  
1.2 Develop a project budget and confirm with relevant parties  
1.3 Determine and confirm a resources strategy for the project, including finance, personnel, equipment requirements  
1.4 Determine the levels of responsibility of those working on the project or managing sections of the project  
1.5 Communicate responsibilities clearly to all those involved |
| 2. Develop overall project plan | 2.1 Develop the project plan including timeline, schedules, deliverables and contribution from the sections of the project  
2.2 Develop a strategy for risk management, resource management including human resources and equipment, for the project as a whole and for all sections of the project  
2.3 Clarify and confirm resource requirements and where they can be obtained  
2.4 Specify and confirm timeline and what is to be achieved by each deadline  
2.5 Consult with team members and section managers and take their views into account when formulating plan  
2.6 Inform the managers of the sections of the project, the team members and other relevant personnel of the project plan, the deadlines and how the whole project is to be organised |
3. Monitor all aspects of the project

3.1 Implement project plan
3.2 Support all those involved in the project to ensure that project outcomes can be achieved.
3.3 Use sound interpersonal skills to build trust and cooperation with the project team
3.4 Assess progress against milestones and take contingency action where and as required to ensure that project deadlines are met
3.5 Adjust project plan in line with contingencies
3.6 Establish and maintain a file of all relevant documentation and correspondence
3.7 Monitor financial control systems and take necessary action to maintain costs as planned
3.8 Provide reports to project team as required
3.9 Provide feedback to those managing sections of the project
3.10 Finalise project within the agreed timelines

4. Evaluate the whole project

4.1 Evaluate project in terms of how well the complete project satisfied the aim, purpose, and product
4.2 Evaluate the quality of the outcome/product
4.3 Include the project team members in the review process
4.4 Review the project plan
4.5 Share information from the project evaluation with appropriate colleagues and incorporated into future project planning and management

KEY COMPETENCIES

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RANGE STATEMENT

- video/film productions
- radio productions, drama documentaries
- multimedia projects
- supply of specialist services for the above activities, for example construction of facilities
Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- planning
- budgeting
- time management
- ability to meet deadlines
- human resource management skills
- communication skills

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

- CUEFIN01A Develop a budget
- CUEFIN02A Manage a budget
- BSXFMI404A Participate in, lead and facilitate a team
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry. For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

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

• successful management of a project and meeting the project deadlines
• the ability to develop and manage a budget
• people management skills
• good communication skills
• strategic planning skills

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• case studies
• work samples or simulated workplace activities
• oral questioning/interview
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.
Resource requirements

Assessment requires access to relevant information (reports, statistical data, files on past projects and so on) about the types of projects listed in the range of variables statement. Access to a computer and appropriate software would be useful.

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.
CUSADM05A  Develop and implement a business/strategic plan

Unit Descriptor  This unit describes the skills and knowledge required to develop a strategic plan and to monitor and manage its implementation. It may be applied to a small independent operation or to a section of a large organisation.

Unit Sector  No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare strategic plan
   1.1 Prepare a strategic plan using recognised business planning techniques to include consideration of the appropriate inputs and constraints
   1.2 Prepare the strategic/business plan after consultation with all appropriate personnel and other stakeholders so that all perspectives are taken into account in the development of the plan

2. Implement the business plan
   2.1 Communicate the objectives and content of the plan in a timely manner to appropriate personnel in a manner which facilitates a:
      2.1.1 clear understanding of the plan and its role
      2.1.2 clear understanding of objectives, activities and individual responsibilities
   2.2 Use appropriate communication and leadership techniques in the management of the business plan to encourage:
      2.2.1 a team approach towards the achievement of objectives
      2.2.2 commitment to the achievement of targets
      2.2.3 commitment to the implementation of the plan
   2.3 Encourage all personnel to provide ongoing input into the strategic plan
   2.4 Implement actions detailed in the plan in a cost efficient manner according to schedule and contingencies
3. Monitor the business plan

3.1 Review strategic plan regularly and re-work in the light of changing circumstances

3.2 Monitor activities using the evaluation methods detailed in the plan on an ongoing basis to take account of the following factors:

3.2.1 progress towards objectives
3.2.2 evaluation of individual activities
3.2.3 the need for changes to the plan

3.3 Implement agreed changes to plans promptly in the context of the following:

3.3.1 the need for effective communication to personnel regarding the reasons for change
3.3.2 the need for re-scheduling of action plans
3.3.3 the need for timely provision of appropriate information regarding changes to affected personnel

3.4 Establish and maintain a file of all relevant documentation and correspondence

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RANGE STATEMENT

- a new or existing small business
- an artistic or creative project
- a division or department of a large organisation
- a new product development initiative
• mission statement
• business objectives
• current and potential project or product
• industry environment
• external business environment
• market analysis
• marketing strategy
• operational strategy
• management and organisational structure
• labour requirements and skills
• financial plan and projections
• action plan and schedule
• evaluation techniques
• industry ethics
• liability and legal issues
• environmental considerations
• quality management

• personnel
• equipment and technology
• services
• supplies
• advisers

• income and expenditure statements
• cash flow reports
• contracts

• multimedia professionals
• film/TV professionals
• industry organisations
• educators
• directors
• designers
• information professionals (libraries/museums)
• Information Technology personnel
• content experts

• availability of resources
• finance
• capability of employees
• specialist input needed
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- in depth knowledge of business planning techniques
- broad legal and business liability issues as appropriate to the industry context
- economic issues
- industry knowledge including current trends, structures and government policies
- internal and external business environments as appropriate to the industry context
- communication and leadership skills
- research skills

Linkages to other units

This unit relates to planning and combined assessment/training may be appropriate with a wide range of other business administration units. These units should be selected according to the needs of the specific sector and workplace. The following units may be appropriate for combined training delivery and/or assessment:

- CUEFIN1A Develop a budget
- CUSADM09A Address legal and administrative requirements
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. For generic prevocational training, organisations should provide training that considers the full range of industry contexts with no bias towards individual sectors. The range of variables will assist in this regard. For sector specific delivery, training should be tailored to meet the needs of that sector.

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

• ability to conduct negotiations within the contest of the cultural industries
• knowledge and understanding of the current environment in which cultural industry businesses and projects operate, and the major industry issues of relevance to the particular sector
• ability to develop and implement a strategic/business plan within a specific industry sector
• the ability to apply knowledge to a specific industry context

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• case studies
• work samples or simulated workplace activities
• oral questioning/interview
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.
Resource requirements

Assessment requires access to relevant information (reports, statistical data, files on past projects and so on) about the types of projects listed in the range of variables statement.

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.
**CUSADM06A**

**Unit Descriptor**

This unit describes the skills and knowledge required to support the operational planning process. It may be applied to a small independent operation or to a section of a large organisation.

**Unit Sector**

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Develop operational plans</td>
<td>1.1 In collaboration with relevant personnel develop plans and strategies based on workplace or project needs and strategic and business goals to achieve identified operational outcomes&lt;br&gt; 1.2 Develop scope and objectives based on:&lt;br&gt; 1.2.1 overall goals&lt;br&gt; 1.2.2 feedback from individuals&lt;br&gt; 1.2.3 monitoring of workplace operations&lt;br&gt; 1.3 Identify and analyse internal and external factors which may impact on the plan to ensure the achievement of planned and agreed outcomes&lt;br&gt; 1.4 Consult appropriate colleagues during the development of the plan to confirm and/or adjust details of the plan as required&lt;br&gt; 1.5 Develop resource strategies to support planned operational processes and outcomes&lt;br&gt; 1.6 Develop administrative framework and systems to ensure planned operational outcomes&lt;br&gt; 1.7 Identify and communicate priorities, responsibilities and timelines to those who will implement the plan&lt;br&gt; 1.8 Develop evaluation systems in consultation with appropriate colleagues to monitor and adjust operational outcomes&lt;br&gt; 1.9 Develop an internal and external communications strategy to keep all stakeholders informed</td>
</tr>
<tr>
<td>2. Administer and monitor operational plans</td>
<td>2.1 Implement and monitor operation of plan&lt;br&gt; 2.2 Provide support and assistance to colleagues involved in implementing the plan and deal with contingencies as required&lt;br&gt; 2.3 Comply with reporting requirements&lt;br&gt; 2.4 Implement and monitor financial control systems&lt;br&gt; 2.5 Establish and maintain a file of all relevant documentation and correspondence&lt;br&gt; 2.6 Obtain additional resources in accordance with agreed policy</td>
</tr>
<tr>
<td>3. Conduct ongoing evaluation</td>
<td>3.1 Use agreed evaluation methods to assess effectiveness in the workplace&lt;br&gt; 3.2 Involve all appropriate colleagues in evaluation&lt;br&gt; 3.3 Identify problems and make appropriate adjustments&lt;br&gt; 3.4 Incorporate results of evaluation into ongoing planning and operational management</td>
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RANGE STATEMENT

- a department within a large organisation
- a small business
- a specific project

- availability of resources
- finance
- capability of employees
- specialist input needed

- producer
- directors
- designers
- financial manager
- department heads
- managers of specialist sections
- artists
- presenters

- personnel
- equipment and technology
- services
- supplies
- sources for accessing specialist advice

- income and expenditure statements
- cash flow reports
- contracts
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• planning techniques
• problem solving and decision making in specific relationship to development and implementation of operational plans
• research skills in relation to a broad range of information from multiple sources and related to a broad range of issues
• current internal and external environments impacting on the activity
• legal issues which impact on enterprise operations as appropriate to industry sector

Linkages to other units

This unit relates to planning and combined assessment/training may be appropriate with a wide range of other business administration units. These units should be selected according to the needs of the specific sector and workplace. The following units may be appropriate for combined training delivery and/or assessment:

• BSXFMI404A Participate in, lead and facilitate a team
• CUEFIN1A Manage a budget

Critical aspects of evidence

Care should be taken in developing training to meet the requirements of this unit. For generic prevocational training, organisations should provide training that considers the full range of industry contexts with no basis towards individual sectors. The range of variables will assist in this regard. For sector specific delivery, training should be tailored to meet the needs of that sector.

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

• ability to develop a realistic plan that relates to the film, television, radio or multimedia context. The plan should identify current and relevant industry issues and clearly identify an implementation program
• ability to apply an integrated approach to operational issues
• legal issues which affect general operations within the sector
• current industry issues which affect general operations within the sector
• specific implementation and monitoring issues which may affect the plan
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Assessment requires access to relevant information about the project or organisation listed in the range of variable statement. Workplace based assessment should be based on a particular workplace or project and relevant policies and data for that workplace.

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.
CUSADM07A Establish and maintain work and contractual relationships

Unit Descriptor
This unit deals with the skills and knowledge required to set up and maintain work relationships, including contracts, within a cultural industries context. It focuses on the relationship building and negotiation skills required by project managers, freelance workers and managers of sections or departments in the industry.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish and conduct work relationships
   1.1 Establish relationships within the appropriate context in a manner which promotes goodwill and trust between all parties
   1.2 Employ effective communication skills and techniques in relationships to build trust and respect
   1.3 Take all opportunities to maintain contact with all parties wherever possible

2. Conduct negotiations
   2.1 Conduct negotiations in a business like and professional manner
   2.2 Conduct negotiations using techniques to maximise benefits for all parties in the context of establishing long term relationships
   2.3 Take account of input from colleagues and other relevant parties in negotiations, where appropriate
   2.4 Communicate the results of negotiations within appropriate timeframes
   2.5 Manage situations in which there is conflict or disagreement

3. Make formal agreements /contracts
   3.1 Confirm agreements in writing with contracts or other documentation drawn up in accordance with legal and other requirements
   3.2 Ensure that all parties check and approve all aspects of formal agreement/contract in accordance with enterprise procedures where appropriate
   3.3 Seek specialist advice in the development of contracts where appropriate

4. Foster and maintain business relationships
   4.1 Seek information needed to maintain sound business relationships, and review and act upon it
   4.2 Honour agreements within the scope of individual responsibility
   4.3 Make adjustments to agreements in consultation with all parties and share information with appropriate colleagues
   4.4 Build relationships through regular contact and use of effective interpersonal and communication styles
   4.5 Handle any situations of conflict or disagreement so problems are resolved by negotiation and the best possible level of agreement is reached
KEY COMPETENCIES

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RANGE STATEMENT

• individual agreements and/or broad and significant commercial dealings including but not limited to:
  • individual performance
  • service contracts
  • agency agreements
  • location contracts
  • rate negotiations
  • contracts for supply of equipment or materials
  • marketing and distribution agreements

• terms and conditions of employment
  • remuneration
  • specifications for equipment or materials
  • copyright
  • royalties
  • recording and distribution rights
  • insurance

• producer
• director
• artist
• designer
• heads of department
• director of photography
• financial manager
• technical director
• floor manager
• managers of specialist sections
• technical staff
• specialist staff
• presenters
• the enterprise
• its clients
• sponsors
• specialists
• associates and suppliers

• preparation for negotiation
• research into the other party's needs/business operations
• discussion
• offers and counter offers
• bargaining
• use of a "BATNA": best alternative to a negotiated agreement

• colleagues
• artists
• fellow performers
• managers
• agents

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• knowledge of the relevant cultural industry including:
  • major industry production and marketing issues
  • current funding and production environment
  • knowledge of the awards and conditions covering employment in the industry
  • knowledge of the legal issues that affect negotiations and contracts in the relevant cultural industry
  • knowledge of individual or enterprise requirements
  • negotiation skills, including the skills to conduct negotiations of significant commercial value
  • general knowledge of the elements of contracts as appropriate to different Industry sectors, including considering accepting a contract and ensuring compliance with the terms of a contract
  • effective communication skills
Linkages to other units

This unit underpins effective performance in a range of other development and business administration units. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples include but are not limited to:

- CUSGEN04A Participate in negotiations
- CUSGEN05A Make presentations
- CUSADM03A Manage a project

Critical aspects of evidence

This unit of competence applies to a range of Industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. For generic prevocational training, organisations should provide training that considers the full range of industry contexts with no bias towards individual sectors. The range of variables will assist in this regard. For sector specific delivery, training should be tailored to meet the needs of that sector.

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

- ability to conduct negotiations within a film, television, radio, music and multimedia context
- knowledge and understanding of the current environment in which film, television, radio, music and multimedia businesses and projects operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of contracts and of awards and conditions of employment in the industry
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

There is no specialist equipment required apart from access to the information needed to support the negotiations and establish contracts and agreements.
CUSADM09A **Address legal and administrative requirements**

**Unit Descriptor**
This unit describes the skills and knowledge required to ensure that the business or project complies with the relevant legislative and regulatory requirements. It covers the skills needed by those setting up and managing the legal and administrative aspects of businesses, and projects a cultural industry context.

**Unit Sector**
No sector assigned

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Establish legal structures for businesses or projects | 1.1 Examine the legal options for setting up a business or project to determine the most suitable structure, taking into account:
1.1.1 preference of interested parties
1.1.2 requirements of funding bodies
1.1.3 structure of the industry
1.1.4 subsequent ownership transfer considerations
| 1.2 Investigate legal rights and responsibilities of the business/project to ensure they are understood and the business/project is adequately protected |
| 1.3 Establish and maintain a file of all relevant documentation and correspondence |
| 2. Comply with statutory and regulatory requirements | 2.1 Ascertain the statutory and regulatory requirements affecting the way the business operates and take appropriate steps to ensure adequate cover and full compliance
2.2 Identify the insurance requirements fully to ensure cover and minimise risk
2.3 If required, secure registration of the business in accordance with owner/operator preferences and legal requirements
2.4 Investigate any specific legal questions of particular relevance to the industry |
| 2.5 Maintain legal documents accurately and securely, keep relevant records and update to ensure their ongoing security and accessibility |
| 3. Establish rights to materials, products/services | 3.1 Seek information on any procurement rights needed to ensure that the implications are fully understood
3.2 Explore conditions applying to materials, products and services fully to ensure compliance with legal and contractual requirements
3.3 Identify fully the cost of procurement rights to materials, products and services and include in ongoing financial planning
3.4 Explore fully the rights and responsibilities applying to use of products, materials and services to ensure accurate information is communicated to customers
3.5 Seek legal advice on contractual rights and obligations as required, to clarify liabilities |
4. Secure rights to materials/products/services

4.1 Assess materials, products and services to determine procurement rights

4.2 Ensure that contractual procurement rights are secured

KEY COMPETENCIES

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RANGE STATEMENT

All relevant commonwealth and state or territory statutory and regulatory requirements, for example:

- occupational health and safety
- copyright
- equal employment opportunity
- distribution of film, television and multimedia, music, radio/broadcast products
- libel, defamation
- company and tax legislation
- employment conditions and relevant awards
- and others
- music licensing

- enterprises
- individuals
- professional organisations
- finance institutions
- special public funding programs
- existing sponsors
- boards of directors, councils or other governing bodies
- government agencies
- investors
- joint partners (including limited life partners)
- friends’ organisations
- community bodies
- audiences
• film rights
• documents and texts
• scripts
• provision of special services or expertise
• music
• recording rights
• distribution rights
• insurance
• supplies and equipment
• images
• broadcast rights

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• knowledge of the relevant industry sector
• knowledge of the legal issues that affect negotiations and contracts in the relevant industry sector
• negotiation skills, including the skills to conduct negotiations of significant commercial value
• knowledge of the statutory and regulatory requirements

Linkages to other units

This unit underpins effective performance in a range of other business administration units. Depending upon the industry sector and workplace combined assessment and training may be appropriate. Examples include but are not limited to:

• CUEFIN1A Develop a budget
• CUEFIN2A Manage a budget
• CUSADM03A Manage a project
• CUSADM05A Develop and implement a business/strategic plan
• CUSADM10A Establish and manage contracts

Critical aspects of evidence

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

• understanding the range of legislative and administrative issues affecting the industry sector in which the person is employed
• the ability to apply the knowledge to the context in which the project or business is operating and ensure compliance
• the ability to communicate information accurately to relevant individuals and groups
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Access to the sources of information needed to deal with legal issues relating to the music, television, radio and multimedia industry sectors is required. There is no specialist equipment required but access to a computer and appropriate software would be useful.
**CUSADM10A**

**Unit Descriptor**

This unit describes the skills and knowledge required to negotiate and enter into contracts and to monitor compliance with the conditions of the contract. It includes the competencies needed to support formal relationships with clients, financiers, and other personnel as required. It may apply to individuals, performers, artists and to agents and managers.

**Unit Sector**

No sector assigned

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<table>
<thead>
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<tbody>
<tr>
<td>1. Clarify the requirements of both parties to the contract</td>
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<tr>
<td>2. Negotiate terms and conditions of the contract</td>
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<tr>
<td>3. Ensure that the contract complies with legislative and regulatory requirements</td>
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<td>4. Obtain specialist legal advice, where necessary</td>
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<tr>
<td>5. Ensure that all parties to the contract are fully informed of the contract terms and conditions</td>
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<tbody>
<tr>
<td>1.1 Consult relevant parties to identify their requirements of the contract</td>
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<tr>
<td>1.2 Ensure that all parties understand what the other parties require from the contract</td>
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<td>1.3 Identify special provisions needed</td>
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<tr>
<td>1.4 Identify whether the contract is straightforward or whether specialist legal advice needed and obtain advice where required</td>
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<tr>
<td>2.1 Negotiate terms of agreements and financial agreements with clients where necessary</td>
</tr>
<tr>
<td>2.2 Negotiate in a professional manner with parties to the contract</td>
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<tr>
<td>2.3 Formalise written agreements with all relevant parties</td>
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<tr>
<td>2.4 Where necessary, determine whether any supporting agreements or insurances are needed and finalise them</td>
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<tr>
<td>3.1 Where required, identify the relevant industrial awards and agreements to apply in the workplace and check that they are covered by the contract</td>
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<tr>
<td>3.2 Ensure that legislative requirements such as copyright, intellectual property, EEO and anti-discrimination are identified and complied with</td>
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<tr>
<td>3.3 Identify and take into account any other legislative and regulatory requirements likely to affect the performance of the contract</td>
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<tr>
<td>4.1 Obtain legal advice on the terms and conditions of the contract and legislative and regulatory requirements, as required</td>
</tr>
<tr>
<td>4.2 Adjust contract as required in light of the advice received and ensure that variations are confirmed with relevant parties</td>
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<tr>
<td>5.1 Inform all parties to the negotiation of the terms and conditions of the contract</td>
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<tr>
<td>5.2 Explain legislative and contractual obligations to all participants to ensure that agreement is reached based on all parties having a full and correct understanding of the contract</td>
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<td>5.3 Clarify any points that are not fully understood, as required</td>
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</table>
6. Finalise contract
6.1 Conduct a final check on the terms and conditions of the contract and ensure that requirements are agreed
6.2 Clarify the terms of all contracts and agreements to relevant personnel to ensure their observance
6.3 Finalise and sign contract

7. Monitor compliance with the contract
7.1 Monitor the observance of the terms of contracts and agreements to closure or completion of project
7.2 Establish and maintain a file of all relevant documentation and correspondence to allow retrieval and reporting as required
7.3 Where necessary, enforce compliance of contracts and agreements, using expert advice as necessary
7.4 Make and follow up claims where and as required

KEY COMPETENCIES

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RANGE STATEMENT

- individual performance or service contracts
- agency agreements
- musical events
- location contracts
- rate negotiations
- marketing and distribution agreements
- terms and conditions of employment
- remuneration
- copyright
- royalties
- recording and distribution rights
- insurance
- partnerships
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- knowledge of film, television, radio, multimedia and music industry
- communication
- negotiation
- research
- broad knowledge of relevant legal issues pertaining to contractual relationships
- knowledge of industrial relations
- EEO, anti-discrimination and award requirements
- importance of clarity in all legal proceedings

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSADM07A Establish and maintain work/contractual relationships
- CUSGEN04A Participate in negotiations
- THHGLE07A Recruit and select staff

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextually tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- understanding the range of legislative and administrative issues affecting the industry sector in which the person is employed
- the ability to apply the knowledge to the context in which the contract or business is operating, and ensure compliance
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

This unit requires access to the sources of information needed to negotiate and manage a contract. There is no specialist equipment required apart from access to a computer and appropriate industrial and legal regulations and software.
CUSFIN01A Finance a project

Unit Descriptor
This unit describes the skills and knowledge required in raising the finance for an artistic or creative project and negotiating the interest of the various parties in the product. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Clarify the financial scope of the project
   1.1 Identify what the proposal to be financed involves and determine the scope and funding needs of the project
   1.2 Determine the stage of the project at which finance is to be sought
   1.3 Determine the level of funding required and identify the optimum funding arrangements

2. Identify sources of finance
   2.1 Research possible sources of finance
   2.2 Find out how the proposal should be structured to attract the funding from a particular source
   2.3 Determine which sources of funding apply to the type of project proposed and decide which funding source to approach

3. Develop the proposal
   3.1 Decide on the approach to take in the submission and collect material to support the proposal
   3.2 Prepare proposal to include:
      3.2.1 overview of the project and objectives
      3.2.2 the purpose and amount of finance required
      3.2.3 the proposed structure of the project operation
      3.2.4 the operational and marketing plan
      3.2.5 projected financial performance
      3.2.6 management and creative experience involved
      3.2.7 level of risk involved
      3.2.8 other appropriate sections depending on the needs of the particular project
   3.3 Develop the proposal in best form to attract funding from the chosen source
   3.4 Include estimates of costs and benefits supported by valid and relevant information
   3.5 Define the structure of the funding plan and the proposed interest of the various parties

4. Obtain legal advice
   4.1 Seek legal advice on all aspects of the proposal such as tax structure, rights and responsibilities and incorporate the advice into the funding proposal
   4.2 Submit the final proposal for advice on compliance with legal, tax and regulatory requirements and get final agreement checked by the lawyers to ensure that it meets the requirements
5. Present the proposal to funding body or prospective investors

5.1 Make an effective presentation to the funding body or prospective investors using appropriate communication techniques, to explain the details of the proposal emphasising the creative possibilities and the benefits of the project

5.2 Evaluate the presentation to identify strengths and weaknesses to inform subsequent presentations

6. Negotiate terms and conditions of investment

6.1 Conduct negotiations with representatives of the funding body or prospective investors to determine terms and conditions of the grant/investment

6.2 Conduct meetings to discuss financial proposals in a professional and businesslike manner

7. Finalise formal agreement

7.1 Finalise agreement including accurate information on rights and responsibilities of all parties to the funding agreement and document agreement

7.2 Circulate documents detailing funding agreement and terms and conditions of the agreement to all stakeholders as quickly as possible.

7.3 Determine reporting and review process required and set up processes for monitoring compliance with the agreement

7.4 Include consultation with the legal adviser in the finalisation of the agreement

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RANGE STATEMENT

- Government departments
- enterprises
- individuals
- professional organisations
- finance institutions
- special public funding programs
feature films
short films
documentaries
radio programs
multimedia games
multimedia education and training programs
advertisements
and a range of other projects

percentage of profits
share of copyright
product placement
acknowledgments

EVIDENCE GUIDE

Underpinning knowledge and skills
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• the structure of the industry
• the range of funding sources
• good communications and presentation skills
• any incentive or tax concession schemes
• high level negotiation skills

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

• CUEFIN1A Develop a budget
• CUSGEN05A Make presentations
• CUSADM07A Establish and maintain work/contractual relationships
• CUEFIN03A Obtain sponsorship

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

• the development of a professional and appropriate proposal for funding
• ability to negotiate at a high level with funding bodies or investors
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

This unit requires access to the sources of information needed to prepare the funding proposal. There is no specialist equipment required apart from access to a computer and appropriate software.
CUSGEN01A Use and adapt to changes in technology

Unit Descriptor
This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective performance in all sectors and applies to all people working in these industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Evaluate information about new technology
   1.1 Where necessary seek information about the current technological changes that apply to the relevant industry
   1.2 Evaluate the information according to the impact it will have on effective work performance within the industry, including information about:
      1.2.1 changes in any type of equipment or technology used within the industry
      1.2.2 likely effects of new technology on current work practices
      1.2.3 ways of upgrading skills to include the use of new technology

2. Adapt to changes in the new technology
   2.1 When required, undertake appropriate training of new technology to improve work practices
   2.2 Read any relevant documentation that will assist in the practice of use of the new technology
   2.3 When required, select appropriate equipment that is suitable for the specific uses defined by the new technology
   2.4 Implement the new technology in current work practices

3. Update knowledge of new technology
   3.1 Continually apply informal and/or formal research to update knowledge of any subsequent new technologies that may impact on work practices
   3.2 Monitor current changes in technology and implement those changes when required
   3.3 Share updated knowledge with colleagues as appropriate, and incorporate information into day-to-day work activities

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RANGE STATEMENT

- electronic media
- reference books
- libraries
- industry associations and organisations
- industry journals
- publications - newsletters, magazines, bulletins and letters
- computer data, including internet
- induction kits
- organisational policies, procedures and journals
- occupational health and safety laws, regulations, journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with manufacturers - technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals promotional material

- music
- film
- television
- radio
- interactive multimedia
- entertainment
- arts

- replacement of analog systems with digital systems
- video editing software
- music production software and equipment
- sound editing software
- camera equipment
- sound equipment
- projection equipment
- computer technology
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- the ability to access information about new technology
- basic research skills
- identification of relevant information
- questioning techniques to obtain information
- sorting and summarising information
- ability to undertake training in new technology and incorporate the use of new technology into current work practices

Linkages to other units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

Critical aspects of evidence

This unit of competence applies to a range of cultural industries. The focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment would only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved i.e. music, film and television, radio or multimedia. For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

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

- demonstration of knowledge of new technology
- incorporation of appropriate new technology into current work practices to achieve most effective outcomes
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Work place based assessment should utilise the range of materials current and relevant to that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of relevant and current material to the industry.
CUSGEN02A Work in a culturally diverse environment

Unit Descriptor

This unit describes the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Communicate with individuals from diverse backgrounds

1.1 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity

1.2 Communicate and cooperate effectively with individuals from other cultures in workplace activities

1.3 Where language barriers exist, make an effort to communicate using gestures, simple words and other appropriate methods

1.4 Take account of different traditions and ways of communicating responding to workplace situations

1.5 Value and recognise as an asset the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures, where relevant

1.6 Identify issues which may cause conflict or misunderstanding, in the workplace

1.7 Make efforts to resolve difficulties or misunderstandings taking account of differences of culture and background

2. Consult with workplace, stakeholder and community groups, where relevant

2.1 Identify the needs and perceptions of different groups in workplaces or communities where appropriate

2.2 Base planning and decisions relating to operations, productions and projects on the needs and requirements of workers, customers and clients including those from different cultures and backgrounds, to ensure effective and socially and culturally appropriate outcomes

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RANGE STATEMENT

- ethnic origin
- language
- special needs
- family structure
- age
- sexual preference

- appropriate ways of greeting and parting
- levels of formality
- work ethics
- family obligations
- customs
- social values
- dress and grooming

- the audience for a product or service
- the community (may be local, regional, ethnic or racial)
- special interest groups
- sponsors
- stakeholders

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- recognition of the different cultural groups in Australia
- principles of Equal Employment Opportunity and anti-discrimination legislation
- the protocols required by different cultures
- effective methods of consulting
- good communication skills

Linkages to other units

This unit underpins effective performance in other units. It is recommended that this unit is assessed/trained in conjunction with other operational and technical units.
### Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- successful interaction with people from diverse backgrounds and cultures
- the ability to communicate effectively with colleagues, clients and members of the public from a range of backgrounds
- demonstration of awareness and acceptance of differences of culture and background

### Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

### Resource requirements

There are no significant resource implications for the assessment of this unit.
CUSGEN03A Collaborate with colleagues in planning and producing a project

Unit Descriptor
This unit describes the skills and knowledge required to collaborate intensively with colleagues, particularly where they have different areas of expertise and are required to work with other specialists in developing and finalising a production.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Cooperate in planning the product and strategy for producing it
   1.1 Clarify the understanding of what is to be produced and purpose for which it is being produced
   1.2 Identify the areas of expertise required and the role and area of input of each individual
   1.3 Take colleagues' and other specialists' opinions and expertise into account in the development of the plan
   1.4 Identify, evaluate and incorporate the contributions of colleagues in the development of the strategy

2. Value and respect the skills of others and their contribution to the project
   2.1 Provide opportunities for all contributors to the project to explain their ideas and how their skills can contribute to the achievement of best outcomes
   2.2 Explain the importance of each area of expertise to the final product
   2.3 Identify the role and area of input of each person and explain how it relates to the achievement of the final production

3. Set up and maintain productive workplace relationships
   3.1 Treat colleagues with consideration, respect and empathy to develop and maintain harmonious working relationships
   3.2 Ensure an effective flow of communication between those representing different areas of expertise

4. Use effective strategies for solving problems
   4.1 Achieve solutions to problems by concentrating on the problem and not the personalities of the people involved
   4.2 Strive to achieve a solution that all those involved can accept by taking all points of view into account and providing opportunities for all to contribute to the solution

KEY COMPETENCIES

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RANGE STATEMENT

• design
• writing the script
• camera operation and photography
• music and sound
• engineering and other technical areas
• directing
• instructional design
• programming
• design of interactivity
• game design
• marketing
• finance
• graphics
• animation
• content expertise
• cultural protocols

• producers
• directors
• designers
• IT personnel
• film/television professionals
• programmers
• information technology specialists
• educators
• designers
• head of department
• other technical staff
• other specialist creative and administrative staff
• community groups

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• effective communication skills (verbal and non verbal)
• knowledge of the particular industry and the areas of expertise required for successful production.
• negotiation skills
• high level management and organisational skills
• problem solving and dispute resolution skills
Linkages to other units

This is a core unit that underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

Critical aspects of evidence

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

- productive and effective interaction with members of the team
- the ability to put forward a point of view in an accepting and non judgemental manner
- good listening techniques
- high level communication and negotiation skills

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

There are no special resource requirements for this unit apart from access to appropriate information.
CUSGEN04A Participate in negotiations

Unit Descriptor
This unit describes the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques and planning and preparing for the negotiation.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan the negotiation
   1.1 Clarify the purpose of the negotiation including content and desired outcomes
   1.2 Determine the approach to be taken based on analysis of strength and weakness of position and the most appropriate negotiating style
   1.3 Identify the consequences of not reaching agreement and determine other alternatives
   1.4 Collect all information relevant to negotiation, analyse and organise it to support the selected approach

2. Conduct the negotiation
   2.1 Use effective presentation, speaking, listening and questioning techniques to persuade and convince the other party of the strength of the argument put
   2.2 Conduct the negotiation in a professional manner including showing respect for those with whom negotiations are conducted
   2.3 Use effective techniques for dealing with conflict and breaking deadlocks where required
   2.4 Ensure that final position is agreed and understood by all parties

3. Finalise the outcome
   3.1 Confirm and accurately document the agreement, including timelines for agreements to be implemented, if appropriate
   3.2 Evaluate the outcome of the negotiation and determine further action to be taken if required

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RANGE STATEMENT

• terms and conditions of employment
• terms and conditions of a contract for provision of services
• rights to and use of material
• roles and responsibilities
• share of the budget
• fees for a performance
• industrial awards

• expertise
• uniqueness
• competition
• morality
• legal and regulatory requirements
• money
• IR power
• popularity
• contacts and influence
• control of resources

• collaborative
• competitive
• subordinate

• asking open questions (allowing a range of responses)
• asking closed questions (for answer yes or no)
• asking reflective questions (allowing the speaker to clarify answer)

• restating the position
• clarifying the positions of both parties
• deferring the decision
• summarising the progress to date
• calling in a third party
• preparing a compromise
• proposing a trial or pilot study
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- communication
- presentation and questioning skills
- research skills
- the ability to analyse and organise information

Linkages to other units

This unit has linkages to many units and combined training delivery and/or assessment is recommended. Examples are:

- CUECOR2A Work with others
- CUSGEN03A Collaborate with colleagues in planning and producing a project
- CUSADM03A Manage a project
- CUSADM10A Establish and manage contracts

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to make a constructive contribution to a negotiation
- the ability to recognise and use good negotiating techniques

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- work samples or simulated workplace activities
- third party reports and authenticated prior achievements
- portfolios of evidence
Resource requirements

This unit depends on access to the information required to contribute to a negotiation situation in the relevant industry sector.
CUSGEN05A  
Make presentations

This unit describes the skills and knowledge required to make effective presentations for many different purposes using a range of media.

Unit Sector  
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare for the presentations
   1.1 Identify the purpose, the audience, and the medium to be used for the presentation
   1.2 Collect information and materials required for the presentation, check accuracy and currency of the information collected and organise it in a logical structure
   1.3 Evaluate the information and materials and select information/materials suitable to the level of knowledge and understanding of the audience
   1.4 Create slides, overheads, tapes, brochures, pamphlets, pitching document and any other materials needed for the presentation as required

2. Make presentations
   2.1 Present information in a clear, logical and interesting way, ensuring that there is a good introduction and a strong conclusion
   2.2 Use appropriate public speaking techniques and visual and audio aids effectively as required
   2.3 Encourage audience participation where possible and provide means for gaining audience feedback
   2.4 Monitor and respond to audience needs and reactions and adjust presentation to ensure ongoing rapport and audience engagement in the presentation

3. Evaluate presentations
   3.1 Review presentation to see how well it met the requirements of the purpose, and check audience feedback to gauge the effectiveness of the presentation
   3.2 Identify strengths and weaknesses of the presentation to inform subsequent presentations

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RANGE STATEMENT

- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- union publications - newsletters, magazines, bulletins and letters
- computer data, including internet
- induction kits
- organisational policies, procedures and journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with manufacturers - technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals, promotional material

- colleagues
- business clients
- community groups (youth groups)
- general public

- pace of speech
- tone of voice
- inflection
- accent
- eye contact
- volume

- corporate
- education
- product launch
- fund raising
- events
- concerts
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- industry information sources
- technology information sources
- laws and regulations
- basic research skills:
  - identification of relevant information
  - questioning techniques to obtain information
  - sorting and summarising information
- presentation skills

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSADM03A Manage a project
- CUEMAR3A Undertake marketing activities
- CUFRAD02A Develop and implement designs

Critical aspects of evidence

This unit of competence applies to a range of cultural industries and the focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry sector involved. For generic pre-vocational training, organisations should provide training which is tailored to meet the needs of the particular industry. It is intended that participants will have an opportunity to develop skills in this area based on practice and modelling of good skills by mentors, teachers and trainers.

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

- ability to source, evaluate and select supporting information
- the skill of presenting the information effectively based on good preparation
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- work samples or simulated workplace activities
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should utilise the range of materials current and relevant to that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of relevant and current material.
**CUSMARO1A Promote products and services**

**Unit Descriptor**
This unit describes the skills required to promote the products and services supplied by organisations and by individuals to current and potential clients, customers and supporters. These skills are essential to many businesses in the cultural industries where the success of the business or project is dependent on its promotion.

**Unit Sector**
No sector assigned

<table>
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<th>ELEMENT</th>
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| 1. Identify appropriate image for promotion of products and/or services | 1.1 Identify the target market in consultation with other relevant parties to confirm an appropriate image for products and/or services  
1.2 Identify and confirm elements of the image in consultation with all other relevant parties  
1.3 Use testing and sampling strategies to determine the response of target markets to the image, where required  
1.4 Make appropriate adjustments to the image in response to reliable feedback and confirm that all relevant parties agree with the choices made |
| 2. Anticipate and use promotional opportunities | 2.1 Research potential markets to target commercially appropriate activities for promotion of products and services  
2.2 Analyse and target networks to achieve desired marketing goals  
2.3 Develop and use marketing and management skills to ensure effective use of media opportunities to promote products and/or services  
2.4 Ensure that all relevant material for marketing is professionally presented and delivered when and where required and in the required format |
| 3. Promote products and services to customers/clients | 3.1 Acquire and apply relevant industry knowledge to maximise the promotion of products and services  
3.2 Use time management and organisational skills to exploit all promotional opportunities  
3.3 Use all appropriate opportunities to explain and demonstrate products and services to customer/clients in an effective and professional manner  
3.4 Highlight the benefits of the product or service and the ability to meet the needs of the customers and/or clients  
3.5 Employ promotional and selling techniques that are based on accepted and appropriate industry standards, legal requirements and in line with the enterprise policy  
3.6 Apply appropriate promotional and sales techniques to a range of situations and customer/client requirements |
| 4. Evaluate the promotion | 4.1 Review the approach taken and its success in meeting the needs of the organisation/individual  
4.2 Document outcomes to inform subsequent promotions/actions |
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RANGE STATEMENT

- films
- television programs, and stations and benefits of advertising
- radio - promotion of station and benefits of advertising
- multimedia products
- specialist services provided by freelance professional (camera, lighting, programming, writing and others)
- creative concept
- music, scores, lyrics
- individual artists' profile

- fliers, brochures, pamphlets
- media products
- presentations
- audio and video tapes
- prototypes
- demo tapes
- prospectuses
- electronic press hits
- web page sites

- face to face selling
- sending material by mail - written, audio, video
- addressing groups
- making presentations
## EVIDENCE GUIDE

### Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- basic knowledge of the specific industry sector
- knowledge of promotional and selling techniques and when each is appropriate
- knowledge of the law relating to sales and promotion
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- knowledge of advertising codes of practice relevant to the industry sector

### Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUECOR2A Work with others
- CUEMAR3A Undertake marketing activities
- CUFGEN01A Develop and apply industry knowledge
- CUSGEN02A Make presentations

### Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- effective communication within the range of promotional situations
- demonstration of a thorough understanding of the industry sector
- undertaking careful preparation
- effective promotion of the product or service
### Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

### Resource requirements

Assessment requires access to the information required to develop an effective promotional strategy.
CUSRAD01A Collect and organise information

Unit Descriptor
This unit describes the skills and knowledge required to identify, collect, organise and provide information to be evaluated for a variety of purposes. It does not cover the skills needed for a formal research project. If these are required, see the unit Conduct research.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Collect relevant information
   1.1 Find out why the information is needed and what it will be used for
   1.2 Identify appropriate sources of information
   1.3 Use appropriate sources to access the required information

2. Assess the information
   2.1 Check the accuracy and currency of the information collected
   2.2 Check through the information collected and confirm that the information contains adequate detail to satisfy the purpose for which it was collected
   2.3 If necessary, collect further information

3. Organise the information
   3.1 Organise the information so that it will be easily understood
   3.2 Find out whether the information is organised in an appropriate format for its intended audience
   3.3 Reorganise or reformat the material if required

4. Communicate the information
   4.1 Present information in a structure and format that is logical, and useful for the purpose intended
   4.2 Communicate material to relevant individuals or groups using appropriate communication techniques by the required deadline
   4.3 Seek feedback on how well the information collected and presented satisfied the purpose for which it was collected
   4.4 Use the feedback to improve future information collection and presentation

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RANGE STATEMENT

- internet
- film, television, radio
- newspapers, multimedia and others
- reference books
- telephone books
- wholesale and retail outlets
- libraries (text, film, video, sound, graphic)
- professional organisations
- archives
- museums, galleries
- government departments
- community organisations
- industry associations and organisations
- industry journals:
  - technical publications, manuals
  - computer data, including internet
  - organisational policies, procedures and journals
  - personal observations and experience
  - discussions with current industry practitioners
- discussions with industry personnel, manufacturers, and technical and sales personnel

- multimedia professionals
- film/TV professionals
- industry organisations
- educators
- directors
- designers
- information professionals (libraries/museums)
- Information Technology personnel
- content experts

- purpose
- clear
- easy to understand and use
- concise
- logical
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- industry information sources
- technology information sources
- identification of relevant information
- questioning techniques to obtain information
- sorting, checking and summarising information

Linkages to other units

This unit underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

Critical aspects of evidence

This unit of competence applies to the cultural industries. The focus of assessment will depend on the industry sector involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved, for example: music, film and TV, radio or multimedia. For generic pre-vocational training, organisations should provide training which is tailored to meet the needs of the particular industry.

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

- ability to source information
- the ability to organise information so that it is easily understood
- the ability to provide information so that it is appropriate for the purpose
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more that one occasion to establish consistency of performance)
- case studies
- work samples or simulated workplace activities
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Competency in this unit should be assessed using all the sources of information needed to collect information relating to the cultural industries. Access to a selection of the sources of information given in the range of variables is needed.
**CUSRAD02A Conduct research**

**Unit Descriptor**

This unit describes the skills and knowledge required to provide information in any aspect of the cultural industries and in particular to research the information needed to support the development of operation, project and/or production and identify sources of material for inclusion.

**Unit Sector**

No sector assigned

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<tr>
<td>1. Clarify and confirm purpose of research</td>
<td>1.1 Clarify and confirm the areas and elements to be researched and agree on the deadlines for reporting  &lt;br&gt;1.2 Clarify the research brief and confirm in sufficient detail with relevant personnel to allow appropriate research to continue  &lt;br&gt;1.3 Use appropriate research and data gathering techniques and procedures so that materials and sources of information are identified within time constraints  &lt;br&gt;1.4 Check that the materials identified are in an appropriate format for the purpose and technical capabilities required  &lt;br&gt;1.5 Discuss research ideas fully and constructively with relevant personnel, and identify any implications for the research brief  &lt;br&gt;1.6 Reach agreement with the relevant personnel on the format, style and structure of materials best for the purpose  &lt;br&gt;1.7 Identify potential difficulties in meeting the brief and draw to the attention of relevant personnel promptly</td>
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<td>2. Identify and access sources of information</td>
<td>2.1 Identify appropriate sources of information and potential contributors relevant to the research brief  &lt;br&gt;2.2 Establish contact with a sufficiently wide and varied range of sources to optimise information gathering  &lt;br&gt;2.3 When specialist knowledge is required, identify potential sources of information and advice  &lt;br&gt;2.4 Agree on the use of specialist sources and make arrangements for appropriate contracts to be issued (where required)  &lt;br&gt;2.5 Approach relevant sources promptly and in a way most likely to elicit the required information  &lt;br&gt;2.6 Maintain accurate and comprehensive records and details of information sources  &lt;br&gt;2.7 Adjust contact information when requirements of the research brief change and keep records up to date  &lt;br&gt;2.8 Establish and maintain a file of all relevant documentation and correspondence in a format which allows ease of access and reporting</td>
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<tr>
<td>3. Analyse research findings</td>
<td>3.1 Analyse and interpret data  &lt;br&gt;3.2 Identify key issues for further research or for discussion with appropriate personnel  &lt;br&gt;3.3 Develop conclusions and recommendations (if required)</td>
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4. Provide information in appropriate format

4.1 Organise information in logical and clear structure and in a format appropriate for the purpose and present information to appropriate personnel

4.2 Meet deadlines for provision of materials as specified by the brief

4.3 Ensure accuracy and currency of information supplied

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**RANGE STATEMENT**

- media (film, television, radio, newspapers, multimedia and others)
- reference books
- libraries (text, film, video, sound, graphic)
- professional organisations
- archives
- media archives
- museums, galleries
- government departments
- community organisations
- industry associations and organisations
- industry journals
- technical publications, manuals
- computer data, including internet
- organisational policies, procedures and journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with industry personnel, manufacturers, and technical and sales personnel

- purpose
- clear
- easy to understand and use
- concise
- logical
multimedia professionals
• film/TV professionals
• industry organisations
• educators
• directors
• designers
• information professionals (libraries/museums)
• Information Technology personnel
• content experts

application software
• computers

EVIDENCE GUIDE

Underpinning knowledge and skills
Assessment must include evidence of the following knowledge and skills in:

• using a range of sources of materials and information
• using a variety of methods of collecting information and accessing materials
• the ability to select the best way to present the material
• skills in analysing, summarising and organising material

Linkages to other units
This unit underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other units which have a design and/or project base.

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

• ability to clarify the research brief
• ability to access, evaluate the information, select appropriate information and present it in an appropriate format

Method and context of assessment
Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• case studies
• work samples or simulated workplace activities
• third party reports and authenticated prior achievements
• portfolios of evidence
Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement. Access to a computer and the internet is also required.

Workplace based assessment should utilise the range of materials and topic areas current and relevant to that workplace environment.
CUSTGE01A Supervise technical operations

Unit Descriptor

This unit describes the skills and knowledge required to coordinate and monitor the technical aspects of any cultural industry production.

Unit Sector

No sector assigned

ELEMENT

1. Receive and evaluate the brief and determine technical production requirements

   1.1 Interpret and evaluate the production brief and consider a range of technical options that would achieve the production requirements

   1.2 Read and interpret pre-production paperwork including any technical designs, construction or assembly/installation specifications, to determine resource requirements

   1.3 Provide solutions to any identifiable technical problems and communicate any difficulties promptly to relevant personnel

   1.4 Continually liaise with creative personnel during the production, to ensure that production requirements are correctly understood and that any required approvals to amend technical operations are gained before proceeding with work

   1.5 Determine all resource requirements, giving consideration to budgetary constrains and site requirements, and allow for contingencies

   1.6 Ensure that there are sufficient backup resources, both personnel and equipment, to cover equipment failures and crew breaks

   1.7 Develop a detailed technical production schedule and other required documentation, according to enterprise requirements, and make documents available to relevant personnel
2. **Supervise technical operations**

2.1 Make the technical production schedule available to technical personnel and conduct a briefing to ensure that all contents are understood.

2.2 Ensure that all technical personnel understand their specific duties to ensure sufficient coverage to meet production requirements.

2.3 Ensure all technical personnel are informed and aware of communications protocols and any other specific operational protocols.

2.4 Oversee the technical personnel throughout the production process to ensure that all technical requirements are met, quality standards are adhered to and work is undertaken within budgetary constraints.

2.5 Ensure that occupational health and safety requirements are met and the production schedule is adhered to.

2.6 Ensure that all necessary technical information is available at the production site.

2.7 Clearly communicate with technical personnel throughout the production process to ensure accurate technical operations.

3. **Monitor technical quality**

3.1 Ensure that the assembly and positioning of equipment is checked and notify relevant personnel of any problems.

3.2 Identify any potential hazards, clear the area of any unwanted objects and ensure that appropriate safety measures are taken.

3.3 Ensure that the operation of all technical equipment is checked by test, demonstration or rehearsal.

3.4 Monitor technical quality throughout the production process, communicate any problems to technical and production personnel, and ensure that quality is restored.

4. **Solve any technical problems and failures as they occur**

4.1 Assist technical personnel to solve any problems and implement contingency plans.

4.2 Identify technical failures immediately and accurately diagnose the fault.

4.3 Make any required repairs, within the level of technical expertise available, to ensure the production schedule can be adhered to.

4.4 Source and coordinate specialist repairers, as required.

4.5 Promptly decide upon amendments to the production schedule and advise all relevant personnel.
KEY COMPETENCIES

<table>
<thead>
<tr>
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</table>

RANGE STATEMENT

- computer generated
- manually written
- production schedules
- technical production schedules
- designs
- manufacturers' specifications/manuals
- plans and drawings

- in writing
- graphically
- verbally

- sound
- editing
- lighting
- camera
- special effects
- recording
- instruments
- computer hardware and software
- cabling
- rigging
- electrics and electronics
- staging
• director
• producer
• project manager
• production staff
• floor manager
• production designer
• supervisor
• head of department
• sound personnel
• camera personnel
• lighting personnel
• other technical staff
• specialist staff
• designers
• program director
• station manager
• operators of the equipment
• artists

• pre production planning phase
• installation of set up of equipment phase
• rehearsals
• technical rehearsals
• filming phase of a production
• prerecorded performance or production
• live performance
• live to air television
• live to tape television
• production phase of multimedia product

• in written form
• in graphic form
• in verbal form

• design plan
• model
• drawings
• system/equipment specifications and manuals

• human resource requirements
• equipment
• consumable items
• finance
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of the following knowledge and skills:

- visualisation and interpretation of creative concepts
- interpreting scripts and/or production schedules, equipment specifications and instructors
- development of operational plans and production schedules
- operational knowledge of a broad range of technical equipment, with specialist knowledge of the use of one or more types of technical production equipment mentioned in the range of variables statement
- staff recruitment
- resource management including human resources
- team leading skills
- budget management
- communication principles and techniques
- presenting information to internal and external customers
- understanding the artistic elements of a production
- testing methods to diagnose faulty equipment
- basic electronics
- relevant OH&S legislation and regulations - local/State or Territory and Commonwealth

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- BSXFMI404A Participate in, lead and facilitate a team
- THHGLE07A Recruit and select staff
- CUEFIN2A Manage a budget
- CUSADM06A Develop and implement an operational plan
- CUEOHS1A Implement workplace health, safety and security procedures
Critical aspects of evidence

This unit of competence applies to a range of specialist technical operations. The focus of assessment will depend on the specialisation. Assessment must be contextualised/tailored to meet the needs of the particular technical operations area of expertise in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the technical operations area of expertise required. For generic pre-vocational training, organisations should provide training, which will provide participants with a breadth of technical operations knowledge and expertise, encompassing a range of areas of specialisation.

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

- the interpretation of pre production documentation in order to meet practical requirements including venue requirements, type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.

Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports an authenticated prior achievements
- portfolios of evidence

Evidence of competence would be best obtained by evaluation of a number of coordination tasks ensuring coverage of a wide range of equipment.
Resource requirements

There are significant resource implications for the assessment of this unit.

Assessment requires access to a range of equipment currently used by the cultural industries.

Workplace based assessment would utilise the range of equipment currently used in that workplace environment.
ICAITU005B Operate computer hardware

Unit Descriptor

This unit defines the competency required to determine, select and correctly operate basic computer hardware.

This unit is imported from the information technology training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the cultural industries.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Use appropriate office peripherals
   1.1 Identify functions of office peripherals
   1.2 Determine requirements of the task
   1.3 Select appropriate hardware to perform the task
   1.4 Use hardware to produce the required outcome

2. Operate and maintain a range of hardware
   2.1 Operate a range of hardware equipment to complete routine tasks
   2.2 Determine and replace hardware consumables

3. Use keyboard and equipment
   3.1 Follow occupational health and safety regulations
   3.2 Carry out keyboarding according to organisation guidelines on speed and accuracy

KEY COMPETENCIES

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</tbody>
</table>

RANGE STATEMENT

- personal computers
- networked systems
- personal organisers
- communications equipment
• printers
• scanners
• tape cartridges
• speakers
• multimedia kits

• mouse
• touchpad
• keyboard
• pens

• for use of specific computer hardware

• use of screen-based equipment
• computing equipment and peripherals
• ergonomic work stations

• security procedures
• occupational health and safety procedures
• maintenance procedures

• as per company, statutory and vendor requirements

Ergonomic and environmental factors must be considered during the demonstration of this competency.

• based on formal, well documented methodologies or non-existent

For training delivery purposes, use best practice examples from industry.

• some organisations may be quality certified and have well documented standards for addressing quality while others will not
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- occupational health and safety principles and responsibilities
- ergonomic principles to avoid back, wrist and eye strain
- procedures and exercises for avoiding strain and injury
- basic knowledge of current industry accepted hardware and software products with broad knowledge of general features and capabilities
- reading and writing at level where basic workplace documents are understood
- decision making skills in a narrow range of areas
- problem solving skills for a defined range of predictable problems

Linkages to other units

This unit may be assessed with a range of other units relating to design and production of a multimedia product. For example:

- ICAITU006B Operate computing packages
- ICAITU126A Use advanced features of computer applications
- CULMS413A Use information technology

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to determine, select and use hardware components and functions correctly
- the ability to correctly identify and use hardware consumables
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the cultural industries.
ICAITU006B Operate computing packages

Unit Descriptor

This unit defines the competency required to identify, select and correctly operate desktop applications for a range of purposes within the cultural industries.

This unit is imported from the information technology training package, with necessary changes made to the Range Statement and evidence guide statements ensuring its relevance to the cultural industries.

Unit Sector

No sector assigned

ELEMENT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1. Use appropriate software</strong></td>
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<tr>
<td>1.1 Identify requirements of the task</td>
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<tr>
<td>1.2 Select appropriate software to perform the task</td>
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<tr>
<td>1.3 Use software to produce required outcome, using a range of features and functions</td>
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<tr>
<td>1.4 Save and store documents in appropriate directories</td>
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<tr>
<td><strong>2. Access, retrieve and manipulate appropriate data</strong></td>
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<tr>
<td>2.1 Open software application</td>
</tr>
<tr>
<td>2.2 Access and amend required file according to requirements</td>
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<tr>
<td>2.3 Produce documents to meet organisational requirements in a manner that incorporates occupational health and safety practices</td>
</tr>
<tr>
<td>2.4 Save file in appropriate directories</td>
</tr>
<tr>
<td>2.5 Exit applications without loss of data</td>
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<tr>
<td><strong>3. Access and use help</strong></td>
</tr>
<tr>
<td>3.1 Access and use on-line help to overcome basic difficulties with applications</td>
</tr>
<tr>
<td>3.2 Use manuals and training booklets to solve minor problems</td>
</tr>
<tr>
<td>3.3 Log requests with help desk if requiring further help</td>
</tr>
<tr>
<td><strong>4. Use keyboard and equipment</strong></td>
</tr>
<tr>
<td>4.1 Follow occupational health and safety regulations for correct posture, lighting and length of time in front of computer</td>
</tr>
<tr>
<td>4.2 Carry out keyboarding according to organisation guidelines on speed and accuracy</td>
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RANGE STATEMENT

- personal computers and networked systems
- established files and applications
- commercial software applications
- organisational specific software
- word processing
- spreadsheet
- database
- graphic
- communication packages
- presentation functionality
- keyboarding and accuracy as per organisation guidelines
- occupational health and safety guidelines related to use of screen based equipment
- computing equipment and peripherals
- ergonomic workstations
- security procedures
- hardware
- software
- communication packages
- audit trails
- naming standards
- version control
- are as per company, statutory and vendor requirements

Ergonomic and environmental factors must be considered during the demonstration of this competency.

- may be based on formal, well documented methodologies or non-existent

For training delivery purposes use best practice examples from industry.
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- general occupational health and safety principles and responsibilities
- basic understanding of using systems, technical
- basic technical terminology in relation to reading help files and prompts
- logging procedures relating to accessing a computer
- organisational benchmarks for keyboarding
- basic analysis in relation to a limited range of routine areas
- low level decision making in relation to a limited range of routine areas
- problem solving skills in known areas during normal routine
- reading and writing at a level where basic workplace documents are understood
- communication is clear and precise
- interpretation of user manuals

Linkages to other units

This unit may be assessed with a range of other units relating to design and production of a multimedia product. For example:

- Operate computer hardware
- Use advanced features of computer applications
- Use information technology

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to produce several workplace documents utilising different functional desktop applications
- using a wide range of features within each application
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the cultural industries.
ICAITU126A Use advanced features of computer applications

Unit Descriptor
This unit defines the competency required to use computer applications to their full capacity, employing all advanced features as required for productions within the cultural industries.

This unit is imported from the information technology training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Manipulate data
   1.1 Employ advanced features of application in the preparation and presentation of data
   1.2 Efficiently transfer data between applications
   1.3 Create and employ objects, macros and templates for routine activities
   1.4 Regularly employ shortcuts and features for increased productivity
   1.5 Link related data files as required

2. Access and use support resources
   2.1 Solve routine problems with the use of support resources
   2.2 Access and use on-line help to overcome difficulties with applications
   2.3 Use manuals and training booklets to solve advanced problems
   2.4 Analyse and eliminate problems according to results
   2.5 Access technical support and troubleshoot results, and supply alert messages to technical support

3. Configure the computing environment
   3.1 Enhance performance of computer
   3.2 Configure the environment according to user/organisational requirements
   3.3 Customise and optimise computer environment

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RANGE STATEMENT

• personal computers
• networked systems

• established files and applications

• commercial software application
• organisational specific software
• word processing
• spreadsheet database
• graphic
• communication packages
• presentation functionalities
• multimedia and authoring packages

• keyboarding and accuracy as per organisational guidelines
• occupational health and safety guidelines related to use of screen based equipment, computing equipment and peripherals, ergonomic workstations, security procedures

• hardware
• software
• communication packages

• audit trails
• naming standards
• version control

• are as per company and statutory requirements

Ergonomic and environmental factors must be considered during the demonstration of this competency.

• may be based on formal, well documented methodologies or non-existent

For training delivery purposes use best practice examples from industry.
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• general occupational health and safety principles and responsibilities
• basic understanding of operating systems software and system tools
• broad knowledge base of vendor product directions
• broad general knowledge of vendor applications and their features
• basic understanding of troubleshooting
• broad knowledge of occupational health and safety requirements in relation to work safety, environmental factors and ergonomic considerations
• basic analysis skills in relation to normal routine work processes
• detailed skills in using applications features
• basic skill in interpreting technical information
• problems solving skills in known areas during normal routine work processes
• plain English literacy and communication skills in relation to dealing with clients and team members

Linkages to other units

This unit may be assessed with a range of other units relating to design and production of a multimedia product. For example:

• Operate computing packages
• Operate computing hardware
• Operate system software
• Use information technology

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

• the ability to use computer application to their full capacity employing all advanced features
• import/export capacities for efficiency and productivity purposes
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the multimedia industry.
**ICAITU127A Operate system software**

**Unit Descriptor**

This unit defines the competency required to operate and support system software within the cultural industries.

This unit is imported from the information technology training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the cultural industries.

**Unit Sector**

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Maintain system software | 1.1 Evaluate system effectiveness against vendor and organisation's performance requirements and benchmarks to determine if maintenance activities should be commenced  
1.2 Use system utilisation, file and disk structure, performance reports and files to identify any peak periods or possible performance problems  
1.3 Monitor system data levels to determine whether system performance is consistent with predetermined standards  
1.4 Achieve troubleshooting with appropriate system tools |
| 2. Set up and manage the system files | 2.1 Evaluate client user system requirements and monitor the appropriateness of file and folder structures  
2.2 Use appropriate administration and system tools to create file and folder structures  
2.3 Set security, access and sharing of files system to meet client user requirements  
2.4 Identify virus protection requirements of the network in line with organisational procedures  
2.5 Test file system to ensure that appropriate access is available to the client user groups  
2.6 Check simple programming constructs to conform to organisational guidelines  
2.7 Document file system created in accordance with organisational standards |
| 3. Manage system usage | 3.1 Give users access to system  
3.2 Make access and use of system seamless to users  
3.3 Make access to information and resources clear and apparent  
3.4 Integrate system services with assistance of system tools |
| 4. Monitor system security | 4.1 Monitor user access against user access levels  
4.2 Review security requirements for client users and data to be stored on network  
4.3 Determine risks that data is exposed to and the appropriate prevention and recovery processes  
4.4 Implement system to provide backup and to restore services in the event of a disaster  
4.5 Document disaster recovery processes |
5. Carry out system backup

5.1 Scan system for viruses and remove detected viruses
5.2 Complete system backups according to organisational and system requirements
5.3 Complete system backups at regular intervals
5.4 Record system backups according to organisational requirements

6. Restore system backups

6.1 Complete system restores according to organisational guidelines
6.2 Optimise restored system according to organisational requirements
6.3 Document system restores in line with organisational requirements

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RANGE STATEMENT

- LANs
- WANs

- may be based on formal, well documented methodologies or non-existent

For training delivery purposes use best practice examples from industry.

- audit trails, naming standards, version control

- company and statutory requirements

Ergonomic and environmental factors must be considered during the demonstration of this competency.

- multiple or single servers, multiple or single logical disks and complex backup facilities across the network
Each product will have different functionality and ways of operating. Third party products may also be used in administration.

- simple, single tape unit backup to more comprehensive and complex backup facilities across the network
- commercial systems software
  - organisational specific systems software
- hardware
  - software
  - communication packages

**EVIDENCE GUIDE**

**Underpinning skills and knowledge**

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- General occupational health and safety principles and responsibilities
- Detailed understanding of systems software and system tools
- Broad knowledge base of vendor product directions
- Broad general knowledge of the client business domain
- Broad knowledge base of quality assurance practices
- Broad general knowledge of change management systems
- Broad knowledge of occupational health and safety requirements in relation to work safety, environmental factors and ergonomic considerations
- Analysis skills in relation to routine and non-routine work processes
- Project planning skills in relation to set benchmarks and identified scope
- Teamwork skills involving responsibility of self and contribution to solutions and goals of a non-routine or contingency nature
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Problem solving skills in non-routine work processes
- Plain English literacy and communication skills in relation to dealing with clients and team members
Linkages to other units

This unit may be assessed with a range of other units relating to design and production of a multimedia product. For example:

- Operate computing packages
- Operate computing hardware
- Use advanced features of computer applications
- Use information technology

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- the ability to monitor and maintain system software performance according to vendor and organisation benchmarks using a wide range of features and system tools

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the cultural industries.
ICPMM63BA Access the internet

Unit Descriptor

This unit describes the competency required to access the Internet.

The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include Project Management, Implementation, Support, the teamwork functional areas and documentation.

Unit Sector

Technology

ELEMENT PERFORMANCE CRITERIA

1. Identify and use local resources
   1.1 Installed Internet software applications are identified and started up
   1.2 Internet **software** is used off line or online
   1.3 Extracting (decompressing) software and virus scanner are used on downloaded files
   1.4 Internet protocols and connection are identified
   1.5 Security risks are avoided

2. Identify and use remote resources
   2.1 Files and documents using the Internet search engines are accessed
   2.2 The Internet is browsed to find related sites via links
   2.3 Files are retrieved from a FTP repository
   2.4 Emails are sent, downloaded, read and responded to
   2.5 Files attached to incoming emails are retrieved and sent as attached files
   2.6 Newsgroups relevant to the industry are accessed

KEY COMPETENCIES

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These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
2. Select from routine approaches
3. Establish new approaches
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

RANGE STATEMENT

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

- The Internet is accessed in the workplace in consultation with supervisor to ensure correct skills and procedures are used

  variables may include but are not limited to
  - personal computers
  - networked systems

- established files
- applications

- commercial software applications
- organisational specific software
- word processing, spreadsheet, database, graphic, communication packages and presentation functionalities

- keyboarding and accuracy as per organisation guidelines
- Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals and ergonomic work stations
- security procedures

- audit trails, naming standards, version controls

- as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
• may be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

covers
• industry sectors of community recreation, fitness, outdoor recreation and sport
• significant roles played by activity organisations, industry peak bodies, professional organisations
• large volunteer base
• high turnover of volunteers
• high levels of part time and casual employment
• irregular working hours
• relatively few professional positions
• workforce employed mostly in operational positions
• mainly small business or self-employed personnel
• slow to take up technology
• over 2/3 of the sport and recreation industry have no formal/recognised qualifications
• significant reliance upon industry credentials and involvement in the activity itself

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered
• Assessment must confirm sufficient knowledge required to access the Internet
• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment
• In particular, assessment must confirm the ability to
  • access the Internet and obtain and send information as required

Interdependent assessment of units
• This unit must be assessed after attainment of competency in the following unit(s)
  • Nil
• This unit must be assessed in conjunction with the following unit(s)
  • Nil
• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
  • Nil
Required knowledge and skills

• Required knowledge
  • Detailed knowledge of how to initiate and conclude an Internet connection
  • Detailed knowledge of appropriate uses of different Internet protocols and data types (WWW, email, etc)
  • Detailed knowledge of privacy and security measures related to online tasks
  • Detailed knowledge of information sources

• Required skills
  • Access the Internet and retrieve data using WWW and email and newsgroups
  • Send a simple email or newsgroup posting
  • Perform a simple search and save the text of a web page to disk
  • Extract and virus-scan downloaded files
  • Demonstrate an ability to find and use information relevant to the task from a variety of information sources

Resource implications

• Physical resources - assessment of this competency requires access to
  • resources appropriate for this unit

• Human resources - assessment of the competency will require
  • human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should
    • be competent in this unit
    • be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
    • have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A

Consistency in performance

• Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts
Context for assessment

• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace.

• Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on required knowledge and skills. The questioning of team members will provide valuable input to the assessment.

• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.
### THHGHS03A Provide first aid

#### Unit Descriptor

This unit deals with the skills and knowledge required to provide First Aid. 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. It complies with standards, practices and procedures of St John Ambulance Association and equivalent First Aid bodies. This unit is imported from the hospitality industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the cultural industries.

#### Unit Sector

No sector assigned

#### ELEMENT PERFORMANCE CRITERIA

1. **Assess and respond to emergency First Aid situations**
   - 1.1 Recognise emergency situations quickly and correctly.
   - 1.2 Assess the situation and make a decision promptly regarding action required
   - 1.3 Organise assistance from emergency services/colleagues/customers where appropriate

2. **Provide appropriate treatment**
   - 2.1 Assess patient’s physical condition from visible vital signs
   - 2.2 Provide First Aid to stabilise the patient’s physical and mental condition in accordance with organisation policy on provision of First Aid and recognised First Aid procedures

3. **Monitor the situation**
   - 3.1 Identify and notify backup services which are appropriate to the situation
   - 3.2 Convey information on the victim’s condition accurately and clearly to emergency services personnel

4. **Prepare an incident report**
   - 4.1 Document emergency situations according to company procedures
   - 4.2 Provide clear, accurate and timely reports

#### KEY COMPETENCIES

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</tbody>
</table>
RANGE STATEMENT

- 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 injury 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
- 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

Underpinning knowledge and skills

To demonstrate competence, attendance at and successful completion of an accredited First Aid course is required.

Linkages to other units

This unit should be assessed alone.

Critical aspects of evidence

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

- correct application of the range of First Aid techniques for all situations listed in the range statement

Method and context of assessment

This unit will generally be assessed off-the-job.
Resource requirements

Assessment of this unit requires access to:

- relevant OHS Acts, regulation and codes of practice
- OHS policies of the organisation
- personal protection equipment
- the work area for recognition of hazards and control measures
THHGLE05A  
**Unit Descriptor**

This unit deals with the skills and knowledge required to develop staff rosters. Rostering staff may be carried out by dedicated specialist staff, team leaders, operational supervisors or managers. This unit is imported from the hospitality industry national training package, with necessary changes made to the range of variables and evidence guide to ensure its applicability to the cultural industries.

**Unit Sector**

No sector assigned

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**THHGLE05A Roster staff**

**Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop and implement staff rosters | 1.1 Develop rosters in accordance with award provisions and enterprise agreements  
1.2 Ensure that rosters take account of the need to maximise operational efficiency and customer service levels while minimising wage costs  
1.3 Design rosters to meet requirements of wages and budgets wherever possible  
1.4 Combine duties to ensure effective use of staff  
1.5 Develop rosters based on consideration of most effective, appropriate mix of staff and skills base available  
1.6 Finalise and communicate rosters to appropriate colleagues within designated timelines |
| 2. Maintain staff records | 2.1 Complete time sheets accurately and within designated timelines  
2.2 Accurately update and maintain staff records in accordance with enterprise procedures |

**Key Competencies**

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</table>
RANGE STATEMENT

- permanent
- temporary
- full-time
- part-time
- casual
- freelance

EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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

Linkages to other units

This unit has linkages to the range of supervisory and management units contained within this training package.

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

- CUSADM03A Manage a project
- CUECOR02A Work with others
- CUSGEN04A Participate in negotiations
- CUSGEN02A Work in and culturally diverse environment

Critical aspects of evidence

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

- understanding the factors that influence staff rostering
- ability to prepare a staff roster within the framework of established operations, systems and procedures
- record keeping
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

This unit requires access to the sources of information needed to prepare a roster. There is no specialist equipment required but access to a computer and appropriate software would be useful.
THHGLE07A Recruit and select staff

Unit Descriptor
This unit describes the skills and knowledge required to recruit staff with appropriate skills and knowledge for the job. This unit is imported from the hospitality industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify recruitment needs
   1.1 Consult colleagues in relation to recruitment needs and confirm as required
   1.2 Develop selection criteria based on the skills and knowledge required for the positions identified
   1.3 Use job descriptions where appropriate
   1.4 Obtain approval for recruitment

2. Administer recruitment
   2.1 Place advertisements for the positions in accordance with organisation policy where required
   2.2 Process applications in accordance with organisation policy and/or planned selection criteria
   2.3 Inform applicants of decisions and provide other recruitment information within reasonable timeframes
   2.4 Organise interviews and other selection processes in accordance with organisation policy
   2.5 Make employment offers in accordance with organisational policy
   2.6 Advise prospective employees on details in accordance with organisation policy and industrial/legislative requirements
   2.7 Process and file documentation in accordance with organisation policy

3. Select staff
   3.1 Review applications against criteria
   3.2 Conduct interviews and other selection procedures in accordance with organisation policy
   3.3 Treat applicants courteously and with respect throughout the selection process
   3.4 Use selection criteria as the basis for selection

4. Plan and organise induction programs
   4.1 Plan and organise induction programs to introduce new employees to the workplace
   4.2 Ensure that induction programs contain all appropriate practical information in accordance with organisation policy and industrial/legislative requirements
   4.3 Include information on the culture of the organisation in induction programs
KEY COMPETENCIES

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RANGE STATEMENT

- clarifying aims and objectives of the business or project and identifying where there is a skill shortfall
- reading human resource and other organisation business and strategic plans
- consulting with colleagues
- monitoring service/output and efficiency levels
- awareness of resource constraints, including time, budget and staff availability
- position descriptions derived from human resource plans and assessments of skill needs

- permanent
- temporary
- full-time
- part-time
- casual
- freelance
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- interviewing techniques
- purpose and content of induction programs
- relevant legislation in relation to recruitment and selection of staff:
  - equal employment opportunity
  - anti-discrimination
  - awareness of provisions or other enterprise agreement issues
  - dismissal procedures

Linkages to other units

This unit has linkages to the range of supervisory and management units contained within this training package.

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

- CUSGEN02A Work in a culturally diverse environment
- CUECOR2A Work with others

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

- establishing accurate selection criteria for recruitment
- conduct fair and effective interviews
- make selections based on agreed criteria
- understanding of recruitment administration systems
- understanding the legal environment in which recruitment takes place
Method and context assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

This unit requires access to the sources of information needed for recruitment such as job descriptions, skill profiles or personnel records. There is no specialist equipment required however access to a computer and appropriate software would be useful.
# THHGLE12A
## Develop and manage marketing strategies

This unit describes the skills and knowledge to manage the marketing function for an organisation or for a project. This unit is imported from the hospitality industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the cultural industries.

### Unit Sector
No sector assigned

## PERFORMANCE CRITERIA

### ELEMENT PERFORMANCE CRITERIA

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<tr>
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</table>
| 1. Analyse the market | 1.1 Conduct market and situation analysis using established techniques in accordance with:  
1.1.1 available budget  
1.1.2 the need for external assistance  
1.1.3 existing market data  
1.1.4 the need for additional data  
1.1.5 internal and external issues and constraints |
| 2. Prepare marketing strategies | 2.1 Develop marketing strategies at the appropriate time, using standard market planning techniques  
2.2 Develop strategies to take account of:  
2.2.1 feedback from the appropriate personnel  
2.2.2 time management and scheduling issues and constraints  
2.2.3 resource constraints  
2.2.4 the current industry context  
2.2.5 the overall enterprise or project context  
2.3 Provide opportunities for colleagues to contribute to the marketing plan  
2.4 Define priorities, responsibilities, timelines and budgets clearly in the plan and communicate to appropriate colleagues  
2.5 Submit the marketing plan for approval and/or communicate to the appropriate personnel where appropriate in accordance with organisation or project policies and procedures |
| 3. Implement and monitor marketing activities | 3.1 Implement and monitor actions detailed in the plan in a cost-efficient manner, according to schedule and contingencies  
3.2 Produce reports in accordance with organisational procedures  
3.3 Share information on marketing activities with appropriate personnel to maintain awareness of current organisational focus |
| 4. Conduct ongoing evaluation | 4.1 Evaluate marketing activities using agreed methods and benchmarks  
4.2 Make adjustments in accordance with evaluation  
4.3 Communicate and implement agreed changes promptly |
5. Analyse the market

5.1 Conduct market and situation analysis using established techniques in accordance with:

5.1.1 available budget
5.1.2 the need for external assistance
5.1.3 existing market data
5.1.4 the need for additional data
5.1.5 internal and external issues and constraints

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RANGE STATEMENT

- 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

- for a specific product (new or existing)
- for the organisation as a whole
- to achieve a specific objective such as increasing sales, or raising sponsorship

- managers
- director
- producer
- creative and technical specialists
- marketing team
- other internal and external stakeholders
EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• 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

Linkages to other units

This unit has linkages to other marketing and management units contained within this training package.

The following units may be appropriate for combined training delivery and/or assessment:

• CUEMAR2A Undertake market research
• CUEFIN3A Obtain sponsorship
• CUSADM03A Manage a project

Critical aspects of evidence

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

• developing a marketing strategy for a specific project, 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
Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment 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.

Resource requirements

This unit of competency should be assessed using all the resources required to develop and manage marketing strategies for a product or project in one of the cultural industry sectors. Access to a computer and appropriate software would be useful.
THHGLE15A Manage financial operations

Unit Descriptor

This unit describes the skills and knowledge required in setting up, managing and monitoring the financial systems for an organisation or project. It is not intended to cover specialist accounting skills that are undertaken by qualified accountants. This unit is imported from the hospitality industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the cultural industries.

Unit Sector

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Develop approaches to financial management</td>
<td>1.1 Assess the scope of financial management requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify the need, and ensure provision for specialist accounting assistance</td>
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<tr>
<td></td>
<td>1.3 Develop approaches to financial management based on overall direction and goals of the enterprise</td>
</tr>
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<td></td>
<td>1.4 Develop financial management systems and procedures in accordance with enterprise or project need</td>
</tr>
<tr>
<td>2. Develop and monitor financial procedures and systems</td>
<td>2.1 Explain the importance of financial objectives, management controls and systems to all staff</td>
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<td></td>
<td>2.2 Develop procedures and systems to meet all statutory requirements and internal control requirements</td>
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<td></td>
<td>2.3 Develop procedures and systems for monitoring income and ensuring payment of accounts</td>
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<td></td>
<td>2.4 Check compliance with procedures and systems regularly</td>
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<td></td>
<td>2.5 Monitor the flow of financial information within the organisation in terms of currency, accuracy and relevance</td>
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<td></td>
<td>2.6 Review financial management systems regularly and make adjustments in accordance with enterprise needs</td>
</tr>
<tr>
<td>3. Prepare and monitor accounts</td>
<td>3.1 Supervise original entry systems to maintain accuracy and currency</td>
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<td></td>
<td>3.2 Supervise the general ledger and adjust in accordance with accepted accounting practices</td>
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<td>3.3 Generate accurate reports on current financial position</td>
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<td>3.4 Prepare income and expenditure statements</td>
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<td></td>
<td>3.5 Prepare funds statements/statements of cash flow</td>
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<tr>
<td>4. Making pricing decisions</td>
<td>4.1 Make pricing decisions based on current and accurate financial and marketplace data</td>
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<td></td>
<td>4.2 Identify fixed, variable and semi-variable costs</td>
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<td>4.3 Perform cost - volume - profit analysis and interpret, taking account of the limitations of this process</td>
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<td></td>
<td>4.4 Calculate profit margins in accordance with organisation policy</td>
</tr>
</tbody>
</table>
5. Monitor financial performance
   5.1 Monitor budgets against performance targets on a regular basis
   5.2 Negotiate corrective budgets as appropriate
   5.3 Prepare and interpret profit and loss statements
   5.4 Conduct financial ratio analysis correctly and use information to assist in financial planning
   5.5 Take remedial action where and as appropriate
   5.6 Communicate feedback on positive performance to appropriate personnel

6. Forecast financial needs of specific projects
   6.1 Forecast financial requirements and projections for special projects to include consideration of the following factors:
      6.1.1 cash flow implications
      6.1.2 availability of short and long-term sources of funds
      6.1.3 market feasibility of the project
      6.1.4 assessment of income and expenditure in the light of project timing
      6.1.5 accurate research on costing details
      6.1.6 level of financial risk involved
      6.1.7 cost benefit analysis
      6.1.8 required level of profit from the project
      6.1.9 impact of the project on overall organisation
      6.1.10 financial position
      6.1.11 industry environment and competitive factors
   6.2 Seek specialist assistance where necessary

7. Prepare financial proposals for specific projects
   7.1 Prepare financial proposals to include:
      7.1.1 overview of the project and objectives
      7.1.2 the purpose and amount of finance required
      7.1.3 the proposed structure of the project operation
      7.1.4 the operational and marketing plan
      7.1.5 projected financial performance
      7.1.6 management experience
      7.1.7 level of risk involved
   7.2 Present financial proposals in a clear, concise and professional format
   7.3 Use appropriate communication techniques to explain the details of financial proposals
   7.4 Conduct meetings to discuss financial proposals in a professional and businesslike manner

8. Prepare financial reports
   8.1 Prepare financial reports according to enterprise and statutory requirements
   8.2 Seek specialist advice on reporting requirements
   8.3 Prepare accurate and concise reports
KEY COMPETENCIES

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RANGE STATEMENT

- feature films
- short films
- documentaries
- radio programs
- multimedia games
- multimedia education and training programs
- advertisements
- live performances

- lawyers
- accountants

- director
- producer
- designers
- heads of departments or sections
- managers of specialist areas
- anyone managing a project
- office staff and administrators
EVIDENCE GUIDE

Underpinning knowledge and skills
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- the structure of the industry
- accounting and financial management standards and procedures
- legislative and regulatory requirements
- good communications and presentation skills
- any incentive or tax concession schemes
- high level negotiation skills

Linkages to other units
This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUEFIN1A Develop a budget
- CUEFIN2A Manage a budget

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

- the development of a professional and appropriate financial systems
- ability to negotiate at a high level

Method and context of assessment
Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule. The assessment event in the simulated workplace environment should involve all the team members that would normally participate in the cultural industries.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
### Resource requirements

This unit requires access to the sources of information needed to prepare and set up financial systems, such as budgets, strategic and operational plans, sponsorships arrangements and other relevant documentation. There is no specialist equipment required apart from access to a computer and appropriate software.
Manage physical assets

This unit deals with the skills and knowledge required to manage physical assets in the cultural industries. It does not include specialist skills but focuses on the need for mainstream managers to plan for and manage the acquisition and maintenance of physical assets that are crucial to business success. This unit is imported from the hospitality industry training package, with changes made to the range of variables and evidence guide to ensure its applicability to the cultural industries.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Develop strategies for systematic maintenance, repair, purchase and disposal of physical assets

1.1 Develop and use strategies for managing physical assets to take account of the following issues:

1.1.1 overall requirements for project or product
1.1.2 maintaining accurate physical assets register
1.1.3 the need for preventative repairs and maintenance systems
1.1.4 health, safety and security issues
1.1.5 scheduling which minimises disruption and loss of revenue
1.1.6 consideration of the use of contracts versus adhoc arrangements for maintenance and repairs
1.1.7 professional evaluation of the condition of physical assets
1.1.8 financial planning and constraints
1.1.9 environmentally sound practices
1.1.10 disposal of assets

1.2 Set up systems to ensure that condition and performance of physical assets is regularly reported and discussed within the enterprise

1.3 Establish systems to identify timely replacement of physical assets

1.4 Make assessments based on safety, operational efficiency and performance of the equipment

1.5 Ensure that problems are promptly identified and acted upon

1.6 Access specialist assistance when required
2. Co-ordinate financing of physical assets
   2.1 Accurately prepare work or equipment specifications
   2.2 Estimate costs based on evaluation of:
      2.2.1 quotations and tenders from external supplies
      2.2.2 appropriate maintenance agreements
      2.2.3 in-house advice from appropriate departments.
   2.3 Make appropriate financial agreements based on consideration of financing issues including:
      2.3.1 method of finance (lease, purchase, hire purchase)
      2.3.2 length of agreement
      2.3.3 taxation issues
   2.4 Ensure that depreciation is taken into account
   2.5 Coordinate financing in consultation with financial management department or external professional as appropriate

3. Develop strategies for systematic maintenance, repair, purchase and disposal of physical assets
   3.1 Develop and use strategies for managing physical assets to take account of the following issues:
      3.1.1 overall requirements for project or product
      3.1.2 maintaining accurate physical assets register
      3.1.3 the need for preventative repairs and maintenance systems
      3.1.4 health, safety and security issues
      3.1.5 scheduling which minimises disruption and loss of revenue
      3.1.6 consideration of the use of contracts versus adhoc arrangements for maintenance and repairs
      3.1.7 professional evaluation of the condition of physical assets
      3.1.8 financial planning and constraints
      3.1.9 environmentally sound practices
      3.1.10 disposal of assets
   3.2 Set up systems to ensure that condition and performance of physical assets is regularly reported and discussed within the enterprise
   3.3 Establish systems to identify timely replacement of physical assets
   3.4 Make assessments based on safety, operational efficiency and performance of the equipment
   3.5 Ensure that problems are promptly identified and acted upon
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### Range Statement

- in whole
- in part
- using external agencies and expertise

- buildings
- equipment
- fixtures, fittings and furnishings
- vehicles

### Evidence Guide

**Underpinning skills and knowledge**

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- overview of financing options for asset acquisition
- laws governing different types of physical assets
- environmental standards and requirements
- planning

**Linkages to other units**

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSADM06A Develop and implement an operational plan
Critical aspects of evidence

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

- identification of the constraints applying to equipment required in the particular context
- requirements of particular projects, operations and products
- the development of plans for maintaining all assets in operational condition
- ability to plan for and manage the acquisition, maintenance and replacement of physical assets
- understanding the financial and legal issues that impact on the management of physical assets

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement.

Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the cultural industries.

Workplace based assessment should be based on the range of equipment currently used in that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of equipment currently used by the cultural industries.
THHGLE21A  Provide mentoring support to business colleagues

Unit Descriptor
This unit describes the skills and knowledge required to act as a business mentor to other individuals in the industry. The mentoring process may apply to any area of business/professional endeavour. To achieve competence in this unit, significant workplace experience would generally be required. This unit is imported from the hospitality industry training package, with necessary changes made to the range of variables and evidence guide statements ensuring its relevance to the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish a relationship with a mentoree
   1.1 Use effective communication styles to develop trust, confidence and rapport
   1.2 Agree on how the relationship will be conducted including:
       1.2.1 the amount of time involved for both parties
       1.2.2 confidentiality of information
       1.2.3 scope of issues to be covered
   1.3 Discuss and clarify expectations and goals

2. Offer mentoring support
   2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
   2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
   2.3 Encourage the mentoree to make decisions and take responsibility for the courses of action/solutions under consideration
   2.4 Provide supportive advice and assistance in a manner which allows the mentoree to retain responsibility for achievement of their own goals
   2.5 Recognise and openly discuss changes to the mentoring relationship
   2.6 Make any adjustments to the relationship taking account of the needs of both mentor and mentoree

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RANGE STATEMENT

- work within the same organisation/production
- work within different organisations/productions
- be freelance/self employed industry personnel

- business endeavour
- professional endeavour
- creative endeavour

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 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 or professional pursuit in which the mentoree operates

Linkages to other units

While this unit has a very strong relationship with many other leadership units, it is recommended that this unit be assessed alone.

Critical aspects of evidence

This unit of competence applies to a range of cultural industry sectors. The focus of assessment will depend on the industry sector and area of vocational specialisation. Assessment must be customised to meet the needs of the particular sector and specialisation in which performance is being assessed.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry sector and area of vocational specialisation.

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

- ability to use knowledge and experience to assist another individual to achieve their agreed goals
- application of effective communication styles
- understanding of the role and benefits of mentoring in business
Method of context and assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

Resource requirements

There are no significant resource implications for the assessment of this unit.
Disconnect and reconnect fixed wired electrical equipment connected to supply up to 1,000 volts AC or 1,500 volts DC

Unit Descriptor
Disconnect and reconnect fixed wired electrical equipment which is incidental and related to a principle work function.

Alignment:
This unit is based on the National Electrotechnology Benchmark Standard EBS 701 Apply occupational health and safety requirements associated with restricted electrical work and EBS 702 - Disconnect and reconnect fixed wired electrical equipment which is connected to a supply up to 650 volts.

Specific unit outcomes
This is presented as a composite unit that has five specific units as outcomes. There are five distinct endorsable outcomes in which competence can be achieved. This is done because of the high degree of commonality in knowledge, process or function. Reporting the unit with the inclusion of an endorsement allows for the formal identification of the necessary applied skills related to workplace outcomes and at the same time reflects the work classification(s) generally understood by industry. The specific unit outcomes are:

- UTE NES 208N A
  Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,500 Vdc (Pre-assembled Neon Signs)

- UTE NES 208P A
  Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,500 Vdc (Composite equipment)

- UTE NES 208Q A
  Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,500 Vdc (Control Devices)

- UTE NES 208R A
  Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,500 Vdc (Electrical Heaters)

- UTE NES 208S A
  Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,500 Vdc (Motors)

Unit Sector
No sector assigned
ELEMENT PERFORMANCE CRITERIA

1. Prepare to disconnect electrical equipment
   1.1 Disconnection is planned to ensure OH&S policies and procedures are followed
   1.2 Appropriate personnel are consulted to ensure work is co-ordinated effectively with others involved in the work site
   1.3 Electrical characteristics of electrical equipment and electrical supply are determined and recorded in accordance with established procedures
   1.4 The point of isolation of electrical equipment to be disconnected is determined
   1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety

2. Disconnect electrical equipment
   2.1 OH&S policies and procedures are followed
   2.2 Electrical equipment is isolated in accordance with AS/NZS 4836:2001 and established procedures. (see range statement)
   2.3 Conductor connection sequence is recorded and labelled in accordance with established procedures
   2.4 Electrical equipment is disconnected from fixed wiring without damage to other components
   2.5 Disconnected conductors/cables are terminated in accordance with requirements to ensure they are safe and present no potential hazard

3. Prepare to reconnect electrical equipment
   3.1 Reconnection is planned to ensure OH&S policies and procedures are followed
   3.2 Appropriate personnel are consulted to ensure work is co-ordinated effectively with others involved in the work site
   3.3 The point of isolation of the circuit to which the electrical equipment is to be connected is determined
   3.4 Replacement electrical equipment is selected on the basis of rating and characteristics being the same as that of the original electrical equipment
   3.5 Appropriate personnel are consulted in the event that appropriate replacement electrical equipment is not available
   3.6 Original and/or replacement electrical equipment is tested to ensure it is safe to connect to the electrical supply and use
   3.7 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety
4. Reconnect electrical equipment

4.1 OH&S policies and procedures are followed

4.2 Measure are taken to ensure circuit to which electrical equipment is to be connected remains isolated in accordance with AS/NZS 4836:2001.

4.3 The continuity of protective earthing conductor is tested to determine whether it is sufficiently low.

4.4 The resistance between the protective earthing conductor and the neutral conductor is tested to determine whether it is sufficiently.

4.5 The insulation resistance of active conductors is tested to confirm that it is greater than 1M W.

4.6 An appropriate qualified person is engaged to rectify any non-compliance condition revealed by the testing under item 208.4.3 to 208.4.5.

4.7 Continuity between exposed conductive parts of the electrical equipment and the main earth or metal switchboard enclosure is confirmed.

4.8 Electrical equipment is connected to comply with requirements.

4.9 Connections to the electrical equipment are checked to confirm they are correct.

5. Test the reconnected electrical equipment for safe operation

5.1 OH&S policies and procedures, and established procedures for the reinstatement of isolated circuits and electrical equipment are followed

5.2 Arrangements are made with appropriate personnel to test the operation of the electrical equipment

5.3 Operational non-conformances are identified and reported in accordance with established procedures

6. Provide status report(s)

6.1 Status report(s) are completed and notified in accordance with established procedures

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RANGE STATEMENT

Generic items in this unit are shown in italics, e.g. *established procedures*. The definition and intended scope covered by generic items is described in the Glossary that forms an integral part of this range statement.

*Electrical characteristics* - refers to voltage, current rating, power rating, direction of rotation, phase sequence/polarity, name plates information and duty.

*Electrical equipment* - refers to the following items:

**(N) Pre-assembled** Type 1 and Type 2 cold cathode Neon signs only.

**(P) Composite equipment** - refers to an item of composite equipment incorporating one or more current-using devices and/or controls. Some examples are a self-contained refrigeration unit, a machine tool, a self-contained telephone booth, medical equipment.

**(Q) Control devices**, e.g. solenoids, limit switches, pressure switches, thermostats.

**(R) Electrical heaters**, such as water heaters, duct heaters, heaters incorporated as part of a machine or appliance. e.g. moulding machines, cooking appliances and the like.

**(S) Motors** - refers to independent single or three phase motors or those incorporated as part of plant or machinery. For example, motors driving such things as pumps, conveyors, and other similar parts of plant and machinery.
Endorsement is the formal method of verifying the item(s) of electrical equipment so defined, competency has been demonstrated on. Competency can be achieved on any one, more than one or all of the items of electrical equipment. Formal endorsement for each is to be provided separately as prescribed in the Evidence Guide.

(N) Pre-assembled neon signs
(P) Composite equipment
(Q) Control devices
(R) Electrical heaters
(S) Motors

**Fixed wiring** - a system in which cables are fixed or supported in position in accordance with the requirements determined by Australian/New Zealand Standards for wiring. This also includes catenary, open and underground wiring systems.

**Accessory** - 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.

This unit describes competency within the scope of:

- the relevant item of electrical equipment so defined.
- isolating electrical equipment for safe disconnection/reconnection.
- disconnecting/reconnecting electrical equipment.
- replacement of electrical equipment like for like.
- electrical equipment connected to fixed wired supply up to 1,000 volts a.c. or 1,500 d.c.

This unit is not intended to cover the knowledge and skills necessary for work:

- competencies associated with high current faults.
- complex electrical work.
- associated with fixed wiring other than to disconnect and reconnect respective electrical equipment listed in the Range Statement.
- In hazardous areas or on electrical equipment that is part of an explosion protection technique.
- work on luminaires.

In order to maintain currency in this unit on-going competency development is to occur. This would include keeping abreast of any changes in legislation, regulations, procedures, technology and the like related to the scope and application of this unit.
Safe procedures for working within in the scope of this unit shall be in accordance with AS/NZS 4836:2001 "Safe working on low-voltage electrical installations or equivalent."
Critical aspects of evidence

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

- demonstrating consistent performance for each element of the unit across a representative range of specified electrical equipment in the scope of work and for which endorsement of competency for the specified electrical equipment is being sought; autonomously and to requirements. To requirements means meeting all relevant safe working practices, manufacturers specifications, codes of practice, statutory and regulatory requirements, Standards both Australian and International and OH&S Standards.
- meeting the performance criteria associated with each element of competence by employing the techniques, procedures, information and resources available in the workplace for the endorsement sought and scope of work in the Range Statement.
- demonstrating an understanding of the underpinning knowledge and skills identified for the scope of work undertaken in the section of this unit titled Underpinning knowledge.

Competency shall be demonstrated in relation to the endorsement for which competency is sought. The following critical aspects of competency shall be demonstrated:

- Preparation to disconnect electrical equipment;
- Disconnecting of electrical equipment;
- Preparation to reconnect electrical equipment;
- Reconnection of electrical equipment; and
- Testing of the reconnected electrical equipment for safe operation.

Reporting requirement - endorsement(s)

The formal transcript - Statement of Attainment for each type of electrical equipment in which competency is attributed with respective endorsement is to be provided.

Maintaining competence

Where the competencies described in this unit are not frequently practiced consideration should be given to periodic assessment of the competencies and retraining.

Context of assessment

In judging work performance it is essential that evidence regarding the following aspects of competency is considered.

- Performance is autonomous and to requirements and occurs on at least 2 occasions for each of the following elements:
• Prepare to disconnect electrical equipment
• Disconnect electrical equipment
• Prepare to reconnect electrical equipment
• Test the reconnected electrical equipment for safe operation
• Provide status reports
• and the following aspects be demonstrated:
  • OH&S practice
  • Determining electrical characteristics of equipment
  • Identifying point of installation
  • Isolating equipment
  • Disconnection techniques
  • Selecting replacement equipment
  • Reconnection techniques
  • Testing to ensure safety, including earth continuity and insulation integrity
  • Applying techniques, procedures, information and resources relevant to performance.

Judgement should be made on evidence gathered from a number of events and over a period showing the development of competent work performance.

Interdependent assessment of units

Competency development and assessment in this unit should be determined only after competency has been demonstrated in:

• a field of work to which the electrical work covered by this unit, is incidental; and
• the field referred to above includes a broad application of skills and knowledge related to occupational health and safety and, in the selection, knowledge and use of general hand and power tools.
Underpinning knowledge

This section specifies the knowledge and skills required to underpin the elements and performance criteria relevant to the unit. This with other aspects of evidence would ensure that an individual is able to transfer and apply such knowledge and skills to new situations and environments within the scope for which competency is being sought.

This section includes that set of knowledge and skills additional to that specified in each pre-requisite unit see point 3 above 'Interdependent assessment of units'.

Safe electrical work practices and procedures according to standards such as AS/NZ 4836:2001 or equivalent

Safe use of tools and plant

Safe use of ladders and elevated work platforms

Safe use of protective clothing

Hazards in the (electrical) work environment: shock hazards; fire hazards; chemical hazards

Hazardous areas

Special situations

Procedures for dealing with fires associated with electrical equipment

Procedures for dealing with PCBs

Electric shock victim rescue methods and procedures: basic first aid treatment for shock, burns and bleeding; Expired air resuscitation (EAR) (purpose of each procedure and application); external cardiac-compression (ECC) (purpose of each procedure and application); cardio-pulmonary resuscitation (CPR) (combined application of EAR and ECC) (purpose of each procedure and application)

Basic electrical circuit(s): source; control; protection; load

Circuit diagrams: symbols; conventions; interpretations; free sketches

Circuit connections and functions: open circuit; closed circuit; short circuit

Basic electrical measurement: use of multimeters; use of ammeter; use of voltage measuring and indicating devices; testing of measuring instruments; care of measuring instruments; voltage, current and resistance measurement; estimating values of voltage, current and resistance; using ohms law

Fundamental electrical concepts: effects of current; practical resistors; sources of emf; simple practical circuit; series, parallel and series-parallel circuits; electrical measurement; capacitors; inductors; magnetism
Insulation resistance measurement and requirements

Earthing principles and systems

Methods for testing insulation resistance; continuity of prospective earthing conductor; continuity between exposed conductive parts and the earthing system

Acceptable test results for compliance with safety requirements; test results, which are not compliant and require an appropriate qualified person to further investigation

Cable types and conductor termination methods and techniques: conductors solid, stranded and flexible; colour codes

Single and three phase systems and loads: number of active and live conductors required; line and phase voltage; typical loads

General appliances: appliance identification; appliance ratings

Single phase induction motors: motor identification; motor ratings; direction of rotation

Three phase induction motors: motor identification; motor ratings; direction of rotation

Single and three phase heaters: types of heaters; heater identification; heater ratings

Electrical distribution arrangement: power systems; within a premises; purpose of switchboards/distribution boards (residual current devices and ELCBs)

Circuit isolation and protection devices

Isolation procedures: work clearance; testing for voltage; lock-off and tagging; techniques, regulation, codes of practice and procedures

Disconnection procedures, practices and requirements

Replacement equipment

Ensuring equipment is safe to connect to supply

Reconnection procedures, practices and requirements

Return equipment to service
**UTENES209B**

**Attach flexible cords and plugs to electrical equipment connected to a single phase 250 volt supply**

**Unit Descriptor**

Attach flexible cords and plugs to electrical equipment connected to supplies up to 250 volt incidental to a principle function in the workplace.

**Alignment:**

This unit is based on the National Electrotechnology Benchmark Standard EBS 705 Attach flexible cords and plugs to equipment connected to a single phase 250 volt supply.

**Unit Sector**

No sector assigned

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Plan and prepare to attach flexible cord(s) and plug(s) | 1.1 Work is planned and prepared to ensure *OH&S policies and procedures* are followed, and the work is appropriately sequenced in accordance with *requirements*
1.2 *Condition and ratings* under which the flexible cord and plug is to operate is determined from *requirements* and in consultation with *appropriate personnel* followed by written instruction
1.3 Flexible cord and plugs are selected to comply with standards and *requirements* for the *condition* and *rating* to be determined
1.4 Materials necessary to complete the work are obtained in accordance with *established procedures* and checked against job *requirements*
1.5 *Tools, equipment and testing devices* needed to carry out the work are obtained in accordance with *established procedures* and checked for correct operation and safety
1.6 Flexible cord is prepared without damage to insulation and conductors and in accordance with *requirements*

2. Attach flexible cord(s) and plug(s) | 2.1 *OH&S policies and procedures* are followed
2.2 Single insulated metal framed equipment is earthed in accordance with *requirements*
2.3 The integrity of double insulated equipment is maintained in accordance with *requirements*
2.4 Conductors are connected to terminals in accordance with *requirements* to ensure the required polarity is effected

3. Test equipment for operation and safety | 3.1 Appropriate tests of the cord(s) and plug(s) connected to the *electrical equipment* are conducted in accordance with *requirements* and to *established procedures* to ensure safe installation and operation

4. Provide status report(s) | 4.1 Status report(s) are completed and *notified* in accordance with *established procedures*
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<td>Using technology</td>
<td>1</td>
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</tbody>
</table>

**RANGE STATEMENT**

Generic items in this unit are shown in italics, *e.g. established procedures*. The definition and intended scope covered by generic items is described in the Glossary that forms an integral part of this range statement.

**Conditions** - environmental and other influences that could have a detrimental affect on electrical equipment, for instance high ambient temperatures, corrosives atmospheres, vibration, and the like.

**Ratings** - The current carrying capacity and operating voltage limitations of the cord and/or plug

**Flexible cord** - as defined by Standards.

**Configured (plug)** - Pin arrangement and shape of an electrical plug and socket.

This unit describes competency within the scope of:

- the relevant item of *electrical equipment* so defined
- removing cords and plugs connected to *electrical equipment* from the supply
- selecting cords and appropriately *configured plugs* suitable for the *condition* under which they are to operate
- selecting cords and plugs rated for the equipment they are to supply
- fitting and connecting cords and plugs to *electrical equipment* intended to operate from single phase supplies up to 250V a.c.
- testing cord and plug assemblies for integrity, electrical continuity and correct polarity

the relevant work being carried out in *non-hazardous areas* and on *electrical equipment* that is not part of an explosion protection technique.
This unit is not intended to cover:

- competencies associated with high current faults.
- complex electrical work.
- nor competencies associated with fixed wiring
- work on luminaires.

In order to maintain currency in this unit on-going competency development is to occur. This would include keeping abreast of any changes in legislation, regulations, procedures, technology and the like related to the scope and application of this unit.
Achieving competence

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

- demonstrating consistent performance for each element of the unit across a representative range of specified electrical equipment in the scope of work and for which endorsement of competency for the specified electrical equipment is being sought; autonomously and to requirements. To requirements means meeting all relevant safe working practices, manufacturers specifications, codes of practice, statutory and regulatory requirements, Standards both Australian and International and OH&S Standards.
- meeting the performance criteria associated with each element of competence by employing the techniques, procedures, information and resources available in the workplace for the endorsement sought and scope of work in the Range Statement.
- demonstrating an understanding of the underpinning knowledge and skills identified for the scope of work undertaken in the section of this unit titled Underpinning knowledge.

Reporting requirements

The reporting of the judgements about competence must be in the context of the individual unit being assessed and the qualification to be issued. Regulatory requirements in individual jurisdictions may require recording of additional information. Recognition of knowledge and skills transfer may be maximised by recording and issuing transcripts covering additional information. This could be detailed statements about the achievement of knowledge and skills. Any additional reporting is a matter for negotiation between the RTO and its clients.

Maintaining competence

Consideration should be given to periodic evaluations of skills and knowledge within this unit that are critical to safety, operation of plant and equipment and the like, particularly where relevant skills and knowledge are not frequently practiced.

Context of assessment

Competency will be determined on evidence of having consistently performed across a representative range of specified electrical equipment for the endorsement and scope of work for which competency is being sought; autonomously.
and to requirements. Equivalent evidence from other sources, e.g., formal assessment, is also acceptable. Although it is 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.

**Interdependent assessment of units**

Competency in this unit should be determined only after competency has been achieved in:

- a relevant field to which the electrical work is incidental, this is expected to include a broad application of skills and knowledge related to occupational health and in the selection, knowledge and use of general hand tools and power tools.
- additional competencies will be required where conditions in the workplace are such that specific precaution and techniques must be used to ensure safety. For example, situations where high fault currents are possible; hazardous areas where explosion-protection techniques must be used; damp situations and the like.
Underpinning knowledge

This section specifies the knowledge and skills required to underpin the elements and performance criteria relevant to the unit. This with other aspects of evidence would ensure that an individual is able to transfer and apply such knowledge and skills to new situations and environments within the scope for which competency is being sought.

This section includes that set of knowledge and skills additional to that specified in each pre-requisite unit, see point 3 above ‘Interdependent assessment of units’.

Unsafe (electrical) work practices

Safe use of tools and plant

Safe use of ladders and elevated work platforms

Safe use of protective clothing

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 PCBs

Electric shock victim rescue methods and procedures: basic first aid treatment for shock, burns and bleeding; Expired air resuscitation (EAR) (purpose of each procedure and application); external cardiac-compression (ECC) (purpose of each procedure and application); cardio-pulmonary resuscitation (CPR) (combined application of EAR and ECC) (purpose of each procedure and application)

Fundamental electrical concepts: current; voltage; resistance

Insulation resistance measurement and requirements

Cable types and conductor termination methods and techniques: colour codes; cable ratings

250V Flexible cords for use with single phase appliances/apparatus: types and loading; service duty

250V Plugs for use with single phase applications/apparatus: types and loading; IP rating

Continuity testing

Connection requirements and techniques

Isolation procedures: work clearance; testing for voltage; lock-off and tagging; techniques, regulation, codes of practice and procedures

Safety testing

Conditions

Ratings
UTENES210B Attach flexible cables and plugs to electrical equipment connected to a supply up to 1,000 volts AC or 1,500 volts DC

Unit Descriptor
Attach flexible cables and plugs to electrical equipment connected to a supply up to 1,000 volts a.c. or 1,500 volts d.c. incidental to a principle function in the workplace.

Alignment:
This unit is based on the National Electrotechnology Benchmark Standard EBS 706 Attached flexible cable and plug to equipment connected to supply up to 650 volts.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare to attach flexible cable(s) and plug(s)
   1.1 Work is planned and prepared to ensure OH&S policies and procedures are followed, and the work is appropriately sequenced in accordance with requirements
   1.2 Condition and ratings under which the flexible cable(s) and plug(s) is to operate is determined from requirements and in consultation with appropriate personnel followed by written instruction
   1.3 Flexible cable(s) and plug(s) are selected to comply with standards and requirements for the condition and rating to be determined
   1.4 Materials necessary to complete the work are obtained in accordance with established procedures and checked against job requirements
   1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety
   1.6 Flexible cable(s) is prepared without damage to insulation and conductors and in accordance with requirements

2. Attach flexible cable(s) and plug(s)
   2.1 OH&S policies and procedures are followed
   2.2 Single insulated metal framed equipment is earthed in accordance with requirements
   2.3 The integrity of double insulated equipment is maintained in accordance with requirements
   2.4 Conductors are connected to terminals in accordance with requirements to ensure the required polarity is effected

3. Test equipment for operation and safety
   3.1 Appropriate tests of the cables(s) and plug(s) connected to the electrical equipment are conducted in accordance with requirements and to established procedures to ensure safe installation and operation

4. Provide status report(s)
   4.1 Status report(s) are completed and notified in accordance with established procedures
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
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<tr>
<td>Collecting analysing and organising information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
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**Flexible cable** - as defined by Standards.

**Configured (plug)** - Pin arrangement and shape of an electrical plug and socket.

This unit describes competency within the scope of:

- the relevant item of electrical equipment so defined
- removing cables and plugs connected to electrical equipment from the supply
- selecting cables and appropriately configured plugs suitable for the condition under which they are to operate
- selecting cables and plugs rated for the equipment they are to supply
- fitting and connecting cables and plugs to electrical equipment intended to operate from single phase supplies up to 1,000volts a.c or 1,500volts d.c.
- testing cables and plug assemblies for integrity, electrical continuity and correct polarity

the relevant work being carried out in non-hazardous areas and on electrical equipment that is not part of an explosion protection technique.
This unit is not intended to cover:

- competencies associated with high current faults
- complex electrical work
- nor competencies associated with fixed wiring
- work on luminaires
- modular wiring systems

In order to maintain currency in this unit on-going competency development is to occur. This would include keeping abreast of any changes in legislation, regulations, procedures, technology and the like related to the scope and application of this unit.
Achieving competence

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

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Fundamental electrical concepts: current; voltage; resistance

Circuit isolation and protection devices

Isolation procedures: work clearance; testing for voltage; lock-off and tagging; techniques, regulation, codes of practice and procedures

Up to 1,000 Volts A.C./1,500 Volts D.C. appliance/electrical equipment applications: basic principles of appliance/electrical equipment (non mathematical); appliance/electrical equipment identification; appliance/electrical equipment ratings; basic principles of operation of control equipment and protection devices; fault conditions and symptoms; test equipment; safe testing procedure, including continuity; fault types in appliances/electrical equipment; fault-finding procedures (prescriptive)

Circuit connections and functions: open circuit; closed circuit; short circuit

Basic voltage, current and resistance measurement and calculation

Insulation resistance measurement and requirements
Cable types and conductor termination methods and techniques: colour codes; cable ratings

Up to 1,000 Volts A.C. 1,500 Volts D.C. flexible cords/cables for use with single phase appliances/apparatus: types and loading; service duty

Up to 1,000 Volts A.C. 1,500 Volts D.C. plugs for use with single phase applications/apparatus: types and loading; IP rating

Continuity testing

Connection requirements and techniques

Safety testing

Continuity

Ratings