Packaging of Competency Standards for Vocational Qualifications

CCAVTA1005 - CVQ Level 1 - Technical Assistance in TV and Video Production

Unit Code	Unit Title	Mandatory/ Elective
ECECOR0031A	Manage Own Work And Learning	Mandatory
ITICOR0041A	Communicate In The Workplace	Mandatory
ITCCOR0021A	Follow Occupational Health and Safety procedures	Mandatory
AV00101	Prepare Equipment for Shoot	Mandatory
AV00102	Maintain Supply Of Recording Media And Batteries	Mandatory
AV00103	Rig Support for Production	Mandatory
AV00104	Lay Tracks for Camera Dollies	Mandatory
AV00105	Rig And Manage Cables For Production	Mandatory
AV00106	Set Up Camera	Mandatory
AV00107	Track the video camera	Mandatory
AV00109	Rig and Position Sound Equipment	Mandatory
AV00110	Copy Materials To Non-Broadcast and Broadcast Formats	Mandatory
AV00111	Provide Assistance To Record And Review The Video Image	Mandatory
AV00112	Document and Store Media	Mandatory
AV00108	Operate Clapperboard	Elective

ECECOR0031A: Manage own work and learning

Competency Descriptor:

> 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.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop personal time management skills	1.1 Work priorities and deadlines are appropriately established in consultation with others in accordance with organisation procedures.
	1.2 Time is managed and work is planned so that tasks are completed according to order of priority and within established deadlines.
	1.3 Work is rescheduled and re-prioritised work where necessary to accommodate important variations in the workload.
	1.4 Details of work tasks and commitments are accurately documented and work records are maintained according to enterprise requirements.
	1.5 All changes and difficulties affecting work requirements are identified through regular reviews of work activities and the appropriate personnel are informed of the effects.
2. Manage own learning	2.1 Own learning needs to achieve set goals are identified in consultation with the appropriate personnel.
	2.2 Opportunities to meet learning needs are identified and the appropriate course of action is taken in consultation with the appropriate personnel.
	2.3 Appropriate evidence of on and off-the-job learning and achievements relevant to the current work role are collected.

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.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to managing own work and learning.

Time planning may include:

- consultation with others
- directions from others
- use of diaries and other work planning
- team meetings

Work records may include:

- diary entries
- work schedules
- time sheets
- file notes
- reports
- general in-house correspondence, e.g. memos, notes, email
- records of meetings

Appropriate personnel may include:

- managers
- supervisors
- peers
- mentors
- community representatives

Own learning needs may include:

- knowledge required for present job
- skills development to fulfil career aspirations
- need to obtain competencies to meet current and future organisational objectives

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to manage own work and learning in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

The following evidence is critical to the judgement 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)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- time management techniques
- organising information clearly, concisely and logically
- effective communication techniques
- task management techniques
- dealing with constraints
- general stress management techniques
- career paths within the relevant industry context
- skill requirements for different job roles
- documentation of evidence of learning
- enterprise polices and procedures

Skills
The ability to:

- set personal goals
- assess personal achievement
- plan own work
- communicate effectively and precisely
- perform documentation
- identify learning opportunities
- determine and work towards deadlines

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on learning opportunities

(5)   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.

Evidence may be collected in a variety of ways including:

- 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 should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   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.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0041A: Communicate in the workplace

Competency Descriptor:
> This unit deals with the skills and knowledge required to promote professional client support through verbal and non-verbal communication. This unit applies to all individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Establish contact with clients	1.1	Requests and inquiries from clients are received in a polite and courteous manner.
	1.2	An effective service environment is created through verbal and non-verbal communication
	1.3	Questioning and active listening are used to determine client support needs.
2. Process information	2.1	Inquiries are answered promptly.
	2.2	Requests are referred to appropriate personnel.
	2.3	Messages or information are recorded and passed on appropriately.
	2.4	Clients are informed of the process and progress of action.
	2.5	Follow-up action is taken according to organisational policy if required.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to communicating in the workplace and applies to all individuals in the information and communication industry.

Organisational policies and standards may include but not limited to:

- policies and procedures relating to answering client support enquires
- policies and procedures relating to answering telephone , writing messages and on-line enquires

- job descriptions/responsibilities
- service standards
- organisational code of conduct

Communication may include but not limited to:

- communicating with external clients and internal clients including team members, supervisors and management
- enquires related to routine client support needs
- clarifying and recording information and does not involve technical problem solving

Internal correspondence may include but not limited to:

- memos
- electronic mail
- bulletin boards

Verbal communication may include but not limited to:

- answering enquiries from clients
- use of voice mail
- requests from colleagues
- informal discussions

EVIDENCE GUIDE

Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the policies for processing of internal and external requests are followed.

(1)   Critical Aspects of Evidence

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

- communicate information about work activities and processes
- receive and convey information accurately
- interact with other team members
- demonstrate literacy in relation to work requirements
- communicate effectively with clients
- record and document information

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- organisation's policies, procedures and code of conduct
- general OH&S principles and responsibilities
- spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication

- apply questioning and active listening techniques
- use problem solving skills for a defined range of predictable problems
- demonstrate basic negotiation skills in relation to other team members
- provide basic customer service
- convey meaning clearly, concisely and coherently
- communicate non-verbally in a clear and precise manner
- demonstrate literacy skills in regard to basic workplace documents

(4)   Resource Implications

The following resources should be provided:

Work environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

(6)   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.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0021A: Follow Occupational Health and Safety procedures

Competency Descriptor:

> This unit applies to occupational health and safety competencies for employees without supervisory responsibility. This includes school-based workers, entry-level workers, trainees and apprentices. This competency complements, and is applicable in combination with other industry or enterprise-specific competencies.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace procedures for hazard identification and risk control	1.1 Hazards in the work area are recognised and reported to designated personnel according to workplace procedures.
	1.2 Workplace procedures and work instructions for controlling risks are followed accurately.
	1.3 Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities and competencies.
2. Contribute to the management of occupational health and safety	2.1 Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation.
	2.2 Contribute to participative arrangements for occupational health and safety management in the workplace within organisational procedures and scope of responsibilities and competencies.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role and function or workplace.

Designated personnel include but not limited to:

- supervisors
- managers
- team leaders
- management occupational health and safety personnel
- other persons authorised or nominated by the enterprise or industry to:
  - perform specified work
  - approve specified work
  - inspect specified work
  - direct specified work

Workplace procedures may be formally documented or communicated verbally and may include but not limited to procedures which are:

- general to the management of the enterprise, such as job procedures and work instructions
- specific to occupational health and safety, such as:
  - specific hazards
  - emergency response
  - consultation and participation
  - occupational health and safety issue resolution
  - identifying hazards, for example, inspections

- assessing risks
- controlling risks
- use of personal protective equipment reporting occupational health and safety issues

Occupational health and safety legislation include but not limited to:

- state/territory/commonwealth occupational health and safety acts, regulations and codes of practice including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Hazard identification and risk control include but not limited to:

- checking equipment or the work area before work commences and during work
- workplace inspections
- housekeeping

Participative arrangements include but not limited to:

- formal and informal meetings which include occupational health and safety
- occupational health and safety committees
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management

EVIDENCE GUIDE

Competency is to be demonstrated by following health and safety policy and procedures in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- demonstrated ability to recognise and report hazards to designated personnel
- demonstrated ability to accurately follow workplace procedures relevant to controlling risks in the workplace
- demonstrated ability to communicate

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- rights and responsibilities of the workplace parties under occupational health and safety acts, regulations and codes of practice
- the ways in which occupational health and safety is managed in the workplace, and activities required under occupational health and safety legislation, for example:
- policies
- procedures
- plant and equipment maintenance
- hazard identification
- risk assessment and control
- occupational health and safety instruction
- training and provision of occupational health and safety information
- hazards that exist in the workplace
- the preferred order of ways to control risks (known as the hierarchy of control)
- procedures relevant to the work being undertaken, including procedures for:

Knowledge
Knowledge of: (Cont'd)

- recognising and reporting on hazards, for example, work area inspections
- work operations to control risks, for example, permit to work systems and isolation procedures
- responding to accidents, fires and emergencies
- raising occupational health and safety issues
- employee participation in occupational health and safety management, for example, consultative or occupational health and safety committees and joint employer/employee inspections
- the meaning of occupational health and safety symbols found on signs and labels in the workplace
- designated personnel responsible for occupational health and safety

Skills
The ability to:

- read and write at a level where basic workplace documents are understood and presented
- employ questioning and active listening to confirm information
- display plain English literacy and communication skills in relation to dealing with clients and team members
- employ problem solving skills for a defined range of predictable problems
- follow health and safety procedures in the telecommunication industry
- identify and document major causes of accidents relevant to the work environment
- deal appropriately with security risks and emergencies
- disseminate information on safety and policies
- access information on OH&S requirements and guidelines

(4)   Resource Implications

Assessment of this unit requires access to:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology
- relevant occupational health and safety acts, regulations and codes of practice
- enterprise occupational health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Information and/or documents including but not limited to:

- details of the established organisational occupational health and safety system
- relevant policies, procedures and programs
- information about the rights and responsibilities of the workplace parties under occupational health and safety acts, regulations and codes of practice
- information on hazards and risks relevant to the workplace

(5)   Method of Assessment

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects and questioning on underpinning knowledge and skills.

Competency is to be assessed through practical demonstration of Occupational Health and Safety as relevant to the work environment. Peers and supervisors may be questioned for obtaining information on the extent and quality of the contribution made.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

(6)   Context of Assessment

Work is carried out under direct supervision.

An individual demonstrating these competencies would be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant safety equipment
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information

This competency can be assessed in the workplace or in a simulated environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AV00101   **Prepare Equipment for Shoot**

Unit Descriptor:	This unit deals with the skills and knowledge required to prepare equipment for a shoot. It includes the ability to select equipment, prepare for the installation of audiovisual equipment and to test and modify the equipment.

ELEMENTS	PERFORMANCE CRITERIA	
1 Select equipment	1.1	Collect required equipment under the direction of the appropriate personnel
	1.2	Select, clean and undertake any basic maintenance on the equipment and ensure that it is operational
	1.3	Select all required stock and consumables and ensure that they are present in sufficient quantity to meet the needs of the production schedule under the direction of the appropriate personnel
	1.4	Pack all equipment and stock to make available at the correct location and time of the shoot
2 Prepare to install audiovisual equipment	2.1	Identify and calculate rigging, cabling, track and power requirements as required in accordance with the audiovisual plan
	2.2	Pre-rig screens, projectors, communications, and other relevant equipment as required according to the audiovisual plan
	2.3	Prepare, roll, test and service extension leads, looms and cables in accordance with design specifications, organisation and legislative requirements under the direction of the appropriate personnel
	2.4	Construct or devise effects and masking as required
	2.5	Establish contingency plans in the event of equipment malfunction and prepare back-up equipment

3   Test and modify equipment   3.1   Connect equipment and test to ensure that it is operational and all accessories are fitted and in working order.

                                     3.2   Carry out any modifications to the set-up following consultation with the appropriate personnel

                                     3.3   Install and test back-up equipment under the direction of the appropriate personnel

                                     3.4   Check equipment in conjunction with lighting and sound operation as required

                                     3.5   Report to the appropriate personnel when required

RANGE STATEMENT

(a) Equipment relates to:
- Projectors (overhead, video, data grade)
- Recording and playback devices for audio and images
- Communication systems (PA, talkback, paging)
- Lighting equipment
- Sound equipment
- Cable or infra-red controllers
- Connectors
- Computers
- Cameras

(b) Stock
- Tapes
- Mini DVD
- Betacam
- DV Cam

UNDERPINNING KNOWLEDGE & SKILLS

1. What parameters to use for suggesting types of equipment to suit the location

2. What are the manual handling methods when rigging

3. What are the appropriate Health and Safety regulations, and when to enforce them

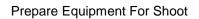4. When to seek specialist advice in the safe use of electrical equipment

5. What procedures to adopt when working at heights, which may include: guarding, toeboards, kickboards, handrails

6. What is the production's liability in relation to your hiring of third parties' equipment

7. What are your responsibility under third party hire agreements

8. Which equipment requires safety certificates

9. What procedures to use to ensure the safe return of equipment to suppliers

10. How are the staging, lighting and sound elements used in conjunction with audiovisual equipment

11. What are the capacities and limitation of various projectors and other elements used in audiovisual systems

12. How to apply logical fault-finding procedures

13. How to use hand and power tools

14. How to calculate power loads, length and areas and other mathematical requirements

15. What are the rigging procedures

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:
- technical knowledge of audiovisual equipment
-
- appropriate Health and Safety regulations

(2)   Method of Assessment

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

AV00102   Maintain Supply of Recording Media and Batteries

Unit Descriptor:

This unit deals with the skills and knowledge required to maintain recording media supply and maintain battery power for any production

ELEMENTS	PERFORMANCE CRITERIA
1 Maintain supply of recording media	1.1 Ensure that sufficient supplies of suitable recording media are available to meet shooting needs
	1.2 Report any possible recording media shortage promptly to the relevant person
	1.3 Handle and store recording media carefully
2 Maintain camera batteries during shoot	2.1 Check battery types and its suitability for the shoot
	2.2 Check that the charger is suitable for the batteries in use
	2.3 Charge batteries safely following agreed charging procedures
	2.4 Organise and operate a re-charging routine in line with company policy
	2.5 Keep sufficient batteries available to meet both shooting and charging needs
	2.6 Number the charged batteries clearly according to the order in which they are to be used, and store them correctly
	2.7 Obtain any special battery storage facilities if required

RANGE STATEMENT

Recording Media:

- Tape stock or drive space.
- Battery types refer to the type of battery a
  specific camera uses.

UNDERPINNING KNOWLEDGE & SKILLS

1. How to check requirements with the production team

2. What are the special production requirements for the shoot, if any

3. What are the types of recording media in current use and their suppliers

4. How to provide safe storage for the recording media

5. What items of equipment have magnetic fields which could affect the recording media

6. What environmental factors could affect the recording media

7. Where recording media is being obtained from, and the return procedures

8. How to handle and label recording media to avoid damage

9. What is the correct battery and charger compatibility

10. What are the different types of mounting plates in use for the production

11. How to charge and balance batteries safely

12. What are the battery types and relative battery lives, and how their characteristics can be
    affected by temperature

13. What are the storage requirements

14. How to sequence the batteries for charging, and label them correctly according to their status

15. How to prevent accidental discharge

16. What methods are available to monitor the batteries in use

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Since an essential requirement of maintaining recording media is coordination of documentation, assessment should take into account the production of a range of relevant documentation including:
- labelled records of exposed and non exposed footage
- stock records

(2)   Method of Assessment

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment may take place on the job, off the job or a mix 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.

AV00103   Rig Support for Production

Unit Descriptor:

This unit deals with the skills and knowledge required to rig fixed mounting and camera dollies in video or television production environments. Supports exclude camera cranes, and skills associated with the rigging of cranes

ELEMENTS		PERFORMANCE CRITERIA	
1	Rig fixed mounting for production	1.1	Select a tripod, pedestal or elevated support and accessories taking into account the weight and balance of the camera
		1.2	Make any special provisions to allow for deficiencies in the surface on which the mounting is being placed
		1.3	Place the mounts in the required position and level them though 360º
		1.4	Identify and check that all the locking devices are functional and in place
		1.5	Assemble the mounts in a way which will not endanger others or cause damage
		1.6	Identify any problems in the assembly and report to the appropriate person
		1.7	Rig additional ropes or wires to secure the camera when working at heights or in unstable conditions
		1.8	Secure the mounting when it is left unattended or in adverse weather conditions
		1.9	Provide adequate and secure environmental protection
		1.10	Identify any piece of equipment that requires special handling and apply the correct procedures
2	Rig camera dollies	2.1	Check the manufacturers' weight specifications

		2.2	Identify any piece of equipment that requires special handling
		2.3	Check the combined weight of all the equipment to be mounted
		2.4	Check the combined weights of the operators that will be conveyed
		2.5	Assess the suitability of the supporting surface or track to support the equipment
		2.6	Ensure that weight loadings do not exceed the manufacturers' safe working loads
		2.7	Check the pressures and pressure safety devices incorporated in the equipment
		2.8	Assemble in an order that is safe and will not endanger others or cause any damage
		2.9	Identify and check that all the locking devices are functional and in place
		2.10	Instruct others in the use of any special locking and safety functions
		2.11	Use locking devices to prevent unauthorised movement
		2.12	Check what special maintenance is required during use
		2.13	Provide safe and secure environmental protection
		2.14	Check that the whole assembly is safe for its intended use and that it is free of any obstructions
		2.15	Ensure that cables cannot be damaged, and that they are of adequate length
		2.16	Seek specialist help when electrical equipment is required
3	Disassemble tracks, platforms and towers	3.1	Break down and carry equipment, employing safe lifting techniques
		3.2	Clean and safely pack all equipment to avoid damage and prepare for transport, if required

      3.3   Report and document any equipment that is damaged and requires maintenance to the relevant personnel

      3.4   Leave the work site in the original or improved condition, ensuring that there has been no adverse impact on the site

RANGE STATEMENT

Elevated support relates to **PC1.1** and includes:
- Platforms
- Towers

UNDERPINNING KNOWLEDGE & SKILLS

1. What is the right sequence in which to assemble the equipment

2. How to place the mounts in the required position and, if required, level the mountings through 360º and ensure that they are correctly balanced

3. How to check that the locking devices work correctly and that the whole assembly is secure

4. How to perform the assembly efficiently with due regard to the safety of self and others

5. How to attach adequate environmental protection securely

6. How to check that the camera and accessories are secure if working at heights or in unstable conditions

7. What are the relevant Health & Safety legislation for lifting and handling

8. What is the weight of the tracking device

9. What is the weight of all equipment to be mounted

10. What are the weights of all personnel expected to be conveyed on the equipment

11. What is the suitability of the surface or track used to support the equipment

12. What are the equipment's safe working loads and their purpose

13. Which part of the equipment uses gas or hydraulics in its operation, and how to ensure that it is being used   in accordance with the manufacturer's specifications

14. What are the possible causes of damage to the equipment and how to avoid them

15. What is the ongoing maintenance procedures required

16. How to identify defects and the correct reporting procedure

17. When is any Personal Protective Equipment (PPE) required

18. What environmental protection is required for the equipment or operators

19. How to secure the rig when it is left unattended or in adverse weather conditions

20. How to secure the equipment when being rigged or stored

21. When to seek specialist advice, and who to seek it from

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Since this unit focuses on the assembly of a range of camera supporting equipment, assessment must ensure that a sufficient range of assembly types is observed. Use of a sufficient range of construction materials and tools should be involved.
Assessment must take into account the range of circumstances and conditions applicable to setting up camera supports in order to determine competence. This should include:
- observation in the studio and on location if the candidate operates in both of these environments
- observation in the studio if the candidate only operates in a studio
- observation of a tower and platform constructed on one occasion, and completion of associated documentation, including a risk assessment
- observation of the construction of a rig for assists and monitors during a one day shoot
- observation of the construction of a rig for moving and static objects on more than one

(2)   Method of Assessment

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a television or multimedia production and the use of current industry standard equipment.

AV00104   **Lay Tracks for Camera Dollies**

Unit Descriptor:	This unit deals with the skills and knowledge required to lay basic flattracks for camera dollies in video or television production environments. It is about assessing the suitability of the surface on which the track will be used, and the type of track relative to the sizes and weights of the equipment to be carried.

ELEMENTS	PERFORMANCE CRITERIA	
1 Prepare to lay track	1.1	Check the type of supporting surface on which the track would be laid
	1.2	Check above and to the side of the length of the track for obstructions or dangers
	1.3	Assess the probability, and nature, of any circumstances that might affect the stability of the surface
	1.4	Specify the correct type of floor, frames and boards to support the weight
2 Lay basic flat track	2.1	Position tracks according to the production requirements and gain approval on final positioning with relevant personnel
	2.2	Level the track and ensure that it is smooth, stable and secure
	2.3	Check and use only the types of track recommended by the suppliers
	2.4	Check that any cables will not restrict movement or be damaged or tripped over
	2.5	Fit track end stops when required
3 Complete track laying	3.1	Make provision to prevent accidental tripping by any person
	3.2	Check that the track is safe from damage by falling objects or by moving vehicles

3.3   Ensure tracks are smooth, level and secure throughout the route and ready for use

3.4   Conform to any required risk assessments

RANGE STATEMENT

Ready relates to :
- free from squeaks and any other noise
- do not intrude on proposed shots
- follow a route which is free from all obstruction and allows free access to camera equipment and personnel
- are laid according to site safety plan

Supporting surface relates to:
- Ground
- Stage
- Wall
- Platform

Riser

UNDERPINNING KNOWLEDGE & SKILLS

1. What is the direction and angle of the shot and the path of any action

2. Where the track is to be laid and the length required

3. What is the time available for construction/ assembly

4. How to lay dance floors, frames and boards

5. How to construct and maintain a level, silent track, regardless of the surface

6. How to check the stability of the surface on which the track will be supported

7. What circumstance may affect stability of the supporting surface

8. How to ensure that a track is secure and safe on a steep incline, and that the dolly is able to track

9. What is the correct type of track for the dolly to be used

10. How to provide braking or harnesses to prevent overrun

11. How to prevent the track being a danger to others

12. How to prevent damage to the track from others

13. How to conduct a risk assessment for self and others

14. How to protect delicate surfaces from damage

15. What are the relevant safety, health and environment legislation, risk assessment and other instructions for threw equipment in use

16. How to implement safe methods of working

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Since this unit focuses on the assembly of a range of camera supporting equipment, assessment must ensure that a sufficient range of assembly types is observed. Use of a sufficient range of construction materials and tools should be involved.
Assessment must take into account the range of circumstances and conditions applicable to setting up camera supports in order to determine competence. This should include:
* observation in the studio and on location if the candidate operates in both of these environments
* observation in the studio if the candidate only operates in a studio
* observation of the laying of tracks on several types of ground conditions

(2)   Method of Assessment

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
* work samples or simulated workplace activities
* oral questioning/interview
* projects/reports/logbooks
* third party reports and authenticated prior achievements
* portfolios of evidence

(3) **Context of Assessment**

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a television or multimedia production and the use of current industry standard equipment.

AV00105	**Rig and Manage Cables for Production**

Unit Descriptor:	This unit deals with the skills and knowledge required to install and manage camera cables during any production within the cultural industries.

ELEMENTS	PERFORMANCE CRITERIA
1 Select and prepare camera cables	1.1 Decide on cabling requirements for the shoot and confirm with relevant personnel
	1.2 Select cables and recognise faults and defects and resolve according to level of expertise
	1.3 Check that cable points, cable runs and any patching comply with given information
	1.4 Refer repairs to technical specialists in consultation with relevant personnel
	1.5 Complete any documentation, according to organisational requirements
	1.6 Ensure that all cables are operational and are available at the correct location and time of the shoot
2 Rig camera cables	2.1 Ensure power supply is appropriate and available
	2.2 Organise the cable points, runs and lengths to be close to planned camera movements and minimise cable cross overs
	2.3 Position excess cable to avoid knotting or twisting during use
	2.4 Run power cable from power source to the camera
	2.5 Secure cables to avoid strain on plugs and sockets
	2.6 Secure any auxiliary cables along the length of the camera cables

		2.7	Sling or ramp cables to avoid blocking fire lanes, entrances or exits
		2.8	Complete all cable routing and patching to camera control units, cable slinging and cable ramping safely and in accordance with the camera plan
		2.9	Check that all camera cables are run from correct outlet points to the camera and do not impede the movement of any camera involved in the production
		2.10	Ensure that all installed camera cables are secure, operational and are not a danger to anyone
3	Manage cables during a production	3.1	Ensure that final camera and cable movements are understood
		3.2	Position and move camera cabling according to instructions and cues from the relevant personnel without undue lapses throughout the shoot
		3.3	Move camera cabling without blocking the operation of camera operators
		3.4	Complete cabling handling operations without any damage to equipment or injury to personnel
4	Disassemble camera cables	4.1	Break down all cabling in line with manufacturer's specifications
		4.2	Coil cables securely to avoid strain, damage, tangles and unwinding
		4.3	Clean and pack all cables safely and prepare for transport, if required
		4.4	Report any cables that are damaged and require maintenance following organisation procedure
		4.5	Leave the work site in the original or improved condition

RANGE STATEMENT

Cables relates to:

- XLR-TRS
- XLR-XLR
- TS-TS
- TRS-TRS
- RCA
- BNC
- XLS
- AC

UNDERPINNING KNOWLEDGE & SKILLS

1. How to check the soundness of cables and connectors, and the inter connection of equipment

2. How to identify common defects and to whom to report them

3. What are the safety and environmental aspects of cable routing

4. How to handle and sling cables without causing any damage or risk to others

5. How to understand cable plans

6. What are the applicable safety, health and environmental requirements, legal requirements for cable rigging

7. How to rig cables to minimise electrical interference

8 . What is the range and how to use of tools required to install and maintain cables

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Assessment must take into account the range of circumstances and conditions applicable to setting up camera cables in order to determine competence. This should include:
- observation in the studio and on location if the candidate operates in both of these environments

- observation in the studio if the candidate only operates in a studio
- observation of the rigging of cables on more than one occasion, and completion of associated documentation, including a risk assessment

(2)   Method of Assessment

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment (states whether on-the-job, simulation allowed, resource implications)

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a television or multimedia production and the use of current industry standard equipment.

AV00106   Set Up Camera

Unit Descriptor:	This unit describes the skills and knowledge required to set up camera. It includes the ability to fit camera lenses and other accessories to camera, to check that camera equipment is working, to set up video camera exposure monitoring and to disassemble camera and equipment breakdown video cameras and equipment in any environment, for single or multicam productions.

ELEMENTS	PERFORMANCE CRITERIA	
1 Fit camera lenses and other accessories to camera	1.1	Select and fit the correct camera lens and filters securely according to the identified creative requirements and with instructions from relevant personnel
	1.2	Clean lens element and filters where necessary
	1.3	Engage lenses correctly in mounts and lock them home fully ensuring that mounting suffers no wear and tear
	1.4	Install other camera accessories and special requirements correctly and perform any necessary checks
	1.5	Lift camera using safe lifting and handling techniques
	1.6	Ensure the camera is balanced
	1.7	Lock camera onto support and lock the pan and tilt heads according to specification
	1.8	Secure camera safely to avoid damage when unattended
2 Check that camera equipment is working	2.1	Check that the tape is secure
	2.2	Ensure that the tape head is clean by doing a test recording
	2.3	Engage counter properly and reset when required
	2.4	Report any malfunction to the appropriate person

		2.5	Report to the appropriate person when the camera is ready for use
3	Set Up Video Camera Exposure Monitoring	3.1	Set up a viewfinder to achieve the correct exposure
		3.2	Use the available test signal generators to achieve preferred monitoring settings for brightness, contrast and colour balance
		3.3	Adjust zebra setting according to the comer operator's specification
		3.4	Position and adjust monitors and viewfinders to provide the best available viewing conditions
		3.5	Lock monitor controls securely, or mark accordingly
4	Disassemble camera, accessories and support equipment	4.1	Break down and carry camera bodies, accessories, supports and other equipment, employing safe lifting techniques
		4.2	Clean and safely pack all equipment into cases to avoid damage and prepare for transport, if required
		4.3	Report and document any equipment that is damaged and requires maintenance to the relevant personnel
		4.4	Leave the work site in the original or improved condition, ensuring that there has been no adverse impact on the site

RANGE STATEMENT

Checks relate to PC1.6 and includes:
- check that electrical and mechanical connection work properly
- check that filters are clean and scratch free and align correctly through the camera
- check that matte box or bellows do not infringe on picture area
- check that filters and flags are kept on hand for use if needed

UNDERPINNING KNOWLEDGE & SKILLS

1. How to interpret written and verbal camera plans and instructions

2. What are the basic concepts of camera maintenance and appropriate cleaning techniques and cleaning materials

3. What is the basic concept of load and balance

4. What are the types of lenses available to the camera operator and their structure, physical composition and mechanical operation

5. What are the accessories likely to required, and their application

6. How to check for common defects

7.. How to set up the viewfinder

8. Why zebra may be used, and how to establish a zebra level

9. How to interpret the zebra information in relation to camera gamma and knee

10. What is the criteria for selecting optimum positions for monitors and test equipment

11. What test signal could be used to achieve a correct monitor set-up

12. How to check that controls are secure

13. How to maintain a clean and safe work area

14. What are the relevant Safety, Health and Environment legalisation

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Assessment must take into account the range of circumstances and conditions applicable to setting up video cameras in order to determine competence. This should include:
- observation in the studio and on location if the candidate operates in both of these environments
- observation in the studio if the candidate only operates in a studio
- observation of the rigging of cameras on more than one occasion, and completion of associated documentation, including a risk assessment

(2)   Method of Assessment

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment may take place on the job, off the job or a mix 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.

AV00107   **Track the video camera**

Unit Descriptor:	This unit describes the skills and knowledge required to operate and track a movable support for a video camera in a video or television production environment. This unit covers the operation of camera positioning equipment such as dollies.

ELEMENTS	PERFORMANCE CRITERIA	
1 Prepare to track the video camera	1.1	Check that the tracking equipment is securely assembled before use, and that the tracking surface is even and remains stable whilst traversed by the full load
	1.2	Adopt posture and handling techniques which are consistent with personal health and safety when moving heavy equipment
	1.3	Route the camera cable safely, together with any auxiliary cables, to avoid hazards when tracking
	1.4	Check that the tracking route is free from nonessential personnel, cables and other hazards
	1.5	Notify personnel explicitly of the intended tracking routes, and of the timing of each move
	1.6	Maintain good visibility of the tracking route at all times and, in the event of an emergency, take the appropriate action
	1.7	Ensure that the tracking surface remains stable throughout continuous operation over several takes, and rectify slippage or instability if necessary
	1.8	Follow the relevant Health and Safety legislation, risk assessments and other instructions for the camera equipment in use, and observe safe methods of working
	1.9	Ensure that the mounting is secure when not in use
2 Operate moving camera supports	2.1	Move the camera smoothly and safely, under the

direction of the appropriate personnel

2.2   Ensure that the route, timing, and start and finish points of the camera movement maintain the desired composition and agreed style throughout the shot

2.3   Recreate camera positions and moves which have been established during rehearsals when appropriate, making marks or notes as required

2.4   Use a monitor, if available to observe shot composition and to enhance the quality of moves and positions

2.5   Use appropriate communication techniques to enhance the quality, and safety, of camera moves and positions

2.6   Reposition the camera between shots safely, without obstructing other operators, and within the time available

2.7   Report to the camera operator moves which are outside the capabilities of the equipment, unsafe, or restricted by the working environment or personnel available

RANGE STATEMENT

Tracking equipment relates to:
- Dolly
- Tracks

UNDERPINNING KNOWLEDGE & SKILLS

1. What are the relevant Health and Safety legislation, risk assessments and other instructions for the camera equipment in use, safe methods of working and how to apply them

2. What are the lifting and handling techniques related to the safe movement of heavy equipment

3. What are the basic principles of inertia, momentum and angular momentum, and how they might affect the operation

4. What are the operating principles for the tracking equipment in use

5. What are the positional limitations of the tracking equipment in use, and the area within which it is operating

6. How to assess and control the risks associated with camera tracking

7. What are the procedures for reporting any operation considered to be unsafe

8. What are the priorities for controlling an unforeseen hazard

9. How and when any environmental factors may affect the safety of the operation.

10. What are the basic principles of picture composition, particularly as they apply to moving pictures

11. How picture composition and perspective are affected by the position of the camera, and how these change with camera movement

12. What are the communication techniques and equipment used by video camera crews

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Since this unit focuses on the operation of a range of moving camera support/positioning equipment, assessment must ensure that a sufficient range of moving camera support/positioning types is observed. Assessment must take into account the range of circumstances and conditions applicable to operating moving camera support/positioning equipment in order to determine competence. This should include:
- observation in the studio and on location if the candidate operates in both of these environments
- observation in the studio if the candidate only operates in a studio

(2)   Method of Assessment

Assessment methods must include observation of performance during a series of practical demonstrations. As described in the critical aspects of assessment, assessment by direct observation will need to take place in a range of circumstances over a period of time in order that evidence of differing circumstances can be collected and to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements

- portfolios of evidence

(3)   Context of Assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a television or multimedia production and the use of current industry standard equipment.

AV00109:   Rig and Position Sound Equipment

Unit Descriptor:	This unit describes the skills and knowledge required to set up, position and de-rig a range of portable sound equipment for a production

ELEMENTS	**PERFORMANCE CRITERIA**	
1 Rig sound equipment	1.1	Check any hired-in equipment accurately against the inventory, and report any discrepancies
	1.2	Check that equipment items meet the specification and ensure that they are safe and in working order
	1.3	Check that equipment, which is inaccessible when rigged, is safe and working correctly before rigging
	1.4	Check that cables meet the electrical performance related to their use
	1.5	Check that the available mains supply meets the requirements
	1.6	Make sure that the suspension, mounting, stand and cable are mechanically sound, unlikely to transmit vibration to the microphone, and that they are visually acceptable
	1.7	Handle equipment items carefully and safely
	1.8	Coil and store cables neatly, safely and securely
	1.9	Remedy any defects in equipment promptly
	1.10	Identify any defects and malfunctions in systems and equipment and report them to the appropriate person
2 Rig wireless equipment	2.1	Check that the component parts of equipment items are present, safe, hygienic and in working condition, at the required time and place
	2.2	Check that the battery condition is adequate for the anticipated period of use

		2.3	Minimise interference to other wireless channels
		2.4	Check that transmitters have the appropriate audio input sensitivity, and that transmitter limiters operate correctly for the transmitter's anticipated use
		2.5	Produce accurate, legible paperwork and labels, where appropriate, in the required format
		2.6	Complete rig neatly, and within operational constraints
3	Position sound equipment	3.1	Position and interconnect the equipment using the specification, setting switches as applicable
		3.2	Follow correct power-up procedures
		3.3	Position and connect equipment and cables safely and securely to minimise induction of unwanted signals
		3.4	Minimise the effect of any wind noise
		3.5	Place the microphone at a height and position to pick up the intended sound source, and position its support and cable safely
		3.6	Label the microphone, stand and cable clearly, where required
		3.7	Orientate the microphone correctly in relation to wanted and unwanted sound sources, and adjacent microphones
		3.8	Position any personal microphone to optimise sound quality, to minimise the possibility of mechanical noise or clothing rustle, to be comfortable and safe for the performer, and to be visually acceptable
		3.9	Fit equipment in a manner that respects the performer's sensitivities to body contact, and to the use of equipment
		3.10	Draw the performer's attention politely and tactfully to items which may screen or otherwise affect transmission, and minimise their effects
		3.11	Treat the performer sensitively, and in a way that minimises disruption to their concentration

		3.12	Check that the set-up is visually acceptable, meets client or production requirements, and is achieved within the operational constraints of the production

3.12   Check that the set-up is visually acceptable, meets client or production requirements, and is achieved within the operational constraints of the production

3.13   Report any rigging difficulties promptly which cannot be resolved within the constraints of the production, and suggest suitable solutions

3.14.   Produce the required paperwork and labelling accurately, legibly and in the appropriate format

3.15   Explain the use of the microphone clearly, when the performer needs the information

4   De-rig sound equipment

4.1   Follow correct power-down procedures

4.2   De-rig equipment safely, efficiently and with consideration for others in the work environment

4.3   Report lost and damaged equipment promptly and accurately, and suggest realistic actions

4.4   Move equipment within agreed timeframes

4.5   Store all equipment securely

RANGE STATEMENT

Equipment relates to:
- Camera
- Sound

UNDERPINNING KNOWLEDGE & SKILLS

1. What is the rigging requirement or specification

2. What are the required equipment, and how it will be used

3. What electrical safety regulations apply

4. What weather protective ancillaries are needed, and how to use them

5. What are the expectations of clients or producers

6. What the intended sound sources are, and where they will be located

7. What are the flying techniques and any relevant regulations

8. What are the relevant data transfer protocols

9. What are the relevant safety checking procedures for mains operated equipment, including portable appliance testing

10. What are the common connector types and their pin configuration

11. What are the acoustic principles, including those which are relevant in the current context, and how to apply them

12. What are the characteristics of microphones including: directivity pattern, polarity, robustness, sensitivity to moisture, and handling noise; their implications, and how to optimise microphone placement

13. What are the characteristics of windshields, and how to use them

14. What are labelling requirements and formats, if appropriate

15. What particular sensitivities the performers may have to wearing radio equipment, and how to adapt the use of equipment to overcome them

16. How to tactfully remove, or minimise the effects of, personal items that may affect transmission

17. How to conceal equipment in hair or clothing

18. What are the hygiene requirements, and how to check and maintain the cleanliness and hygiene of personal equipment items

19. What are the safety regulations and procedures as they apply to de-rigging, storing and, if applicable, transport; and to making working environments safe after work

20. How to interconnect equipment correctly and safely, and safety aspects of cable routing

21. How to explain the use of microphones to non-technical people

22. How to safely dispose of batteries as proscribed in any relevant waste disposal regulations

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:
- technical knowledge of a broad range of sound equipment
- knowledge and application of relevant OHS practices and legislation

(2)   Method of Assessment

Assessment methods must include observation of a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance.
Methods to assess the application of essential underpinning knowledge may include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a simulated workplace environment that reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a production and the use of current industry standard equipment

AV00110: Copy Materials To Non-Broadcast and Broadcast Formats

Unit Descriptor:	This unit describes the skills and knowledge required to prepare the materials and documents needed during the editing process for any screen based production. Materials and documents are prepared whether using video or digital media in the editing process.

ELEMENTS	PERFORMANCE CRITERIA	
1 Prepare to copy materials	1.1	Identify correctly and find source materials, and confirm that they are in the correct format for the equipment
	1.2	Protect all materials in line with organisational policy
	1.3	Inform the appropriate person promptly if source materials are not in the correct format for the equipment to be used and propose alternative solutions
	1.4	Identify copying requirements accurately from written and oral information sources
	1.5	Clarify unclear or ambiguous requirements promptly with the appropriate person
	1.6	Ensure that sufficient supplies of record materials of the required format and capacity are available and ready for use
2 Copy materials to non-broadcast formats	2.1	Check that required aspect ratio is selected
	2.2	Confirm that equipment is in good working order and that settings are returned to default positions
	2.3	Select the appropriate vision source to the record machine input
	2.4	Select time code in-vision, and LTC or VITC correctly to the inputs of record machines on the copy tape, where required

		2.5	Select appropriate sound sources to the correct sound track inputs
		2.6	Handle and operate equipment and materials safely and correctly, and without damaging them
		2.7	Load any source materials correctly, and check and adjust their parameters where required
		2.8	Assess completed recordings sufficiently to identify any faults
		2.9	Identify errors or faults and resolve according to company procedure
		2.10	Make the required number of copies, in the required format, within the specified time limit
		2.11	Report problems in completing the work to specification according to company procedure
		2.12	Note full and accurate details of the work undertaken
3	Copy materials to broadcast formats	3.1	Identify requirements for timecode accurately
		3.2	Identify accurately from appropriate information sources, requirements for copy equipment and confirm its availability
		3.2	Test video and audio parameters with the source material test signal and adjust them accurately to give the required signal levels
		3.4	Select the appropriate vision and sound sources to the correct destination
		3.5	Handle and operate equipment and materials safely and correctly and in a manner which will not damage them
		3.6	Monitor and assess the technical quality of source materials, and where problems or faults are identified
		3.7	Identify accurately problems in the functioning of equipment and report to the appropriate person
		3.8	Copy the correct source materials in the specified order

and within the specified timeframe

3.9   Include the specified timecode on completed materials to comply with broadcasters' format requirements

3.10   Report problems in completing the work to specification accurately and promptly to the appropriate person

3.11   Note full and accurate details of the work undertaken, and of the technical quality of materials

RANGE STATEMENT

Material relates to:
- Recorded tape stock
- Digital info
- Additional Notes

Copying requirements relates to:
- What is needed to record from one format to another
- Stock
- materials

Equipment relates to:
- Video recorders
- DV
- Mini DV
- DVD
- Camera recorders

UNDERPINNING KNOWLEDGE & SKILLS

1.   What paperwork is needed, and how to acquire it

2.   What are the different broadcast and non-broadcast formats and standards

3   How to ensure the compatibility of formats and equipment

4   How to locate the required material

5   How to protect master materials

6   How to recognise different aspect ratios

7   How to ensure specified aspect ratio is maintained

8   What are the reasons why timecode in vision, LTC or VITC may be needed and how to select it to appear on the copy tape

9   What are the different types of timecode which are used and how to check it

10   What are the time and resources needed to copy materials to different formats and standards

11   What default settings are, and how to modify them if necessary

12   What are the line-up procedures

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

This unit of competence applies to a range of editing methods and media. It will apply whether the editing process involves:
- film
- film transferred to video
- video
- video transferred to film at the completion of the edit
- digital media

The focus of assessment will depend on the medium involved and assessment must be customised accordingly. Assessment should only address those variable circumstances which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the medium involved, i.e. film, video or digital media. For generic pre-employment training, organisations should consider providing training which will provide participants with a breadth of editing skill, encompassing a range of media.

The following evidence is critical to the judgement of competence in this unit:
- effective methods of documenting and/or verbally communicating clear instructions to a range of individuals/organisations
- knowledge and application of a range of editing methods and equipment

(2)   Method of Assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:
- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Context of Assessment

Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment of this unit can be undertaken in a closely simulated workplace environment which reproduces all the elements of a production situation including operating to a schedule. The assessment event in the simulated workplace environment should involve the use of current industry standard equipment.

AV00111:   **Provide Assistance to Record and Review the Video Image**

Unit Descriptor:	This unit describes with the skills and knowledge required to set time code, to assist in recording video images and to log and dispatch videotapes

ELEMENTS	PERFORMANCE CRITERIA	
1 Set time code	1.1	Decide the type of time code to be used in consultation with production colleagues
	1.2	Set time code to meet post production requirements
	1.3	Insert time code accurately and user bits, if required
2 Assist in recording video images	2.1	Check the recording media for visual signs of damage before loading
	2.2	Load the recording media correctly and prepare equipment for recording
	2.3	Ensure power is available throughout the recording
	2.4	Record the correct type of colour bars and correctly calibrated tone
	2.5	Protect the recording media to prevent over recording by using a record inhibit
	2.6	Mark the recording media clearly for identification
	2.7	Check the recording when requested by the operator, report any problems, and re-position the tape correctly for recording the next shot
3 Log and dispatch videotapes	3.1	Produce records and labels which are legible and accurate, and which provide all the required production details and technical information
	3.2	Use suitable packaging in order to avoid damage from climatic conditions or during transit

3.3   Pass on recording media and supporting information promptly to the relevant person

RANGE STATEMENT

Recording media relates to:
- Tape
- DVD

UNDERPINNING KNOWLEDGE & SKILLS

1   What is the format of time codes in current use

2   What is the use of time codes in post production

3   How to check requirements with the production team

4   What is the postproduction requirement for correct time codes

5   How to synchronise time codes with other equipment

6   How to maintain continuity of time code after a power up and power down

7   What is shown by equipment displays

8   What are the indicators of faults and the actions needed

9   How to load tape correctly

10   How to avoid recording over

11   How to check the recording.

12   How to handle and label recording media to avoid damage

13   How to parcel recording media for safety in transit

14   What are the local dispatch arrangements, including deadlines

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:
- knowledge and application of a range of recording methods and equipment

knowledge of record keeping

(4) Method of Assessment

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements

portfolios of evidence

(5) Context of Assessment

Assessment may take place on the job, off the job or a mix 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.

AV00112:   Document and Store Media

Unit Descriptor:

> This unit describes with the skills and knowledge required to log
> audio/video, to label and store media.

ELEMENTS		PERFORMANCE CRITERIA	
1	Log audio/video	1.1	Keep an accurate, concise, legible and up-to-date log in the required format.
		1.2	Keep a log which clearly shows selected takes and indicates their quality and acceptability
		1.3	Describe accurately and briefly, in the log, problems with the recorded material
		1.4	Note clear, accurate and complete details of the setup, when it is necessary to log them
2	Label media and related materials	2.1	Create accurate and up-to-date labels, in the format required
		2.2	Show, on the labels, the correct title of the production, the date when the material was created, and any other relevant details
		2.3	Check that the medium and its container carry identical marks
		2.4	Label the recorded medium legibly
3	Store media	3.1	Store material so that it is available for retrieval by those who need it
		3.2	Store back-up recordings and related materials separately from masters
		3.3	Protect recordings from accidental erasure where possible
		3.4	Be aware of anticipated deterioration times as specified by the manufacturer of the medium, and if necessary replace

archive material

3.5   Store recordings, back up recordings, and related materials securely and safely to preserve their shelf life

RANGE STATEMENT

Format relates to:
- Log Sheet Format

Recorded material relates to:
- Tape quality
- Recorded content

Recorded medium relates to:
- Tape
- DVD

UNDERPINNING KNOWLEDGE & SKILLS

1   What are the standard labelling systems, electronic or paper, and which one is required for the

      media

2   What types of media and associated materials are to be stored

3   What information to include

4   When it is necessary to log set-up details

5   What information is required on the labels

6   What are the technical parameters to be included on the documentation

7   What is the format of the recording as it should be noted in the log

8   When details of the individuals involved are likely to be required

9   How to log problems clearly, accurately and succinctly

10   Why media and container should carry an identical mark

11   How to co-ordinate labelling between media and related material

12   What is the storage life and optimum storage conditions of the media, and the effect of adverse conditions on the media

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:
- knowledge of documentation materials
- knowledge of a storage techniques and facilities

(2)   Method of Assessment

Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. A range of methods to assess the application of essential underpinning knowledge must support this and might include:
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   **Context of Assessment**

Assessment may take place on the job, off the job or a mix 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.

AV00108   **Operate Clapperboard**

Unit Descriptor:	This unit describes the skills and knowledge required to operate a clapperboard for film and television production

ELEMENTS	PERFORMANCE CRITERIA
1 Identify slate information	1.1 Record the required information correctly, in the correct position on the slate
	1.2 Obtain the information from an authoritative source, and check whether any additional information is required
	1.3 Ensure that the time code information displayed is correct
2 Operate the clapperboard	2.1 Hold clapperboard and clap stick steady and in position without interfering with talent or operation of camera.
	2.2 Close clap stick firmly without moving the board
	2.3 Announce the take clearly and on cue
	2.4 Use an end board when required
	2.5 Report any relevant information to the script supervisor

RANGE STATEMENT

(a) Slate Information relates to PC1.1 and includes:
- the production information
- the names of the director
- the director of photography
- the required scene information
  - day or night, interior or exterior, stock numbers, scene and slate numbers, take numbers, reel numbers, pick-up shots, guide tracks, A or B camera

(b) Source relates to PC1.2 and includes
- call sheets,
- stock cans
- the script supervisor
- the director of photography

(c) Additional Information relates to PC1.2 and includes:
- filtration
- camera mode (EG, 24 or 30 or normal)

UNDERPINNING KNOWLEDGE & SKILLS

1. What are the sources of information to use

2. What additional information to include

3. What is the scene information required and how to display that information correctly on the board

4. What symbols to use, and their meaning

5. What are the sources or destinations of any electronic time code displayed

6. When and why upside down slates are used

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:
- effective verbal communication with team members

(2)   Method of Assessment
Assessment methods must include observation of performance during a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance.
A range of methods to assess the application of essential underpinning knowledge must support this and might include:

- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence

(3)   Context of Assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.