

Packaging of Competency Standards for Vocational Qualifications

CCAVPH1002 CVQ Level 1 – Photography

Unit Code	Unit Title	Mandatory/ Elective
AV00251	Use Camera	Mandatory
AV00252	Apply Photography Lighting Techniques	Mandatory
PGPCOR0031A	Communicate in the Workplace	Mandatory
PGPCOR0061A	Work with Others	Mandatory
PGPCOR0091A	Perform Basic Industry Calculations	Mandatory

AV00251: Use Camera

Unit Descriptor:

This unit deals with the skills and knowledge required for using a film or digital camera. It describes the work expectations associated with operating a camera, experimenting with techniques to capture photographic images, reviewing and processing images.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Capture photographic images	1.1	Identify and select specified camera system and accessories for specific purpose
		1.2	Operate camera according to manufacturer's instructions
2	Experiment with techniques to capture photographic images	2.1	Identify and select specified lenses and accessories for the photographic subject matter
		2.2	Select and use required controls to effect image capture and to ensure exposure according to supervisor's instructions
3	Review images	3.1	Use equipment to process and output image as specified by manufacturer's instructions
		3.2	Evaluate results to ensure required exposure and desired outcome for the subject matter
4	Process images	4.1	Transfer digital files or process film according to manufacturer's or job specifications
		4.2	Organize negatives or files into required folders according to supervisor's instructions
		4.3	Document work progress in accordance with workplace procedures

RANGE STATEMENT

Camera includes:

- Film camera
- Digital equivalents to film cameras

Subject matter includes:

- Portrait
- Still life
- The natural environment
- The built environment

Controls include:

- Aperture
- Shutter speed
- Lens focal length

Types of images include:

- Analog
- Digital

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the different types of cameras and their uses
2. how to use a film camera or digital equivalent
3. how to use apertures and shutter speeds when capturing an image
4. how to interpret charts or diagrams relevant to the use of a film camera or digital equivalent
5. what is the relationship between file size, bit depth and resolution
6. how to download images from digital cameras
7. how to handle and use digital media safely
8. what are the ways photographic films and digital photos are processed and printed
9. what are the file formats for digital images
10. what are the copyright laws associated with photo imaging work

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- use the appropriate camera system, lenses and accessories for the specific purpose
- use appropriate controls to capture image for the intended purpose
- process, output and evaluate image of subject matter for the purpose required

(2) Method of Assessment

Assessors should gather a range of evidence, which is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, work samples and oral 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.

AV00252: Apply Photography Lighting Techniques

Unit Descriptor:

This unit deals with the skills and knowledge required for applying photography lighting techniques. It describes the work expectations associated with lighting the subject and capturing the image.

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | | |
|---|---------------------------------|-----|--|
| 1 | Set up lighting for photography | 1.1 | Select relevant lighting system and accessories for the work |
| | | 1.2 | Test and confirm lighting techniques according to purpose of work |
| | | 1.3 | Determine the exposure for the subject consistent with purpose for the photographs |
| 2 | Capture image | 2.1 | Expose film or media using determined calculations |
| | | 2.2 | Review image captured against work requirements and take action where necessary |
| | | 2.3 | Document work progress according to workplace procedures |

RANGE STATEMENT

Lighting systems and accessories include:

- day light
- incandescent light
- electronic flash
- umbrella
- soft box

Exposure includes:

- shutter speed
- aperture
- lens focal length

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the ways in which light sensitive materials, including films and digital sensors, respond to light and the implications of light on exposure of light sensitive media
2. what are the physical properties and capabilities of the camera systems and lighting equipment used in the exposure of photographic film and digital sensors
3. how does light and colour affect the photograph
4. how does the direction of light affect the subject matter
5. what are the ways in which light can be controlled
6. what are the psychological effects of light

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- select relevant lighting system and accessories
- determine the exposure for the subject consistent with purpose of the photograph
- capture image using determined calculations

(2) Method of Assessment

Assessors should gather a range of evidence, which is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, work samples and oral 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.

**PGPCOR0031A: Communicate in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

Competency Field: Communications

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate verbally	1.1	Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements.	
	1.2	Active listening skills and questioning techniques are used to clarify issues.	
	1.3	Established communication pathways are used for routine and non-routine communication.	
	1.4	Appropriate tone and body language is presented in all communication.	
2. Communicate non verbally	2.1	Non-verbal communication is positive, culturally appropriate and tailored to the audience.	
	2.2	Non-verbal communication is consistent with verbal communication.	
3. Communicate with clients	3.1	Questioning, learning and summarising skills are used to establish client needs.	
	3.2	The needs of clients are addressed in line with organisation's policy and procedures.	
	3.3	Confidentiality is observed in accordance with organisation's policies and procedures.	
4. Give and receive instructions	4.1	Instructions received are acted upon within an agreed time frame and to meet organisation needs.	
	4.2	Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner.	



- | | | |
|----|---|--|
| | 4.3 | Clarification of instructions is sought from the appropriate person. |
| | 4.4 | Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained. |
| 5. | Take part in group discussions and informal meetings | |
| | 5.1 | Contributions are made in small informal group activities and meetings to facilitate outcomes. |
| | 5.2 | Responses are sought from, and provided to, other group members in a constructive way. |
| | 5.3 | Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required. |
| 6. | Prepare and process routine written correspondence, notes and records | |
| | 6.1 | Information and ideas are presented in a format, language and timeframe to meet organisation's requirements. |
| | 6.2 | Presentation of written documents meets organisation's standards of style and accuracy. |
| | 6.3 | Documents are processed to comply with legislative requirements and organisation's policy and procedures. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to communicating in the workplace.

Clients may include:

- external
- internal
- members of other departments
- representatives of other organisations
- representatives of non government organisations
- contractors
- members of the public
- persons from culturally and linguistically diverse backgrounds
- people with hearing/vision impairments

Instructions may be:

- verbal
- non verbal
- written and may include requests
- directions



Workplace may include:

- office
- workshop
- operational area
- large organization
- small organization
- one-man operation
- studio

Non verbal communication may include:

- body language
- gestures and signals

Routine correspondence may include:

- brief notes
- documents
- number of themes covered in document would be simple and limited

Modes of communication may include:

- written
- face to face
- radio
- telephone
- facsimile
- information technology systems
- pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds
- gestures
- use of interpreters
- signals
- visual signalling re vessels

Client needs may include:

- information
- advice
- directions
- assistance

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to communicate in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

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

- demonstrate knowledge of verbal and non-verbal communication techniques, usage of the official language and
- demonstrate communication skills effectively interacting with clients
- communicate verbally and non verbally
- demonstrate command of the official language
- application of appropriate communication techniques, linguistic skills and social interaction skills
- produce written communication to required standards
- receive and communicate information, instructions and views
- compliance with organisational guidelines, policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- effective verbal communication techniques
- effective non verbal communication techniques
- group communication techniques
- written communication skills
- small group dynamics
- pronunciations and diction of the official language
- importance of tone and body language in communication
- grammar, punctuation and vocabulary of the official language
- standard practices for producing written communication
- organisation's policies, procedures and guidelines
- communication technology

Skill

The ability to:

- follow written instructions
- give and receive verbal instructions
- interact with clients
- communicate in group setting
- use technology effectively
- produce written communication

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- opportunities for interacting with a range of clients
- equipment and other resources
- organisational policies, regulations and guidelines

**(5) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- 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 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 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.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> 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.

**PGPCOR0061A: Work with others**

Competency Descriptor:

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

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in the work/group process	1.1 The relevant work requirements for the group/process are correctly identified.
	1.2 Own role and role of each individual in meeting work requirements are correctly identified and own role is performed to expectations.
	1.3 Appropriate assistance is provided to other team members involved in the work group/process as required and constructive contributions are made to meeting work requirements.
	1.4 Time and resource constraints are accounted for in planning for and fulfilling work requirements.
	1.5 Work place activities are conducted in compliance with the organization's work policies, procedures and conventions covering acceptable workplace conduct.
	1.6 Individual differences into are taken into account when performing work activities to achieving work requirements.
	1.7 Strengths of individuals are utilised to develop others in the group and the sharing of knowledge is incorporated in the group/process activities.
2. Contribute to the flow of information and ideas	2.1 Work outcomes are enhanced by sharing information and ideas relevant to the work activity with others.
	2.2 Information provided to others is relevant, timely and accurate.
	2.3 Information and ideas required to assist in the achievement of work requirements are sought from the appropriate persons when required.



- | | | |
|----|--|---|
| | 2.4 | Information is recorded in the required detail and in the specified format. |
| | 2.5 | Relevant work information is systematically and accurately maintained and filed for easy retrieval. |
| | 2.6 | Differences in languages and cultural differences in communication styles are identified and their impact on the work process is accounted for. |
| 3. | Deal effectively with issues, problems and conflicts | |
| | 3.1 | Issues, problems and conflicts encountered in the work place are identified and assessed. |
| | 3.2 | Issues, problems and conflicts are discussed with team members and solutions are suggested or they are referred to the appropriate person. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to working with others.

Working with others may include:

- one-to-one communication in a group or team
- taking part in informal discussions
- following instructions
- consulting with the community
- taking part in meetings
- dealing with conflict

Work requirements may include:

- goals
- objectives
- priorities
- specified targets or results
- time frames
- coordination with other work processes
- clear role definitions
- application of particular procedures
- organisation of work materials
- roster arrangements or particular approaches to work processes specified by the organisation or work group

Groups may include:

- established or ad hoc work units
- working parties
- task forces
- committees
- self directed teams

Techniques to resolve issues, problems or conflicts may include:

- problem solving
- negotiation
- conflict resolution
- use of a mediator or conciliator



Working with others requires individual diversity to be taken into account including:

- cultural, racial and ethnic background
- physical requirements
- gender
- languages
- customs
- religious and traditional beliefs

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

- participate in work process and contribute to achievement of goals and objectives
- demonstrate the ability to communicate effectively with others within the range of situations required for the job role
- provide ideas, lend assistance to others and resolve conflicts
- identify and fulfil own role in work process and utilise the strengths of others
- deal effectively with resource and time constraints and personal differences
- prepare for and conduct work operations in accordance with procedures
- demonstrate the ability to work effectively as part of a team
- demonstrate knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- individual roles and responsibilities and relationships to others
- techniques for managing own work load such as
 - meeting deadlines
 - acknowledging if tasks are beyond current capacity
 - handling tasks or problems as far as possible then referring on to others as required
- acceptable workplace conduct, including
 - regular attendance
 - punctuality
 - maintaining an orderly workspace,
 - appropriate standards of personal presentation and hygiene
 - self-confidence and self-respect
 - acceptance of constructive criticism and a willingness for self-improvement
 - good humoured approach to others and adaptability and flexibility
- team work principles
- effective communication techniques
- conflict resolution techniques
- occupational health and safety principles

Skills

The ability to:

- apply teamwork principles
- communicate effectively
- manage own work
- work harmoniously with others
- apply listening and questioning skills

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- enterprise policies and procedures

**(5) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- 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.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> 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.

**PGPCOR0091A: Perform basic industry calculations**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform basic industry calculations and applies to all individuals operating in the printing and graphic arts industry.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Calculate costs and dimensions	1.1	Additions, subtractions, multiplications and divisions of costs and dimensions are correctly calculated.	
	1.2	Material and time costs are correctly calculated for the elements of a brief.	
	1.3	Percentages of cost and time are correctly calculated to fulfil the requirements of a brief.	
	1.4	Results of calculations are correctly recorded.	
2. Calculate area, density and volume	2.1	The areas of design components are correctly calculated in accordance with job specifications.	
	2.2	The density and/or volume of fluids and colours are correctly calculated and applied.	
	2.3	Percentages of areas, densities and volumes are correctly calculated to fulfil the requirements of a brief.	
	2.4	Enlargements and reductions are correctly calculated.	
3. Calculate and draw geometric shapes	3.1	Angles, areas and diameters are correctly calculated to fulfil the requirements of a brief.	
	3.2	Geometric shapes are calculated and drawn correctly, by hand or on computer, in accordance with design specifications.	
4. Use basic measuring tools and apply results of measurement	4.1	Appropriate measuring tools are selected and used correctly and accurately.	
	4.2	Measurements are correctly interpreted and used in appropriate calculations.	



RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to performing basic industry calculations.

Calculation may include:

- area
- perimeter
- angles
- scales
- quantities
- ratios (ingredients/elements and triangulation)
- proportion
- volume
- arithmetic
- percentages
- geometry

Measurements may include:

- linear quantities
- volume
- density
- angular dimensions

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Measuring tools may include:

- micrometers
- scales
- humidity meters
- pH meters
- screen angle and screen ruling gauges
- dot gain scales and pantone colour matching
- rule
- tape measure
- protractor
- square

Job instruction may involve:

- verbal direction/instruction
- written instruction
- provision of job drawing and details



EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform basic industry calculations in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

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

- apply mathematical principles to calculation and measurements
- perform correct measurements and calculations on jobs according to performance criteria
- demonstrate the ability to find and use information relevant to the task from a variety of information sources
- accurate interpretation and recording of measurements and calculations
- safe use of and accurate reading of measuring devices
- calculate and produce drawings and shapes
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- different applications of arithmetic, percentages, geometry and drawing
- quick approximations of expected answers
- calculations required for enlargements and reductions
- use of basic measurement tools
- calculating devices
- enterprise policies and procedures
- quality standards
- occupational health and safety requirements
- drawings and specifications
- materials relevant to the work process
- mathematical operations in geometry, measurement and calculations
- costing relevant to the work activity
- charts and graphs
- units of measurements
- relationship between quantities
- application of mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions

Skill

The ability to:

- read and interpret drawings/instructions
- measure and calculate
- record measurements
- use measuring devices
- operate electronic calculating devices
- interpret mathematical information
- communicate effectively
- use measuring devices and equipment safely

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant calculating and measuring devices and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements

**(5) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- 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 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.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> 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.