

Packaging of Competency Standards for Vocational Qualifications

CCAVRE2003 CVQ Level 2 – Recording Engineering

Unit Code	Unit Title	Mandatory/ Elective
AV00051	Capture sound pickup using microphones	Mandatory
AV00052	Assemble audio cables and connectors	Mandatory
AV00053	Operate sound mixing console and signal processors	Mandatory
AV00054	Record sound using computerized digital equipment/systems	Mandatory
AV00055	Edit and mix sound using computerized digital equipment/systems	Mandatory
AV00056	Prepare session for delivery or transfer	Mandatory
ECEMUS0021A	Follow health, safety and security procedures in the music industry	Mandatory
ECECOR0121A	Communicate in the workplace	Mandatory
ECECOR0041A	Work with others	Mandatory

AV00051: Capture Sound Pickup Using Microphones

Unit Descriptor:

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

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

RANGE STATEMENT

Miking techniques include:

- Close
- Instrument
- Vocals
- Ambient
- Distant

Recording sessions include:

- Live Show
- Broadcast with vocals and instrument

Equipment includes:

- Microphones
- Cables
- Microphone stands

Microphones include:

- Dynamic
- Condenser

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

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

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Demonstrate correct handling practices to prevent damage to microphone and ancillary equipment
- Plan the tasks in all sessions and reviews task requirements as appropriate
- Take responsibility for the quality of his/her own work
- Demonstrate knowledge of the various types of microphones and their pick up pattern
- Demonstrate the ability to determine when to use the different types of microphones

(2) Method of Assessment

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

AV00052: Assemble Audio Cables and Connectors

Unit Descriptor:

This unit covers the skills and knowledge required for preparing cables for soldering, soldering cables and connectors and cleaning the equipment

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | | |
|---|------------------------------|-----|--|
| 1 | Prepare cables for soldering | 1.1 | Select the type of cable required for the specified job |
| | | 1.2 | Cut cables to required length for the specified job |
| | | 1.3 | Assemble connector as recommended by the manufacturer |
| | | 1.4 | Remove outer and inner sheath as per manufacturer's recommendation |
| | | 1.5 | Check that the inner core is cut to the required length for the job |
| 2 | Solder cables and connectors | 2.1 | Plug in soldering iron and set to required temperature |
| | | 2.2 | Tin the tip of soldering iron in preparation for soldering |
| | | 2.3 | Tin the connector and inner core wire in order to tack soldering |
| | | 2.4 | Place wires onto pins in accordance with international standards |
| | | 2.5 | Solder wire to connector according to international standards |
| | | 2.6 | Check cables for proper working order |
| | | 2.7 | Assemble connector according to manufacturer's specifications |
| 3 | Clean equipment | 3.1 | Turn off soldering iron according to workplace safety practices |
| | | 3.2 | Dismantle soldering iron before cleaning |
| | | 3.3 | Clean workstation and store away equipment and tools according to workplace procedures |

RANGE STATEMENT

Cable includes:
(Choose any two)

- XLR-TRS
- XLR-XLR
- TS-TS
- TRS-TRS

Solder includes:

- Tack,
- Anchor

Correct order includes:

- Pin 1 – Shield
- Pin 2 – Positive
- Pin 3 – Negative

Proper working order includes:

- free from noise
- ground loops
- loose wiring

Equipment and tools include:

- Soldering iron
- Soldering iron stand
- Heat sink clamps

Occupational health and safety equipment includes:

- Safety glasses
- First aid kit
- Fire extinguisher

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the uses of the different types of cables used in audio
2. what is the significance of impedance and how does it relate to the XLR and ¼ inch cable
3. why it is important to check the soldering iron's temperature
4. why it is important to tin the tip of the soldering iron
5. what are the characteristics of a good or bad solder connection
6. how to make an XLR and a ¼" cable

EVIDENCE GUIDE

(1) Critical Aspects of Evidence (lists what should be demonstrated by performance evidence)

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Use accepted engineering techniques, practices, processes and workplace procedures
- Demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

(2) Method of Assessment

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

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflect 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.

AV00053:**Operate Sound Mixing Console and Signal Processors**

Unit Descriptor:

This unit covers the skills and knowledge required for preparing sound mixing console for operation, operating console during production, operating signal processing devices during production, monitoring technical quality during production, creating sound mix to production requirements and completing work operations

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|---|---|---|
| 1 | Prepare sound mixing console for operation | 1.1 Check that sound mixing equipment is operational according to safety requirements and organizational procedures |
| | | 1.2 Input signal into channel according to organizational procedures |
| | | 1.3 Provide phantom power at microphone inputs where applicable |
| | | 1.4 Check that the phasing of all microphones is correct |
| | | 1.5 Test input signal levels coming into mixing console and adjust as required |
| | | 1.6 Assign channel signals to required outputs |
| | | 1.7 Check that master output is operational and at an optimum level |
| 2 | Operate console during production | 2.1 Use built in filters and equalizers on mixing console where applicable |
| | | 2.2 Insert outboard signal processor into signal path to alter sound |
| | | 2.3 Use auxiliary sends to send signal to an outboard signal processor or other external devices |
| | | 2.4 Return signal to mixing console to enhance sound |
| | | 2.5 Control signal by grouping signal using busses |
| 3 | Operate signal processing devices during production | 3.1 Set up signal processing devices to interface with mixing console via inserts |
| | | 3.2 Set device controls for required processing |
| | | 3.3 Set up effect units to interface with mixing consoles via |

- auxiliaries
- 3.4 Route signal from auxiliary send to effect unit input
 - 3.5 Route signal from effect unit output to mixer's auxiliary return
 - 3.6 Set device controls for required effects
- 4 Monitor technical quality during production
 - 4.1 Monitor and adjust the levels and quality of input sources at all stages of production to ensure that the output is within the required technical limits
 - 4.2 Monitor sources and outputs both aurally and visually to comply with the Occupational Safety and Health Act and production requirements
 - 4.3 Process audio signals using effects or other signal processing where necessary
- 5 Create sound mix to production requirements
 - 5.1 Control sound sources to a level, tonal quality and perspective for the required sound
 - 5.2 Check that the stereo and multi-channel sound sources have the required compatibility
 - 5.3 Adjust sound sources so that they are intelligible in terms of the sound required
 - 5.4 Adjust sound sources so that they have a position and image for the required sound
 - 5.5 Position and balance sound sources to achieve the required effect
 - 5.6 Control the level of the composite signal within technical limits and the desired dynamic range
- 6 Complete work operations
 - 6.1 Check that all equipment are handled, cleaned, maintained and stored in accordance with organizational and/or production requirements
 - 6.2 Check that the mixing console is normalled/zeroed in readiness for the next user

RANGE STATEMENT

Signal includes:

- line level,
- microphone level

Signal processing devices include:

- gate/expanders
- compressors/limiters
- equalizers

Return includes:

- auxiliary return,
- free channel

Dynamic Range include:

- vocal,
- drum
- guitars

Effect includes:

- reverbs
- delays
- modulation

Phantom power includes:

- condenser microphones,
- active direct boxes

External devices include:

- Effect unit
- monitor amp

Controls include:

- threshold,
- attack
- release
- ratio
- output
- key
- filters

Gating Controls include:

- threshold
- attack
- release
- ratio
- output
- key filters

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what is the function of gain control
2. what is the function of the equalizer section
3. what is the function of auxiliary section
4. what is the function of groups section
5. what is the function of the matrix
6. what is the function of the insert point
7. what is the function of an auxiliary send
8. what are the three categories of signal processing
9. what are the applications of each of the three categories of signal processing
10. what type of processing would an insert point be used for
11. what type of processing would an auxiliary send be used for

12. what is a voltage controlled amplifier
13. why is it important to follow the proper procedures to connect sound equipment
14. what are the compatibility issues between mono, stereo, multi-channel and surround sound.
15. what is the difference between pre fade and post fade
16. what are the uses of pre fade listen (pfl)
17. what are peak meters used for
18. how to shut down the system
19. why is grounding important
20. why is phantom power preferred rather than battery power
21. how to monitor sound levels

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure safe and efficient working environment
- Demonstrate the ability to measure and calculate using either musical terms or time based references
- Take responsibility for the quality of his/her own work
- Use accepted engineering techniques, practices, processes and workplace procedures
- Demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

(2) Method of Assessment

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

(3) Context of Assessment

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

AV00054: Record Sound Using Computerized Digital Equipment/Systems

Unit Descriptor:

This unit covers the skills and knowledge required for preparing to record sound, starting up the computer and other IT devices, opening the music program, renaming auto load/set record path and saving files and closing the session

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Prepare to record sound | 1.1 Determine the type of recording required by the customer |
| | | 1.2 Check that equipment, accessories and all components are in good condition and working order and meet production requirements |
| | | 1.3 Check signal levels against required standards |
| | | 1.4 Rectify any faults/problems and refer to the appropriate personnel prior to commencement of production if necessary |
| | | 1.5 Check that all documentation and labelling is accurate, legible and up to date, and meets with production requirements |
| | | 1.6 Determine storage requirements for recording |
| | | 1.7 Determine file type to be used |
| | | 1.8 Determine sample rate and bit depth to use where necessary |
| 2 | Start up the computer and other IT devices | 2.1 Power up the equipment in accordance with manufacturers instructions |
| | | 2.2 Check that the specified operating system is loaded |
| | | 2.3 Report any problems during start up of equipment to the relevant personnel |
| 3 | Open music program | 3.1 Open music program to be used for recording |
| | | 3.2 Store media files by creating new folder(s) in relevant medium |
| 4 | Rename auto load/set record path | 4.1 Create folder for recording |
| | | 4.2 Set record path to relevant folder |

- 4.3 Name individual tracks to be recorded
- 4.4 Arm tracks for recording
- 4.5 Check for audio signal from mixing console/audio interface
- 4.6 Select inputs from mixing console/audio interface for recording
- 4.7 Check levels from mixing console/audio interface
- 4.8 Set tempo of tune to be recorded
- 5 Save files and close session
 - 5.1 Save files to storage media before shutting down
 - 5.2 Store any unloaded storage media in area designated for such storage
 - 5.3 Shutdown computer and other IT devices when required

RANGE STATEMENT

Type of recording includes:

- musical piece,
- vocal

Storage media includes:

- Diskettes,
- Hard Drives
- CDs
- DVDs

IT Devices include:

- Monitors
- System Unit

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. why is it important to know the use and application of a range of microphones
2. how to connect sound equipment
3. why is critical listening and aural discrimination important
4. how to assess the suitability of equipment for given tasks
5. what are the steps in powering up the various types of it equipment
6. what are the characteristics, benefits and limitations of the various operating systems
7. how to use the system to avoid software crashes and damage to equipment
8. how to shut down software applications
9. how to save your work before shutting down
10. what are the differences in setting up to record a musical piece and vocal piece

EVIDENCE GUIDE

(1) Critical Aspects of Evidence (

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Demonstrate the ability to measure and calculate using either musical terms or time base references
- Take responsibility for the quality of his/her own work
- Demonstrate information technology skills relating to the ability to use audio software
- Communicate information about processes, events or tasks being undertaken to ensure safe and efficient working environment
- Use accepted engineering techniques, practices, processes and workplace procedures
- Demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

(2) Method of Assessment

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

(3) Context of Assessment

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

AV00055: Edit and Mix Sound Using Computerized Digital Equipment/Systems

Unit Descriptor:

This unit covers the skills and knowledge required for planning for digital editing, performing digital sound editing, storing tracks and performing digital sound mix

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Plan for digital editing	1.1	Check that digital audio editing equipment is operational and functioning according to organizational and production requirements
		1.2	Identify, preview and list all audio files to be used in the production according to production requirements
		1.3	Create a digital copy of all original audio tracks to ensure there is a backup should an error in editing occur
		1.4	Preview the recorded audio and identify edit positions
2	Perform digital sound editing	2.1	Perform editing on audio using functions such as cut, paste, copy, move and fade to enhance the sound recording
		2.2	Navigate around the audio file using markers
		2.3	Check that there are no tight or loose edits, sudden changes in ambience, levels or continuity
		2.4	Clean all edits and punches to ensure that there are no clicks and pops with the Audio Region
		2.5	Apply digital processing to enhance sound
		2.6	Use the play back controls and playback list to evaluate the production and identify any problems
		2.7	Manipulate the editing software to solve any identified problems
3	Store tracks	3.1	Select appropriate storage media for the files
		3.2	Save track to chosen storage media
4	Perform digital sound mix	4.1	Control sound sources to a level, tonal quality and perspective for the required sound
		4.2	Process audio tracks using software plug ins
		4.3	Create final stereo mix files and export or save to correct

location

RANGE STATEMENT

Audio include:

- Vocal
- musical sequences

Digital processing include:

(Choose 3 out of 5)

- effects
- equalization
- normalizing
- cross fades
- dynamics

Storage media include:

- Hard drive
- CDs
- DVDs
- Flash drives

Plug ins include:

- signal processor

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. why is it important to know the principles and practice of sound editing
2. what is the function of editing
3. how to edit both vocals and musical pieces
4. what is the importance of bars and beats
5. what is the importance of timing
6. why is it important to continuously save or back up your work
7. how to cross fade between two regions
8. how to select a portion of an audio region

EVIDENCE GUIDE

(1) Critical Aspects of Evidence (lists what should be demonstrated by performance evidence)

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Demonstrate the ability to measure and calculate using either musical terms or time base references
- Take responsibility for the quality of his/her own work
- Demonstrate the ability to use computer software
- Communicate information about processes, events or tasks being undertaken to ensure safe and efficient working environment
- Use accepted engineering techniques, practices, processes and workplace procedures
- Demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

(2) Method of Assessment

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

(3) Context of Assessment

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

AV00056: Prepare Session for Delivery or Transfer

Unit Descriptor:

This unit covers the skills and knowledge required for cleaning up the session and organizing the session

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | | |
|---|-------------------------------|-----|---|
| 1 | Clean up the session | 1.1 | Create one continuous audio file by merging/consolidating edited Audio Regions. |
| | | 1.2 | Print all essential plug ins to another track |
| | | 1.3 | Delete all tracks no longer needed in the session |
| | | 1.4 | Remove all unused audio files before closing the session |
| | | 1.5 | Replace automated fade ins or fade outs to avoid loose cuts in audio file |
| 2 | Complete session organization | 2.1 | Check that all tracks are clearly labelled |
| | | 2.2 | Group tracks with similar categories of sound together |
| | | 2.3 | Mute regions of audio tracks without muting with automation |
| | | 2.4 | Indicate clearly session tempo sample rate and bit depth |
| | | 2.5 | Check that delivery medium is clearly labelled with name of sound/project, artiste, date and studio contact information |

RANGE STATEMENT

Equipment include:

Delivery media:

- Hard drive
- CDs
- DVDs
- Flash drives

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. why are labelling files important
2. why is putting audio files in a logical order important
3. how to export sessions
4. how to balance audio tracks

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Demonstrate safe working practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure safe and efficient working environment
- Use accepted engineering techniques, practices, processes and workplace procedures
- Demonstrate good session management, storage and documentation practices

(2) Method of Assessment

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

(3) Context of Assessment

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



ECEMUS0021A: Follow health, safety and security procedures in the music industry

Competency Descriptor:

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

Competency Field: Entertainment

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Follow occupational health and safety procedures	1.1	Health and safety procedures are complied with in accordance with organisational policies and safety plans.
	1.2	Breaches of health, safety and security procedures are identified and promptly reported to the appropriate parties.
	1.3	It is ensured that all work activities are undertaken in a safe manner and do not present a hazard to others.
2. Deal with emergency situations	2.1	Potential emergency situations are recognised and the required action is determined and taken within scope of individual responsibility.
	2.2	Emergency procedures are correctly followed in accordance with organisational policies and procedures.
	2.3	Assistance is promptly sought from colleagues and/or supervisors where appropriate.
	2.4	Details of emergency situations are accurately reported in accordance with organisational policies and procedures.
3. Maintain personal safety standards	3.1	Appropriate safety clothing, footwear and, where relevant, personal protection equipment are used to ensure own and others health and safety.
	3.2	Appropriate measures are undertaken to prevent injury or impairment related to workplace activities and to control workplace hazards.
	3.3	Safe manual handling and lifting are carried out to avoid back strain and other injuries in accordance with the relevant safety policies and procedures.



- | | | |
|----|---|---|
| | 3.4 | Correct posture is maintained and ergonomics are consistently practiced in all work environments. |
| | 3.5 | Appropriate actions are taken that contributes to maintaining a safe and secure work environment. |
| | 3.6 | The health and safety standards of music industry venues and equipment are complied with. |
| 4. | Take steps to minimise the potential risk of noise and loud music | |
| | 4.1 | The risks for people exposed to excessive sound/noise levels and possible responses to such risks are identified. |
| | 4.2 | Methods of protecting hearing and the corresponding hearing protection devices are identified. |
| | 4.3 | Hearing protection devices are evaluated and the appropriate device is used correctly. |
| | 4.4 | A sound level meter is used at music industry venues to ensure appropriate sound level in accordance with health and safety procedures. |
| 5. | Provide feedback on health, safety and security | |
| | 5.1 | Occupational health and safety issues requiring attention are promptly identified. |
| | 5.2 | Occupational health and safety issues are raised with the designated person in accordance with organisation and legislative requirements. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to following health, safety and security procedures in the music industry.

Workplace hazards include:

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

Relevant policies and procedures may include:

- venue, studio or enterprise policies
- legislative requirements



Health, safety and security procedures may include:

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

Measures to prevent injury or impairment include:

- following all safety procedures accurately
- adopting correct posture
- taking adequate rest breaks
- controlling noise/sound levels and length of exposure to high levels of noise
- using personal protective equipment e.g. ear plugs
- avoiding eye strain
- correct use of chemical and dangerous substances/equipment
- stress management techniques

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to follow health, safety and security procedures in the music industry 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:

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

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

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

Knowledge of:

- the major safety requirements for the locations in which work is carried out
- major causes of accidents relevant to the work environment
- the major hazards that exist in the workplace
- emergency evacuation procedures
- symbols used for Occupational Health and Safety
- designated personnel responsible for Occupational Health and Safety
- noise control methods
- posture requirements to avoid strain or injury
- relevant industry safety guidelines
- relevant national Occupational Health and Safety legislation and codes of practice
- major safety requirements for entertainment venues
- major causes of workplace accidents
- workplace hazards
- emergency evacuation procedures
- fire hazards and workplace fire hazard minimisation procedures
- organisational health, safety and security procedures
- safety report and safety implementation reports

Skills

The ability to:

- follow health, safety and security procedures in the music industry
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant Occupational Health and Safety policies and procedures
- work areas for recognition of hazard and control measures
- equipment on which to demonstrate skills in manual handling and noise control



(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 test
- evaluation of previous work
- 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

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 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.

**ECECOR0121A: Communicate in the workplace**

Competency Descriptor:

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

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Gather, convey and receive instructions, information and ideas	1.1	Verbal/written instructions received and responded to with correct actions.
		1.2	Information to achieve work responsibilities is collected from appropriate sources.
		1.3	Input from internal and external sources is sought and used to develop and refine new ideas and approaches.
		1.4	Instructions are accurately conveyed and work signage responded to with correct action.
		1.5	The method(s)/equipment used to communicate ideas, instructions and information is appropriate to the audience.
		1.6	Effective listening and speaking skills are used in oral communication.
		1.7	Instructions or enquiries are responded to promptly and in accordance with enterprise requirements.
		1.8	Questions are used to gain extra information and clarification.
2.	Carry out face-to-face routine communication	2.1	Communications are conducted in an open, professional and friendly manner.
		2.2	Appropriate language and tone is used and the effect of personal body language is considered.
		2.3	Active listening and questioning are used to ensure effective two-way communication.
		2.4	Cultural and social differences are identified and sensitivity to differences is displayed.



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|----|---|-----|---|
| 3. | Communicate and follow work instructions | 3.1 | Routine instructions, messages and schedules are given or followed. |
| | | 3.2 | Workplace procedures are accurately interpreted and carried out according to procedures laid down by the enterprise or supervisor. |
| | | 3.3 | Communication is carried out clearly, concisely and effectively so instructions, messages and procedures are understood. |
| | | 3.4 | Suggestions and information are provided relevant to the planning/conduct of work activities. |
| 4. | Draft routine correspondence | 4.1 | Written information and ideas are presented in clear and concise language and the information is presented in a manner that is easily understood by the recipient(s). |
| | | 4.2 | Correspondence is drafted and presented within designated timelines. |
| | | 4.3 | Presentation of written information meets enterprise standards of style, format and accuracy. |
| 5. | Gather information | 5.1 | Correct sources of information are identified and confirmed. |
| | | 5.2 | Relevant information is assessed and analysed from a range of sources. |
| | | 5.3 | Information is selected and sequenced correctly. |
| 6. | Participate in group discussion/meetings to achieve appropriate work outcomes | 6.1 | Participation in on-site meetings/discussions is done in accordance to predetermined procedures. |
| | | 6.2 | Interaction is carried out to achieve constructive outcome. |
| | | 6.3 | Responses are conveyed to others in the group. |
| | | 6.4 | Constructive contributions are made in terms of the work process involved. |
| | | 6.5 | Goals and aims are communicated clearly. |



RANGE STATEMENT

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

Communication type may include:

- oral
- electronic
- written
- non-verbal
- formal
- informal
- direct
- indirect

Communication equipment may include but is not limited to:

- network systems
- telephones
- keyboard equipment including mouse, touchpad, keyboard
- pens, pencils
- information technology components including hardware, software and communication packages
- facsimile machines

Enterprise requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Correspondence may include but is not limited to:

- memorandums
- messages
- proformas
- emails
- standard/form letters

Information to achieve work responsibilities may include:

- work instructions
- diagrams
- work plans
- information on new developments
- standards
- health and safety requirements
- customer requirements

Oral communication may include but is not limited to:

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

Written information may include but is not limited to:

- handwritten and printed materials
- electronic mail
- internal memos
- briefing notes
- facsimiles
- general correspondence
- telephone messages

Signage may include but are not limited to:

- on-site direction signs
- common site warning signs
- facility or location signs
- traffic signs



Range of information sources may include:

- instructions: oral/memos
- signage
- work schedules/work bulletins
- diagrams
- books and magazines
- Internet

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation
- Occupational Health and Safety standards

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 of Evidence

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

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

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

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

Knowledge of:

- organisation's policies, plans and procedures
- standard turnaround times
- correct spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication
- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- types of communication
- usage of communication tools/equipment
- sources of information on work processes
- relevant signs and symbols commonly used in the workplace

Skills

The ability to:

- identify work requirements and understand and process basic, relevant workplace documentation
- request advice, receive feedback and work with a team
- organise work priorities and arrangements
- display problem solving skills to solve routine problems
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- convey meaning clearly, concisely and coherently
- apply questioning and active listening techniques
- 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 made available:

- workplace (actual enterprise or simulated)
- access to relevant sources of information
- instructions, information, messages and signage
- appropriate communication tools/equipment
- enterprise policies and procedures
- relevant standards

**(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
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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	
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Solve problems	Level 1	
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Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECECOR0041A: 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: Entertainment and culture

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

**(3) Underpinning Knowledge and Skills Contd'.**Knowledge

Knowledge of: (Cont'd)

- 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

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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
- evaluation of work done/products made
- testimonials from clients

**(5) Method of Assessment**

- evaluation of qualifications/portfolio/awards/resume/workplace documents
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Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

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