

**Industry Curriculum Information Guide**

**Entertainment Industry**

**CUA30415 Certificate III in Live Production and Services (Release 1)**

**NESA Course:** [**Entertainment Industry (Stage 6)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/entertainment-industry-syllabus)

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# Introduction

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high quality vocational education opportunities for students in Catholic schools is dependent on the successful implementation of the [**VET Quality Framework**](http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html) which includes the [**Standards for Registered Training Organisations 2015.**](http://www.comlaw.gov.au/Details/F2014L01377)

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in schools. Through the implementation of quality assurance requirements in this guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

# Using the Information Guide

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources/equipment is off site a suitable access arrangement must be documented and recorded in [Checklist 4](#_bookmark3) in this document.

Each unit of competency provides a link to the assessment requirements that specify the performance evidence, knowledge evidence and assessment conditions for each unit of competency.

*All resources/equipment selected* ***MUST***:

* comply with RTO policy and procedures
* be appropriate to the unit of competency being assessed and the circumstances of the assessment

***All resources/equipment lists are to be read in conjunction with***

* The [CUA - Creative Arts and Culture Training Package](http://training.gov.au/Training/Details/CUA) (Release 2.0)
* CUA - Creative Arts and Culture Training Package [Implementation guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5)
* NSW Education Standards Authority (NESA) [Entertainment Industry](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/entertainment-industry-syllabus) [Curriculum Framework Stage 6 Syllabus](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html) published in March 2016.

# Requirements of schools delivering competency based training and assessment

### Use of accredited trainers and assessors

All trainers and assessors used by the RTO must comply with the requirements of Clauses 1.13 - 1.16 of the Standards for Registered Training Organisations (RTOs) 2015. To meet this requirement schools must ensure training is only be delivered by teachers who are accredited to deliver the course or whose accreditation is in progress.

Trainers must have

* the vocational competencies at least to the level being delivered and assessed
* current industry skills directly relevant to the training and assessment being provided and where indicated in the Training Package; three years industry experience
* current knowledge and skills in vocational training and learning that informs their training and assessment

Assessment must be undertaken only by teachers who have completed their accreditation and have gained

* TAE40110 Certificate IV in Training and Assessment
* TAE40116 Cert IV in Training and Assessment (from April 2019)

All trainers and assessors must:

* regularly undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment

Schools must ensure the professional development plans of VET teachers address these requirements.

# Industry skills and competency based assessment considerations for schools

As part of the Standards, an RTO’s training and assessment may only be delivered by trainers and assessors who have:

* the vocational competencies at least to the level being delivered and assessed
* current industry skills directly relevant to the training and assessment being provided, and
* current knowledge and skills in vocational training and learning that informs their training and assessment.

# Assessment in a simulated environment

Simulations must provide opportunities for integrated assessment of competence that include:

* performing the task (task skills)
* managing a number of tasks (task management skills)
* dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
* fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
* transferring competencies to new contexts.

# Workplace simulation criteria

Given that simulation is often indicated as an option for assessment within the CUA Training Package when access to a real workplace is not available the following advice is provided:

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. Quality – the work is of the standard required for entry into the industry.
2. Productivity – the work is performed within a timeframe appropriate for entry to the industry.
3. Safety – the work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of units of competency

In order to be valid and reliable, the ***simulation must closely represent what actually occurs in the workplace***, should be a current and realistic learning and assessment experience and reflect an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices.

In deciding whether a simulation reflects conditions found in the workplace, the following **assessment checklist** can be used to make sure that key points are considered and opportunities are available to students.

Does the assessment allow the learner too:

* + Deal with typical customers, including difficult customers and diverse types of customers?
  + Use facilities, equipment and materials that meet current industry standards?
  + Plan and prioritise multiple tasks to meet deadlines?
  + Experience the typical workflow for the industry?
  + Require adherence to service standards, workplace procedures, health and safety requirements?
  + Work with others as part of a team?
  + Consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?

### Information from the CUA Live Performance and Entertainment Implementation Guide 2016 Engaging with Industry/Employers [(ASQA Standard 1, Clauses 1.5 – 1.6)](http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-one/clauses/clauses-1.5--1.6.html)

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

### National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. Hence, “a white card (or general construction induction card) is required for workers who want to carry out construction work” (Safe Work Australia)

Achievement of the unit CPCCOHS1001A - Prepare to work safely in the construction industry from the CPC08 Construction, Plumbing and Services Training Package fulfils this requirement.

### Work Placement

Work Placements in Entertainment Student cards are available from your RTO and should be utilised by students during work placement periods. The cards are used as a reference in emergency situations and also contain important information explaining student responsibilities prior and during work placement.

# Resources, Equipment & Assessment Information

## [CUA30415 Certificate III in Live Production and Services](http://training.gov.au/Training/Details/CUA30415)

### Core units of competency for the qualification

**(Units of competency held by teachers that have undertaken the current VET Teacher Training program**)

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| **BSBWOR301 Organise personal work priorities and development** |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/BSB/BSBWOR301_AssessmentRequirements_R1.pdf) |
| **Mandatory Equipment and Resources*:***  To conduct valid assessment assessors must ensure students have access to:   * Office equipment and resources [(See appendix1)](#_bookmark4) * Business technology to schedule, prioritise and monitor tasks in a work plan * Workplace documentation and resources including, organisational policies and procedures, work plans, work schedules and performance improvement plans * Case studies and/or real situations * Interaction with others in a real or simulated workplace environment that allow the student to apply the skills and knowledge related to this unit |

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| **CPCCOHS1001A Work safely in the construction industry** |
| Pre requisite unit: Nil |
| Information regarding this unit can be found [here](https://training.gov.au/Training/Details/CPCCOHS1001A) |
| Notes:   * This unit is delivered as part of this qualification even though it is superseded. Delivery of this unit is valid for the award of the “Whitecard” up until Dec 8 2017. * All resources for the delivery and assessment of this unit can be found on the QMS at QMS>RTO>Vet Courses> General Construction Induction Training * This unit of competency is to be delivered in accordance with the conditions for delivery of Construction Induction Training in NSW published by Safework NSW. This includes a minimum of 6 hours face-to-face delivery and assessment, excluding administration time. |
| **Mandatory Equipment and Resources:**  To conduct valid assessment and for students to be eligible to receive the “Whitecard” assessors must ensure students have access to:   * The CPSISC student activity book * The CPSISC learner modules (or other learning resources approved by Safework NSW) * The WHS Construction Induction Assessment Activity (or other assessment activity approved by Safework NSW) * The CPSISC Delivery and Assessment Guide Extract * The Safework NSW training evaluation form |

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| **CUAWHS302 - Apply work health and safety practices** | |
| Pre requisite unit: Nil | |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUAWHS302_AssessmentRequirements_R1.pdf) | |
| **Mandatory Equipment and Resources:**  To conduct valid assessment assessors must ensure students have access to:   * Personal Protective Equipment * Safety Signs and Symbols * Workplace policies, procedures and documentation related to safe work practices, including risk control documents such as safe work method statements, job safety analyses and production/performance risk assessments, hazard or incident reports including reports of accidents or near misses, and documented evidence of WHS consultation such as WHS meeting agendas and minutes * Case studies and/or real situations * Interaction with others in a real or simulated workplace environment to allow the student to apply the skills and knowledge related to this unit | |
| Personal protective equipment may include:   * gloves * safety harnesses * hard hats * aprons * arm guards * eye protection * hearing protection | * high visibility retro reflective vests * respiratory protection * safety footwear * protective clothing, including ultraviolet (UV) protective * sunscreen * well-fitting clothing. |
| Signs and symbols may include:   * emergency information signs (e.g. exits, equipment and first aid) * fire signs (e.g. location of fire alarms and firefighting equipment) * hazard signs (e.g. danger and warning) * regulatory signs (e.g. prohibition, mandatory and limitation or restriction) | * safety tags and lockout (e.g. danger tags and out-of-service tags) * facility or location signs * site safety * directional * traffic and warning signs and symbols. |
| Safe work practices documentation may also include:   * Acts and regulations * Australian standards * codes of practice * construction documentation and plans * emergency information contact * evacuation plans | * guidance notes * labels * MSDS * special performance condition notifications * site safety inspection reports |

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| **CUAIND301 - Work effectively in the creative arts industry** |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUAIND301_AssessmentRequirements_R2.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * sources of information related to current industry practice * organisational policies and procedures * real or simulated workplace environments that allow students to apply the skills and knowledge related to this unit |

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| **CUAPPR304 - Participate in collaborative creative projects** |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUAPPR304_AssessmentRequirements_R1.pdf) |
| Notes: Materials and resources for this unit will depend on the creative project(s) undertaken |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * materials, tools and equipment required for realising the creative work. * other team members to plan, undertake and review the project |

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| **SITXCCS303 - Provide service to customers** |
| Pre requisite unit: Nil |
| Information regarding this unit can be found [here](https://training.gov.au/TrainingComponentFiles/SIT12/SITXCCS303_R1.pdf) |
| Notes: This unit is delivered as part of this qualification even though it is superseded. |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * a real or simulated workplace environment where a range of internal and external customers are served, including customers with special service needs * multiple opportunities to provide customer service covering a range of contexts including complaint handling * organisational policies and procedures that define customer service standards, response times and complaint handling procedures * electronic communication media   Equipment and resources for communication may also include   * Assistive technology e.g. telephone typewriter (TTY) * resources for written messages such as restaurant bookings or phone messages * standard forms and proformas * fax * telephone * use of interpreters * two-way communication systems. |

# Elective Units of competency for the qualification.

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| **CUALGT301 - Operate basic lighting** |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUALGT301_AssessmentRequirements_R2.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * performances where basic lighting equipment and accessories are used * lighting desk, lights and lighting equipment   Lights and lighting equipment may include:   * architectural fixtures, e.g. wall lights * cyclorama lights * ellipsoidal profile * floods * fresnels * outside broadcast equipment * PAR (parabolic aluminised reflector) lamps * PC (pebbled convex) lamps * Profile * Snoots * studio and theatre-based equipment |
| Lighting desk may include:   * controlled lighting effects * lighting desk peripherals, e.g.: monitors, printers, external memory storage, riggers' controls, desk lamp, control cables, effects unit * back-up equipment * manual preset operation * manual/memory desks * manually operated desks * single scene sub-master operation * sub-master cue stacker and playback * theatrical cue set-up and playback |

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| **CUASTA301 - Assist with production operations for live performances** |
| Pre requisite unit: Nil |

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| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUASTA301_AssessmentRequirements_R2.pdf) | |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * Live performance productions in a team environment, where realistic time constraints for completion of work activities exist * A range of staging machinery and equipment * A range of lighting and audio equipment * Workplace documentation including staging plans and risk assessment documentation | |
| Staging equipment and resources may include:   * framed scenery, such as, doors, flats, profiles and windows * furniture and other set items * non-weight bearing scenery, such as columns and trees * staging, such as revolves, fly tower and traps * sets, props and scenic art * soft scenery, such as borders, canvas legs, cloths, cycloramas, backdrops | * visual display equipment * weight-bearing scenery, such as, ramps, rostrums and steps * flown pieces * models * props, such as cable controlled props, costume props, electronically controlled props, hand props, mechanised props and pneumatically controlled props |
| Lighting and audio equipment may include:   * architectural fixtures, such as wall lights * cables * cyclorama lights * ellipsoidal profile * floods * fresnels * lighting desk * parabolic aluminised reflector (PAR) lamps | * pebbled convex (PC) lamps * profile * snoots audio mixing consoles * cables * input source equipment * loudspeakers |
| Workplace documentation may also include:   * attendance lists * checklists * equipment labelling * fault reports * running sheets |  |

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| **CUASOU301 - Undertake live audio operations** |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUASOU301_AssessmentRequirements_R2.pdf) |
| Mandatory Equipment and Resources  To conduct valid assessment assessors must ensure students have access to:   * real or simulated live productions where professional audio equipment is operated by the student on at least two separate occasions * professional audio equipment including, mixing console, equaliser, amplifiers, audio input devices, speakers and audio effects   workplace documentation including audio system running sheets, manufacturer’s specifications and instructions for equipment used, organisational policies and procedures, production and venue requirements and workplace safety documentation |

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| **CUAVSS302 Operate vision systems** | |
| Pre requisite unit: Nil | |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUAVSS302_AssessmentRequirements_R2.pdf) | |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * real or simulated live productions where standard vision systems equipment is operated by the student on at least two separate occasions * real or simulated live productions where vision systems running sheets are used and interpreted by the student on at least two separate occasions * standard vision systems equipment * workplace documentation including vision system running sheets, manufacturer’s specifications and instructions for equipment used, organisational policies and procedures, production and venue requirements and workplace safety documentation | |
| Standard vision systems equipment may include:   * DVD players * video, digital and still cameras * televisions * projection equipment and screens * cable or infra-red controller * computerised operating console | * computers * connectors * lighting control or computers * lighting fixtures * monitors * show relay |

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| [**CUASMT301 Work effectively backstage during performances**](http://training.gov.au/TrainingComponentFiles/CUA/CUASMT301_AssessmentRequirements_R2.pdf) |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUASMT301_AssessmentRequirements_R2.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * opportunities to provide assistance backstage for at least two productions including rehearsal and live performance * workplace documentation including running sheets and workplace safety documentation |

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| [**CUASTA202 Assist with bump in and bump out of shows**](http://training.gov.au/TrainingComponentFiles/CUA/CUASTA202_AssessmentRequirements_R2.pdf) | |
| Pre requisite unit: Nil | |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUASTA202_AssessmentRequirements_R2.pdf) | |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * opportunities to pack, load and unload production physical elements on at least two separate occasions * one or more suitable venues or locations to conduct bump in and bump out * production equipment and resources * packing materials * transport vehicles * workplace documentation including organisational procedures for safe materials handling, checklists, instructions and fault/incident reports | |
| Physical elements may include:   * audio equipment * costumes * lighting equipment * props * scenic art * sets | Packing materials may include:   * boxes * bubble wrap * bush blankets * crates * labels * road cases * rope * straps * tape * tissue paper * wardrobe skips |

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| [**CUALGT304 - Install and operate follow spots**](http://training.gov.au/TrainingComponentFiles/CUA/CUALGT304_AssessmentRequirements_R1.pdf) |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUALGT304_AssessmentRequirements_R1.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * follow spots and associated equipment * at least one production that requires follow spots * workplace documentation including organisational procedures and equipment specifications, workplace safety documentation, running sheets and equipment checklists and fault reports   Follow spots may include:   * discharge units * DMX controlled * incandescent * xenon arc.   Associated equipment may include:   * % power selection switches * ballasts * colour magazines * gobos * irises * mechanical blackouts * mechanical dimmers * shutters * stands   Workplace documentation may include:   * colour lists * cue sheets * emergency and safety procedures * equipment lists * focus notes * lighting plan * manuals * patch sheets * running sheets * scripts. |

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| **MEM18002B Use power tools/hand held operations** |
| Pre requisite unit: Nil |
| Information regarding this unit can be found [here](https://training.gov.au/TrainingComponentFiles/MEM05/MEM18002B_R1.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * a real or simulated workplace environment * power tools and clamping equipment * workplace documentation Power tools may include: * electric or pneumatic/hydraulic drills * grinders * jigsaws * nibblers * cutting saws * sanders * planers * routers * pedestal drills and pedestal grinders Clamping equipment may include * multigrips * vices * jigs and fixtures * clamps etc   Workplace documentation may include:   * procedures for marking unsafe or faulty power tools for repair * routine maintenance requirements of a range of power tools * tool sharpening techniques for a range of power tools * storage location and procedures of a range of power tools * hazards/control measures associated with power tools * use and application of personal protective equipment * safe work practices and procedures such as Safe Work Method Statements, fault/incident reports |

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| [**CUASOU306 - Operate sound reinforcement systems**](http://training.gov.au/TrainingComponentFiles/CUA/CUASOU306_AssessmentRequirements_R1.pdf) |
| Pre requisite unit: Nil |
| Assessment information can be found [here](https://training.gov.au/TrainingComponentFiles/CUA/CUASOU306_AssessmentRequirements_R1.pdf) |
| **Mandatory Equipment and Resources**  To conduct valid assessment assessors must ensure students have access to:   * sound reinforcement and audio systems * live performance venues * opportunities for the student to monitor and maintain sound quality for at least 3 separate live performances * relevant workplace documentation   Sound reinforcement and audio equipment may include:   * multi-range speaker systems * amplifiers * playback equipment * cables * headphones * microphones and accessories * mixing consoles and desks * monitors and speakers * signal processors and plug-ins * effects rack * turntables   Workplace documentation may include:   * house plans * sound plans * line diagrams * installation schedules * artistic requirements * scripts * musical scores * dubbing sheets * technical/equipment manuals * enterprise operating procedures and standards * stage plans * sound plots * design, director's and sound specifications * production and venue requirements * production schedules * OHS requirements and instructions * manufacturer specifications * performers' requirements * fault report sheets |

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| **Quality Assurance Checklists**  **Entertainment Industry** |

**The following checklists form part of the RTO’s quality assurance process as required under Standard 2 of the *Standards for Registered Training Organisations (RTOs) 2015*. This document is to be completed and filed securely at the school to comply with RTO requirements.**

**Declaration by the school principal:**

* The course is marketed to students in accordance with RTO course information, the course delivery follows the RTO Training, and Assessment Strategy approved for this school.
* The school has a system for entering the intended qualification and units of competency on eBOS-VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the Board of Studies Teaching and Educational Standards NSW (BOSTES).
* The school has a process for collecting and verifying student USIs and uploading them to BOSTES.
* Students have access to the resources, equipment and tools to meet the requirements for each unit of competency as per the list of competencies in [Checklist 1](#_bookmark0) and can be accessed onsite unless otherwise indicated on [Checklist 2.](#_bookmark1)
* As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements.
* All teachers timetabled to deliver this course are either accredited or in training as indicated on [Checklist 3](#_bookmark2).
* Mandatory Work Placement HSC requirements can be completed in accordance with NESA requirements as identified in [Checklist 4](#_bookmark3).

### School Site Sign Off

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| **School Name** |  | | |
| **RTO Name** |  | | |
| **Person completing checklists** |  | **Signature** |  |
| **Principal Name** |  | | |

**Checklist 1**

**Resources/equipment**

On the following checklist, indicate the units of competency to be delivered to students as per the RTO Training and Assessment Strategy and complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed on site unless otherwise indicated on the separate form for this purpose [(Checklist 2).](#_bookmark1)

# [CUA30415 Certificate III in Live Production and Services](http://training.gov.au/Training/Details/CUA30415)

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| **Core units of competency** | | | **Access on site (All/Some/None)** |
|  | BSBWOR301 | Organise personal work priorities and development |  |
|  | CPCCOHS1001A | Work safely in the construction industry |  |
|  | CUSWHS302 | Apply work, health and safety practices |  |
|  | CUAIND301 | Work effectively in the creative arts industry |  |
|  | CUAPPR304 | Participate in collaborative creative projects |  |
|  | SITXCCS303 | Provide service to customers |  |

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| **Elective units** | | | **Access on site**  ***(All/Some/None)*** |
|  | CUALGT301 | Operate basic lighting |  |
|  | CUASTA301 | Assist with production operations for live performance |  |
|  | CUASOU301 | Undertake live audio operations |  |
|  | CUAVSS302 | Operate vision systems |  |
|  | CUASMT301 | Work effectively backstage during performances |  |
|  | CUASTA202 | Assist with bump in and bump out of shows |  |
|  | CUALGT304 | Install and operate follow spots |  |
|  | MEM18002B | Use power tools/hand held operations |  |
|  | CUASOU306 | Operate sound reinforcement |  |

**Checklist 2**

**Accessing Tools, Equipment and Resources Off-Site (only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed. The content and resource requirements of all units of competency in the elective units are available in the [**CUA30415 Certificate III in Live Production**](http://training.gov.au/Training/Details/CUA30415)[**and Services**](http://training.gov.au/Training/Details/CUA30415) at [**www.training.gov.au**](http://www.training.gov.au/).

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| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh Petersham 2. The Café Wests Ashfield Leagues Club 3. Petersham TAFE College | AA2014/1 AA2014/3 AA2013/6 |
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**Checklist 3**

**Trainer and Assessor Requirements**

Teachers wishing to deliver and assess this qualification must:

* + be accredited with the relevant teaching code (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the relevant VET teacher training program;
  + hold or be enrolled in the current Certificate IV in Training and Education
  + hold the qualification being delivered
  + be able to demonstrate current industry skills at least to the level being delivered and assessed
  + be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency

Please complete the table below for any teacher who is timetabled onto this course at this site for the current year:

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| **Teacher name** | **Accredited/ In-Training** |
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## **Checklist 4**

**Student work placement (Mandatory for the HSC)**

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school and Work Placement Service Providers.

It is the responsibility of the school to communicate the types of work placement settings they will require over a two year period for the students they are training and assessing.

Schools need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Students have been fully informed of the:

* Mandatory work placement hours required for this course
* Purposes of the work placement, and the
* Due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

* Structure and timing of the work placements
* Competencies to be addressed during work placements
* Procedures to address the relevant workplace health and safety regulations.

The school has procedures in place to ensure that the:

* *Workplace Learning Guide for Employers* has been provided to the host employer prior to placement commencing
* *Student Placement Record* is fully completed **prior** to placement (i.e. signed by the host employer, school principal or nominee, student and parent or caregiver) and archived according to Diocesan/School requirements.

**Checklist 5**

**Additional Units included in the Training and Assessment Strategy approved for delivery at this site by the RTO.**

**Additional Units of Competency Held (only if required)**

Teachers wishing to deliver any units of competency (from the elective pool or specialisation study) that are not listed in [Checklist 1](#_bookmark0) must:

* + discuss the delivery of the unit(s) of competency with the RTO prior to delivery; and
  + have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency.

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to the RTO Manager to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

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| **Unit Code** | **Unit Name** | ***Access on site***  ***(All/Some/None)*** |
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# Appendix 1 Generic office equipment and resources

Generic equipment resources are required for a number of units. These may include:

* computer technology, such as laptops and personal computers
* digital cameras
* modems
* printers
* scanners
* photocopiers
* shredders
* binders
* laminators
* cutters
* answering machine
* fax machine
* filing systems (manual/computerised/electronic)
* telephone
* PABX
* tablet
* smart phone
* mobile devices
* USB
* Server
* External Drive
* Google Drive
* Cloud Storage
* back-up tapes
* CD-ROM
* toner cartridges
* external hard drive
* USBs
* email, internet
* word processing, spreadsheet, database, accounting or presentation packages
* mobile, web or wireless software applications:
  + text messaging (SMS/TXT)
  + multimedia messaging (MMS)
  + internet relay chat (IRC)
  + social media
  + on-line apps
  + on-line software – Microsoft 365; Google Apps
  + Microsoft 365
* personal computer-based software applications:
  + email applications
  + web-based email services
  + chat applications
  + internet discussion groups/boards/chat rooms