<table>
<thead>
<tr>
<th>Training Package</th>
<th>Entertainment (CUE03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code</td>
<td>CUEIND01D</td>
</tr>
<tr>
<td>Unit title</td>
<td>Source and apply entertainment industry knowledge</td>
</tr>
<tr>
<td>HSC Requirements and Advice</td>
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<tr>
<td>HSC Indicative Hours</td>
<td>25</td>
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</tbody>
</table>

**Unit descriptor**

This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

**Application of the unit**

People working in a wide range of occupations in the entertainment industry apply the skills and knowledge described in this unit. Effective performance in any role requires a basic understanding of industry structure and operations, employment obligations and the impact of new technology.

It is recommended be delivered or assessed in conjunction with other operational and technical units.

**Employability skills**

This unit contains employability skills.

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### Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

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

- general knowledge of the entertainment industry as detailed in the required skills and knowledge and their application to a particular workplace context
- understanding of how industry knowledge can be applied to work activities to maximise effective performance
- knowledge of how to maintain currency of knowledge.

**Context of and specific resources for assessment**

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.

**Method of assessment**

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies to assess application of knowledge of different industry contexts and situations
- oral or written questions to assess knowledge of different aspects of the entertainment industry
- review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

**Guidance information for assessment**

Assessment of this unit requires access to:

- sources of information on the entertainment industry.
## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

<table>
<thead>
<tr>
<th>Required skills</th>
<th>Required knowledge</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• research and literacy skills sufficient to analyse and interpret information from industry association promotional materials</td>
<td>• different sectors of the entertainment industry and their interrelationships</td>
<td>Key Terms and Concepts</td>
</tr>
<tr>
<td>• personal organisational skills to keep up-to-date with industry developments</td>
<td>• key work areas within the industry, how they interrelate, and key roles and responsibilities</td>
<td>• awards</td>
</tr>
<tr>
<td>• using technology to source information.</td>
<td>• broad knowledge of key entertainment industry terminology</td>
<td>• basic research skills</td>
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<td>• issues of etiquette and ethics as they apply to key work areas within the industry</td>
<td>• career opportunities and pathways</td>
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<tr>
<td></td>
<td>• nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees</td>
<td>• communication channels</td>
</tr>
<tr>
<td></td>
<td>• obligations of employers, including safe system of work and non-discrimination</td>
<td>• current issues</td>
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<tr>
<td></td>
<td>• obligations of employees, including attendance, ethical behaviour, taking directions, confidentiality, work performance, safety and care, the environment and sustainable working practices</td>
<td>• economic impact</td>
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<td></td>
<td>• sources of information on the entertainment industry and ways of maintaining current industry knowledge</td>
<td>• emerging technologies</td>
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<tr>
<td></td>
<td>• overview of current and emerging technologies used within the relevant entertainment industry sector.</td>
<td>• employer associations</td>
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<td>• enterprise/organisation protocols/policies</td>
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<td>• entertainment industry</td>
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<td>• industrial relations issues</td>
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<td></td>
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<td>• industry associations</td>
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<td>• industry bodies</td>
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<td>• industry structure</td>
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<td>• new/emerging technologies</td>
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<td></td>
<td>• personal attributes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• roles and responsibilities</td>
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<tr>
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<td>• sectors</td>
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<tr>
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<td>• sources of information</td>
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<td></td>
<td>• union</td>
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<td></td>
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<td>• upgrading skills</td>
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<td>• work ethics</td>
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<td>• working conditions</td>
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<td>• workplace relations.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
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</tr>
<tr>
<td>1</td>
<td>Source and apply information on the structure and operation of the entertainment industry.</td>
<td>1.1 Correctly identify and access sources of information on the entertainment industry.</td>
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</tbody>
</table>

Learning experiences for the HSC must address:

Sectors of the entertainment industry including:
• drama
• ballet
• concerts
• festivals
• corporate theatre and communication
• events
  - sporting
  - cultural
  - charitable
  - public celebrations.
Knowledge of industry sectors including:
• the role and services offered by each sector
• examples of businesses in each sector
• interrelationship between sectors.
An awareness of the interrelationship between the entertainment industry and other related industries including:
• film, TV and radio
• music
• fashion
• sport
• tourism
• retail
• visual arts, craft and design.
The role and function of key entertainment industry bodies including:
• Department of Arts, Sport and Recreation
• Department of the Environment, Water, Heritage and the Arts
• Media, Entertainment and Arts Alliance (MEAA)
• Live Performance Australia (LPA)
• industry skills council and state industry training advisory body (ITAB)
• Australian Network for Art and Technology (ANAT)
<table>
<thead>
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<th>Element</th>
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<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
|         |                      | of live theatre or event. This may include:  
|         |                      | • any type of event e.g.  
|         |                      | - sporting  
|         |                      | - cultural  
|         |                      | - charitable  
|         |                      | • ballet  
|         |                      | • concerts  
|         |                      | • corporate theatre and communication  
|         |                      | • drama  
|         |                      | • festivals.  
|         |                      | • Australasian Performing Right Association (APRA)  
|         |                      | • Australia Council for the Arts  
|         |                      | Information relating to the entertainment industry including:  
|         |                      | • statistics  
|         |                      | - employment  
|         |                      | - income  
|         |                      | - patronage  
|         |                      | - the multiplier effect  
|         |                      | • current trends  
|         |                      | • issues affecting the industry.  
|         |                      | Basic research skills for:  
|         |                      | • identification of relevant information  
|         |                      | • questioning techniques to obtain information  
|         |                      | • sorting, summarising and presenting information.  
|         |                      | Sources of current industry information including:  
|         |                      | • industry associations and organisations  
|         |                      | • unions  
|         |                      | • industry journals  
|         |                      | • media  
|         |                      | • the internet  
|         |                      | • libraries  
|         |                      | • reference manuals  
|         |                      | • policy and procedures manuals  
|         |                      | • personal observations and experience  
|         |                      | • industry contacts, mentors and advisors  
|         |                      | • colleagues, supervisors and managers  
|         |                      | • professional development opportunities  
|         |                      | • industry functions  
|         |                      | • trade shows.  
|         |                      | A basic awareness of the social and environmental effects of the entertainment industry including:  
|         |                      | • positive and negative impacts on a community  
|         |                      | • positive and negative impacts on the environment  
|         |                      | • the role of environmental guidelines and legislation in the operation of an entertainment business.  

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</table>
| 1.2 | Use knowledge of the entertainment industry appropriately to enhance the quality of work performance. | An awareness of the stages of a production including:  
- pre-production  
- bump in  
- technical week  
- production  
- bump out  
- post-production. | |
| 2 | Source and apply knowledge of industry employment obligations and opportunities. | **Effective work performance** may be enhanced by obtaining information on:  
- career opportunities  
- roles, responsibilities and employment rights of contracted workers  
- unions and employer bodies  
- professional associations  
- industry relations issues. | **Learning experiences for the HSC must address:**  
Career opportunities and pathways within the industry.  
The role and function of industry personnel including:  
- producer  
- production manager  
- director  
- stage manager  
- choreographer  
- musical director  
- design team  
- riggers  
- operators  
- construction/trades  
- front of house manager  
- venue manager  
- tour manager.  
Industrial working conditions including:  
- awards  
- contract of employment  
- certified agreement  
- enterprise agreement  
- workplace agreement. |
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</thead>
</table>
| 2.2     | Apply knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities. |                                                                                                                                                                                                                                                                                                                                 | Personal attributes and work ethics of entertainment industry staff including:  
- attendance and punctuality ethical behaviour  
- honesty  
- work performance  
- taking directives  
- attention to detail  
- personal presentation and grooming  
- attitude  
- confidentiality  
- consistency of service  
- safe and sustainable work practices.  
Workplace relations including:  
- employer groups  
  - Australian Entertainment Industry Association (AEIA)  
  - unions  
  - Media, Entertainment and Arts Alliance (MEAA)  
  - Musicians Union of Australia/NSW  
- professional associations.  
An awareness of current industrial relations issues affecting the industry. |
| 3       | Seek information on new technology.                                                      | Information on *new technology* may include:  
- advances in technology and equipment  
- likely affects of new technology on current work practices and structure of the industry  
- ways of upgrading skills to allow for the use of new technology  
- sources of technical advice and support.  
Learning experiences for the HSC must address:  
How to source current information about emerging technologies relevant to the entertainment industry.  
Technologies including:  
- digital technology  
- bluetooth technology  
- multimedia  
- broadband  
- project management systems  
- internal booking systems. |
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</table>
| 4       | Seek opportunities to update industry knowledge. | **4.1** Identify and use a range of opportunities to update knowledge of the entertainment industry and monitor current *issues of concern* to the industry. | The effects of emerging technology on:  
- the marketing and promotion of events information  
- ways that consumers research event information  
- speed of processing event information  
- registration, ticketing and seating  
- sponsorship  
- special effects  
- lighting, sound, vision and staging  
- current work practices.  
Opportunities for upgrading skills including:  
- industry seminars  
- in-services  
- training courses  
- in-house training  
- reference manuals.  
Sources of technical advice and support including:  
- industry bodies  
- journals  
- the Internet  
- experts.  
The application of enterprise/organisation protocols and policies in relation to current and emerging technology. | **Issues of concern** to the industry may be related to:  
- changing nature of the marketplace  
- government initiatives  
- industry expansion  
- labour issues  
- impact of developments or trends in other related industries e.g.  
  - fashion  
  - film, TV and radio  
  - music  
  - retail  
  - sport  
  - tourism  
  - visual arts, craft and design.  
**Learning experiences for the HSC must address:**  
A basic awareness of current issues of concern to the industry relating to:  
- government initiatives  
- labour issues  
- industry expansion  
- changing nature of the marketplace  
- funding  
- public liability  
- risk management  
- occupational health and safety (OHS)  
- emerging technologies. |
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</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.</td>
<td>Learning experiences for the HSC must address: Dissemination of information through a variety of communication channels including:  - one-on-one communication  - team/group meetings  - internet/intranet  - call centres  - seminars  - marketing and promotional material  - direct mail.</td>
<td></td>
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</tbody>
</table>