Occupational Standards for Caribbean Vocational Qualifications (CVQ)

CCCILS1001 - CVQ Level 1 – Live Sound Engineering

Unit Number	Unit Title	Requirement
CI00001	Set up sound equipment to specification	Mandatory
CI00002	Carry out manual soldering and desoldering	Mandatory
CI00003	Select microphone and other audio input sources	Mandatory
CI00004	Compile audio replay material	Mandatory
CI00005	Undertake simple audiovisual connectivity	Mandatory
CI00006	Apply a general knowledge of audio to work activities	Mandatory
CI00007	Handle physical elements safely during load in/load out	Mandatory
CI00008	Work effectively in live sound production	Mandatory
CI00009	Organise and monitor load in/load out	Mandatory
TH00350	Communicate in the workplace	Mandatory
CI00011	Use the internet to download or modify music	Mandatory
CI00016	Follow safety, health and security procedures in the Creative Industries	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

Example: CCCILS1001

CCCILS1001

CARICOM Code

Occupational Number

Sector

Qualification Level

Occupational Area
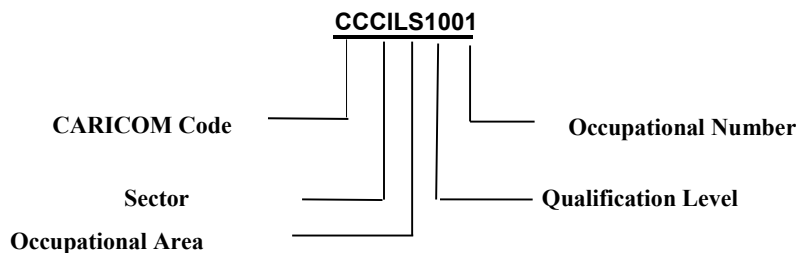
Key: CC – CARICOM   CI – Creative Industries; LS - Live Sound Engineering; 1 - Level 1; 001 - Numerical sequence

Legend to Unit Code

Example: CI00001

CI00001

Occupational Area ———————

———————— **Unit Number**
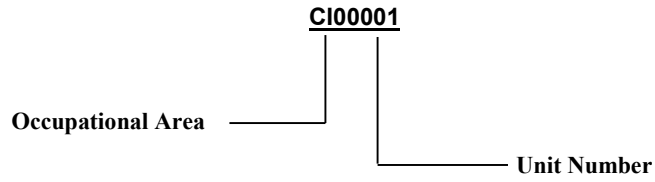
Key: **CI** – Creative Industries; **00001** – unit #

Country of Origin: Trinidad and Tobago

Qualification Overview

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to Candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further / higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognized qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to Employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands

- Provides greater access for persons to achieve higher qualifications

- Contributes to the region's human resource capacity development

CI00001:   Set up sound equipment to specification

Unit Descriptor:

This deals with the skills and knowledge required to set up, interconnect and dismantle public address systems

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1	Set up front of house (FOH)/public address systems	1.1	Check any hired-in equipment against the inventory according to standard operating procedure
		1.2	Check the equipment against the specification and ensure that they are safe and in working order
		1.3	Remedy defects in equipment promptly either by replacing and/or reporting defective equipment
		1.4	Read and interpret stage plot to position and set up the sound equipment
		1.5	Position and interconnect equipment according to manufacturer's instructions
		1.6	Minimise the effect of room modes on the reproduced sound in accordance with occupational safety and health procedures
		1.7	Check that cables meet the electrical performance related to their use in accordance with workplace procedures
		1.8	Follow power-up procedures according to manufacturer's specifications
		1.9	Position equipment and cables as directed to ensure that they are safe, secure and do not inconvenience others
		1.10	Position equipment and cables according to instruction to minimize induction of unwanted signals
		1.11	Position and align loudspeakers to optimize coverage and minimize spill onto microphones in accordance with occupational safety and health guidelines
		1.12	Check that the set-up is visually acceptable, meets client or production requirements and is achieved within the operational constraints of the production

2	Set up monitor systems	2.1	Check any hired-in equipment against the inventory according to standard operating procedures
		2.2	Check the equipment items against the specification and ensure that they are safe and in working order
		2.3	Remedy defects in equipment promptly either by replacing and/or reporting defective equipment
		2.4	Position and interconnect the equipment as instructed
		2.5	Minimize the effect of room modes on the reproduced sound in accordance with occupational safety and health procedures
		2.6	Check that cables meet the electrical performance related to their use in accordance with workplace procedures
		2.7	Follow power-up procedures in accordance with manufacturer's specifications
3	Break down front of house (FOH)/public address system	3.1	Follow power-down procedures in accordance with manufacturer's specifications
		3.2	Dis-assemble the rig safely, efficiently and with consideration for others in the work environment in accordance with Occupational Safety and Health guidelines
		3.3	Handle equipment items carefully and safely in accordance with workplace procedures
		3.4	Coil and store cables neatly, safely and securely in accordance with workplace procedures
		3.5	Mark defective equipment clearly in accordance with organisational requirements
		3.6	Report lost and damaged equipment promptly in accordance with organisational procedures
		3.7	Move equipment within the agreed timeframe and store securely in accordance with workplace procedures
4	Break down monitor system	4.1	Follow power-down procedures in accordance with manufacturer's specifications
		4.2	Dis-assemble the rig safely, efficiently and with consideration for others in the work environment in accordance with Occupational Safety and Health guidelines

	4.3	Handle equipment items carefully and safely in accordance with workplace procedures
	4.4	Coil and store cables neatly, safely and securely in accordance with workplace procedures
	4.5	Mark defective equipment clearly in accordance with organisational requirements
	4.6	Report lost and damaged equipment promptly in accordance with organisational procedures
	4.7	Move equipment within the agreed timeframe and store securely in accordance with workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Equipment include :
- Rigging main
- Operated equipment
- Equipment that is directly supplied or hired-in

2. Dis-assemble/break down include :
- Mains operated equipment
- Battery operated or non-powered equipment

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to interconnect equipment correctly and safely

2. why is it important to interconnect equipment correctly and safely

3. why is it important to have the equipment grounded safely and correctly

4. why is it important to match speaker impedance with amplifier power

5. how would you set up monitors to minimize feedback dependent on the choice and placement of the microphone

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include the ability to:

a.   understand different types of cables and connectors
b.   apply adequate knowledge of safety requirements for mains-operated equipment
c.   understand the adverse effect of feedback on public address systems

(2)   Method of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language,

literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference material

(3)   **Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

CI00002:   Carry out manual soldering and desoldering

Unit Descriptor:

> This unit deals with the skills and knowledge required for preparing cables for soldering, soldering cables and connecters and cleaning the equipment.

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1 Prepare cables for soldering

1.1 Select the type of cable required for the specified job in accordance with instructions and work site procedures

1.2 Cut cables to required length for the specified job

1.3 Assemble connector in accordance with manufacturer's instructions

1.4 Remove outer and inner sheath as per manufacturer's instructions

1.5 Check that the inner core is cut to the required length for the job

2 Solder cables and connecters

2.1 Plug in soldering iron and set to required temperature in accordance with OSH guidelines

2.2 Select soldering techniques, procedures and materials in accordance with work site procedures

2.3 Use an appropriate soldering technique to apply solder to the materials to be joined, in accordance with work site procedures

2.4 Tin the connector and inner core wire in order to tack soldering in accordance with workplace procedures

2.5 Place wires onto pins in accordance with industry procedures

2.6 Solder wire to connector according to standard operating procedures

2.7 Check cables for proper working order in accordance with manufacturer's specifications

2.8 Assemble connector according to manufacturer's specifications

3	Inspect solder joints	3.1	Undertake inspection according to standard operating procedures
		3.2	Record/report inspection results in accordance with work site procedures
4	Undertake desoldering	4.1	Select appropriate techniques, procedures, desoldering tools and equipment in accordance with work site procedures
		4.2	Desolder materials/components using workplace procedures to minimise damage to materials and components
		4.3	Remove materials/devices to specifications using standard operating procedures
5	Clean equipment	5.1	Turn off soldering iron according to workplace safety practices
		5.2	Dismantle soldering iron before cleaning according to OSH regulations
		5.3	Clean workstation and store away equipment and tools according to workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Soldering tools and equipment include:

- soldering irons
- cutters
- brushes
- files
- soldering tips
- solder syringes
- holding devices

2. Handling includes:

- methods of physical handling and stress relief methods of preventing damage caused by electrostatic discharge. This may include:
  - o wrist straps and anti-static work

3. Materials include:

- solder (solid resin cord and paste)
- flux (resin or powder)

areas and practices

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment

2. how to take responsibility for the quality of one's work

3. how to use accepted engineering techniques, practices, processes and workplace procedures

4. how to identify the preparation requirements of materials prior to soldering

5. what are the consequences of incorrect material preparation prior to soldering

6. how to identify the correct application of a range of soldering tools and equipment

7. how to identify the applications of different solders and fluxes with respect to the materials to be soldered

8. how to apply alternative soldering and desoldering techniques and identify methods of solder removal and their application

9. how to apply component protection procedures

10. what are the methods of minimizing damage to materials/components

11. how to identify and apply methods of cleaning solder from materials/devices

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include the ability to:

    a. demonstrate safe working practices at all times
    b. perform all tasks in accordance with standard operating procedures
    c. perform all tasks to specifications

(2)   Method of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference material.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

CI00003:   Select microphone and other audio input sources

Unit Descriptor:

This deals with the skills and knowledge required for preparing for a recording session, live show or broadcast with vocals or instrument, optimizing sound pickup using microphones and tearing down/breaking down microphones

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1	Prepare for recording session	1.1	Choose the microphone and microphone stand for the required sound according to standard operating procedures
		1.2	Choose the appropriate type of cable to be used with the microphone according to standard operating procedures
		1.3	Set up microphone stand and affix microphone securely to the stand in accordance with workplace procedures
		1.4	Attach cable to microphone in a way which does not endanger or inconvenience the performer and colleagues
		1.5	Attach cable to mixing console or microphone pre amp or snake in accordance with workplace procedures
		1.6	Turn on phantom power where necessary in accordance with manufacturer's specifications
2	Optimize sound pickup	2.1	Select the microphone polar pattern to discriminate against unwanted sound sources according to industry procedures
		2.2	Position the microphone to optimize sound pickup in accordance with OSH regulations
		2.3	Correct and report, faults, failures and breakdowns to the appropriate personnel in accordance with organisational procedures
3	Tear down/break down microphones	3.1	Secure the microphone safely when not in use in accordance with workplace procedures
		3.2	Secure cables for storage to avoid breakage or damage to cable and/or connectors
		3.3	Break down microphone stand and return all items to the designated storage area

RANGE STATEMENT

All range statements must be assessed.

1. Microphone techniques include:
   - Close
   - Instrument
   - Vocals
   - Ambient
   - Distant
2. Recording sessions include:
   - Live show
   - Broadcast with vocals and instrument

3. Equipment include:
   - Microphones
   - Cables
   - Microphone stands

4. Microphones include:
   - Dynamic
   - Condenser

UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. what are the various types of microphone
2. what are the characteristics of each of the type of microphones
3. what is the importance of the frequency response curve
4. what is phantom power
5. what is proximity effect
6. how to apply the different microphone techniques

EVIDENCE GUIDE

1. **Critical Aspects of Evidence**
    Evidence should include the ability to:

    a. demonstrate safe working practices at all times
    b. demonstrate correct handling practices to prevent damage to microphone and ancillary equipment
    c. take responsibility for the quality of his/her own work
    d. demonstrate knowledge of the various types of microphones and their pick up pattern
    e. demonstrate the ability to determine when to use the different types of microphones

2. **Method of Assessment**

    Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference material.

3.   **Context of Assessment**
This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

CI00004:   Compile audio replay material

Unit Descriptor:	This unit deals with the skills and knowledge required to compile sound effects and replay material from diverse sources and to replay those effects on cue in a live performance situation.

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1	Assess source materials	1.1	Liaise with relevant colleagues to determine production needs for replay materials
		1.2	Identify sources of materials and ascertain availability in accordance with workplace procedures
		1.3	Prepare an accurate record of material noting source, content and duration required
		1.4	Establish any copyright restrictions on source materials and seek clearance for use as required
		1.4	Attach cable to microphone in a way which does not endanger or inconvenience the performer and colleagues
2	Assemble source materials	2.1	Collect and collate pre-recorded materials and check correct versions and duration
		2.2	Liaise with relevant colleagues to determine the most appropriate replay mechanism or platform
		2.3	Ascertain hardware and software availability for duplication and recording in accordance with workplace procedures
3	Duplicate and record materials	3.1	Record voice using a range of devices in accordance with manufacturer's specifications
		3.2	Prepare an Edit Decision List (EDL) in accordance with approved procedures
		3.3	Use appropriate techniques and equipment to record sources at different source levels
		3.4	Use established techniques and equipment to complete

editing of tracks or cues

3.5   Make back-up materials using equipment according to workplace procedures

4   Test and play materials on cue   4.1   Check final source material against show log in accordance with workplace procedures

4.2   Prepare replay equipment, sound levels and back-up hardware in accordance with standard operating procedures

4.3   Confirm cues with relevant colleagues in accordance with workplace procedures

4.4   Play materials on cue in accordance with workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Replay includes:
   - multi-tracking
   - music
   - sound effects
   - voice overs

2. Replay mechanisms include:
   - cassette decks
   - CD player
   - DAT machine
   - hard disk recorder
   - mini disk player
   - PC
   - reel-to-reel machines
   - IPods

3. Source materials include:
   - cassette
   - CD
   - live effects
   - musical instruments
   - radio and TV broadcasts
   - voice

UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. what are the optimum recording levels for a range of devices
2. what are the operating techniques for different recording devices, both digital and analogue
3. what are the operating techniques for a range of audio equipment to complete a signal chain
4. what are the safety issues associated with recording material
5. what are the copyright, moral rights and intellectual property issues and legislation that impact on the recording and replay of material
6. what are the techniques for creation and adaptation of cue sheets

EVIDENCE GUIDE

1. **Critical Aspects of Evidence**
   Evidence should include the ability to:

   a. use equipment to record and edit source materials for use as audio effects in a live production
   b. apply knowledge of recording and replaying devices
   c. perform all tasks to specification

2. **Method of Assessment**

   Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference material

3. **Context of Assessment**
   This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

CI00005:   Undertake simple audio-visual connectivity

Unit Descriptor:

> This unit deals with the skills and knowledge required to undertake simple sound and audiovisual activities.

ELEMENTS	PERFORMANCE CRITERIA

Candidates must be able to:

1 Prepare to undertake simple sound and audio-visual activities

    1.1 Read sound block diagrams and audio-visual installation plans and discuss with supervisor

    1.2 Identify rigging points used for sound and audio-visual equipment as required

    1.3 Identify cables used to connect components in accordance with manufacturer's specifications

2 Carry out pre-performance procedures

    2.1 Rig lanterns and accessories safely and accurately onto a bar as required under supervision

    2.2 Position speakers and microphones under supervision

    2.3 Set up audio-visual equipment in accordance with supervisor's instructions

    2.4 Carry out simple sound and audio-visual activities as required according to supervisor's instructions

3 Maintain and store equipment

    3.1 Undertake simple maintenance of equipment according to supervisor's instructions

4

    3.2 Store equipment according to workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Equipment include:
   - audiovisual equipment including:
     - 35mm and 16mm projectors, video players and monitors, slide

4. Simple sound and audiovisual activities include:

   - positioning and cabling audio

projectors, computer-operated audiovisual equipment
- audio equipment including:
    o tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalizers, effects and mixing desks, amp racks, feedback monitors

equipment according to audio plan
- fitting radio microphones to performers
- operating a tape recorder
- controlling microphone and cable placement
- operating a follow spot
- plotting and executing sound cues
- disassembling and packing equipment
- tuning sound systems
- controlling the sound during a live performance so that each element (vocal or instrumental) is well defined within the mix

2. Material to be read include:

- equipment lists
- operating manuals and instructions
- equipment labels
- event sheets
- design concept documentation
- sound block diagrams
- audio-visual installation plans
- organisational procedure
- books, articles and other reference material about lighting, sound and audio-visual material

5. Oral communication tasks include:

- accurately receiving and giving instructions
- asking questions to gain information and clarify ambiguities
- stating opinions and points of view in a cooperative, constructive manner
- negotiating outcomes where points of view differ
- working cooperatively and constructively with people from other disciplines (such as design

3. Material to be interpreted include:

- industry-specific terminology
- information about the function of equipment

6. Material to be calculated include:

- power loads
- loads on cables

UNDERPINNING KNOWLEDGE

Candidates must know and understand:

1. how to read and understand sound and audiovisual plans
2. how to apply an understanding of legal and safety issues with regard to sound and audio-visual operations
3. how to use basic sound and audio-visual equipment as specified in the range of variables
4. how to make a gobo using appropriate tools, equipment and materials
5. how to apply knowledge of common concepts/parameters used in sound engineering
6. how to patch and operate commonly used signal processors

7. how to apply knowledge of rigging procedures
8. how to apply knowledge of cultural diversity

EVIDENCE GUIDE

1. **Critical Aspects of Evidence**
   Evidence should include the ability to:

   a. undertake a range of simple sound and audio-visual activities
   b. follow written and/or spoken instructions
   c. perform all tasks to specification

2. **Method of Assessment**

   Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference material

3. **Context of Assessment**
   This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

CI00006:   Apply a general knowledge of audio to work
                    activities

Unit Descriptor:

> This unit deals with the skills and knowledge required to complete a range of general audio-related tasks in a live venue environment. It includes the need for an understanding of the overall audio system layout and basic equipment recognition.

ELEMENTS	PERFORMANCE CRITERIA
Candidates must be able to:	
1 Make preparations for audio set-up	1.1 Extract key information from audio installation plans and confirm requirements with supervisor in accordance with company's policies and procedures
	1.2 Identify preferred rigging and positioning points for audio equipment in accordance with workplace procedures
	1.3 Identify cables used to connect different audio components in accordance with manufacturer's specifications
	1.4 Identify and sort equipment and accessories in preparation for set-up, ensuring appropriate handling in accordance with manufacturer's specifications
2 Complete tasks using audio equipment	2.1 Position and connect audio system cables, including microphone, speaker, multicore snake and power feeds, in accordance with supervisor's instructions and safety requirements
	2.2 Wire the audio system in sequence and confirm with supervisor according to workplace procedures
	2.3 Identify any problems with equipment promptly, take action within scope of individual responsibility or report to supervisor according to company's policy
	2.4 Communicate appropriately with other technicians, performers or customers during the completion of tasks in accordance with workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Sound equipment include:

- amplifiers to suit the system
- analogue or digital mixing desk
- CD player
- computer DAT
- effects rack
- hard disc recorder
- microphones
- mini disc
- signal processing equipment
- speakers as part of the system
- PA system for audiences of different sizes

2. Equipment differences for loudspeakers include:

- features of high frequency compression driver types
- size of paper cone loudspeakers

3. Sequencing of wiring include:

- connection of adequate mains to all components and understanding of power isolation
- patching to create a complete signal chain from input to output
- safe and neat positioning of cables

4. Accessories used in live audio include:

- active splits
- analysis software
- continuity and phase testers
- DI boxes
- insulation transformers
- spectrum analysers
- SPL meters
- white or pink noise generators

5. Equipment differences for input source equipment include:

- devices in the main signal chain, eg equalisers, CD, cassette, mini disk
- devices inserted over individual channels, such as noise gates, limiters, compressors, preamps

6. Start-up sequence and operating settings for an audio system include:

- ensuring all amplifier volume controls are down (at minimum settings)
- ensuring all output faders on console are down (at minimum settings or muted)
- powering up all front-of-house equipment first
- powering up amplifiers last
- winding up amplifier volumes after all equipment is powered up

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to read audio plan to determine equipment required
2. how to position and place equipment appropriately ready for installation
3. how to amend positioning of equipment to remove feedback problems
4. how to wire the audio system
5. how to liaise with other technicians during set -up
6. how to effectively communicate with clients and colleagues
7. how to work effectively with colleagues in a team environment
8. how to work safely with others in the work area
9. how to deal with and communicate contingencies, difficulties and problems in delivering your work
10. how to apply problem solving techniques
11. what are the procedures for dealing with typical equipment problems and threats to safety

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include a demonstrated ability to:
   a. identify sound equipment, including key features and purpose
   b. display understanding of signal flow through the audio chain
   c. perform audio-related tasks in accordance with health and safety procedures
   d. communicate effectively with customers and colleagues within the range of situations required for the relevant job role
   e. work effectively as part of a team

(2)   Method of Assessment
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

(3)   Context of Assessment
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00007:   Handle physical elements safely during load
                        in/load 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. It focuses on safe manual handling and general knowledge of the load in/load out process and types of equipment.

ELEMENTS		PERFORMANCE CRITERIA
	Candidates must be able to:	
1	Prepare physical elements for transportation	1.1 Assemble/dismantle physical elements in accordance with manufacturer's instructions to ensure ease of packing, loading, unloading and installation
		1.2 Pack physical elements safely using appropriate techniques and materials to avoid damage during transportation
		1.3 Identify, prepare and pack any tools required for load in/load out in accordance with workplace procedures
2	Load/unload physical elements	2.1 Load/unload physical elements in the required order, ensuring that there is no damage in accordance with industry standards
		2.2 Use safe manual handling techniques throughout the loading/unloading process to avoid injury or damage in accordance with workplace procedures
		2.3 Install or position physical elements in appropriate work or storage area according to manufacturer's specifications
		2.4 Identify hazardous items and load in a manner which minimizes health and safety risks according to workplace procedures
		2.5 Inspect load prior to transportation to ensure that all items are loaded appropriately and adjustments are made as required
		2.6 Clear and clean work areas in accordance with approved workplace procedures
3	Check condition of physical elements	3.1 Check condition of physical elements to ensure that no damage has occurred during load in/load out in accordance with approved workplace procedures
		3.2 Identify repairs where required according to workplace procedures

3.3	Report to appropriate personnel for action using documentation according to company's policies and procedures

RANGE STATEMENT

All range statements must be assessed.

1. Physical elements include:

- sets
- lighting equipment
- audio equipment
- props
- scenic art
- costumes
- staging
- support equipment e.g. furniture
- technical equipment

4. Appropriate personnel include:

- supervisors/managers
- technical staff
- event/production managers
- stage managers

2. Packing materials include:

- road cases
- boxes
- crates
- wardrobe skips
- tape
- rope
- straps
- bubble wrap
- tissue paper
- labels
- bush blankets

5. Packing techniques include:

- use of restraints
- particular ways of handling different equipment
- use of protective coverings

3. Transportation requirements include:
- within a venue
- between different venues
- by road
- by air
- by sea

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. what is the load in/ load out process for different types of productions including typical procedures and processes and the roles and responsibilities of different personnel

2. which physical elements to use for different types of production
3. what are the typical locations for different physical elements within a production venue
4. what are the broader safety issues associated with the movement of physical elements and how to apply safe manual handling techniques
5. what are the relevant organisational and/or legislative Occupational Safety and Health (OSH) requirements
6. what are the packing materials and packing techniques used for different types of equipment
7. what are the techniques for loading and stowing equipment for safe transportation
8. what are the range of tools commonly required during the load in/load out process
9. how to work safely and with others
10. how to read simple work instructions, equipment lists and safety directions
11. how to count/tally equipment and other physical elements

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include a demonstrated ability to:

a. apply knowledge of safe manual handling techniques for various types of equipment
b. move, pack and load equipment under instruction using safe manual handling techniques
c. comply with organisational policies and procedures, industry standards and practices and relevant regulatory requirements

(2)   Method of Assessment
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

(3)   Context of Assessment
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually.

This unit could be assessed in conjunction with other units in the qualification.

CI00008:   Work effectively in live sound production

Unit Descriptor:

> This unit deals with the skills and knowledge required to work effectively in live sound production. It involves keeping up to date with the equipment, technologies and working methods as well as being able to communicate effectively with a diverse group of people including clients, other colleagues, specialists and, most importantly, contributors.

ELEMENTS		PERFORMANCE CRITERIA	
	Candidates must be able to:		
1	Develop effective workplace relationships	1.1	Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships
		1.2	Seek assistance from workgroup members when difficulties arise and address them through discussions in accordance with organisational procedures
		1.3	Encourage constructive feedback with others in the workgroup in accordance with approved procedures
		1.4	Apply organization's social, ethical and operational standards to develop and maintain positive relationships
		1.5	Adjust interpersonal styles and methods to the social and cultural environment
2	Contribute to workgroup activities	2.1	Provide support to team members to ensure workgroup goals are met in accordance with company approved procedures
		2.2	Make constructive contributions to workgroup goals and tasks according to organisational requirements
		2.3	Share information relevant to work with workgroup to ensure designated goals are met in accordance with organisational requirements
		2.4	Identify and plan strategies/opportunities for improvement of the workgroup with the workgroup in accordance with workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Organizational requirements include:
- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- OSH policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy

5. Responsibilities and duties include:
- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including OSH

- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- Defined resource parameters

2. Workgroup members include:
- coach/mentor
- supervisor or manager
- peers/work colleagues/team/enterprise
- Other members of the organisation

3. Feedback on performance include:
- formal/informal performance appraisals
- obtaining feedback from supervisors and
- colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring
- service delivery

4. Strategies/opportunities for improvement include:
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- recognition of Prior Learning/initial assessment

- skills, training and competencies
- code of conduct

6. Providing support to team members include:
- explaining/clarifying
- helping colleagues
- problem solving
- providing encouragement
- providing feedback to another team member
- undertaking extra tasks if necessary

7. Information to be shared include:
- assisting a colleague
- clarifying the organisation's preferred task
- completion methods
- open communication channels
- encouraging colleagues
- acknowledging satisfactory performance
- workplace hazards, risks and controls
- acknowledging unsatisfactory performance

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. why is it important to maintain cooperation and good relationships in the workplace
2. what are the organization's policies, plans and procedures
3. how to relate to people using the principles of group dynamics
4. what are the relevant legislation that affects organization's operations, especially in regard to OSH and environmental issues, equal opportunity, industrial relations and anti-discrimination
5. how to elicit and interpret feedback from others in a positive and constructive manner

6. what are the techniques to use to develop personal plans and establish priorities
7. how to identify and prioritize personal development opportunities and options
8. what are the workgroup members' responsibilities and duties
9. what is the importance of demonstrating respect and empathy in dealing with colleagues
10. how to communicate effectively to request advice, receive feedback and work with a team
11. how to relate to people with diverse backgrounds
12. what are the principles associated with identifying the cultural and social environment and assessing interpersonal styles
13. how to assess the type and availability of equipment and facilities required for specific activities
14. how to source equipment and facilities
15. where to access information on new technologies, equipment and working methods
16. who the decision makers are, and how to present information to them constructively, clearly and tactfully
17. how to formulate and justify recommendations
18. how to work effectively with clients, colleagues and contributors and effectively explain technical issues to non-technical people
19. what are the basic responsibilities and delineations of other people's job roles, and how they interconnect and impact upon each other and the live sound production
20. how to maintain accurate records and documentation
21. how to deal with and communicate contingencies, difficulties and problems in delivering your work
22. how to contain or resolve problems quickly and discreetly, prior to or during rehearsals and performance
23. how to handle equipment safely and carefully
24. how to label and report faulty or defective equipment
25. how to use relevant hardware and software effectively and efficiently
26. how to carry out research effectively using the Internet
27. what are the legal issues relating to copyright and intellectual property

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include a demonstrated ability to:
  a. provide support to team members to ensure goals are met
  b. seek and act on feedback from team members
  c. perform all tasks to specification

(2)   Context of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic.   Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required.   The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3)   Context of Assessment
This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be

demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with other units in the qualification.

CI00009:   Organise and monitor load in/load out

Unit Descriptor:

> This unit deals with the skills and knowledge required to move physical elements. It involves identifying and organizing physical elements and making plans for the transportation of physical elements.

ELEMENTS	PERFORMANCE CRITERIA
Candidates must be able to:	
1 Identify and organise physical element requirements	1.1 Determine the scope and type of physical elements required in accordance with production documentation
	1.2 Complete accurate inventory checks to ensure required physical elements are available and ready for use in accordance with approved procedures
	1.3 Identify the need for additional equipment or materials and order or organise these in accordance with organisational procedures and relevant budgetary guidelines
2 Make plans for movement of physical elements	2.1 Determine the most effective sequential order for the movement and installation of physical elements by liaising with relevant personnel in accordance with production requirements
	2.2 Identify relevant transport requirements in accordance with approved procedures
	2.3 Organise transport or communicate needs to appropriate personnel as required in accordance with workplace procedures
	2.4 Determine the number of personnel required for the movement of equipment and provide information to relevant colleagues
	2.5 Document plans for movement and installation of equipment in accordance with organisational procedures
3 Move physical elements	3.1 Instruct appropriate personnel regarding the movement of physical elements to ensure safety and avoid damage to equipment in accordance with OSH guidelines
	3.2 Monitor the load in/load out process to ensure that work is carried out in accordance with instructions

3.3   Organise appropriate storage and security of physical elements where required, including valuable items and any hazardous materials

RANGE STATEMENT

All range statements must be assessed.

1. Physical elements include:

- sets
- lighting equipment
- audio equipment
- props
- scenic art
- costumes
- staging
- support equipment e.g. furniture
- technical equipment

2. Production documentation include:

- equipment lists
- technical plans

3. Transportation requirements may be needed to or from:

- outside facilities
- rehearsal facilities
- storage facilities
- suppliers' facilities
- workrooms
- workshops
- between different venues

4. Other production personnel include:

- production managers
- supervisor
- technical staff
- other technical specialists
- stage managers

5. Transport requirements may relate to:

- road vehicles (organisation or hired)
- other modes of transport, i.e. by air or sea

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to communicate effectively to request advice, receive feedback and work with a team
2. how to deal with and communicate contingencies, difficulties and problems in delivering your work

3. how to contain or resolve problems quickly and discreetly, prior to or during rehearsals and performance
4. what is the load in/ load out process for different types of productions including typical procedures and processes and the roles and responsibilities of different personnel
5. which physical elements to use for different types of production
6. what are the typical locations for different physical elements within a production venue
7. what are the broader safety issues associated with the movement of physical elements and how to apply safe manual handling techniques
8. what are the relevant organisational and/or legislative Occupational Safety and Health (OSH) requirements
9. what are the packing materials and packing techniques used for different types of equipment
10. how to handle equipment safely and carefully

EVIDENCE GUIDE

(1) Critical Aspects of Evidence
Evidence should include a demonstrated ability to:

a. organise and work as a team for load in/load out
b. apply detailed knowledge of the load in/load out process in a given industry context
c. perform all tasks to specification

(2)   Context of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3)   Context of Assessment
This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with other units in the qualification.

TH00350   Communicate in the Workplace

Unit Descriptor:

> This unit deals with the skills and knowledge required to communicate effectively with customers and colleagues in the hospitality and tourism sector. It includes good interpersonal and customer service skills required to deal with persons from culturally diverse backgrounds.

ELEMENTS	PERFORMANCE CRITERIA
Candidates must be able to:	
1 Maintain professionalism	1.1 Observe appropriate dress code, presentation and demeanor according to workplace policy
	1.2 Follow personal hygiene procedures according to workplace policy
	1.3 Maintain professional integrity at all times according to workplace policy
	1.4 Apply workplace policies and procedures to prepare for and carry out work
2 Communicate with customers and colleagues	2.1 Conduct communications with customers and colleagues in a respectful, professional and friendly manner, taking into account cultural and social differences
	2.2 Use appropriate communication mode in accordance with workplace guidelines
	2.3 Interpret and use basic industry terms as required in the workplace, and clarify with supervisor if necessary
	2.4 Communicate through use of gestures or simple words where language barriers and seek assistance from supervisor, if necessary
	2.5 Convey messages considering effect of personal body language according to workplace guidelines
	2.6 Use active listening and questioning techniques to ensure effective two-way communication according to workplace guidelines
	2.7 Operate telephone system and use appropriate telephone etiquette when dealing with callers in accordance with workplace procedures

3	Deal with conflict	3.1	Identify and manage challenging or difficult behavior according to workplace procedures and with the assistance of the supervisor
		3.2	Identify potential and existing conflicts and seek solutions and assistance from colleagues or supervisor, where required
		3.3	Make efforts to resolve misunderstandings, taking into account cultural and social differences
		3.4	Refer issues and problems to the supervisor or appropriate personnel for follow up in accordance with workplace procedures
4	Work in a team	4.1	Identify work team goals with other team members according to workplace policy
		4.2	Identify, prioritise and complete individual tasks within designated time frames and supervisor's instructions
		4.3	Offer assistance to colleagues to ensure designated work goals are met according to workplace guidelines
		4.4	Seek assistance from supervisor or appropriate personnel to handle challenges of working in a team
5	Interpret and complete workplace documentation	5.1	Read and interpret workplace documentation and clarify with supervisor if necessary
		5.2	Complete forms and documentation in a clear, and concise manner in accordance with workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Customers include but not limited to:

   - internal
   - external

2. Communication modes may include but are not limited to:

   - verbal and non-verbal language
   - constructive feedback
   - active listening
   - questioning to clarify and confirm understanding

4. Communication equipment include but not limited to:

   - telephone
   - computer

5. *Manage appropriately includes but not limited to:*

   - managing emotions
   - defusing anger
   - clarifying the issues
   - maintaining composure and professional attitude

- use of positive, confident and cooperative language
- use of language and concepts appropriate to individual social and cultural differences
- control of tone of voice
- body language
- use of telephones (including mobile)
- email

3. Cultural and social differences includes but not limited to:

- language spoken
- non-verbal behaviour
- work ethics
- personal grooming
- customs
- religious practices
- special needs
- income
- race
- language
- disabilities
- family structure
- gender
- age
- levels of formality/informality

- providing support
- seeking assistance

6. Workplace guidelines includes but not limited to:

- guidelines and procedures
- mission statements
- codes of practice

7. Workplace documentation includes but not limited to:

- notices
- letters
- notes
- labels
- recipes
- menus
- records
- orders
- reports
- e-mail communication

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. why is it important to maintain professionalism in the workplace
2. what are the basic principles of effective communication
3. what are established communication channels
4. what are the barriers to good communication and how to overcome these barriers
5. what are the cultural differences that exist in the workplace
6. how to deal with clients and customers of various cultural backgrounds
7. what is the importance of teamwork
8. what documents are used in the workplace for communication

EVIDENCE GUIDE

(1) Critical Aspects of Evidence
Evidence should include a demonstrated ability to:

a.   maintain professionalism
b.   communicate effectively with customers and colleagues
c.   work in a team
d.   deal with conflict
e.   interpret and complete workplace documents

(2) Method of Assessment
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation, oral questioning, examination of portfolio, and simulation. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working as part of a team. The assessment environment should not disadvantage the candidate.

CI00011:   Use the Internet to download or modify music

Unit Descriptor:

> This unit deals with the skills and knowledge required to select and download music from the Internet in accordance with copyright regulations and Internet protocols.

ELEMENTS		PERFORMANCE CRITERIA
Candidates must be able to:		
1 Select music	1.1	Identify Internet software applications and their purposes in accordance with industry procedures
	1.2	Use search engines to search the Internet to find and download music files in accordance with industry procedures
	1.3	Select the appropriate sites and determine the appropriate music files in accordance with industry procedures
	1.4	Select files appropriate to the style of music in accordance with copyright regulations
	1.5	Evaluate files for their quality and appropriateness in accordance with approved procedures
2 Download music	2.1	Download and save files in accordance with copyright regulations
	2.2	Record files directly to disk and input analogue such as voice where required in accordance with workplace procedures
	2.3	Use extracting software and virus scanner on downloaded files in accordance with standard operating procedures
	2.4	Transfer files and format to use on a variety of equipment in accordance with standard operating procedures
	2.5	Identify security risks in compliance with Internet protocols and comply with copyright regulations

RANGE STATEMENT

All range statements must be assessed.

1. Evaluation of files include evaluating:
   - synchronisation
   - the appropriateness of instrumentation
   - the quality of sequencing
   - the size of files

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. how to initiate and conclude an internet connection
2. what are the appropriate uses of different internet protocols and data types, such as world wide web and email
3. what are the privacy and security measures related to on-line tasks
4. what are the relevant hardware and software as well as it functions and capabilities
5. how to select and use technology to access, download from, and interface with the internet
6. what are the types of equipment with which personal computers might interface such as MIDI devices, mixer, audio-visual equipment
7. how to select and evaluate sites for their usefulness, quality and appropriateness
8. what is copyright and its application to on-line information
9. how to communicate effectively in an on-line environment
10. how to use appropriate cultural protocols as required
11. how to use music industry knowledge to select and evaluate sites for their usefulness, quality and appropriateness
12. how to demonstrate awareness of copyright and its application to on-line information
13. how to navigate, search, download and store downloaded files

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include a demonstrated ability to:
a.   access the internet
b.   evaluate music files for their relevance and quality
c.   search for, download and save music files
d.   format, transfer and add inputs to files
e.   comply with appropriate copyright regulations and Internet protocols
f.   perform all tasks to specification

(2)   Context of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require

language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3)   Context of Assessment
This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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CI00016:   Follow Safety, Health and Security Procedures
                      in the Creative Industries

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 creative industries.

ELEMENTS	**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Follow occupational safety and health procedures	1.1	Comply with safety and health procedures in accordance with workplace policies and safety plans
		1.2	Identify breaches of safety, health and security procedures and report to the appropriate parties
		1.3	Check that all work activities are undertaken in a safe manner and do not present a hazard to others
2	Deal with emergency situations	2.1	Identify potential emergency situations and take required action within scope of individual responsibility
		2.2	Follow emergency procedures in accordance with workplace policies and procedures.
		2.3	Seek assistance from colleagues and/or supervisors where appropriate
		2.4	Report details of emergency situations in accordance with workplace policies and procedures
3	Maintain personal safety standards	3.1	Use appropriate safety clothing, footwear and, where relevant, personal protection equipment to ensure health and safety of self and others
		3.2	Take appropriate measures to prevent injury or impairment related to workplace activities and to control workplace hazards.
		3.3	Carry out safe manual handling and lifting to avoid back strain and other injuries in accordance with the relevant safety policies and procedures
		3.4	Ensure that accurate posture is maintained and ergonomics are consistently practiced in all work environments
		3.5	Take appropriate action to maintain a safe and secure work environment

		3.6	Comply with safety and health standards of music industry venues and equipment
4	Minimise the potential risk of noise and loud music	4.1	Identify the risks for people exposed to excessive sound/noise levels and possible responses to such risks
		4.2	Identify methods of protecting hearing and the corresponding hearing protection devices
		4.3	Evaluate hearing protection devices and use the appropriate device
		4.4	Use a sound level meter at music industry venues to ensure appropriate sound level in accordance with health and safety procedures
5	Provide feedback on health, safety and security	5.1	Identify promptly occupational safety and health issues requiring attention in accordance with workplace procedures
		5.2	Ensure that Occupational Safety and Health (OSH) issues are raised with the designated person in accordance with workplace and legislative requirements

RANGE STATEMENT

All range statements must be assessed.

1. Workplace hazards include:

- occupational overuse injury
- back injury
- hearing impairment
- stress
- performance anxiety
- electricity
- noise/sound level
- adverse weather/lighting conditions

2. Measures to prevent injury or impairment include:

- following all safety procedures
- adopting accurate posture
- taking adequate rest breaks
- controlling noise/sound levels and length

3. Health, safety and security procedures include:

- emergency, fire and accident
- hazard identification and control
- safe sitting
- lifting and handling
- security of documents, cash, equipment,
- people
- key control systems
- safe use of equipment
- safe use of chemicals and toxic substances
- safe construction of rigs and supports
- safe sound/noise levels
- dealing with difficult customers

4. Relevant policies and procedures include:

- venue, studio or company policy
- legislative requirements

of exposure to high levels of noise
- using personal protective equipment e.g.
  ear plugs
- avoiding eye strain
- accurate use of chemical and dangerous
  substances/equipment
- stress management techniques

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the major safety requirements for the locations in which work is carried out
2. what are the major causes of accidents relevant to the work environment
3. what are the major hazards that exist in the workplace
4. how to follow emergency evacuation procedures
5. what are the symbols used for Occupational Safety and Health
6. how to identify designated personnel responsible for Occupational Safety and Health
7. what are noise control methods
8. what are posture requirements to avoid strain or injury
9. what are the relevant industry safety guidelines
10. what are the relevant national Occupational Safety and Health legislation and codes of practice
11. what are the major safety requirements for entertainment venues
12. what are the major causes of workplace accidents
13. how to identify workplace hazards
14. what are fire hazards and workplace fire hazard minimisation procedures
15. what are workplace safety, health and security procedures
16. how to write safety reports and safety implementation reports
17. how to follow health, safety and security procedures in the music industry
18. how to identify major causes of workplace accidents relevant to the work environment
19. how to identify and appropriately deal with security risks in the work environment

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence
Evidence should include a demonstrated ability to:
    a. follow established safety and security procedures and understand the implications of disregarding those procedures
    b. comply with Occupational Safety and Health regulations applicable to workplace operations
    c. adhere to industry guidelines and relevant legislative and insurance requirements
    d. demonstrate understanding of the legal requirement to work in accordance with health, safety and security procedures
    e. explain safety procedures to others and deal with emergency situations
    f. perform all tasks according to established procedures
    g. report problems according to established procedures

(2)   Method of Assessment
Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning

techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3)   Context of Assessment
This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

GLOSSARY OF TERMS

Occupational Standards

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

Qualification Plan – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different wok environments. It also contains the Title and Level of the qualification to be awarded.

Unit Title - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discreet units of work.

Unit Descriptor - The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

Elements - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

Performance Criteria - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

Range Statement - This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates much demonstrate their competence.

Underpinning Knowledge and Skills – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Evidence Guide - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be

demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment

- Suitable methodologies for conducting assessment including the potential for workplace simulation

- Resource implications, for example access to particular equipment, infrastructure or situations

- How consistency in performance must be assessed over time, various contexts and with a range of evidence

Level 1 – Directly supervised worker

Recognizes 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 – Supervised skilled worker

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Independent/autonomous skilled worker

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, 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 – Supervisory specialist worker

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of

others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Managerial professional worker

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes 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.