



**Australian Government**

# **CUASET502 Develop set construction plans**

**Release: 2**

## CUASET502 Develop set construction plans

### Modification History

| Release   | Comments                                                                                                                                                                                                        |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.                                                                                                                    |

### Application

This unit describes the performance outcomes, skills and knowledge required to develop construction plans and specifications to meet props requirements for productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display a high level of initiative and judgement as they take a range of practical factors into account when planning the development of the plans.

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

### Unit Sector

Visual communication – sets

### Elements and Performance Criteria

| Elements                                         | Performance Criteria                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                   |
| 1. Interpret designs                             | 1.1 Determine scope and nature of requirements for set elements and devices, with reference to production documentation and type of stage being used<br>1.2 Evaluate which set construction methods and techniques will lead to the best realisation of design concepts within budget constraints<br>1.3 Discuss potential practical construction problems with relevant |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <p>personnel</p> <p>1.4 Take account of potential solutions and develop creative responses to minimise problems and limitations</p> <p>1.5 Discuss and confirm construction requirements with relevant personnel</p>                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Plan construction of sets | <p>2.1 Incorporate into the planning process production or performance issues that could impact on the way sets are constructed</p> <p>2.2 In the construction planning process, take account of safety and regulatory issues that may affect the way in which sets can be used</p> <p>2.3 Produce accurate specifications and drawings to a level of detail sufficient to guide the construction process</p> <p>2.4 Identify materials, tools and equipment required to construct sets and provide cost estimates as required</p> <p>2.5 Compile all information and drawings into a final set construction plan</p> |
| 3. Finalise set of plans     | <p>3.1 Ensure that plans meet aesthetic requirements and provide an appropriate visual interpretation of sets</p> <p>3.2 Reach agreement on plans, modifying where required</p> <p>3.3 Communicate practical details for set construction to relevant personnel to meet deadlines and manage workflow efficiently</p>                                                                                                                                                                                                                                                                                                 |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria    | Description                                                                                                                                                                                                                                      |
|--------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading            | 1.1, 2.2                | <ul style="list-style-type: none"> <li>Obtains information from a range of complex written sources</li> </ul>                                                                                                                                    |
| Writing            | 2.3, 2.5                | <ul style="list-style-type: none"> <li>Generates documentation in relation to the construction of sets</li> </ul>                                                                                                                                |
| Oral communication | 1.3, 1.5, 2.4, 3.2, 3.3 | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information</li> </ul> |

|                            |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                            | and express requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Numeracy                   | 1.2, 2.3, 2.4                                              | <ul style="list-style-type: none"> <li>• Interprets budgets when constructing sets</li> <li>• Performs numerical calculations when estimating costs and producing specifications</li> </ul>                                                                                                                                                                                                                                                                                         |
| Navigate the world of work | 1.1, 1.2, 2.2                                              | <ul style="list-style-type: none"> <li>• Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>• Takes responsibility for satisfying copyright requirements</li> <li>• Applies organisational procedures when designing sets</li> </ul>                                                                                                                                                                      |
| Interact with others       | 1.3, 1.5, 2.4, 3.2, 3.3                                    | <ul style="list-style-type: none"> <li>• Collaborates to achieve joint outcomes</li> <li>• Identifies common ground and shared goals to reach agreement on the best course of action</li> </ul>                                                                                                                                                                                                                                                                                     |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3 | <ul style="list-style-type: none"> <li>• Adopts a methodical and logical approach to the development of set construction plans</li> <li>• Manages time efficiently to meet work deadlines</li> <li>• Generates a range of creative responses to set designs</li> <li>• Uses standard word processing and CAD applications to prepare set construction plans</li> <li>• Anticipates and takes action to minimise potential problems that can arise when constructing sets</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                          | Code and title<br>previous version                      | Comments                                                                                                                    | Equivalence status |
|------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUASET502<br>Develop set construction plans<br>(Release 2) | CUASET502 Develop set construction plans<br>(Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUASET502 Develop set construction plans

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### Performance Evidence

Evidence of the ability to:

- translate design concepts into creative and workable set construction plans for at least two productions
- communicate effectively with designers and creative personnel
- develop accurate specifications and drawings as the basis for set construction tasks.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- describe issues and challenges that typically arise when developing set construction plans, and suggest ways of addressing them
- describe techniques for creating set construction plans and specifications from designs and other visual sources
- explain how different construction methods are used to achieve a range of commonly required set effects
- explain how stage dimensions and the way stages are constructed impact on planning the construction of sets
- provide examples of the cost of materials typically used to construct sets
- explain how work health and safety procedures affect the process of planning and constructing sets.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to set designs from which construction plans can be developed.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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