



## **Stage 6 Syllabus**

# **Entertainment Industry Curriculum Framework**

## **Part A**

# **Course Structures and Requirements**

for implementation from 2012

Entertainment Industry (120 indicative hours)  
Entertainment Industry (240 indicative hours)

Approved 2009

Updated 2011

(CUE03v3.1)

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## Contents

1	Introduction to Industry Curriculum Frameworks .....	5
2	Documents Associated with Industry Curriculum Frameworks .....	6
2.1	Industry Curriculum Framework documents .....	6
3	The Higher School Certificate Program of Study .....	7
4	Vocational Education and Training (VET) in the NSW HSC .....	8
4.1	The national context.....	8
4.2	Determination of AQF VET qualifications for HSC students.....	8
5	Rationale .....	9
6	Aim.....	10
7	Entertainment Industry Curriculum Framework.....	11
7.1	Training Package qualifications.....	11
7.2	AQF VET qualifications available in the Entertainment Industry Curriculum Framework .....	11
7.3	Qualification pathways in the entertainment industry .....	12
8	Course Structures .....	13
8.1	Courses within the Entertainment Industry Curriculum Framework.....	13
8.1.1	The selection of units of competency.....	13
8.2	Allocation of HSC indicative hours of credit .....	14
8.3	Recognition or Prior Learning (RPL) .....	14
8.4	Entertainment Industry (120 indicative hours) .....	15
	Table 1 Entertainment Industry (120 indicative hours) – compulsory units of competency .....	17
8.5	Entertainment Industry (240 indicative hours) .....	18
	Table 2 Entertainment Industry (240 indicative hours) – compulsory units of competency .....	20
	Table 3 Elective pool.....	21
	Table 4 Additional electives for Entertainment Industry (240 indicative hours) .....	23
9	Outcomes and Content .....	24
9.1	Units of competency .....	24
9.2	Course delivery .....	25
10	Work Placement.....	26
10.1	Work placement requirements.....	26
10.2	Part-time work .....	26

11	Assessment Requirements and Advice .....	27
11.1	Competency-based assessment .....	27
11.2	HSC examination: Entertainment Industry .....	27
11.3	Examinable outcomes and content .....	27
12	HSC Requirements and Certification .....	29
12.1	Course completion requirements .....	29
12.2	Preliminary and HSC unit credit .....	29
12.3	Reporting achievement in the HSC .....	29
13	Other Information .....	30
13.1	Providing for all students .....	30
13.1.1	Students with special education needs .....	31
13.1.2	Gender and cultural considerations .....	31
13.1.3	School-based trainees .....	31
13.2	Employability Skills .....	32
	Table 5 Employability skills .....	32
13.3	Articulation to further training .....	35
14	AQF VET Qualifications .....	36
15	Minimum Requirements for AQF VET Qualifications .....	38
	Table 6 Status of units of competency from the Entertainment Industry HSC courses for Certificate II in Live Production, Theatre and Events and Certificates III in Live Production, Theatre and Events (Technical Operations), Venues and Events (Customer Service) and Scenery and Set Construction .....	39
16	Glossary .....	43

## **1 Introduction to Industry Curriculum Frameworks**

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This Industry Curriculum Framework document contains the HSC Entertainment Industry VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

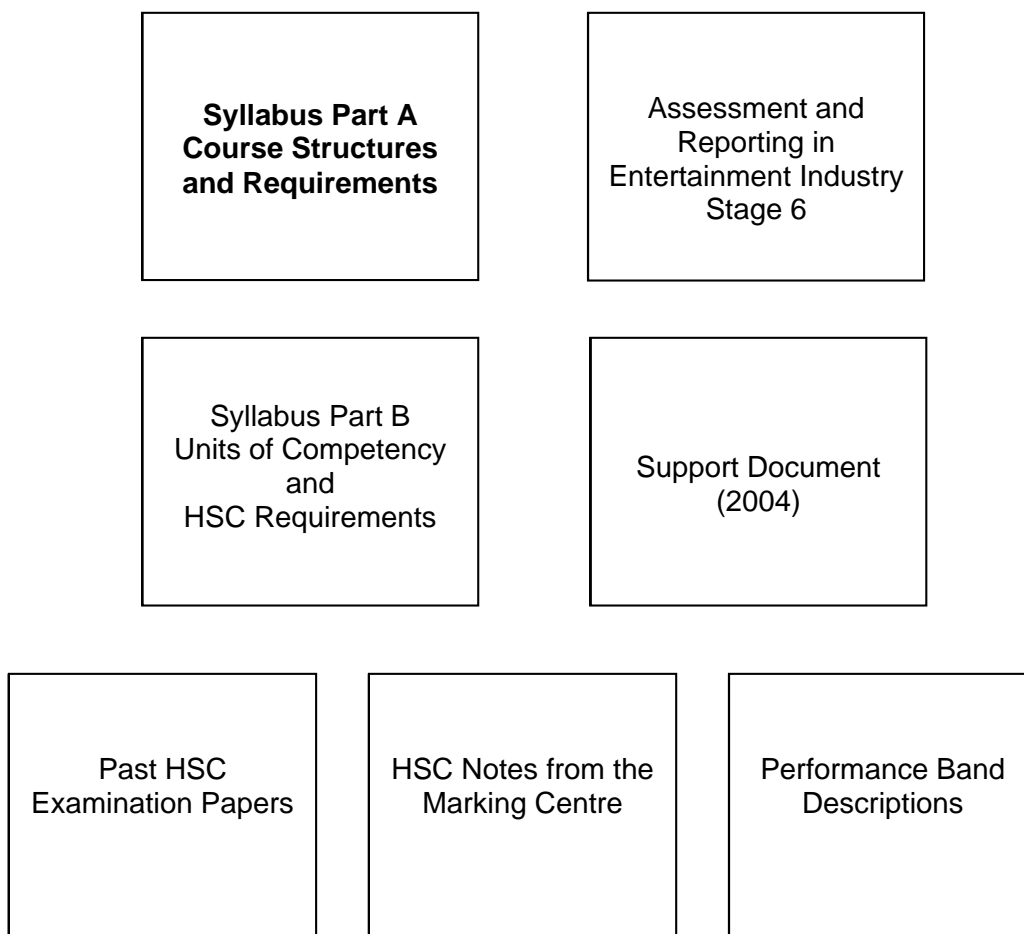
## 2 Documents Associated with Industry Curriculum Frameworks

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by HSC candidates.

Part A of the *Entertainment Industry Curriculum Framework Stage 6 Syllabus* describes how students may achieve unit credit towards the HSC and credit towards a vocational qualification. It contains general advice about the Entertainment Industry Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning to implement courses for the HSC.

The set of documents associated with the Framework is shown below.

### 2.1 Industry Curriculum Framework documents



### **3 The Higher School Certificate Program of Study**

The purpose of the HSC program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 4 Vocational Education and Training (VET) in the NSW HSC

### 4.1 The national context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the VET Quality Framework [formerly referred to as the Australian Quality Training Framework (AQTF)] and nationally endorsed Training Packages. The VET Quality Framework is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

### 4.2 Determination of AQF VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

**The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.**

Students may still be eligible for the AQF VET qualification as a result of meeting the requirements of the packaging rules for that qualification prior to completing all HSC course requirements.

Sections 8.4 and 8.5 outline the course structures within the Entertainment Industry Curriculum Framework.

The qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the *Entertainment Training Package (CUE03)* at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html) and should be consulted when selecting elective units of competency.

## 5 Rationale

Many students in New South Wales secondary schools are involved in performing arts activities ranging from school productions through to statewide events. The Entertainment Industry Curriculum Framework complements the current Board Developed Courses in Drama, Dance and Music that are widely offered in Stages 4, 5 and 6 and provides opportunities for experiences in the entertainment industry.

The entertainment industry is a diverse industry covering a wide range of occupational areas including audio, costume, customer service, front of house, lighting, make-up, props, scenic art, sets, staging, technical operations and vision systems. The Entertainment Industry Curriculum Framework allows selection of units of competency from one or more of the occupational areas.

Courses within the Entertainment Industry Curriculum Framework provide an opportunity for students, including students with special education needs, to gain nationally recognised industry qualifications as part of their Higher School Certificate. Apart from being nationally recognised, these qualifications articulate into higher-level qualifications within the entertainment industry which students may pursue post-school. The Framework also provides an optional HSC examination, which allows results from the 240-hour course to contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

The *Entertainment Training Package (CUE03)* imports units of competency from related Training Packages including *Music (CUS09)* and *Screen and Media (CUF07)*. The inclusion of units from these Training Packages in the Framework provides skills significant for working in the entertainment industry.

The Entertainment Training Package offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. Qualifications available to students who achieve appropriate units of competency in this Framework are at AQF Certificate II and III level.

Learning in each HSC course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the entertainment industry, as well as skills, knowledge and experiences – such as teamwork, creativity and innovation – that are transferable across other industry areas.

## **6 Aim**

The Entertainment Industry Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the entertainment industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

## **7 Entertainment Industry Curriculum Framework**

### **7.1 Training Package qualifications**

The Entertainment Industry Curriculum Framework is based on the national *Entertainment Training Package (CUE03)*.

The Entertainment Training Package incorporates six nationally recognised qualification levels ranging from AQF Certificate I to a number of Advanced Diplomas.

### **7.2 AQF VET qualifications available in the Entertainment Industry Curriculum Framework**

The Entertainment Industry Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *Entertainment Training Package (CUE03)*.

The AQF VET qualifications available in the Entertainment Industry Curriculum Framework are:

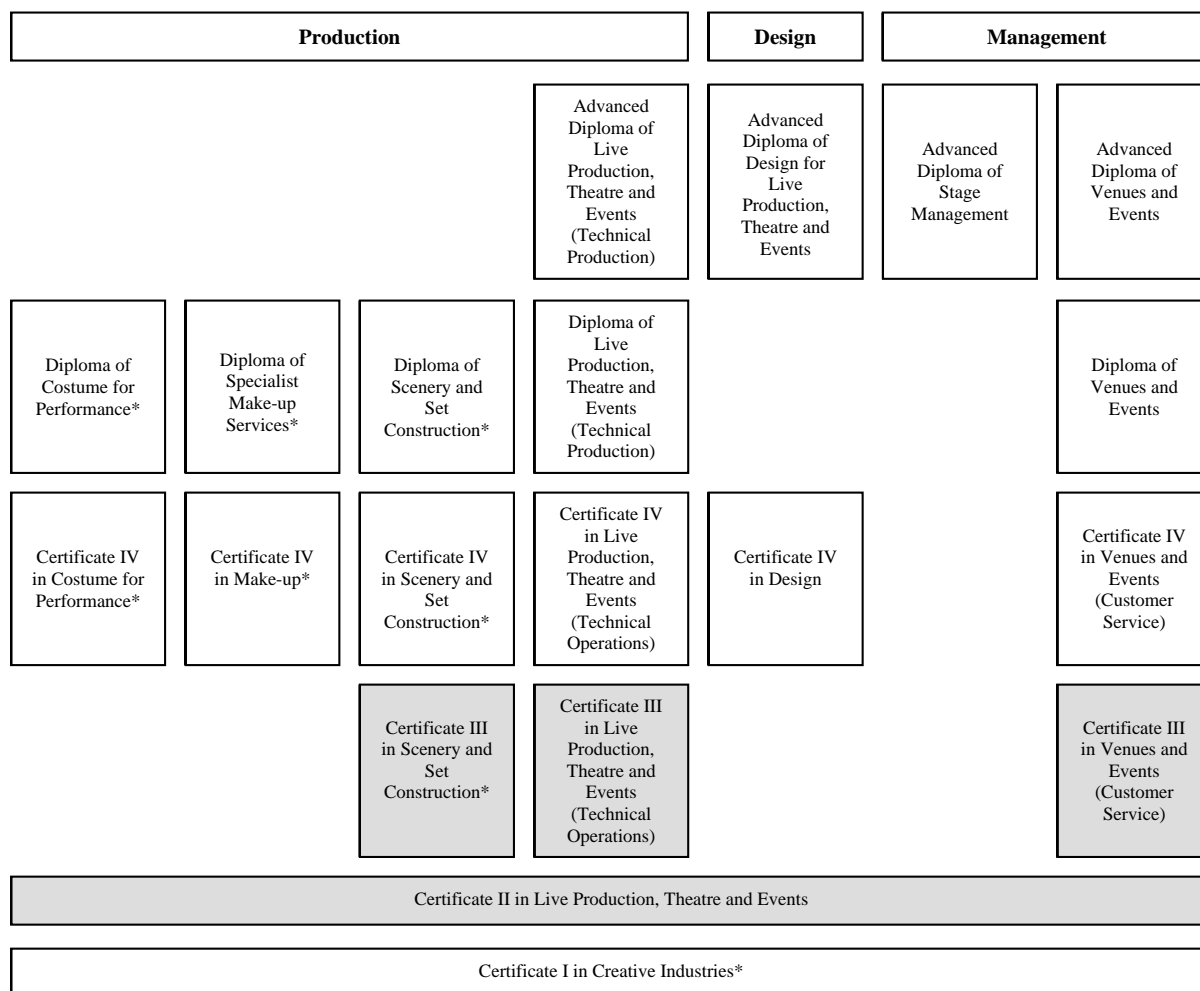
- Certificate II in Live Production, Theatre and Events (CUE20103)
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Certificate III in Scenery and Set Construction (CUF30307).

### 7.3 Qualification pathways in the entertainment industry

The following information is drawn from the Entertainment Training Package (CUE03)<sup>1</sup>.

This diagram outlines possible pathways to attain qualifications within the Entertainment Training Package. It is important to note that pathways between qualifications may vary depending upon specific contexts and individual needs.

The CUE03 Entertainment and CUF07 Screen and Media Training Packages share a number of technical qualifications, and therefore share pathways to the achievement of these qualifications.



\* Qualifications revised and updated as a part of the review of the CUF01 Film, TV, Radio and Multimedia Training Package – now CUF07 Screen and Media Training Package.

**Please note:** Only shaded qualifications can be accessed through the Entertainment Industry Curriculum Framework. Potential qualification outcomes for HSC courses are outlined in Section 8.

<sup>1</sup> DEEWR, 2008, *Entertainment Training Package (CUE03)*, Volume 1.

## 8 Course Structures

### 8.1 Courses within the Entertainment Industry Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Entertainment Industry Curriculum Framework are detailed in Sections 8.4 and 8.5. Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Entertainment Industry Curriculum Framework contains the following courses:

- Entertainment Industry (120 indicative hours)
- Entertainment Industry (240 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is four units. That is, courses can total up to 240 hours. In addition to courses within the Framework, students may undertake locally designed Board Endorsed VET courses drawing from the *Entertainment Training Package (CUE03)*. Such courses may provide additional HSC credit for students.

**Compulsory** units of competency are those that all students must attempt in their study of the HSC course (refer to Section 8, Tables 1 and 2).

**Examinable** units of competency are those that can be examined in the optional HSC examination (refer to Section 11.3).

**Core** units of competency are those required by the Entertainment Training Package for a student to be eligible for the vocational qualification (refer to Section 15).

#### 8.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students' eligibility for AQF VET qualifications and an occupational outcome. **Table 6** (pp 39–42) lists the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting elective units of competency.

**An integrated or holistic approach to course delivery and assessment should be adopted.** Examples of integrated approaches to programming and assessment strategies that may be used to support the delivery of courses within the Entertainment Industry Curriculum Framework are available on the Board's website.

## 8.2 Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

**Tables 1–4** (Section 8) list the indicative hours assigned to each unit of competency included in the Entertainment Industry Curriculum Framework for the purpose of unit credit towards the HSC.

## 8.3 Recognition of Prior Learning (RPL)

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.<sup>2</sup>

Students undertaking HSC courses within the Entertainment Industry Curriculum Framework may have current knowledge, skills and experience relevant to the units of competency within the courses.

For RPL (assessment-only pathway) the student provides current quality evidence of their competency against the relevant unit of competency. This evidence may take a variety of forms. **Where the outcomes of this process indicate that the student is competent, structured training is not required.** The RPL requirements of the VET Quality Framework (formerly referred to as the AQTF) must be met.

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<sup>2</sup> DEEWR, 2008, *Entertainment Training Package* (CUE03), Volume 1.

## 8.4 Entertainment Industry (120 indicative hours)

### Purpose

The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills for live production, theatre and events industries.

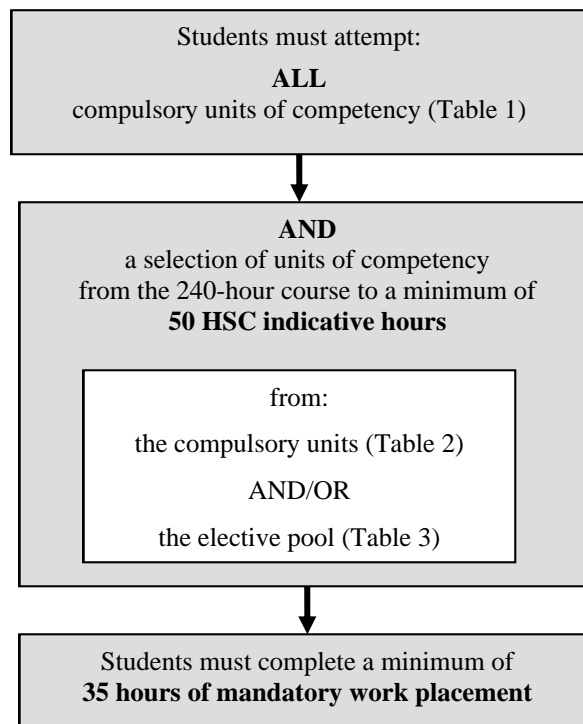
### Course structure

This course comprises four compulsory units of competency and a selection of units of competency from the 240-hour course.

Table 6 (pp 39–42) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, sought, local industry requirements and the level of the qualification.

120 indicative hour courses are accredited for a total of 2 units at the Preliminary and/or HSC level.

### Course requirements – Entertainment Industry (120 indicative hours)



### **AQF VET qualifications**

To receive AQF VET qualifications, students must meet the assessment requirements of the *Entertainment Training Package (CUE03)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate II in Live Production, Theatre and Events (CUE20103).

Qualification packaging rules are available from the *Entertainment Training Package (CUE03)* at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html).

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Entertainment Industry Stage 6*.

**Table 1 Entertainment Industry (120 indicative hours) – compulsory units of competency**

<b>COMPULSORY Attempt ALL units of competency</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
BSBCMM201A	Communicate in the workplace	Nil	15
BSBOHS201A	Participate in OHS processes	Nil	15
CUECOR02C	Work with others	Nil	15
CUEIND01D	Source and apply entertainment industry knowledge	Nil	25
<b>Total HSC indicative hours for compulsory units of competency</b>			<b>70</b>

<b>ELECTIVE UNITS Attempt units of competency to a minimum value of 50 HSC indicative hours</b>
Elective units may include any unit of competency from the 240-hour course which has not already been undertaken (refer to Section 8.5, Tables 2 and 3).

## 8.5 Entertainment Industry (240 indicative hours)

### Purpose

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.

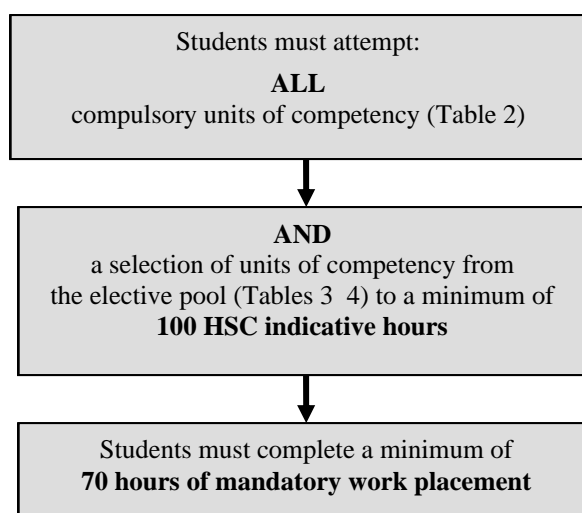
### Course structure

This course comprises 11 compulsory units of competency and an elective pool containing 36 units of competency. (There are two additional units of competency that can only be delivered with the written approval of your RTO.)

Table 6 (pp 39-42) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, sought, local industry requirements and the level of the qualification.

240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

### Course requirements – Entertainment Industry (240 indicative hours)



An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 11.2 and 11.3).

The units of competency for the optional HSC examination are listed in the HSC examination specifications in Section 11.3 of this document.

### **AQF VET qualifications**

To receive AQF VET qualifications, students must meet the assessment requirements of the *Entertainment Training Package (CUE03)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Statement of Attainment towards Certificate III in Scenery and Set Construction (CUF30307).

Qualification packaging rules are available from the *Entertainment Training Package (CUE03)* at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html).

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Entertainment Industry Stage 6*.

**Table 2 Entertainment Industry (240 indicative hours) – compulsory units of competency**

<b>COMPULSORY Attempt ALL units of competency</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
BSBCMM201A	Communicate in the workplace	Nil	15
BSBOHS201A	Participate in OHS processes	Nil	15
CUEAUD06B	Apply a general knowledge of vision systems to work activities	Nil	10
CUECOR01C	Manage own work and learning	Nil	5
CUECOR02C	Work with others	Nil	15
CUECOR03B	Provide quality service to customers	Nil	15
CUECOR04B	Deal with conflict and resolve complaints	Nil	10
CUEIND01D	Source and apply entertainment industry knowledge	Nil	25
CUESOU07B	Apply a general knowledge of audio to work activities	Nil	10
CUESTA05C	Apply a general knowledge of staging to work activities	Nil	10
CUFLGT101A	Apply a general knowledge of lighting to work activities	Nil	10
<b>Total HSC indicative hours for compulsory units of competency</b>			<b>140</b>

**PLUS** a selection of units of competency from the elective pool to a minimum of 100 HSC indicative hours.

**Table 3 Elective pool**

<b>ELECTIVE POOL</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
<b>Audio</b>			
CUESOU09B	Manage and compile audio replay material	Nil	20
<b>Costume</b>			
CUECOS02C	Apply art finishing	Nil	20
CUECOS09B	Develop and apply knowledge of costume	Nil	25
CUECOS303A	Modify, repair and maintain costumes	Nil	20
<b>First Aid</b>			
HLTFA301B	Apply first aid	Nil	20
<b>Front of House</b>			
CUEFOH03C	Provide seating and ticketing advice	Nil	15
CUEFOH04C	Usher patrons	Nil	10
CUEFOH07B	Process financial transactions	Nil	15
CUEFOH09B	Provide venue information and assistance	Nil	10
CUEFOH10B	Monitor entry to a venue	Nil	15
SIRXSLS001A	Sell products and services	Nil	15
<b>Industry Practice</b>			
BSBDIV301A	Work effectively with diversity	Nil	15
<b>Lighting</b>			
CUFLGT302A	Record and operate standard lighting cues	Nil	30
CUFLGT303A	Install and operate follow spots	Nil	20
<b>Make-up</b>			
CUFMUP401A	Design, apply and remove make-up	Nil	35
<b>Marketing</b>			
CUEMAR01C	Assist with marketing	Nil	15
<b>OHS</b>			
CUSOHS301A	Follow occupational health and safety procedures	Nil	15

**Table 3 cont/d**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
<b>Props</b>			
CUEPRP02B	Research, obtain and prepare props	Nil	15
CUEPRP03B	Apply a general knowledge of props construction	Nil	10
CUEPRP05B	Make prop furniture	Nil	30
CUEPRP07B	Make props using mixed media	Nil	30
CUFPRP201A	Repair, maintain and alter props	Nil	20
<b>Scenic Art</b>			
CUESCE05B	Apply a general knowledge of scenic art	Nil	15
CUESCE06B	Use scenic art painting techniques	Nil	25
CUFSCE202A	Repair, maintain and alter scenic art	Nil	25
<b>Sets</b>			
CUESET05C	Apply set construction techniques	Nil	30
CUESET302A	Make sets	Nil	30
<b>Staging</b>			
CUESTA02C	Operate staging elements	Nil	25
<b>Sustainability</b>			
BSBSUS201A	Participate in environmentally sustainable work practices	Nil	15
<b>Technical General</b>			
CUETGE05C	Maintain physical production elements	Nil	20
CUETGE15B	Handle physical elements safely during bump in/bump out	Nil	30
MEM05001B	Perform manual soldering/desoldering – electrical/electronic components	Nil	20
MEM18001C	Use hand tools	Nil	20
MEM18002B	Use power tools/hand held operations	Nil	20
<b>Other</b>			
CUSSOU201A	Assist with sound recordings	Nil	20

**Table 4 Additional electives for Entertainment Industry (240 indicative hours)**

These units of competency may only be selected as electives if you have **written approval** from your school system authority/RTO for their delivery in the Entertainment Industry Curriculum Framework.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CPCCOHS1001A	Work safely in the construction industry	Nil	10
CPCCCM1015A	Carry out measurements and calculations	Nil	20
Details of these units of competency can be accessed and delivered from the <i>Construction, Plumbing and Services Training Package (CPC08)</i> at <a href="http://www.training.gov.au">www.training.gov.au</a> .			

## 9 Outcomes and Content

### 9.1 Units of competency

The units of competency in the Entertainment Industry (120 and 240 indicative hours) courses are listed in Tables 1–4.

Part B of this Syllabus contains details of these units of competency reproduced directly from the *Entertainment Training Package (CUE03)*. For each unit of competency the details consist of:

- elements of competency
- performance criteria
- a range statement
- required skills and knowledge
- an evidence guide, containing:
  - critical aspects for assessment and evidence required to demonstrate competency in this unit
  - context of and specific resources for assessment
  - method of assessment.

In addition, there is a column headed *HSC Requirements and Advice* that prescribes the scope of learning and the minimum learning experiences expected for each examinable unit of competency for the purposes of the HSC. These must be addressed by all students undertaking the Entertainment Industry (120 and 240 indicative hours) courses.

The units of competency that can be delivered and assessed are determined by the scope of the registration of each RTO. **Teachers and trainers should check their accreditation and RTO’s scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering an HSC VET course.** Scope of registration can be checked at [www.training.gov.au](http://www.training.gov.au).

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges are contained in the Board of Studies [Assessment, Certification and Examination \(ACE\) Manual](#) and relevant Board of Studies Official Notices.

## 9.2 Course delivery

RTOs offering training programs that deliver HSC Entertainment Industry Framework courses must consult Part B of this Syllabus and take into consideration the details provided in the *HSC Requirements and Advice* column (including key terms and concepts) as well as the following requirements for each unit of competency:

- the elements of competency
- the performance criteria
- the range statement
- the required skills and knowledge
- all aspects of the evidence guide.

RTOs should pay particular attention to the information under *Prerequisite units* (to ensure these requirements have been met) and *Required skills and knowledge*.

Learning experiences that are compulsory learning for the Training Package are compulsory learning for the HSC. So, in the examinable units of competency, where the range statement uses the words ‘must include’, the relevant matter has not been repeated in the *HSC Requirements and Advice*. However, where the range statement uses the words ‘may include’, the *HSC Requirements and Advice* specifies which of these learning experiences must be included for the HSC.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system/sector authorities.

## 10 Work Placement

**Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each course.**

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the employability skills (refer to Section 13.2).

The mandatory work placement requirements for courses in this Framework are not intended to indicate the time required for the achievement of units of competency. The amount of learning in the workplace that is needed to achieve a unit of competency will vary.

### 10.1 Work placement requirements

Students must complete the following work placement for Entertainment Industry Curriculum Framework courses:

- Entertainment Industry (120 indicative hours) – a minimum of 35 hours in a workplace
- Entertainment Industry (240 indicative hours) – a minimum of 70 hours in a workplace.

Work placement is to be undertaken in an entertainment industry environment. It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

Non-completion of work placement is grounds for withholding the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies [Assessment, Certification and Examination \(ACE\) Manual](#).

It is the responsibility of the school and/or RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual students or class groups to achieve the competencies, this will be determined by the deliverer, but it does not affect the indicative HSC hours.

Further information and advice on the implementation of work placement are contained in policy statements or guidelines available from the relevant school system/sector authority or the RTO.

### 10.2 Part-time work

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies [Assessment, Certification and Examination \(ACE\) Manual](#) or relevant Board of Studies Official Notices.

## 11 Assessment Requirements and Advice

### 11.1 Competency-based assessment

The VET courses within the Entertainment Industry Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Entertainment Industry Curriculum Framework is contained in the *Assessment and Reporting in Entertainment Industry Stage 6* document.

This document, as well as other resources and advice related to assessment in Entertainment Industry Stage 6, is available at the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html)

### 11.2 HSC examination: Entertainment Industry

The HSC examination in Entertainment Industry is optional. Only students who have completed the Entertainment Industry (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their ATAR.

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the *Assessment and Reporting in Entertainment Industry Stage 6* document.

**The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.**

### 11.3 Examinable outcomes and content

The HSC examination in Entertainment Industry is based on a set of examinable units of competency from the Entertainment Industry (240 indicative hours) course and the associated employability skills for Certificate III in Live Production, Theatre and Events (Technical Operations) (refer to qualification packaging rules at [www.training.gov.au](http://www.training.gov.au)).

The HSC examination is based on the following components of each examinable unit of competency:

- elements of competency
- performance criteria
- range statement<sup>3</sup>
- required skills and knowledge

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<sup>3</sup> The range statement frequently uses the term 'may include'. This has been clarified in the *HSC Requirements and Advice* column to specify the learning experiences that must be included for the examinable units of competency. Only the learning that is compulsory according to the Training Package and/or *HSC Requirements and Advice* can be examined.

- evidence guide, including:
  - critical aspects for assessment and evidence required to demonstrate competency in this unit
  - context of and specific resources for assessment
  - method of assessment
- minimum prescribed learning contained in HSC requirements and advice, described as:
  - key terms and concepts, and
  - learning experiences that must be addressed for the HSC.

**The examinable units of competency are:**

<b>Unit Code</b>	<b>Unit Title</b>
BSBCMM201A	Communicate in the workplace
BSBOHS201A	Participate in OHS processes
CUEAUD06B	Apply a general knowledge of vision systems to work activities
CUECOR01C	Manage own work and learning
CUECOR02C	Work with others
CUECOR03B	Provide quality service to customers
CUECOR04B	Deal with conflict and resolve complaints
CUEIND01D	Source and apply entertainment industry knowledge
CUESOU07B	Apply a general knowledge of audio to work activities
CUESTA05C	Apply a general knowledge of staging to work activities
CUFLGT101A	Apply a general knowledge of lighting to work activities

The text of the examinable units of competency, including the HSC requirements and advice, is contained in the *Entertainment Industry Curriculum Framework Stage 6 Syllabus – Part B*.

## 12 HSC Requirements and Certification

### 12.1 Course completion requirements

For a student to be considered to have satisfactorily completed a course within the Entertainment Industry Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school/RTO
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

Refer to the Board's [Assessment, Certification and Examination \(ACE\) Manual](#) for further information.

### 12.2 Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Entertainment Industry Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

### 12.3 Reporting achievement in the HSC

Advice on reporting achievement in relation to the Entertainment Industry Curriculum Framework is contained in the *Assessment and Reporting in Entertainment Industry Stage 6* document.

This document is available at the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html)

## 13 Other Information

### 13.1 Providing for all students

#### 13.1.1 Students with special education needs

Courses in the Entertainment Industry Curriculum Framework are available to all students.

Students with special education needs may access:

- all courses within the Entertainment Industry Curriculum Framework under regular course arrangements

**OR**

- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Sections 8.4 and 8.5 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence.

Reasonable adjustments to delivery and assessment are appropriate, provided they conform to the industry competency standards as expressed in the CUE03 Training Package.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.<sup>4</sup>

Reasonable adjustments should be based upon the individual student's needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the entertainment industry.

Successful participation in courses within the Entertainment Industry Curriculum Framework for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support, both off the job and in the workplace.

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<sup>4</sup> Training Package Development Handbook Guidelines: Training Packages, [www.tpdh.deewr.gov.au](http://www.tpdh.deewr.gov.au)

Further advice on the implementation of the Entertainment Industry Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)*. This document is available on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

### **Work placement**

Students with special education needs **must** undertake the minimum work placement requirements for courses within the Entertainment Industry Curriculum Framework, described in Section 8 and Section 10 of this document.

### **Assessment**

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this document and in the document *Assessment and Reporting in Entertainment Industry Stage 6*.

### **AQF VET qualifications**

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the *Entertainment Training Package (CUE03)*. A qualified assessor must conduct the assessment.

#### **13.1.2 Gender and cultural considerations**

Industry curriculum frameworks address the needs of a broad range of students. Material developed for teaching and assessment programs in the Entertainment Industry Curriculum Framework must not contain any bias related to a student's gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should be selected such that they do not reinforce gender or cultural stereotypes.

#### **13.1.3 School-based trainees**

The Entertainment Industry Curriculum Framework includes provision for school-based trainees to gain unit credit towards the HSC for the formal training component of their traineeship.

Information on requirements and arrangements for NSW school-based traineeships in entertainment industries is available at [www.training.nsw.gov.au/individuals/apprenticeships\\_traineeships/school\\_based/index.html](http://www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html)

Students may choose to complete the Board endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job training component of the school-based traineeship. Details of the course requirements are contained in the [Industry-based Learning](#) course description.

Further information is available on the Board's website at [www.boardofstudies.nsw.edu.au/voc\\_ed/apprenticeships-traineeships.html](http://www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html).

## 13.2 Employability Skills<sup>5</sup>

The Employability Skills build on and replace the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work. The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework provided and recommended the following eight Employability Skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of ‘facets’ or important work skills.

The following table contains the Employability Skills and facets identified in the report:

**Table 5      Employability skills**

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations, eg planning and problem-solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>

<sup>5</sup> 13.2 Employability Skills is adapted from DEEWR, 2008, *Entertainment Training Package (CUE03)*, Volume 1.

**Table 5 cont/d**

Skill	Facets
<b>Problem-solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem-solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>
<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>• managing time and priorities – setting timelines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn – mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting – on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul>

**Table 5 cont/d**

Skill	Facets
<p><b>Technology</b> that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>

There is an *Employability Skills Summary* for each AQF VET qualification level available in the *Entertainment Training Package (CUE03)*. These summaries capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The Employability Skills Summaries for the qualifications available in the Framework are included with the qualification packaging rules at [www.training.gov.au](http://www.training.gov.au) and on the Board’s website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html).

**Employability skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.**

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The details in Employability Skills Summaries vary according to the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners’ understanding of industry and workplace expectations.

### **13.3 Articulation to further training**

Students achieving units of competency in this Framework can apply to have those units recognised in other endorsed Training Package qualifications.

Students and teachers should investigate the qualifications within the *Entertainment Training Package (CUE03)* to identify possible training pathways. In some instances these may include higher-level courses at TAFE NSW or other RTOs which may provide for advanced standing in related university courses.

Students seeking to gain credit towards AQF VET qualifications in other industries may use the qualifications gained in Entertainment Industry as evidence of competency for related units of competency in any national Training Package.

Further information on requirements and arrangements for post-school apprenticeships and traineeships in entertainment industries is available from the NSW Department of Education and Communities State Training Services and Australian Apprenticeship Centres.

## 14 AQF VET Qualifications

The various titles of AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to Certificates I to III. Brief descriptions of Certificates I, II and III, from the *Australian Qualifications Framework Implementation Handbook*<sup>6</sup>, are provided below.

### Certificate I

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which may be routine and predictable.

Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

An individual demonstrating competencies at this level would be able to:

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

### Certificate II

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

An individual demonstrating competencies at this level would be able to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

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<sup>6</sup> Australian Qualifications Framework (AQF) Advisory Board, 2007, *Australian Qualifications Framework Implementation Handbook*, Fourth Edition, Carlton, VIC.

### **Certificate III**

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

An individual demonstrating these competencies would be able to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

AQF VET Statements of Attainment and Certificates are ONLY issued on the basis of successful achievement of units of competency as determined by a qualified assessor.
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## 15 Minimum Requirements for AQF VET Qualifications

The qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the *Entertainment Training Package (CUE03)* at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html).

The packaging rules set out the minimum requirements for achieving a particular industry qualification. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

A Statement of Attainment will be issued for achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for competencies recorded on a Statement of Attainment.

**Table 6 Status of units of competency from the Entertainment Industry HSC courses for Certificate II in Live Production, Theatre and Events and Certificates III in Live Production, Theatre and Events (Technical Operations), Venues and Events (Customer Service) and Scenery and Set Construction.**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Entertainment Industry Curriculum Framework	Certificate II in Live Production, Theatre and Events	Certificate III in Live Production, Theatre and Events (Technical Operations)	Certificate III in Venues and Events (Customer Service)	Certificate III in Scenery and Set Construction
<i>Qualification packaging rules</i>					<i>1 core 8 electives (min 6 Group A)</i>	<i>4 core 7 electives (min 4 listed)</i>	<i>6 core 6 electives (min 3 Group A)</i>	<i>4 core 8 electives (min 6 Group A)</i>
BSBCMM201A	Communicate in the workplace	Nil	15	compulsory (120 & 240)	elective – B	elective	elective	elective
BSBOHS201A	Participate in OHS processes	Nil	15	compulsory (120 & 240)	core	core	core	–
CUEAUD06B	Apply a general knowledge of vision systems to work activities	Nil	10	compulsory (240) elective (120)	elective – A	listed elective	elective	elective
CUECOR01C	Manage own work and learning	Nil	5	compulsory (240) elective (120)	elective – A	core	elective – B	elective
CUECOR02C	Work with others	Nil	15	compulsory (120 & 240)	elective – A	core	core	elective
CUECOR03B	Provide quality service to customers	Nil	15	compulsory (240) elective (120)	elective – A	elective	core	elective
CUECOR04B	Deal with conflict and resolve complaints	Nil	10	compulsory (240) elective (120)	elective	elective	core	elective
CUEIND01D	Source and apply entertainment industry knowledge	Nil	25	compulsory (120 & 240)	elective – A	core	core	core (alternate)
CUESOU07B	Apply a general knowledge of audio to work activities	Nil	10	compulsory (240) elective (120)	elective – A	listed elective	elective	elective
CUESTA05C	Apply a general knowledge of staging to work activities	Nil	10	compulsory (240) elective (120)	elective – A	listed elective	elective	elective – B

Table 6 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Entertainment Industry Curriculum Framework	Certificate II in Live Production, Theatre and Events	Certificate III in Live Production, Theatre and Events (Technical Operations)	Certificate III in Venues and Events (Customer Service)	Certificate III in Scenery and Set Construction
CUFLGT101A	Apply a general knowledge of lighting to work activities	Nil	10	compulsory (240) elective (120)	elective – A	listed elective	elective	elective
CUESOU09B	Manage and compile audio replay material	Nil	20	elective (120 & 240)	elective	listed elective	elective	elective
CUECOS02C	Apply art finishing	Nil	20	elective (120 & 240)	elective	elective	elective	elective
CUECOS09B	Develop and apply knowledge of costume	Nil	25	elective (120 & 240)	elective	elective	elective	elective
CUECOS303A	Modify, repair and maintain costumes	Nil	20	elective (120 & 240)	elective	elective	elective	elective
HLTFA301B	Apply first aid	Nil	20	elective (120 & 240)	elective	elective	elective – B	elective – B
CUEFOH03C	Provide seating and ticketing advice	Nil	15	elective (120 & 240)	elective – A	elective	elective – A	elective
CUEFOH04C	Usher patrons	Nil	10	elective (120 & 240)	elective – A	elective	elective – A	elective
CUEFOH07B	Process financial transactions	Nil	15	elective (120 & 240)	elective – A	elective	elective – A	elective
CUEFOH09B	Provide venue information and assistance	Nil	10	elective (120 & 240)	elective – A	elective	elective – A	elective
CUEFOH10B	Monitor entry to a venue	Nil	15	elective (120 & 240)	elective	elective	elective – A	elective
SIRXSL001A	Sell products and services	Nil	15	elective (120 & 240)	elective – B	elective	elective – A	elective
BSBDIV301A	Work effectively with diversity	Nil	15	elective (120 & 240)	elective – B	elective	core	elective

**Table 6 cont/d**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Entertainment Industry Curriculum Framework	Certificate II in Live Production, Theatre and Events	Certificate III in Live Production, Theatre and Events (Technical Operations)	Certificate III in Venues and Events (Customer Service)	Certificate III in Scenery and Set Construction
CUFLGT302A	Record and operate standard lighting cues	Nil	30	elective (120 & 240)	elective	listed elective	elective	elective
CUFLGT303A	Install and operate follow spots	Nil	20	elective (120 & 240)	elective	elective	elective	elective
CUFMUP401A	Design, apply and remove make-up	Nil	35	elective (120 & 240)	elective	elective	elective	elective
CUEMAR01C	Assist with marketing	Nil	15	elective (120 & 240)	elective	elective	elective – B	elective
CUSOHS301A	Follow occupational health and safety procedures	Nil	15	elective (120 & 240)	–	–	–	core
CUEPRP02B	Research, obtain and prepare props	Nil	15	elective (120 & 240)	elective	elective	elective	elective – A
CUEPRP03B	Apply a general knowledge of props construction	Nil	10	elective (120 & 240)	elective – A	elective	elective	elective – A
CUEPRP05B	Make prop furniture	Nil	30	elective (120 & 240)	elective	elective	elective	elective – A
CUEPRP07B	Make props using mixed media	Nil	30	elective (120 & 240)	elective	elective	elective	elective – A
CUFPRP201A	Repair, maintain and alter props	Nil	20	elective (120 & 240)	elective – A	elective	elective	elective – A
CUESCE05B	Apply a general knowledge of scenic art	Nil	15	elective (120 & 240)	elective – A	elective	elective	elective
CUESCE06B	Use scenic art painting techniques	Nil	25	elective (120 & 240)	elective	elective	elective	elective – A
CUFSC202A	Repair, maintain and alter scenic art	Nil	25	elective (120 & 240)	elective – A	elective	elective	elective – A

**Table 6 cont/d**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Entertainment Industry Curriculum Framework	Certificate II in Live Production, Theatre and Events	Certificate III in Live Production, Theatre and Events (Technical Operations)	Certificate III in Venues and Events (Customer Service)	Certificate III in Scenery and Set Construction
CUESET05C	Apply set construction techniques	Nil	30	elective (120 & 240)	elective – A	elective	elective	elective – A
CUESET302A	Make sets	Nil	30	elective (120 & 240)	elective	elective	elective	elective-A
CUESTA02C	Operate staging elements	Nil	25	elective (120 & 240)	elective	listed elective	elective	elective
BSBSUS201A	Participate in environmentally sustainable work practices	Nil	15	elective (120 & 240)	elective – A	elective – A	elective – A	elective – B
CUETGE05C	Maintain physical production elements	Nil	20	elective (120 & 240)	elective – A	elective	elective	elective
CUETGE15B	Handle physical elements safely during bump in/bump out	Nil	30	elective (120 & 240)	elective – A	elective	elective	elective
MEM05001B	Perform manual soldering/desoldering – electrical/electronic	Nil	20	elective (120 & 240)	elective – B	elective	elective	elective
MEM18001C	Use hand tools	Nil	20	elective (120 & 240)	elective – B	listed elective	elective	core
MEM18002B	Use power tools/hand held operations	Nil	20	elective (120 & 240)	elective – B	elective	elective	elective
CUSSOU201A	Assist with sound recordings	Nil	20	elective (120 & 240)	elective – A	elective	elective	elective
CPCCOHS1001A	Work safely in the construction industry	Nil	10	additional elective (240)	elective – B	elective	elective	elective – B
CPCCCM1015A	Carry out measurements and calculations	Nil	20	additional elective (240)	elective – B	elective	elective	core

## 16 Glossary

AQF	<b>Australian Qualifications Framework</b> The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
AQTF	See VET Quality Framework
assessment guidelines	An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
Australian Apprenticeships	Formerly known as ‘New Apprenticeships’. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. ( <a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a> )
AVETMISS	<b>Australian Vocational Education and Training Management Information Statistical Standard</b>
competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.
competency standard	Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualification.
compulsory units of competency	Units that must be studied for the Higher School Certificate.
core units of competency	Units of competency required by the Training Package to be eligible for the AQF VET qualification.
DEEWR	<b>Department of Education, Employment and Workplace Relations</b> (Commonwealth)
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.
examinable units of competency	Units of competency that can be examined in the optional HSC examination.

Industry Skills Councils (national)	<p>The <b>Industry Skills Councils</b> have two key roles:</p> <ul style="list-style-type: none"><li>• providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements, and</li><li>• supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.</li></ul>
ITAB (state)	<p><b>Industry Training Advisory Body</b> Independent incorporated associations or companies that assist with the development of training.</p>
national recognition	<p>National recognition is:</p> <ul style="list-style-type: none"><li>• recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person</li><li>• recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions</li><li>• recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.</li></ul>
OHS qualification	<p><b>Occupational Health and Safety</b></p> <p>Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:</p> <ul style="list-style-type: none"><li>• a nationally endorsed Training Package, or</li><li>• an accredited course that provides training for the qualification.</li></ul>
recognition of prior learning (RPL)	<p>An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.</p>
RTO	<p><b>Registered Training Organisation</b> A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (RTOs include TAFE NSW, private providers and schools).</p>
scope of registration	<p>The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"><li>• both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or</li><li>• only assessment services, and to issue AQF qualifications and statements of attainment.</li></ul>

Statement of Attainment	May be issued in the vocational education and training sector by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualifications(s)/ courses(s).
Training.gov.au	<a href="http://www.training.gov.au">www.training.gov.au</a> The national register for recording information about RTO's, Training Packages and accredited courses.
Training Package	A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.
training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
VET	<b>Vocational Education and Training</b>
VET Quality Framework	<b>VET Quality Framework</b> The VET Quality Framework comprises: <ul style="list-style-type: none"><li>• the Standards for NVR Registered Training Organisations</li><li>• the Fit and Proper Person Requirements</li><li>• the Financial Viability Risk Assessment Requirements</li><li>• the Data Provision Requirements and</li><li>• the Australian Qualifications Framework.</li></ul> The VET Quality Framework replaces references to the Australian Quality Training Framework (AQTF)
VETAB	<b>The Vocational Education and Training Accreditation Board</b>
VTO	<b>Vocational Training Order</b>