



Australian Government

Department of Education, Employment and Workplace Relations

CUEAUD06A Apply a general knowledge of vision systems to work activities

Release: 1

CUEAUD06A Apply a general knowledge of vision systems to work activities

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to provide assistance to audiovisual technicians. As such it requires an introductory knowledge of the main types of vision systems and the procedures for tasks such as cabling and positioning of equipment. Trainees or junior staff members undertake this role under the supervision of technicians.

This unit describes the skills and knowledge required to provide assistance to audiovisual technicians. As such it requires an introductory knowledge of the main types of vision systems and the procedures for tasks such as cabling and positioning of equipment. Trainees or junior staff members undertake this role under the supervision of technicians

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Make preparations for simple vision system activities	1.1 Extract key information from installation/set up plans and confirm requirements with supervisor 1.2 Identify appropriate rigging/positioning points for vision systems 1.3 Correctly identify cables used to connect components 1.4 Correctly identify and sort equipment in preparation for set up
2 Complete tasks using vision systems	2.1 Place equipment in the correct position according to supervisor's instructions and within licensing restrictions 2.2 Complete cabling of equipment according to supervisor's instructions and safety requirements 2.3 Finalise set-up tasks according to supervisor's instructions and safety requirements, and test operation 2.4 Identify any problems with equipment promptly, take action within scope of individual responsibility or report to supervising technician 2.5 Communicate appropriately with technicians, performers or customers during the completion of tasks

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- the general scope and potential of vision system operations within different contexts
- the relationship between vision system operations and other technical and performance areas, including sound, lighting and performance
- the key features, purpose and basic operating procedures of major types of AV equipment, including projectors (slide, video and data)
- different types of cable and their usage in different situations and for different types of equipment
- common formats of vision system plans and how these relate to practical work tasks
- patching and operating commonly used signal processors
- legal and safety issues with regard to vision system operations as they affect individual workers
- common terminology used in relation to audiovisual operations
- general knowledge of power, including recognition of different power outlets and safe use of power extension leads
- the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity, having regard to magnitude, AC or DC, circuit state (energised or de-energised)
- literacy skills sufficient to extract key information from installation
- numeracy skills sufficient to count, sort and position equipment.

Linkages to other units

This unit has linkages to a range of other units and combined assessment and/or training may be appropriate, for example:

CUETGE11A - Handle physical elements safely during bump in/bump out

Critical aspects of evidence

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

- ability to complete a range of simple vision system tasks safely and in accordance with instructions
- introductory knowledge of the major types of vision systems, including key features and safety issues.

Method and context of assessment

The assessment context must provide for:

- practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current vision systems equipment
- project or work activities that allow knowledge to be applied to specific live production contexts and situations
- completion of tasks within workplace-realistic time constraints.

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

- direct observation of the candidate working with equipment and completing tasks
- inspection of equipment set up by the candidate
- oral questioning/interviewing to assess knowledge of equipment and procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

Resource requirements

Assessment of this unit requires access to:
current and operational vision systems as specified in the Range Statement
vision system plans or instructions.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Interpreting work instructions.

Communicating ideas and information (1)

Providing information to supervisor.

Planning and organising activities (1)

Organising equipment for a task.

Working with others and in teams (1)

Keeping other technicians up-to-date with activities.

Using mathematical ideas and techniques (1)

Calculating number of equipment pieces required.

Solving problems (1)

Fixing a simple cabling fault.

Using technology (1)

Using hand tools.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

the general scope and potential of vision system operations within different contexts

the relationship between vision system operations and other technical and performance areas, including sound, lighting and performance

the key features, purpose and basic operating procedures of major types of AV equipment, including projectors (slide, video and data)

different types of cable and their usage in different situations and for different types of equipment

common formats of vision system plans and how these relate to practical work tasks

patching and operating commonly used signal processors

legal and safety issues with regard to vision system operations as they affect individual workers

common terminology used in relation to audiovisual operations

general knowledge of power, including recognition of different power outlets and safe use of power extension leads

the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity, having regard to magnitude, AC or DC, circuit state (energised or de-energised)

literacy skills sufficient to extract key information from installation

numeracy skills sufficient to count, sort and position equipment.

Linkages to other units

This unit has linkages to a range of other units and combined assessment and/or training may be appropriate, for example:

CUETGE11A - Handle physical elements safely during bump in/bump out

Critical aspects of evidence

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

ability to complete a range of simple vision system tasks safely and in accordance with instructions

introductory knowledge of the major types of vision systems, including key features and safety issues.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current vision systems equipment

project or work activities that allow knowledge to be applied to specific live production contexts and situations

completion of tasks within workplace-realistic time constraints.

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

direct observation of the candidate working with equipment and completing tasks

inspection of equipment set up by the candidate

oral questioning/interviewing to assess knowledge of equipment and procedures

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

Resource requirements

Assessment of this unit requires access to:

current and operational vision systems as specified in the Range Statement

vision system plans or instructions.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Interpreting work instructions.

Communicating ideas and information (1)

Providing information to supervisor.

Planning and organising activities (1)

Organising equipment for a task.

Working with others and in teams (1)

Keeping other technicians up-to-date with activities.

Using mathematical ideas and techniques (1)

Calculating number of equipment pieces required.

Solving problems (1)

Fixing a simple cabling fault.

Using technology (1)

Using hand tools.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Equipment may include:

35mm and 16mm projectors
video players and monitors
computer-operated equipment
audio equipment, including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalisers, effects and mixing desks, amp racks, feedback monitors
lighting equipment
digital and still cameras
cables and wireless microphones
screens
portable LCD and DLP projectors.

Vision system activities within this unit must include:

positioning of equipment
cabling of equipment, including making cables using connectors and crimping tools
testing the basic operation of equipment.

Problems with equipment would be quite simple in nature and may include:

insufficient or wrong cabling
problems with power source
incorrect number of equipment pieces
difficulties with positioning
discrepancies within plans
not receiving signal from input devices to display/output devices.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Equipment may include:

35mm and 16mm projectors
video players and monitors
computer-operated equipment
audio equipment, including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalisers, effects and mixing desks, amp racks, feedback monitors
lighting equipment
digital and still cameras
cables and wireless microphones
screens
portable LCD and DLP projectors.

Vision system activities within this unit must include:

positioning of equipment
cabling of equipment, including making cables using connectors and crimping tools
testing the basic operation of equipment.

Problems with equipment would be quite simple in nature and may include:

insufficient or wrong cabling
problems with power source

incorrect number of equipment pieces
difficulties with positioning
discrepancies within plans
not receiving signal from input devices to display/output devices.

Unit Sector(s)

Not applicable.