



**Technical and Vocational Education and Training (TVET) Council**



**Occupational Standards  
of Competence**

# **Entertainment and Events Technology**

## **Level 1**

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# **Qualification Overview**

**NVQB**

**In**

**Entertainment and Events Technology**

**Level 1**

# NVQB in Entertainment and Events Technology - Level 1

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## Qualification Overview

### Who the qualification is for?

This qualification is for anyone conducting Entertainment and Events Technology activities for example:

- Entry Level Operators
- Entertainers
- Roadie/Set up Crew
- Stage crews

This qualification is for persons conducting Entertainment and Events Technology activities. It is intended to cover the core disciplines of Entertainment and Events Technology which are: sound, audio visual, lighting and stage.

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

### How it is structured

The qualification requires the candidate to complete **twelve** of the **seventeen** units which will include – **ten** mandatory and **two** from a group of **seven** optional units. This structure is intended to reflect the mix of activities surrounding the core of Entertainment and Events Technology in the industry.

### What it covers

The mandatory units cover:

1. Select, use and maintain hand and power tools
2. Rig and position basic Entertainment and Events Technology equipment
3. Dismantle / disconnect clean and store Entertainment and Events Technology equipment
4. Handle physical elements safely during move in/move out
5. Undertake basic Entertainment and Events Technology activities
6. Work with others
7. Provide quality customer service
8. Erect and dismantle scaffolding / equipment
9. Read and interpret work documents
10. Follow health, safety and security procedures

The optional units cover:

11. Communicate in the work place
12. Manage own work and learning
13. Work in culturally diverse environment
14. Carry out data entry and retrieval
15. Perform measurements and calculations
16. Check and maintain equipment
17. Deal with emergency situation

## **Evidence**

Each job area will generate for the candidate a combination of “rough instructions”, verbal or written to specify and possibly create some form of output which will, as a result of the processes involved, provide valuable evidence of performance. To support the claim to competence it may be worthwhile to ask candidates to retain, if possible, intermediate output and even rejected output as the process shows competence as much as the final output. If the materials produced are for a real customer and purpose, the normal assessment rules apply. Candidates could also be working in the voluntary sector, education or training environment.

There are however, some elements of competence where evidence must be generated in real work.

Where elements require the input of a real customer, an individual need not be working for a third party as long as there is a normal client-supplier relationship that need not imply paid work. As always the individual element and evidence requirements amplify the actual evidence required.

A person capable of achieving this qualification will typically have at least six months of full time work experience in Entertainment and Events Technology sector. There may be general as well as specific legislation and statute relating to this area of work. Candidates will be expected to understand how the legislation impacts on their organization together with any organization’s regulations and be able to interpret and advise their colleagues and other users of the importance of this.

## **Simulation**

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

## **Range**

This statement of competence reflects the wide range of related Entertainment and Events Technology activities. As the Standards are written to be independent of any one organization we have developed unit and key word descriptors to show by example what is meant. These standards focus on Entertainment and Events Technology activities related to preparing, conducting and monitoring Entertainment and Events Technology tasks. The nature and scope of implementation of these standards are so diverse that we offer a few examples of job roles and some guidance on the nature of evidence, which may be collected as a consequence of workplace activities.

## APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

### ENTERTAINMENT AND EVENTS TECHNOLOGY - LEVEL 1 – A018 01

To achieve the full award, candidates must complete **twelve (12)** units in total made up of **ten (10)** mandatory units plus any **two (2)** of the optional units.

#### MANDATORY UNITS (All must be completed)

#### TVETC CODES

- |           |   |               |
|-----------|---|---------------|
| <b>1</b>  | <b>Select, use and maintain hand and power tools</b>                                      | <b>U30201</b> |
| 1.1       | Identify hand power tools   |               |
| 1.2       | Select hand tools   |               |
| 1.3       | Use hand tools  |               |
| 1.4       | Select power tools  |               |
| 1.5       | Establish power/air supply to work location   |               |
| 1.6       | Use power tools   |               |
| 1.7       | Maintain hand and power tools   |               |
| <b>2</b>  | <b>Rig and position basic Entertainment and Events Technology equipment</b>               | <b>U30301</b> |
| 2.1       | Determine rigging requirements for Entertainment and Events Technology                    |               |
| 2.2       | Prepare for rigging   |               |
| 2.3       | Build truss/bars  |               |
| 2.4       | Raise truss/bar and secure and position Entertainment and Events Technology equipment     |               |
| <b>3</b>  | <b>Dismantle/disconnect clean and store Entertainment and Events Technology equipment</b> | <b>U30401</b> |
| 3.1       | Plan and prepare for work   |               |
| 3.2       | Disconnect equipment  |               |
| 3.3       | Clean equipment and prepare equipment for storage   |               |
| 3.4       | Store equipment   |               |
| <b>4.</b> | <b>Handle physical elements safely during move in/move out</b>                            | <b>U30501</b> |
| 4.1       | Prepare physical elements for transportation  |               |
| 4.2       | Load/unload physical elements   |               |
| 4.3       | Check condition of physical elements  |               |
| <b>5.</b> | <b>Undertake basic Entertainment and Events Technology activities</b>                     | <b>U30601</b> |
| 5.1       | Prepare to undertake basic Entertainment and Events Technology activities                 |               |
| 5.2       | Carry out pre performance procedures  |               |
| 5.3       | Participate in technical rehearsals/performances  |               |
| 5.4       | Carry out post performance procedures   |               |
| 5.5       | Maintain and store equipment  |               |

## ENTERTAINMENT AND EVENTS TECHNOLOGY - LEVEL 1 – A018 01

### Mandatory Units.../Continued

### TVETC CODES

- |            |   |               |
|------------|---|---------------|
| <b>6.</b>  | <b>Work with others</b>   | <b>U30701</b> |
|            | 6.1 Participate in the work/group process   |               |
|            | 6.2 Contribute to the flow of information and ideas   |               |
|            | 6.3 Deal effectively with issues, problems and conflicts                                      |               |
| <b>7.</b>  | <b>Provide quality service to customer</b>  | <b>U30801</b> |
|            | 7.1 Identify customer needs   |               |
|            | 7.2 Communicate with the customer   |               |
|            | 7.3 Establish a relationship with the customer  |               |
|            | 7.4 Maintain personal presentation standards  |               |
|            | 7.5 Deliver quality service to customers  |               |
| <b>8.</b>  | <b>Erect and dismantle scaffolding / equipment</b>  | <b>U30901</b> |
|            | 8.1 Plan and prepare work   |               |
|            | 8.2 Erect safety barriers   |               |
|            | 8.3 Erect scaffolding/equipment   |               |
|            | 8.4 Dismantle scaffolding/equipment   |               |
|            | 8.5 Clean up  |               |
| <b>9.</b>  | <b>Read and interpret work documents</b>  | <b>U31001</b> |
|            | 9.1 Identify document type and purpose  |               |
|            | 9.2 Read and interpret the document   |               |
|            | 9.3 Organise own work   |               |
|            | 9.4 Maintain document files   |               |
| <b>10.</b> | <b>Follow health, safety and security procedures in the Entertainment and Events Industry</b> | <b>U31101</b> |
|            | 10.1 Follow occupational health, safety and security procedures                               |               |
|            | 10.2 Deal with emergency situations   |               |
|            | 10.3 Maintain safety standards  |               |
|            | 10.4 Take steps to minimize the potential risk of workplace hazards                           |               |
|            | 10.5 Provide feedback on health, safety and security  |               |

### OPTIONAL UNITS (Choose two)

- |           |  |               |
|-----------|--|---------------|
| <b>11</b> | <b>Communicate in the workplace</b>  | <b>U31201</b> |
|           | 11.1 Gather, convey and receive instructions, information and ideas                |               |
|           | 11.2 Carry out face-to-face routine communication                                  |               |
|           | 11.3 Communicate and follow work instructions                                      |               |
|           | 11.4 Draft routine correspondence  |               |
|           | 11.5 Participate in group discussion/meetings to achieve appropriate work outcomes |               |



## ENTERTAINMENT AND EVENTS TECHNOLOGY - LEVEL 1 – A018 01

### Optional Units.../Continued

### TVETC CODES

|           |  |               |
|-----------|--|---------------|
| <b>12</b> | <b>Manage own work and learning</b>  | <b>U31301</b> |
|           | 12.1 Develop personal time management skills   |               |
|           | 12.2 Manage own learning   |               |
|           | 12.3 Receive and act constructively on personal feedback                                   |               |
| <b>13</b> | <b>Work in a culturally diverse environment</b>  | <b>U31401</b> |
|           | 13.1 Communicate with individuals from diverse backgrounds                                 |               |
|           | 13.2 Deal with cross cultural misunderstandings  |               |
| <b>14</b> | <b>Perform measurements and calculations</b>   | <b>U31501</b> |
|           | 14.1 Obtain measurement  |               |
|           | 14.2 Perform simple calculations   |               |
|           | 14.3 Estimate approximate quantities   |               |
|           | 14.4 Interpret drawings, layouts and graphs  |               |
| <b>15</b> | <b>Carry out data entry and retrieval procedures</b>                                       | <b>U31601</b> |
|           | 15.1 Initiate computer system  |               |
|           | 15.2 Enter data  |               |
|           | 15.3 Retrieve data   |               |
|           | 15.4 Amend data  |               |
|           | 15.5 Monitor the operation of equipment  |               |
|           | 15.6 Access and transmit information via the Internet                                      |               |
|           | 15.7 Shut down computer system   |               |
| <b>16</b> | <b>Check and maintain equipment</b>  | <b>U31701</b> |
|           | 16.1 Conduct regular checks  |               |
|           | 16.2 Maintain equipment  |               |
| <b>17</b> | <b>Deal with emergency situations</b>  | <b>U31801</b> |
|           | 17.1 Carry out emergency procedures in the event of a fire                                 |               |
|           | 17.2 Carry out emergency procedures in the event of accidents and/or equipment malfunction |               |
|           | 17.3 Deal with suspicious items  |               |
|           | 17.4 Deal with suspicious occurrences  |               |
|           | 17.5 Carry out emergency procedures in the event of a natural disaster                     |               |

It is envisaged that only in exceptional circumstances will a candidate meet the requirements of this qualification with less than six months relevant experience.

**U30201: Select, use and maintain hand and power tools**

Unit Descriptor:

This unit deals with the skills and knowledge required to select, use and maintain appropriate hand and power tools in the completion of work activities.

| <b>ELEMENT</b> |                               | <b>PERFORMANCE CRITERIA</b>                            |  |
|----------------|-------------------------------|--|--|
|                |                               | <i>To be competent you must achieve the following:</i> |  |
| 1.             | Identify hand and power tools | 1.1  | Work operations requiring the use of <b>hand and power tools</b> are recognized.   |
|                |                               | 1.2  | Types of <b>hand and power tools</b> and their functions are identified.   |
|                |                               | 1.3  | Sources of and access to power supply are recognized.  |
| 2.             | Select hand tools             | 2.1  | Appropriate <b>personal protective equipment</b> are selected, correctly fitted and used.  |
|                |                               | 2.2  | <b>Hand tools</b> are selected consistent with needs of the job.   |
|                |                               | 2.3  | Tools checked for serviceability and safety and any faults are reported to appropriate personnel.                                    |
|                |                               | 2.4  | Equipment is selected to hold or support material for hand tools application where applicable.                                       |
| 3.             | Use hand tools                | 3.1  | <b>Occupational Health and Safety</b> requirements for using <b>hand tools</b> are recognized and adhered to during work operations. |
|                |                               | 3.2  | <b>Hand tools</b> are used to produce desired outcomes to job specifications.  |
|                |                               | 3.3  | Material is located and held in position for hand tool application.  |

- 
- |    |   |     |  |
|----|---|-----|--|
|    |   | 3.4 | Workplace health and safety requirements, including personal protection needs, are observed throughout the work.   |
|    |   | 3.5 | All damages and faults arising from immediate use are repaired within own area of responsibility or are marked for repair according to workplace <b>procedures</b> .         |
|    |   | 3.6 | <b>Hand tools</b> are cleaned and stored safely in appropriate location according to organisational guidelines and manufacturer's recommendations.                           |
|    |   | 3.7 | Work area is cleaned; all waste is removed and properly disposed of.   |
| 4. | Select power tools                          | 4.1 | <b>Occupational Health and Safety (OH&amp;S)</b> requirements for using power tools recognised and adhered to.   |
|    |   | 4.2 | Appropriate <b>personal protective equipment</b> selected, correctly fitted and used.  |
|    |   | 4.3 | <b>Power tools</b> and leads/hoses are selected consistent with needs of jobs in accordance with conventional work practice.   |
|    |   | 4.4 | <b>Power tools</b> and leads/hoses visually checked for serviceability/safety in accordance with OH&S requirements and any faults are reported to the appropriate personnel. |
|    |   | 4.5 | Equipment is selected to hold or support materials for power tools application where applicable.   |
| 5. | Establish power/air supply to work location | 5.1 | Routes are identified for safe placement of leads/hoses and are cleared of all hazards.  |

- 5.2 Electric power leads are run out to power supply and are supported overhead to be clear of traffic or is covered if presenting possible trip hazard.
  - 5.3 Electric power leads are connected to supply and power board or directly to **power tools**.
  - 5.4 Air hoses are run out to compressed air supply and are covered if presenting possible trip hazard.
  - 5.5 Hoses are connected to power tool and air supply in accordance with manufacturer's specifications.
- 6. Use power tools
  - 6.1 **Power tools** are used following a determined sequence of operations to produce desired outcomes.
  - 6.2 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
  - 6.3 Unsafe or faulty tools are identified and marked for repair according to established procedures.
  - 6.4 **Power tools** are cleaned and stored safely in appropriate location according to standard workshop procedure and manufacturer's recommendations.
  - 6.5 Work area is cleaned; all waste is removed and properly disposed.
- 7. Maintain hand and power tools
  - 7.1 **Maintenance** procedures are identified.
  - 7.2 Routine maintenance of hand and power tools is performed in accordance with organisational guidelines and manufacturer's specifications.
  - 7.3 Repair needs are documented and reported to the appropriate personnel.

- 7.4 **Hand and power tools** are safely stored under the conditions recommended by the manufacturers.
- 7.5 Documentation is completed in accordance with organisational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### A. Hand tools (at least 5)

- (i) torch
- (ii) staple guns
- (iii) adjustable wrench
- (iv) knife
- (v) brooms and mops
- (vi) phase tester
- (vii) wire strippers
- (viii) chisels
- (ix) saws
- (x) scissors
- (xi) hammers
- (xii) measuring tapes
- (xiii) pliers
- (xiv) sealant gun
- (xv) spirit level, straight edge
- (xvi) screwdrivers

### B. Power tools (at least 3)

- (i) table saw
- (ii) sewing machine
- (iii) iron
- (iv) vacuum cleaner
- (v) drills
- (vi) nail guns
- (vii) staplers
- (viii) screwdrivers
- (ix) sanders
- (x) circular saw

**C. Occupational Health and Safety requirements (at least 2)**

- (i) workshop/worksite safe working practices
- (ii) use of tools and equipment
- (iii) use of power tools
- (iv) safe handling and storage of materials

**D. Workplace procedures (safety and 1 other)**

- (i) safety
- (ii) process-specific procedures
- (iii) use of materials
- (iv) recycling
- (v) cost control
- (vi) reporting

**E. Personal protective equipment (at least 3)**

- (i) raincoats
- (ii) overalls
- (iii) boots
- (iv) hard hat/cap
- (v) safety glasses/goggles
- (vi) gloves
- (vii) ear plugs/muffs
- (viii) face masks/respirators

**F. Maintenance (at least 2)**

- (i) painting
- (ii) cleaning
- (iii) sharpening
- (iv) lubricating
- (v) repairing

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Workplace and equipment safety requirements.
2. Portable power tools.
3. Hand tools and equipment.
4. Materials.
5. Materials handling whilst operating tools.
6. Work shop procedures.
7. Storage procedures.
8. Occupational Health and Safety requirements.
9. Work safely to instructions.
10. Apply appropriate hand-eye co-ordination in the use of tools.
11. Handle/hold materials during operation of tools.
12. Select appropriate tools for material usage.
13. Communicate effectively.
14. Interpret safety requirements.
15. Maintain tools.
16. Store tools correctly.
17. Basic electrical principles.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during use of hand tools and power tools
- demonstrate safe and effective operational use of tools and equipment
- interactively communicate with others to ensure safe and effective operations

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume /workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) 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.



## U30301: Rig and position basic entertainment and events technology equipment

### Unit Descriptor:

This unit deals with the skills and knowledge required to determine rigging requirements for lighting from established plans and preparing and rigging basic Entertainment and Events Technology equipment to meet production requirements.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>To be competent you must achieve the following:</i>                              |  |
| 1. Determine rigging requirements for Entertainment and Events Technology equipment | <p>1.1 <b>Documentation</b> is correctly interpreted and consultations are held with <b>appropriate personnel</b> to confirm requirements.</p> <p>1.2 Equipment and accessories and height requirement are accurately determined and confirmed with <b>appropriate personnel</b>.</p> <p>1.3 Quantity and characteristics of rigging components are determined with regards to total load, accessibility, positioning and safety requirements.</p> <p>1.4 Access, obstructions and other hazards are assessed and appropriate action is taken to remove/reduce risks.</p> <p>1.5 Safety signs and warnings are erected in accordance with industry regulations.</p> <p>1.6 Load dimensions and centre of gravity of load are determined in accordance with slinging requirements.</p> <p>1.7 Appropriate safe working loads for lifting equipment are acquired according to manufacturer's specifications.</p> <p>1.8 Slings, tackle, hoists and accessories are selected according to the needs of lift and safe working capacities of equipment.</p> |

- 1.9 Lifting/moving gear is inspected and damaged/worn items are identified, labeled and rejected in accordance with organizational procedures and manufacturer's specifications.
2. Prepare for rigging
  - 2.1 Entertainment and Events Technology equipment is tested and pre-rigged as required in accordance with safety and inspections requirements.
  - 2.2 Components of lighting support are inspected and damaged sections are replaced.
  - 2.3 Components of lighting support are assembled in accordance with manufacturer's specification.
3. Build truss/bars
  - 3.1 Equipment to be rigged is prepared and attached according to requirements.
  - 3.2 Truss/bars are joined in accordance with manufacturer's specifications.
  - 3.3 Anchorage points are identified/located/established in accordance with requirements and equipment according to manufacturer's specifications.
  - 3.4 **Entertainment and Events Technology equipment** is safely slung / connected and packing installed/secured to protect sling and load.
  - 3.5 All power and control cables are strapped and connected to the lighting equipment in accordance with manufacturer's specifications and lighting requirements and national inspection regulations.
  - 3.6 Load is safely raised to working height.
  - 3.7 **Rigging accessories** attached to truss/bar are checked for safety and any adjustment are referred to the **appropriate personnel.**

4. Raise truss/bar and secure and position Entertainment and Events Technology equipment
- 4.1 **Entertainment and Events Technology equipment** is safely raised in accordance with organizational procedures and using appropriate signals.
  - 4.2 Stability of Entertainment and Events Technology equipment is maintained throughout the raising process.
  - 4.3 **Entertainment and Events Technology equipment** is secured and hung in position.
  - 4.4 Equipment, control gear and distribution elements are rigged and installed with due regard to other equipment, participants, public and crew in terms of safety, security of equipment accessibility and quality of operation.
  - 4.5 **Entertainment and Events Technology equipment** is positioned to meet the desired aesthetic and technical requirements of the production.
  - 4.6 Problems are identified and resolved within limits of your authority.
  - 4.7 **Appropriate personnel** are liaised with to confirm that Entertainment and Events Technology installation meets requirements.
  - 4.8 Lifting installation meets manufacturers and safety requirements.
  - 4.9 Lifting equipment that is no longer required is removed.
  - 4.10 Workplace is cleared of non-essential rigging equipment
  - 4.11 The safety of all equipment is checked both during and after installation in accordance with legal requirements.

**RANGE STATEMENT**

*You must cover the items below*

**A. Documentation (at least 3)**

- (i) full equipment schedule
- (ii) power requirements
- (iii) equipment instructions and/or manufacturer's instructions
- (iv) building /venue specifications
- (v) Design/layout

**B. Appropriate personnel (at least 2)**

- (i) colleagues from other specialist areas
- (ii) supervisors, managers
- (iii) artistic and creative personnel, e.g. Entertainment and Events Technology Technicians, designer, director
- (iv) production team

**C. Lighting equipment (at least 2)**

- (i) effects projectors
- (ii) lighting lenses
- (iii) lamps
- (iv) dimmers
- (v) electrical/electronic props
- (vi) special effects
- (vii) controllers

**D. Sound equipment (at least 2)**

- (i) loud speakers
- (ii) DSPs
- (iii) mixing console
- (iv) cable-variety

**E. Rigging and rigging accessories (at least 5)**

- (i) safety chains
- (ii) hook clamps
- (iii) boom arms
- (iv) spigots
- (v) telescopic stands
- (vi) H stands
- (vii) winch-up stands
- (viii) mobile booms
- (ix) T bars
- (x) scaffold clamps
- (xi) truss
- (xii) span sets, slings, shackles
- (xiii) chain blocks/motors and other rigging equipment installed by a licensed rigger

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Safety regulations that affect the installation of Entertainment and Events Technology equipment and working with power, including occupational health and safety legislation.
2. The different types of hardware used for Entertainment and Events Technology installation, e.g. screws, nuts, bolts.
3. The types of Entertainment and Events Technology systems accessories available in the marketplace and their relevance to different types of production areas.
4. Techniques for rigging and hanging Entertainment and Events Technology equipment within licensing requirements.
5. The format of a technical plan and the meaning of its different components, including an understanding of scale, position and orientation.
6. The general scope and potential of Entertainment and Events Technology operations within different live production contexts, e.g. theatre, concert, corporate.
7. The relationship between technical and performance areas, including audio, vision systems and performance.
8. Typical roles and responsibilities of the various technicians in different context.

9. Specialized terminology that applies to Entertainment and Events Technology operations.
10. Rigging gear and equipment.
11. Design and function of lifting gear.
12. Safe working loads and how they are calculated.
13. Applying a range of rigging techniques as applied to specific equipment used in the workplace.
14. Appropriate personal protective equipment.
15. Colour coding recognition.
16. Industry regulations and standards.
17. Relevant organisation policies and procedures.
18. Read and interpret technical information.
19. Plan and organise work.
20. Solve problems and conduct tests and interpret faults.
21. Select and rig equipment
22. Communicate effectively including use of signaling.
23. Accurately carry out all required recording, reporting and documentation activities.
24. Work safely.
25. Organizational procedures with regard to rigging.
26. Using hand and power tools.
27. Knowledge of effective communication techniques including active listening, questioning and non-verbal communication.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- i. demonstrate knowledge of the rigging and entertainment and events technology operations, equipment and the range of applications
- ii. determine work requirements and plan and organise work to fulfill such requirements
- iii. identify, select and use tools, equipment and material to complete tasks to specifications
- iv. recognition of rigging and Entertainment and Events Technology equipment and accessories, including key features and purpose
- v. set up and operate use of industry-current rigging and Entertainment and Events Technology equipment and accessories safely
- vi. ability to apply a range of technical lighting knowledge and manual techniques to the rigging of Entertainment and Event Technology equipment so that the Entertainment and Events Technology set up meets the production and safety requirements
- vii. handle material and equipment safely
- viii. problems are identified promptly and resolved within the limits of your authority
- ix. completion of Entertainment and Events Technology -related tasks in accordance with health and safety procedures
- x. perform testing and quality checks
- xi. completion of tasks within typical workplace time constraints
- xii. practical demonstration of skills through the rigging, installation and testing of Entertainment and Events Technology equipment for an actual production
- xiii. interpret and apply technical information to work activities
- xiv. involvement of and interaction with a team to reflect the collaborative nature of the technical production process
- xv. compliance with relevant Occupational Health and Safety requirements and industry standards and operating procedures
- xvi. perform all task in accordance with standards operating procedures, quality requirements and enterprise policies and procedures

**(2) Method of Assessment**

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 rigging and positioning Entertainment and Events Technology equipment
- inspection of Entertainment and Events Technology equipment set up by the candidate to assess workability and safety issues
- oral or written questioning to assess knowledge of the operations involved in rigging and positioning of Entertainment and Events Technology equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by 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).

**(3) 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 specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.



**U30401: Dismantle / disconnect, clean and store Entertainment  
and Events Technology equipment**

Unit Descriptor:

This unit deals with the skills and knowledge required to dismantle / disconnect, clean and store Entertainment and Events Technology equipment.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Plan and prepare for work

- 1.1 **Entertainment and Events Technology equipment** to be dismantled / disconnected, cleaned and stored is correctly identified from relevant work instruction or appropriate personnel.
- 1.2 Correct method for disconnecting, cleaning and storing **Entertainment and Events Technology equipment** is determined according to organisational policies and procedures and appropriate sources/documents.
- 1.3 Work is planned and prepared to ensure that all safety policies and procedures are followed and the work is appropriately sequenced in accordance with requirements.
- 1.4 **Appropriate personnel** are consulted to ensure the work is coordinated effectively with others involved on the work site.
- 1.5 **Storage site** is prepared / inspected and packaging/protective components are obtained according to requirements.
- 1.6 **Materials** necessary to complete the work are obtained in accordance with established procedures and checked against job requirements.

- 1.7 Tools, **equipment** and lifting devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
- 1.8 **Appropriate procedures** are followed to verify that all power has been disconnected before proceeding to dismantle / disconnect equipment as required.
2. Disconnect equipment
- 2.1 **Entertainment and Events Technology equipment** is correctly identified and all cables and attachments are noted.
- 2.2 Circuits and equipment are checked as being isolated where necessary using specified testing procedures.
- 2.3 Dismantling / disconnection is carried out in compliance with manufacturer's specifications and established industry guidelines and standards.
- 2.4 **Entertainment and Events Technology equipment** is dismantled / disconnected, inspected for damage and carefully set aside for cleaning.
- 2.5 Cables and accessories are properly disconnected, rolled, stacked and stored according to industry regulations/guidelines, OH&S guidelines and organisational procedures/policies.
- 2.6 Unplanned events or **conditions** are responded to in accordance with established procedures.
- 2.7 Approval is obtained in accordance with established procedures from appropriate personnel before any contingencies are implemented.

- 2.8 On-going checks of the quality of the work undertaken in accordance with established procedures.
3. Clean equipment and prepare equipment for storage
- 3.1 Correct cleaning procedure is determined from manufacturer's specifications and/or in accordance with organisational policies and procedures.
- 3.2 **Equipment** and sub-component parts are cleaned using correct procedures, **materials**, tools and equipment.
- 3.3 **Equipment** is placed in relevant packaging/protective component in accordance with manufacturer's instructions and organisational policies and procedures.
4. Store equipment
- 4.1 **Storage area** is prepared for **Entertainment and Events Technology equipment** in accordance with manufacturer's **instructions** and organisational policies and procedures.
- 4.2 **Equipment** is safely handled and potential hazards are removed from storage area.
- 4.3 Manual handling procedures are followed according to organisational practices and procedures and **Occupational Health and Safety** requirements.
- 4.4 **Equipment** is safely stored in required **storage area** in accordance with manufacturer's instructions and organisational policies and procedures.
- 4.5 Relevant documentation is completed in accordance with organisational policies and procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Entertainment and Events Technology equipment:**

- (i) audiovisual equipment including: multimedia projectors, video players and monitors
- (ii) audio equipment including: tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalizers, effects and mixing desk, amp rack and feedback monitors
- (iii) lighting equipment including: lighting units, controllers and dimmers
- (iv) stage equipment including: stage sections, risers, steps and properties (props).

**B. Appropriate personnel (at least 2)**

- (i) supervisor
- (ii) stage manager
- (iii) other specialist staff

**C. Sources of information/documents (at least 2)**

- (i) manufacturer's specifications
- (ii) company operating procedures
- (iii) industry/workplace codes of practice
- (iv) industry best practices
- (v) customer requirements

**C. Condition of the storage area (at least 3)**

- (i) dampness
- (ii) humidity
- (iii) light
- (iv) fading
- (v) archival values
- (vi) cost of area to be used
- (vii) access to storage facility

**D. Materials for storage:**

- (i) acid free interleaving or wrapping
- (ii) protective wrapping (bubble wrap, cardboard)
- (iii) protective enclosure (canisters, tubing, boxes)
- (iv) negative sleeves
- (v) folders
- (vi) enclosures
- (vii) compact disc cases

**E. Occupational health and Safety standards and guidelines:**

- (i) material handling guidelines
- (ii) guidelines for the use of equipment
- (iii) lifting and handling procedures
- (iv) legislative guidelines

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. General Entertainment and Events Technology terms and how terms may vary between different systems or how different terms can refer to the same functions on different systems
2. Problem-solving techniques and their application
3. Basic maintenance of Entertainment and Events Technology equipment
4. Cables associated with Entertainment and Events Technology equipment
5. The relationship within Entertainment and Events Technology operations
6. Typical roles and responsibilities of the Entertainment and Events Technology technicians in different context.
7. The general scope and potential of Entertainment and Events Technology operations within different live production contexts, e.g. theatre, music, corporate
8. Entertainment and Events Technology system options in a range of venue types
9. Organisational and legislative Occupational Health and Safety legislation in particular relation to Entertainment and Events Technology operations
10. Dismantling, disconnection and cleaning of Entertainment and Events Technology equipment
11. Relevant tools, equipment, cleaning materials and protective components
12. Requirements for storage of Entertainment and Events Technology equipment

13. Entertainment and Events Technology equipment handling associated risks and hazards
14. Industry regulations and standards
15. Organisation policies and procedures
16. Read and interpret technical information
17. Plan and organise work
18. Identify and isolate equipment
19. Use and maintain tools and equipment
20. Prepare for storage and store Entertainment and Events Technology equipment
21. Accurately carry out all recording, reporting and documentation activities
22. Work in compliance with policies and procedures
23. Understand and interpret a range of industry terminology and protocols
24. Communicate effectively with people from diverse cultural backgrounds
25. Perform simple mathematical calculations

## **EVIDENCE GUIDE**

### **(1) Critical Aspect of Evidence**

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the Entertainment and Events Technology equipment and associated disconnection, storage and cleaning requirements
- determine work requirements and plan and organise work to fulfill such requirements
- identify, select and use tools, equipment and material to complete tasks to specifications
- disconnect equipment and cables safely and in accordance with specifications
- handle material and equipment safely
- identify and report problems promptly and handle them as directed
- prepare equipment and storage site
- complete cleaning and storage related tasks in accordance with health and safety procedures
- perform inspection and quality checks
- interpret and apply technical information to work activities
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of disconnecting, cleaning and storing Entertainment and Events Technology equipment
- interactively communicate with others to ensure safe and effective operations

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

**(3) Context of Assessment**

This unit may be accessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

## U30501: Handle physical elements safely during move in/move out

Unit Descriptor:

This unit deals with the skills and knowledge required to assemble, pack and load/unload physical elements under supervision for any production within the creative industries. This unit is introductory in nature and focuses on safe manual handling and general knowledge of the move in/move out process and types of equipment.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>To be competent you must achieve the following:</i> |   |
| 1. Prepare physical elements for transportation        | 1.1 <b>Physical elements</b> are assembled / dismantled in the correct order in accordance with instructions to ensure ease of <b>packing, loading</b> , unloading and installation.<br><br>1.2 <b>Physical elements</b> are safely packed using <b>appropriate techniques</b> and <b>materials</b> to avoid damage during <b>transportation</b> .<br><br>1.3 Any tools required for move in / move out are correctly identified, prepared and packed.  |
| 2. Load/unload physical elements                       | 2.1 <b>Physical elements</b> are loaded / unloaded in the required order taking care to avoid damage.<br><br>2.2 Safe ( <b>packing/loading</b> ) techniques are used throughout the loading/unloading process to avoid injury or damage.<br><br>2.3 <b>Physical elements</b> are installed or positioned in appropriate work or storage area in accordance with occupational health and safety requirements.<br><br>2.4 Any hazardous items are accurately identified and these are loaded in a manner which minimizes health and safety risks. |



- 2.5 Load is inspected prior to **transportation** to ensure that all items are loaded appropriately and adjustments are made as required.
  - 2.6 Work areas are cleared in accordance with organisational procedures.
- 3. Check condition of physical elements
  - 3.1 The condition of **physical elements** is checked to ensure that no damage has occurred during move in / move out.
  - 3.2 Any repairs required are accurately identified and reported to the **appropriate personnel** for action using correct documentation as required.

## RANGE STATEMENT

*You must cover the items below:*

- A. **Physical elements (at least 3)**
  - (i) sets
  - (ii) lighting equipment
  - (iii) props
  - (iv) scenic art
  - (v) costumes
  - (vi) sound equipment
  - (vii) audio visual equipment
  - (viii) stage elements
  
- B. **Appropriate techniques for Packing/loading (at least 3)**
  - (i) use of restraints
  - (ii) particular ways of handling different equipment
  - (iii) use of protective coverings / cases
  - (iv) weight distribution

**C. Packing materials (at least 4)**

- (i) road cases
- (ii) boxes
- (iii) wardrobes
- (iv) tape
- (v) rope
- (vi) straps
- (vii) bubble wrap
- (viii) tissue paper
- (ix) labels
- (x) packing foam

**D. Appropriate personnel (at least 2)**

- (i) supervisors/managers
- (ii) technical staff
- (iii) event/production managers
- (iv) stage managers

**E. Transportation (at least 3)**

- (i) within a venue
- (ii) between different venues
- (iii) by road
- (iv) by air
- (v) by sea

## UNDERPINNING KNOWLEDGE AND SKILLS

1. The move in / move out process for different types of production, including typical procedures and processes and the roles and responsibilities of different personnel.
2. The typical physical elements used for different types of production
3. Typical locations for different physical elements within a production venue
4. Safe manual techniques and the broader safety issues associated with the movement of physical elements.
5. Relevant organisational and/or legislative Occupational Health and Safety requirements
6. Packing materials and techniques used for different types of equipment
7. Techniques for loading and stowing equipment for safe transportation
8. the range of tools commonly required during the move in/ move out process
9. Read simple work instructions, equipment lists and safety directions
10. Count/tally equipment and other physical elements
11. Work with others
12. Work safely

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- knowledge of safe manual handling techniques for various types of equipment
- ability to move, pack, load / unload equipment under instructions using safe manual handling techniques
- compliance with enterprise policies and procedures, industry standards and practices and relevant regulatory requirements

**(2) Method of Assessment**

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 packing, loading or unloading equipment during a move in/move out
- oral or written questioning to assess knowledge of equipment types and features, safety issues
- case studies or problem solving exercises to assess the candidate's ability to respond to different operational situations and contexts
- review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate

**(3) 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. The assessment context must provide for:

- Practical demonstration of skills through the packing, loading / unloading and positioning of physical elements required in a given production
- Involvement of and interaction with a team during the move in / move out process

## U30601: Undertake basic Entertainment and Events Technology activities

Unit Descriptor:

This unit deals with the skills and knowledge required to carry out basic lighting/sound/audiovisual activities and applies to individuals operating in the production of entertainment events.

| ELEMENT  |   | PERFORMANCE CRITERIA |   |
|--|---|----------------------|---|
| <i>To be competent you must achieve the following:</i> |   |                      |   |
| 1.   | Prepare to undertake basic Entertainment and Events Technology activities | 1.1                  | <b>Materials</b> for Entertainment and Events Technology plans are read and discussed with supervisor.                              |
|  |   | 1.2                  | <b>Entertainment and Events Technology</b> equipment used to execute installation plans is correctly identified.                    |
| 2.   | Carry out pre-performance procedures                                      | 2.1                  | <b>Entertainment and Events Technology</b> equipment and accessories are safely and correctly rigged as required under supervision. |
|  |   | 2.2                  | <b>Entertainment and Events Technology</b> equipment is set and positioned according to supervisor's instructions.                  |
| 3.   | Participate in technical rehearsals/performances                          | 3.1                  | <b>Basic Entertainment and Events Technology activities</b> are carried out as required according to supervisors' instructions.     |
| 4.   | Carry out post performance procedures                                     | 4.1                  | <b>Basic Entertainment and Events Technology activities</b> are carried out as required according to supervisor's instructions.     |
| 5.   | Maintain and store equipment  | 5.1                  | <b>Basic Entertainment and Events Technology activities</b> are carried out as required according to supervisor's instruction       |

**RANGE STATEMENT**

*You must cover the items below*

**A. Materials to be read (at least 3)**

- (i) equipment lists
- (ii) operating manuals and instructions
- (iii) equipment labels
- (iv) event sheets (job sheets, scripts, running orders and cue sheets)
- (v) staging equipment including stage sections, risers, steps and properties (props)
- (vi) Entertainment and Events Technology plans
- (vii) sound block diagrams
- (viii) organisational procedures

**B. Equipment (at least 2)**

- (i) audiovisual equipment including multimedia projectors, video players and monitors
- (ii) types of stages including layout and components
- (iii) audio equipment including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalizers, effects and mixing desks, amp racks and feedback monitors
- (iv) lighting equipment including lighting units, controllers, dimmers, electrical / electronic props, special effects

**C. Basic entertainment and events technology activities (at least 5)**

- (i) positioning and cabling audio equipment according to audio plan
- (ii) fitting radio microphones to performers
- (iii) operating a digital audio record/playback system
- (iv) controlling microphone and cable placement
- (v) operating a follow spot
- (vi) plotting and executing lighting cues on a lighting control system
- (vii) plotting and executing sound cues
- (viii) disassembling and packing equipment
- (ix) tuning sound systems
- (x) controlling the sound during a live performance so that each element (vocal or instrumental) is well defined with the mix
- (xi) check and store entertainment and events technology equipment
- (xii) switch on and off entertainment and events technology systems correctly
- (xiii) setup a scenic set on stage
- (xiv) execute a change of set without creating distraction

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Common concepts/parameters used in operating entertainment and events technology equipment.
2. Rigging procedures.
3. Cultural diversity.
4. Understanding of legal and safety issues with regard to lighting, sound and audiovisual operations.
5. Using basic lighting, sound and audiovisual equipment.
6. Basic programming on a lighting board.
7. Read and understand lighting, sound and audiovisual plans.
8. Plot and execute cues on a given lighting control system.
9. Sketch a plan of basic entertainment layout.
10. Understand the different types of stages.
11. Understand the different types of audiovisual equipment.
12. Understand the different types of properties

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- (i) undertaking a range of basic lighting/sound/audiovisual activities
- (ii) follow written and/or spoken Entertainment and Events Technology instructions

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work
- testimonials from clients
- supporting statement from present or past supervisor /employer

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).

### (3) 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.



**U30701: Work with others**

Unit Descriptor:

This unit deals with the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

| <b>ELEMENT</b> |   | <b>PERFORMANCE CRITERIA</b>                            |   |
|----------------|---|--|---|
|                |   | <i>To be competent you must achieve the following:</i> |   |
| 1.             | Participate in the work/group process           | 1.1  | The relevant work requirements for the group/process are correctly identified.  |
|                |   | 1.2  | Own role and role of each team member in meeting <b>work requirements</b> are correctly identified and own role is performed to expectation.  |
|                |   | 1.3  | Appropriate assistance is provided to other team members involved in the work <b>group</b> /process as required and constructive contributions are made to meeting <b>work requirements</b> . |
|                |   | 1.4  | Time and resource constraints are accounted for in planning for and fulfilling <b>work requirements</b> .   |
|                |   | 1.5  | Work place activities are conducted in compliance with the organisation's work policies, procedures and conventions covering acceptable workplace conduct                                     |
|                |   | 1.6  | Individual differences are taken into account when performing work activities to achieve <b>work requirements</b> .   |
|                |   | 1.7  | Strength of individuals are utilized to develop <b>others</b> in the <b>group</b> and the sharing of knowledge is incorporated in the group/process activities.                               |
| 2.             | Contribute to the flow of information and ideas | 2.1  | Work outcomes are enhanced by sharing information and ideas relevant to the work activity with others.  |

- |    |     |   |
|----|-----|---|
|    | 2.2 | Information provided to <b>others</b> is relevant, timely and accurate.   |
|    | 2.3 | Information and ideas required to assist in the achievement of work requirements are sought from the appropriate persons when required.           |
|    | 2.4 | Information is recorded in the required detail and in the specified format.   |
|    | 2.5 | Relevant work information is systematically and accurately maintained and filed for easy retrieval.   |
|    | 2.6 | Differences in languages and cultural differences in communication styles are identified and their impact on the work process is accounted for.   |
| 3. |     | Deal effectively with issues, problems and conflicts  |
|    | 3.1 | <b>Issues, problems and conflicts</b> encountered in the work place are identified and assessed.  |
|    | 3.2 | <b>Issues, problems and conflicts</b> are discussed with team members and solutions are suggested or they are referred to the appropriate person. |

## RANGE STATEMENT

*You must cover the items below:*

### A. Work requirements: (at least 4)

- (i) goals
- (ii) objectives
- (iii) priorities
- (iv) specified targets or results
- (v) time frames
- (vi) coordination with other work processes
- (vii) clear role definitions
- (viii) application of particular procedures
- (ix) organisation of work materials
- (x) roster arrangements or particular approach to work processes specified by the organisation or work group

**B. Groups (at least 1)**

- (i) established or ad hoc work units
- (ii) committees

**C. Working with others (at least 3)**

- (i) one-to-one communication in a group or team
- (ii) taking part in informal discussions
- (iii) following instructions
- (iv) consulting with the community
- (v) taking part in meetings
- (vi) dealing with conflict

**D. Working with others requires individual diversity to be taken into account (at least 2)**

- (i) cultural, racial and ethnic background
- (ii) physical requirements
- (iii) gender
- (iv) languages
- (v) customs
- (vi) religious and traditional beliefs

**E. Techniques to resolve issues, problems or conflicts (at least 2)**

- (i) problem solving
- (ii) negotiation
- (iii) conflict resolution
- (iv) use of a mediator or conciliator

## UNDERPINNING KNOWLEDGE AND SKILLS

1. Individual roles and responsibilities and relationships to others.
2. Techniques for managing own work load such as:
  - Meeting deadlines.
  - Acknowledging if tasks are beyond current capacity.
  - Handling tasks or problems as far as possible then referring on to others as required.
3. Acceptable workplace conduct, including:
  - Regular attendance.
  - Punctuality.
  - Maintaining an orderly workspace.
  - Appropriate standards of personal presentation and hygiene.
  - Self-confidence and self-respect.
  - Acceptance of constructive criticism and willingness for self-improvement.
  - Good humored approach to others and adaptability and flexibility.
4. Team work principles and application.
5. Effective communication techniques.
6. Conflict resolution techniques.
7. Occupational Health and Safety principles.
8. Apply teamwork principles.
9. Work harmoniously with others.
10. Apply listening and questioning skills.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- participate in work process and contribute to achievement of goals and objectives
- demonstrate the ability to communicate effectively with others within the range of situations required for the job role
- provide ideas, lend assistance to others and resolve conflicts

- identify and fulfill own role in work process and utilize the strengths of others
- deal effectively with resource and time constraints and personal differences
- prepare for and conduct work operations in accordance with procedures
- demonstrate knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

## **(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

## **(3) 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.

**U30801: Provide quality service to customer**

Unit Descriptor:

This unit deals the skills and knowledge required to identify and satisfy customer needs and expectations in a positive and professional manner.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>To be competent you must achieve the following:</i> |   |
| 1. Identify customer needs                             | 1.1 Appropriate <b>interpersonal skills</b> are employed to ensure that customers' needs are accurately identified.<br>1.2 <b>Customer</b> requests are discussed in an articulate, easy to understand manner and all requests are responded to promptly and accurately.<br>1.3 <b>Customers'</b> needs are assessed for urgency so that priorities for service delivery can be identified.<br>1.4 <b>Customers</b> are provided with information about available options for meeting their needs and assisted in identifying their preferred option.<br>1.5 Enterprise products and services are promoted to meet the customer's request with policy and procedures.<br>1.6 Relevant documentation is completed in accordance with enterprise policies and procedures.<br>1.7 Personal limitations in addressing <b>customer</b> needs are identified and where appropriate, assistance is sought from designated persons. |
| 2. Communicate with the customer                       | 2.1 Communication is conducted with customers and colleagues in a polite, professional and friendly manner.   |

- 
- |    |     |  |
|----|-----|--|
|    | 2.2 | Language and tone appropriate to a given situation are used in both written and spoken communication.  |
|    | 2.3 | Appropriate non-verbal communication is used in all situations.  |
|    | 2.4 | Non-verbal communication of colleagues and customers are observed and taken into consideration in the communication process.   |
|    | 2.5 | Sensitivity is shown to cultural and social differences when communicating with others.  |
|    | 2.6 | Active listening and questioning are used to facilitate effective two-way communication.   |
|    | 2.7 | Identify potential and existing conflicts and seek solutions in conjunction with parties involved.   |
| 3. | 3.1 | Establish a relationship with the customer<br>Confirm customer identity and details with records if appropriate.   |
|    | 3.2 | Establish a rapport using active listening and empathy techniques.   |
| 4. | 4.1 | Maintain personal presentation standards<br>Appropriate dress, grooming and behaviour are observed in the workplace.   |
|    | 4.2 | <b>Personal presentation</b> takes account of work place environment and impact on different kinds of customer.  |
| 5. | 5.1 | Deliver quality service to customers<br>Prompt customer service is provided to meet identified needs in accordance with legislative and organisational requirements. |
|    | 5.2 | Appropriate rapport is established with customers to enable high <b>quality service delivery</b> .   |

- 5.3 All reasonable needs and requests of customers are met within organizational guidelines and timeframes.
- 5.4 Service is provided to customers respectively and with sensitivity where cultural differences and special needs exist.
- 5.5 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.
- 5.6 Opportunities to enhance the **quality of service** and products are identified and taken whenever possible.

## RANGE STATEMENT

*You must cover the items below:*

### A. Interpersonal skills (at least 3)

- (i) using appropriate body language
- (ii) summarizing and paraphrasing to check understanding of customer's message
- (iii) providing an opportunity for the customer to confirm his/her request
- (iv) seeking feedback from the customer to confirm understanding of needs
- (v) questioning to clarify and confirm the customer's needs
- (vi) listening actively to what the customer is communicating

### B. Customer (at least 2)

- (i) user
- (ii) purchaser or beneficiary of service, product or process
- (iii) internal or external clients
- (iv) colleagues
- (v) visitors

### C. Personal presentation (at least 3)

- (i) personal appearance
- (ii) correct posture
- (iii) use appropriate language and tone
- (iv) demeanor
- (v) personality



**D. Delivery of quality service (at least 3)**

- (i) building rapport
- (ii) keeping promises
- (iii) keeping the customer informed
- (iv) doing it right the first time
- (v) owning the customer's request
- (vi) responding to the customer's request with operational efficiency

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The enterprise's business structure, products and services.
2. Strategies for excellent customer services.
3. The organisation's policies and procedures for customer service including handling customer complaints.
4. Customer feedback mechanisms.
5. Their special needs teamwork.
6. Enterprise policies, procedures and guidelines.
7. Enterprise culture and values.
8. Enterprise business goals and standards.
9. Business operations and processes.
10. Legislative requirements.
11. Access and use workplace information.
12. Utilize skills to identify customer needs.
13. Deal with customer enquiries or complaints (problem solving skills).
14. Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
15. Articulate enterprise products and services.
16. Employ questioning and active listening skills to clarify information.
17. Apply customer service skills to satisfy customer requirements.
18. Apply customer service skills to achieve customer satisfaction.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of enterprise products and service
- demonstrate knowledge of and adherence to enterprise standards, policies and procedures
- use of appropriate language, tone and phrases in dealing with customers and giving due consideration to special needs and cultural and social differences
- demonstrate clear and concise communication with the customer including use of active listening and questioning techniques
- referral of inquiry in a prompt and efficient manner
- provide various options to the customer when more than one option can satisfy customer need
- deliver service in accordance with enterprise policy and procedures
- projection of a professional image in representing the enterprise

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from present supervisor or previous employer

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).

**(3) 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.

## U30901: Erect and dismantle scaffolding/equipment

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively and safely erect and dismantle scaffolding/equipment at specified height.

| ELEMENT                          | PERFORMANCE CRITERIA   |
|----------------------------------|--|
|                                  | <i>To be competent you must achieve the following:</i>   |
| 1. Plan and prepare work         | <p>1.1 Location and scope of <b>scaffolding/equipment</b> determined from job drawings or supervisor's instructions.</p> <p>1.2 <b>Scaffolding/equipment</b> components selected are consistent with requirements of job.</p> <p>1.3 Appropriate <b>personal protective equipment</b> selected, correctly fitted and used.</p> <p>1.4 <b>Tools and equipment</b> selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.</p> <p>1.5 Occupational Health and Safety (OH&amp;S) requirements for tasks and workplace environment recognized and adhered to.</p> <p>1.6 Necessary signage prepared to meet job requirements.</p> |
| 2. Erect safety barriers         | <p>2.1 Safety barriers erected, where applicable, to isolate site work area.</p> <p>2.2 Relevant signage installed where required to Occupational Health and Safety (OH&amp;S) requirements.</p>   |
| 3. Erect scaffolding / equipment | <p>3.1 All work undertaken safely and to <b>supervisor's instructions.</b></p>   |

|    |                                   |     |   |
|----|-----------------------------------|-----|---|
|    |                                   | 3.2 | <b>Erection site</b> prepared to meet job requirements.   |
|    |                                   | 3.3 | <b>Scaffolding/equipment</b> erected to plan in accordance with safe work practices, Occupational Health and Safety (OH&S) and manufacturer's requirements. |
| 4. | Dismantle scaffolding / equipment | 4.1 | Work undertaken safely and according to reverse procedures for erecting.  |
|    |                                   | 4.2 | <b>Scaffolding/equipment</b> dismantled in accordance with site procedures and critical structural safety requirements.                                     |
| 5. | Clean up                          | 5.1 | Site cleaned and cleared of all tools, excess material and waste and left in safe condition.  |
|    |                                   | 5.2 | <b>Tools and equipment</b> cleaned, maintained and stored.  |

## RANGE STATEMENT

*You must cover the items below*

### A. Scaffolding / Equipment (at least 2)

- (i) type of equipment required
- (ii) height
- (iii) work site
- (iv) purpose of scaffolding / equipment

### B. Personal protective equipment (at least 4)

- (i) appropriate clothing
- (ii) safety jacket
- (iii) safety boots
- (iv) hard hat
- (v) safety glasses
- (vi) safety gloves
- (vii) ear plugs / muffs
- (viii) dust mask

**C. Tools and equipment (at least 5)**

- (i) hand trolleys
- (ii) spanners
- (iii) shovels
- (iv) hammers
- (v) picks
- (vi) crow bars
- (vii) ladders
- (viii) plywood sheets
- (ix) blocks
- (x) wedges
- (xi) other scaffolding structures

**D. Supervisor instruction (at least 2)**

- (i) verbal direction/instruction
- (ii) written instruction
- (ii) provision of sketch/drawing and details

**E. Erection site (at least 2)**

- (i) isolating work site
- (ii) removal of obstacles
- (iii) preparing solid foundation
- (iv) leveling ground

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Types and uses of scaffolding / equipment and basic working platforms.
2. Materials handling.
3. Basic scaffolding / equipment (vertical and horizontal and diagonal).
4. Concepts.
5. Workplace and equipment safety requirements.
6. Scaffolding / equipment erection and dismantling procedures.
7. Work site safety.

8. Occupational Health and Safety regulatory and legislative requirements.
9. Industry standards and guidelines.
10. Prepare and isolate work site.
11. Work safely to instructions.
12. Hand tools.
13. Materials.
14. Communicate effectively.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- (i) demonstrate knowledge of scaffolding / equipment erection and dismantling processes
- (ii) carry out correct procedures prior to and during application of scaffolding / equipment erection and dismantling process
- (iii) demonstrate safe and effective operational use of scaffolding / equipment and tools
- (iv) erect scaffolding / equipment, plumb and brace for stability
- (v) interactively communicate with others to ensure safe and effective erection and dismantling operations
- (vi) indicate compliance with organisational policies and procedures including any Quality Assurance requirements
- (vii) demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

**(3) 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.



**U31001: Read and interpret work documents**

Unit Descriptor:

This unit deals with the skills and knowledge required to interpret work documents including drawings and specification to organize and conduct work activities.

| <b>ELEMENT</b>                        | <b>PERFORMANCE CRITERIA</b>  |
|---------------------------------------|--|
|                                       | <i>To be competent you must achieve the following:</i>   |
| 1. Identify document type and purpose | 1.1 Key information such as title, version, scale, legend and keys are identified.<br><br>1.2 Type and purpose of document was accurately determined.<br><br>1.3 Any relevant explanatory or additional information needed to interpret the document is located.<br><br>1.4 Clarification is sought from <b>appropriate personnel</b> to confirm the intention of the information.   |
| 2. Read and interpret the document    | 2.1 <b>Work documents</b> are accurately read and interpreted to determine the work to be completed.<br><br>2.2 <b>Work place procedures</b> and tasks to be performed are identified.<br><br>2.3 The material, equipment and tools to be used are accurately identified and quantities determined.<br><br>2.4 <b>Occupational Health and Safety</b> requirements relevant to the work process are recognised.<br><br>2.5 Information such as symbols, abbreviations, acronyms and technical terms are identified and interpreted.<br><br>2.6 Design and style features shown in drawings are identified by industry recognized terms. |

- |                            |  |
|----------------------------|--|
| 3. Organise own work       | 3.1 Work sequence and tasks to be performed are identified from documents.   |
|                            | 3.2 Work sequence is planned, identifying stages where checks against specifications must be made.   |
|                            | 3.3 Specifications noted in the work plan are checked for accuracy against the drawings and specifications and any errors are rectified.   |
| 3. Maintain document files |  |
|                            | 3.1 Plans and documents are handled carefully and maintained intact.   |
|                            | 3.2 Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures. |
|                            | 3.3 All documentation replaced in workplace filing or storage system for retrieval by others as required.  |

### **RANGE STATEMENT**

*You must cover the items below:*

- A. Appropriate personnel for clarification of information (at least 2)**
- (i) supervisor
  - (ii) management
  - (iii) manufacturer
  - (iv) team leader
  - (v) production manager

**B. Work documents (at least 4)**

- (i) standards
- (ii) drawings
- (iii) customer requirements
- (iv) job specifications
- (v) procedures
- (vi) work instructions
- (vii) manufacturers' specification and/or operating instructions
- (viii) computerized information
- (ix) technical brief

**C. Workplace procedures may relate to (at least 2)**

- (i) use of materials/equipment
- (ii) **safety**
- (iii) process-specific procedures
- (iv) recycling
- (v) cost control
- (vi) reporting

**D. Occupational Health and Safety requirements (at least 3)**

- (i) relevant statutory requirements
- (ii) material **safety** management systems
- (iii) handling hazardous substances and dangerous goods
- (iv) safe operating procedures
- (v) maintaining protective gear and devices
- (vi) emergency procedures

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Different types of work documents used in the industry and their functions.
2. Conventions and symbols of plans, drawings and specifications.
3. Technical terms and acronyms used in the industry.
4. Sources of additional information/clarification.
5. Organisational policies and procedures.
6. Industry standards.
7. Occupational **Health** and **Safety** requirements.
8. Workplace procedures for maintenance of documentation.
9. Collect, organise and understand information related to the range of work documents relevant to the sector.
10. Communicate ideas and information to enable confirmation of work requirements and specifications.
11. Plan and organise activities to avoid any back tracking, work flow interruptions or wastage
12. Work with others and in a team by recognizing dependencies and using cooperative approaches to optimize information management.
13. Use mathematical ideas and techniques to correctly interpret the content of work documents.
14. Use workplace technology related to work documentation, its access and storage.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in Entertainment and Events technology.

It is essential that competence be observed in the following aspects:

- (i) demonstrate knowledge of types and purposes of documents as well as the terms and symbols used in them.
- (ii) read and interpret work plans, data sheets, standards and codes, procedures and work instructions
- (iii) identify and explain the meanings of symbol, technical terms and conventions of specifications and plans

- (iv) access, read and interpret selected/specified work documents which include:
  - manufacturers' technical instructions and specifications
  - **work** process and procedures
  - type and quantities of material, tools and equipment
- (v) determine accurately type and purpose of document and seek clarification on information
- (vi) check accuracy of copied specifications and maintain condition of documentation
- (vii) modify activities to cater for variations in workplace context and environment

## (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

## (3) 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.

**U31101: Follow health, safety and security procedures in the Entertainment and Events Industry**

Unit Descriptor:

This unit deals with the skills and knowledge required to follow health, safety and security procedures and applies to all individuals operating in the entertainment and events industry.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | <i>To be competent you must achieve the following:</i>  |
| 1. Follow occupational health, safety and security procedures | 1.1 <b>Health, safety and security procedures</b> are complied with in accordance with organisational policies and safety plans.<br><br>1.2 Breaches of <b>health, safety and security procedures</b> are identified and promptly reported to the appropriate parties.<br><br>1.3 All work activities are undertaken in a safe manner and do not present a hazard to others.  |
| 2. Deal with emergency situations                             | 2.1 Potential emergency situations are recognized and the required action is determined and taken within the scope of individual responsibility.<br><br>2.2 Emergency procedures are correctly followed in accordance with organisational policies and procedures.<br><br>2.3 Assistance is promptly sought from colleagues and/or supervisors where appropriate.<br><br>2.4 Details of emergency situations are accurately reported in accordance with organisational policies and procedures. |
| 3. Maintain safety standards                                  | 3.1 Appropriate safety clothing, footwear and relevant protective equipment are used to ensure the health and safety of self and others.  |

- |    |  |     |   |
|----|--|-----|---|
| 4. | Take steps to minimize the potential risk of workplace hazards | 3.2 | Appropriate measures are undertaken to prevent injury or impairment related to workplace activities and to control <b>workplace hazards</b> .                                 |
|    |  | 3.3 | Safe manual handling and lifting are carried out to avoid back strain and other injuries in accordance with the range statement B.  |
|    |  | 3.4 | Correct posture is maintained and ergonomics are consistently practiced in all work environments.   |
|    |  | 3.5 | Appropriate actions that contribute to maintaining a safe and secure work environment are taken.  |
|    |  | 3.6 | Compliance with the health and safety standards of entertainment and event industry venues and equipment is assured.  |
| 4. | Take steps to minimize the potential risk of workplace hazards | 4.1 | The risks for people exposed to work place hazards and possible exposure to such risks are identified.  |
|    |  | 4.2 | Appropriate protective devices are evaluated and used correctly.  |
|    |  | 4.3 | Electronic measuring devices are used at Entertainment and Events Industry venues to ensure appropriate levels are in accordance with health, safety and security procedures. |
| 5. | Provide feedback on health, safety and security                | 5.1 | Occupational health and safety issues requiring attention are promptly identified.  |
|    |  | 5.2 | Occupational health and safety issues are raised with the designated person in accordance with organisation and legislative requirements.                                     |

**RANGE STATEMENT**

*You must cover the items below:*

**A. Health, safety and security procedures (at least 5)**

- (i) emergency, fire and accident
- (ii) hazard identification and control
- (iii) adopting correct posture
- (iv) lifting and handling
- (v) security of documents, cash, equipment and people
- (vi) key control systems
- (vii) safe use of equipment
- (viii) safe use of chemicals and toxic substances
- (ix) safe construction of rigs and supports
- (x) safe sensory levels
- (xi) dealing with difficult customers

**B. Measures to prevent injury or impairment (at least 4)**

- (i) following all safety procedures accurately
- (ii) adopting correct posture
- (iii) taking adequate rest breaks
- (iv) controlling noise/sound levels and length of exposure to high levels of noise
- (v) using personal protective equipment e.g. ear plugs
- (vi) avoid eye strain
- (vii) correct use of chemical and dangerous substances/equipment
- (viii) stress management techniques



**C. Workplace hazards (at least 3)**

- (i) occupational overuse injury
- (ii) back injury
- (iii) hearing impairment
- (iv) stress
- (v) electricity
- (vi) noise/sound level
- (vii) adverse weather/lighting conditions

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The major safety requirements for the locations in which work is carried out.
2. The major hazards that exist in the workplace.
3. Emergency evacuation procedures.
4. Symbols used for Occupational Health and Safety.
5. Designated personnel responsible for Occupational Health and Safety.
6. Posture requirements to avoid strain or injury.
7. Relevant industry safety guidelines.
8. Relevant industry national Occupational Health and Safety legislation and code of practice.
9. Fire hazards and workplace fire hazard minimization procedures.
10. Safety report and safety implementation reports.
11. Follow health, safety and security procedures in the Entertainment and Events Technology industry.
12. Identify major causes of workplace accidents.
13. Identify and appropriately deal with security risks in the work environment.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology industry.

It is essential that competence be observed in the following aspects:

- (i) following established safety and security procedures and understanding the implications of disregarding those procedures
- (ii) demonstrate knowledge of the industry guidelines and relevant legislative and insurance requirements
- (iii) demonstrate understanding of the legal requirement to work in accordance with health, safety and security procedures
- (iv) demonstrate the ability to explain safety procedures to others and deal with emergency situations
- (v) understanding the need and legal requirement to work in accordance with health, safety and security procedures

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

**(3) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

## U31201: Communicate in the workplace

Unit Descriptor:

This unit deals the skills and knowledge required to communicate in the workplace and applies to all individuals operating in the Entertainment and Events Industry.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | <i>To be competent you must achieve the following:</i>  |
| 1. Gather, convey and receive instructions, information and ideas | <p>1.1 Verbal/written instructions received and responded to with correct actions.</p> <p>1.2 Information to achieve work responsibilities is collected from appropriate sources.</p> <p>1.3 Input from internal and external sources is sought and used to develop and refine new ideas and approaches.</p> <p>1.4 Instructions are accurately conveyed and work signage responded to with correct action.</p> <p>1.5 The <b>methods/equipment</b> used to communicate ideas, instructions and information is appropriate to the audience.</p> <p>1.6 Effective listening and speaking skills are used in oral communication.</p> <p>1.7 Instructions or enquires are responded to promptly and in accordance with <b>organisational</b> standards.</p> <p>1.8 Questions are used to gain extra information and clarification.</p> |
| 2. Carry out face-to-face routine communication                   | <p>2.1 <b>Communications</b> are conducted in an open and professional manner.</p> <p>2.2 Appropriate language and tone is used to ensure effective two-way communication.</p>  |

- |  |     |   |
|--|-----|---|
|  | 2.3 | Active listening and questioning are used to ensure effective two-way <b>communication</b> .  |
|  | 2.4 | Cultural and social differences are identified and sensitivity to differences is displayed.   |
| 3. Communicate and follow work instructions                                      | 3.1 | Routine instructions, messages and schedules are given or followed.   |
|  | 3.2 | Workplace procedures are accurately interpreted and carried out according to procedures laid down by the <b>organisation</b> or supervisor.                           |
|  | 3.3 | Suggestions and information relevant to the planning/conduct of work activities are provided.   |
| 4. Draft routine correspondence  | 4.1 | Written information and ideas are presented in clear and concise language and the information is presented in a manner that is easily understood by the recipient(s). |
|  | 4.2 | <b>Correspondence</b> is drafted and presented within designated timelines.   |
|  | 4.3 | Presentation of written information meets organisational standards of style, format and accuracy.   |
| 5. Participate in group discussion/meetings to achieve appropriate work outcomes | 5.1 | Participation in on-site meetings/discussions is done in accordance with predetermined procedures.  |
|  | 5.2 | Interaction is carried out to achieve constructive outcome.   |
|  | 5.3 | Responses are conveyed to others in the group.  |
|  | 5.4 | Constructive contributions are made in terms of the work process involved.  |

**RANGE STATEMENT**

*You must cover the items below:*

**A. Equipment (at least 2)**

- (i) network systems
- (ii) telephones
- (iii) keyboard equipment including mouse, touchpad, keyboard
- (iv) pens, pencils
- (v) facsimile machines

**B. Methods (at least 2)**

- (i) texting
- (ii) email
- (iii) letters
- (iv) meetings
- (v) face to face

**C. Organisational (at least 2)**

- (i) quality assurance and/or procedures manual
- (ii) goals , objectives, plans, systems and processes
- (iii) business and performance plans
- (iv) legal and organisation policy/guidelines and requirements
- (v) access and equity principle and practice
- (vi) ethical standards
- (vii) occupational Health and Safety policies, procedures and programs

**D. Communication types (at least 2)**

- (i) oral
- (ii) electronic
- (iii) written
- (iv) non-verbal

**E. Correspondence (at least 2)**

- (i) memorandums
- (ii) messages
- (iii) proformas
- (iv) emails
- (v) standard/form letters
- (vi) reports

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Organisation's policies, plans and procedures.
2. Organisational timelines.
3. Correct spelling, grammar and punctuation.
4. Principles of effective communication in relation to listening, questioning and non-verbal communication.
5. Relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.
6. Types of communication tools/equipment.
7. Sources of information on work processes.
8. Relevant signs and symbols commonly used in the workplace.
9. Identify work requirements, understand and process basic, relevant workplace documentation.
10. Request advice, receive feedback and work in a team.
11. Organise work priorities and arrangements.
12. Select and use communication methods appropriate to a task.
13. Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
14. Convey meaning clearly, concisely and coherently.
15. Apply questioning and active listening techniques.
16. Communicate non-verbally in a clear and precise manner.
17. Demonstrate literacy skills in regard to basic workplace documents.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology industry.

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of principles of effective communication in relation to listening, questioning and non-verbal communication and correct spelling, grammar and punctuation
- receive and convey information accurately and interact with other team members
- communicate information about work activities and processes and demonstrate literacy in relation to work requirements
- communication methods used are appropriate to the audience
- participate in group discussion/meetings to achieve appropriate work outcomes and provide ideas
- messages and written communication are clear, concise and correct
- information is accessed, gathered and promptly provided in a clear and concise format
- correspondence produced is relevant to request and in accordance with quality requirements

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).



**(3) 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.

**U31301:****Manage own work and learning**

This unit deals with skills and knowledge required for the self management skills needed to perform effectively in the workplace and relates to personal time management and the identification and management of personal learning needs.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Development of personal time management skills | 1.1 Work priorities and deadlines are appropriately established in consultation with others in accordance with organisation procedures.<br>1.2 Time is managed and work is planned so that tasks are completed according to order of priority and within established deadlines.<br>1.3 Work is rescheduled and re-prioritized where necessary to accommodate important variations in the workload.<br>1.4 Details of work tasks and commitments are accurately documented and work records are accurately documented and maintained according to organisational requirements.<br>1.5 All changes and difficulties affecting work requirements are identified through regular reviews of work activities and the <b>appropriate personnel</b> are informed of the effects. |
| 2. Manage own learning                            | 2.1 <b>Own learning needs</b> to achieve set goals are identified in consultation with the <b>appropriate personnel</b> .<br>2.2 Opportunities to meet learning needs are identified and the appropriate course of action is taken in consultation with the <b>appropriate personnel</b> .  |

*To be competent you must achieve the following*

3. Receive and act constructively on personal feedback
- 3.1 Work progress is checked with appropriate persons and suggestions on ways to improve own work is elicited.
- 3.2 Feedback given on performance is assessed and applied appropriately to improve own work performance.
- 2.3 Appropriate evidence of on and off-of-job learning and achievements relevant to the current work role are collected.

### **RANGE STATEMENT**

*You must cover the items below*

#### **A. Work records (at least 3)**

- (i) diary entries
- (ii) work schedules
- (iii) time sheets
- (iv) file notes
- (v) reports
- (vi) general in-house correspondence, e.g. memos, notes, email
- (vii) records of meetings

#### **B. Appropriate personnel (at least 3)**

- (i) manager
- (ii) supervisors
- (iii) peers
- (iv) mentors
- (v) community representatives

#### **C. Own learning needs (at least 2)**

- (i) knowledge required for present job
- (ii) skills development to fulfill career aspirations
- (iii) need to obtain competencies to meet current and future organisational objectives

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Time management techniques.
2. Organizing information clearly, concisely and logically.
3. Effective communication techniques.
4. Task management techniques.
5. Dealing with constraints.
6. General stress management techniques.
7. Career paths within the relevant industry context.
8. Skill requirements for different job roles.
9. Documentation of evidence of learning.
10. Enterprise policies and procedures.
11. Set personal goals.
12. Assess personal achievement.
13. Plan own work.
14. Communicate effectively and precisely.
15. Perform documentation.
16. Identify learning opportunities.
17. Determine and work toward deadlines.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology and industry.

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

- demonstrate knowledge of time management, personal development and learning opportunities
- effective application of time management techniques
- plan and organise own work and identify constraints
- assessing learning needs and development opportunities
- communicating effectively with colleagues within the range of situations required for the job role
- receive and act constructively on feedback
- document evidence of learning and maintenance of work records

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

**(3) Context of Assessment**

Assessment may take place on 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. The assessment must be undertaken in a closely simulated workplace environment.

## U31401: Work in a culturally diverse environment

Unit Descriptor:

This unit deals with the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Communicate with individuals from diverse backgrounds | <p><i>To be competent you must achieve the following:</i></p> <p>1.1 Individuals and groups from <b>different backgrounds, cultures</b> and languages are treated with respect and sensitivity.</p> <p>1.2 Individuals from <b>different backgrounds</b> are communicated with an cooperated effectively with in workplace activities.</p> <p>1.3 Where language barriers exist, efforts are made to establish communication using gestures, simple words and other appropriate methods.</p> <p>1.4 Different traditions and ways of communication are taken into account in responding to workplace situations.</p> <p>1.5 The ability of team members to speak a language other than English and/or their experience of living in other regions or cultures is valued and recognized as an asset.</p> |
| 2. Deal with cross cultural misunderstandings            | <p>2.1 Issues which may cause conflict or misunderstanding in the workplace are identified.</p> <p>2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders or others where required.</p> <p>2.3 Possible <b>cultural differences</b> are considered when difficulties or misunderstandings occur.</p>   |

- 2.4 Efforts are made to resolve misunderstandings, taking account of cultural considerations.
- 2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow-up.

## **RANGE STATEMENT**

*You must cover the items below:*

### **A. Background and Culture (at least 2)**

- (i) race/ethnic origin
- (ii) language
- (iii) special needs
- (iv) family structure
- (v) gender
- (vi) age
- (vii) sexual preference

### **B. Cultural difference (at least 4)**

- (i) appropriate ways of greeting and parting
- (ii) levels of formality
- (iii) work ethics
- (iv) family obligations
- (v) customs
- (vi) social values
- (vii) dress and grooming
- (viii) non-verbal behavior, understanding and interpretations
- (ix) observe of special religious, feast or other celebratory days
- (x) product preferences

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Principles that underpin cultural awareness and relevance to individual behavior in the workplace.
2. General characteristics of the different cultural groups encountered.
3. Cultures of other countries and people.
4. Relevant cultural protocols.
5. Principles and techniques for resolution of cross-cultural communication difficulties.
6. Anti-discrimination legislations.
7. Non-verbal communication techniques appropriate for cross-cultural communication.
8. Escalation procedures.
9. Basic conflict resolution techniques.
10. Potential conflicts resulting from cultural differences.
11. Enterprise policies and procedures.
12. Deal with people from a range of cultural background.
13. Identify cultural differences.
14. Resolve conflicts.
15. Communicate effectively with others from different cultures.
16. Display sensitivity.
17. Work with others.



## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology industry.

It is essential that competence be observed in the following aspects:

- demonstrate the ability to identify and respond to the cultural context of a given workplace
- demonstrate the ability to apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds
- deal with individuals from other cultures with sensitivity and respect
- use effective and culturally appropriate methods to overcome language barriers
- identify and address issues that may lead to misunderstandings
- take into account cultural differences when addressing conflicts and misunderstandings
- collaboratively establish friendly working environment
- escalate and follow up on complex issues

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) 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.

**U31501:****Perform measurements and calculations**

This unit deals with the skills and knowledge required to effectively carry out measurements and calculation of work to required tolerance.

| ELEMENT                            | PERFORMANCE CRITERIA   |
|------------------------------------|--|
| 1. Obtain measurement              | <p><i>To be competent you must achieve the following</i></p> <p>1.1 Accurate <b>measurements</b> are obtained to job instruction using appropriate <b>measuring devices</b>.</p> <p>1.2 Instruments are selected and are read to the limit of accuracy of the tool.</p> <p>1.3 <b>Measurements</b> are correctly identified/recorded without error.</p> <p>1.4 Quality Assurance requirements associated with enterprise's work operations are recognized and adhered to.</p>  |
| 2. Perform simple calculations     | <p>2.1 Calculations involving fractions, percentages and mixed numbers are used to complete workplace tasks.</p> <p>2.2 Knowledge of the mathematical relationships between various quantities is demonstrated.</p> <p>2.3 Calculations are performed accurately using established formulae and the results are applied to work activities.</p> <p>2.4 Basic statistical calculations are performed using given data.</p> <p>2.5 The functions of a calculator are used to perform workplace tasks.</p> <p>2.6 Numerical information is self-checked and corrected for accuracy.</p> |
| 3. Estimate approximate quantities | <p>3.1 Quantities of <b>materials</b> and resources required to complete a work task are estimated.</p>  |

- 
4. Interpret drawings, layouts and graphs
- 3.2 **Measurements** or quantities are estimated (approximately) on worksite or from **job instructions**.
  - 3.3 The time needed to complete a work activity is estimated.
  - 3.4 Accurate estimates for work completion are made.
  - 4.1 Information extracted from drawings, layouts and graphs are correctly interpreted.
  - 4.2 Information presented in symbols, diagrams and pictorial representations is recognized, interpreted and used to complete workplace tasks.

## RANGE STATEMENT

*You must cover the items below:*

### A. Measurements (at least 2)

- (i) linear quantities
- (ii) sound pressure levels
- (iii) weight
- (iv) angular dimensions
- (v) volume

### B. Measuring devices (at least 4)

- (i) rule
- (ii) tape measure
- (iii) square
- (iv) stop clock
- (v) meters
- (vi) scale
- (vii) plumb line

**C. Materials (at least 2)**

- (i) cloth
- (ii) paper
- (iii) wood
- (iv) metal
- (v) liquids
- (vi) chemicals
- (vii) cable
- (viii) gels

**D. Job instruction: (at least 1)**

- (i) verbal direction/instruction
- (ii) written instruction
- (iii) provision of job drawing and details

**UNDERPINNING KNOWLEDGE**

1. Drawings and specifications.
2. Materials relevant to the work process.
3. Mathematical operations in geometry, measurement and calculations.
4. Costing relevant to the work activity.
5. Units of measurements.
6. Relationship between quantities.
7. Measuring devices and equipment.
8. Application of mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions.
9. Metric and where required, imperial measurement systems.
10. Use dial, scale and digital readouts.
11. Calculating devices.
12. Organizational policies and procedures.
13. Occupational Health and Safety requirements.
14. Read and interpret drawings/instructions.
15. Measure and calculate manually.
16. Record measurements.
17. Operate electronic calculating devices.
18. Manipulate formulae.
19. Using measuring devices and equipment safely.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- communicate effectively to enable accurate calculations and measurements
- demonstrate safe and effective use of measuring devices
- accurate measurements taken and recorded
- select appropriate mathematical process and perform calculations to specifications
- estimate quantities and costs to requirements
- interpret drawings, layouts and graphs
- locate, interpret and apply relevant information
- maintain workplace records

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) 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.

**U31601: Carry out data entry and retrieval procedures**

Unit Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate, retrieve and to access data and communicate via the Internet.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>To be competent you must achieve the following:</i> |  |
| 1. Initiate computer system                            | 1.1 The hardware components of the computer and their functions are correctly identified.<br>1.2 Equipment is powered up correctly.<br>1.3 Access codes are correctly applied.<br>1.4 Appropriate <b>software</b> is selected or loaded from the menu.   |
| 2. Enter data  | 2.1 Types of data for entry correctly identified and collected.<br>2.2 Input devices selected and used are appropriate for the intended operations.<br>2.3 Manipulative procedures of <b>Input device</b> conform to established practices.<br>2.4 Computer files are correctly located or new files are created, named and saved.<br>2.5 Data is accurately entered in the appropriate files using specified procedure and format.<br>2.6 Back-up made in accordance with operative procedures. |
| 3. Retrieve data                                       | 3.1 The identity and source of information is established.<br>3.2 Authority to access data is obtained where required.   |

- 3.3 **Files** and data are correctly located and accessed.
- 3.4 Integrity and confidentiality of data are maintained.
- 3.5 The relevant reports or information retrieved using approved procedure.
- 3.6 Formats of retrieved report or information conform to that required.
- 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Monitor the operation of equipment
  - 5.1 The system is monitored for correct operation of tasks.
  - 5.2 Routine system messages are promptly and correctly dealt with.
  - 5.3 Error conditions within level of authority are dealt with promptly and uncorrected errors are promptly reported.
  - 5.4 **Output devices** and materials are monitored for quality.
- 6. Access and transmit information via the Internet
  - 6.1 Access to the Internet is gained in accordance with the provider's operating procedures.
  - 6.2 Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.

- |    |     |   |
|----|-----|---|
|    | 6.3 | E-mail is sent and retrieved competently.                 |
| 7. | 7.1 | The correct shut down sequence is followed.               |
|    | 7.2 | Problem with shutting down computer is reported promptly. |
|    | 7.3 | All safety and protective procedures are observed.        |

## RANGE STATEMENT

*You must cover the item below:*

- A. **Software systems (at least 2)**
- (i) word processing
  - (ii) spreadsheet
  - (iii) Internet access
  - (iv) power point
  - (v) database
  - (vi) design programme (CAD)
- B. **Input devices (at least 3)**
- (i) keyboard
  - (ii) mouse
  - (iii) scanner
  - (iv) microphone
  - (v) camera
  - (vi) light pen
  - (vii) barcode scanner
- C. **Save files on (at least 2)**
- (i) network
  - (ii) magnetic media (hard disk, tapes)



- (iii) personal computer
- (iv) CD
- (v) flash drive

**D. Output devices (at least 1)**

- (i) printer
- (ii) monitors
- (iii) speakers
- (iv) multi-media projectors

## **UNDERPINNING KNOWLEDGE AND SKILLS**

1. Safety for working with and around computers.
2. Computer hardware and software systems.
3. Procedures for initiating and closing down a computer.
4. The operation of the data entry management system.
5. Methods of locating files.
6. Organisation's standards applicable to accessing files.
7. Files operations and their applications.
8. Creating, locating and saving files.
9. Routine functions of a software.
10. Formatting function of software.
11. Graphic productions and manipulation.
12. Regard for accuracy and security of information.
13. Functions on the Internet.
14. Identify computer hardware.
15. Manipulate data input devices.
16. Access data.
17. Key-in and format documents.
18. Retrieve data.
19. Amend and print data.
20. Save data.
21. Search and retrieve data from the Internet.
22. Send and receive E-mail.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology.

It is essential that competence be observed in the following aspects:

- initiate the use of the equipment
- locate and access data
- use file operations
- manipulate input devices
- key-in and format documents
- access to the Internet

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) Context of Assessment

The unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to access underpinning knowledge should support this.

**U31701: Check and maintain equipment**

Unit Descriptor:

This unit deals with skills and knowledge required to perform regular basic maintenance on equipment used within the Entertainment and Events Technology industries.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>To be competent you must achieve the following:</i> |   |
| 1. Conduct regular checks                              | 1.1 Periodically work is undertaken to restore <b>equipment</b> to optimum working conditions.<br>1.2 <b>Equipment</b> and accessories are cleaned and maintained in accordance with enterprise requirements and maintenance instructions.<br>1.3 Spares are checked and replaced in accordance with enterprise requirements and manufacturer's instructions.<br>1.4 <b>Equipment</b> safety checks are safely conducted in accordance with manufacturer's instructions.<br>1.5 The status of all components checked, maintained and/or replaced is recorded or reported. |
| 2. Maintain equipment                                  | 2.1 Complex maintenance activities are referred to technical specialists in consultation with the <b>relevant personnel</b> .<br>2.2 Maintenance documentation is completed according to enterprise procedures and copies are provided to the <b>relevant personnel</b> .<br>2.3 <b>Equipment</b> is safely shutdown and isolated where necessary, following manufacturer's instructions and enterprise procedures.   |

- 2.4 Labels are written and attached to faulty equipment in accordance with organisational procedures.
- 2.5 Documentation is completed according to enterprise procedures and copies are provided to the **relevant personnel**.

## RANGE STATEMENT

*You must cover the items below*

### A. Equipment (at least 1)

- (i) light equipment
- (ii) audio equipment
- (iii) audiovisual equipment
- (iv) stage elements

### B. Relevant personnel (at least 2)

- (i) supervisor
- (ii) head of department
- (iii) technicians

## UNDERPINNING KNOWLEDGE AND SKILLS

1. Common maintenance needs and schedules of the range of equipment in use.
2. Fault detection techniques.
3. Maintenance and other relevant reports.
4. Typical equipment and wiring reports.
5. Typical equipment and wiring faults.
6. Relevant occupational health and safety legislation.
7. Demonstrate manual dexterity .
8. Read and interpret service documentation and manuals.
9. Work safely.
10. Communicate effectively.
11. Equipment and cleaning agents.
12. Cleaning and maintenance techniques.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology industry.

It is essential that competence be observed in the following aspects:

- conduct checks and maintain entertainment and events technology equipment
- interpret manufacturer's instructions and job specifications
- demonstrate knowledge and application of relevant occupational health and safety legislation
- consultatively deal with difficult situations and make appropriate referrals
- comply with all documentation and reporting requirements

### (2) Methods of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) 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.

**U31801: Deal with emergency situations**

Unit Descriptor:

This unit deals with the skills and knowledge required to deal with emergency situations that may occur or affect clients and workers.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | <i>To be competent you must achieve the following:</i>  |
| 1. Carry out emergency procedures in the event of a fire     | 1.1 Firefighting equipment is correctly used in accordance with manufacturer's specifications.<br>1.2 Appropriate <b>emergency procedures</b> are followed in accordance with organisational venue emergency plan.<br>1.3 Evacuation procedures are correctly followed in a calm and orderly manner.<br>1.4 Unexpected situations are dealt with in accordance with established procedures and guidelines.<br>1.5 Information is accurately recorded and submitted to the relevant authority in accordance with organisational and national policies and procedures |
| 2. Carry out emergency procedures in the event of accidents. | 2.1 <b>Accidents</b> are identified and action taken immediately.<br>2.2 <b>Emergency procedures</b> applied are in accordance with given instructions.<br>2.3 <b>Appropriate action</b> is taken to ensure safety of injured and uninjured persons in accordance with given guidelines.<br>2.4 Comfort and reassurance is given to injured persons.<br>2.5 Personal <b>emergency</b> and <b>accidents</b> are reported in an appropriate manner, to the <b>appropriate personnel</b> .   |

- |    |   |     |   |
|----|---|-----|---|
| 3. | Deal with suspicious items  | 3.1 | Suspicious items and packages are identified and promptly reported to the <b>appropriate personnel</b> .                                |
|    |   | 3.2 | Correct safety and security procedures are followed in a calm and orderly manner.   |
| 4. | Deal with suspicious occurrences                                  | 4.1 | Suspicious behavior and occurrences are promptly identified.  |
|    |   | 4.2 | Any suspicious behavior or occurrences are promptly reported to the designated personnel.   |
| 5. | Carry out emergency procedures in the event of a natural disaster | 5.1 | Appropriate steps are taken to protect life and property in the event of a natural disaster.  |
|    |   | 5.2 | Damages to life and property are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel. |
|    |   | 5.3 | Unsafe areas are identified and persons evacuated immediately.  |
|    |   | 5.4 | Correct evacuation procedures are followed in a calm, orderly manner in accordance with organisational procedures.                      |
|    |   | 5.5 | <b>Emergency procedures</b> are followed in accordance with statutory and enterprise guidelines.  |
|    |   | 5.6 | Information is documented and communicated clearly and accurately.  |

**RANGE STATEMENT**

*You must cover the items below:*

**A. Emergency procedure (at least 2)**

- (i) first aid
- (ii) eliminating cause of fire
- (iii) use of fire extinguishers
- (iv) alerting appropriate personnel
- (v) reassuring client

**B. Appropriate action (at least 2)**

- (i) eliminating cause of accidents where possible
- (ii) rendering first aid
- (iii) alerting relevant department or personnel
- (iv) follow evacuation procedures

**C. Emergencies (at least 3)**

- (i) gunshot wounds
- (ii) stroke
- (iii) asthma attack
- (iv) heart attack
- (v) drug overdose
- (vi) fainting
- (vii) diarrhea
- (viii) vomiting
- (ix) food poisoning



**D. Accidents (at least 3)**

- (i) falling/flying objects
- (ii) burns
- (iii) choking
- (iv) cuts
- (v) falls
- (vi) electrical shock
- (vii) chemical spills

**E. Appropriate Personnel (at least 2)**

- (i) supervisor
- (ii) stage manager
- (iii) producer
- (iv) emergency personnel

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Types of firefighting equipment.
2. Proper use of firefighting equipment.
3. Safety precautions and procedures in evacuating a building in which there is fire.
4. Emergency procedures in the event of fire.
5. Cues in identifying suspicious items or packages.
6. How to deal with emergencies such as heart attack, drug overdose, fainting, diarrhea, vomiting, food poisoning and gunshot wounds.
7. Emergencies that may occur following a natural disaster.
8. Post natural disaster safety precautions.
9. Precautionary measures in preparing for an impending hurricane.
10. Roles and function of bodies responsible for emergency preparedness and responses.
11. Deal with the discovery of suspicious items/packages.
12. Carry out emergency procedures in the event of accidents.
13. Follow emergency procedures in the event of a hurricane.
14. Follow emergency procedures in the event of a natural disaster.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of established emergency procedures and appropriate authorities responsible for dealing with emergencies
- correct use of fire extinguishers and application of emergency procedures when dealing with fires
- prompt response to deal with injuries within area of responsibility and to protect self and others
- demonstrate the ability to deal with emergency situations mentioned in the range of instances
- identify situations and carry out correct procedures for dealing with hazards, suspicious items and accidents
- identify and deal appropriately with security threats
- perform required for documentation authority to deal with promptly
- compliance with all statutory and organisational emergency policies and procedures

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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).

### (3) 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.

**About NVQs**

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**Assessment methods**

The assessment methods describe the methods which should be used to assess performance and underpinning knowledge.

**Assessors**

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 – Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 – Skilled Occupations:**

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations:**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 – Technical Specialist and Middle Management Occupations:**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

**Level 5 – Chartered, Professional and Senior Management Occupations:**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

**Extracted workplace examples**

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Internal Verifier**

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

**Key role**

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

**NVQ**

National Vocational Qualification.

**NVQ Coordinator**

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Questioning**

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

**Range statements**

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria are intended to apply.

Range statements are prescriptive therefore each category must be assessed.

**Role-plays**

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### ETTLB

Entertainment and Events Technology Lead Body.

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of a person's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** – are core to a qualification and have to be completed.

**Elective units** – within some qualifications which allow the candidate to choose a number of individual units from a specific group.

**Additional units** – are units which do not have to be completed to achieve a qualification.

### Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a

**Work-based projects (Cont'd)**

structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).