TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING

National Competency Standard for MEDIA PRODUCTION
Standard Code: SOC07S14V1

[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]

Preface

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

Key for coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (**CON**) Fisheries and Agriculture Sector (**FNA**) Transport sector (**TRN**) Tourism Sector (**TOU**) Social Sector (**SOC**) Foundation (**FOU**)
Competency Standard	**S**
Occupation with in an industry Sector	**Two digits 01-99**
Unit	**U**
Common Competency	**1**
Core Competency	**2**
Optional/ Elective Competency	**3**
Assessment Resources Materials	**A**
Learning Resources Materials	**L**
Curricula	**C**
Qualification	**Q1, Q2 etc**
MNQF level of Qualification	**L1, L2 etc**
Version Number	**V1, V2 etc**
Year of endorsement of standard, qualification	**By two digits Example- 07**

Endorsement Application for Qualification 01		
NATIONAL CERTIFICATE III IN MEDIA PRODUCTION		
Qualification code: SOC07SQ1L314	**Total Number of Credits:** 45	
Purpose of the qualification		
The holders of this qualification are expected to work in Media Production team in a media related industry.		
Regulations for the qualification	National Certificate III in Media Production will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15	
Schedule of Units		
Unit No	**Unit Title**	**Code**
1.	Observe personal and work place hygiene practices	SOC07S1U01V1
2.	Practice health, safety and security Practices	SOC07S1U02V1
3.	Provide effective customer care	SOC07S1U03V1
4.	Practice effective workplace communication	SOC07S1U04V1
5.	Record Sound_R1	SOC07S1U05V1
6.	Prepare audio assests_R1	SOC07S1U06V1
7.	Perform basic sound editing	SOC07S1U07V1
8.	Perform basic vision and sound editing	SOC07S1U08V1
9.	Install and disassemble audio equipment _R1	SOC07S1U09V1
10.	Assist with a basic camera shoot_R1	SOC07S1U10V1
11.	Develop basic lighting skills and knowledge_R2	SOC07S1U11V1
12.	Develop techniques for presenting to camera_R1	SOC07S1U12V1
13.	Develop techniques for presenting Information on air_R1	SOC07S1U13V1
14.	Present programs on air_R1	SOC07S1U14V1
15.	Use social media tools for collaboration and engagement_R1	SOC07S1U15V1
Accreditation requirements	The training provider should have an office set up or similar training facility to provide the trainees the hands-on experience related to this qualification	
Recommended sequencing of units	As appearing under the section 06	

Endorsement Application for Qualification 02	
NATIONAL CERTIFICATE IV IN MEDIA PRODUCTION	

Qualification code: SOC07SQ2L418	**Total Number of Credits:** 165

Purpose of the qualification

The holders of this qualification are expected to work in Media Production team in a media related industry.

Regulations for the qualification	National Certificate IV in Media Production will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25

Schedule of Units

Unit	Unit Title	Code
1	Observe personal and work place hygiene practices	SOC07S1U01V1
2	Practice health, safety and security Practices	SOC07S1U02V1
3	Provide effective customer care	SOC07S1U03V1
4	Practice effective workplace communication	SOC07S1U04V1
5	Record Sound_R1	SOC07S1U05V1
6	Prepare audio assests_R1	SOC07S1U06V1
7	Perform basic sound editing	SOC07S1U07V1
8	Perform basic vision and sound editing	SOC07S1U08V1
9	Install and disassemble audio equipment _R1	SOC07S1U09V1
10	Assist with a basic camera shoot_R1	SOC07S1U10V1
11	Develop basic lighting skills and knowledge_R2	SOC07S1U11V1
12	Develop techniques for presenting to camera_R1	SOC07S1U12V1
13	Develop techniques for presenting Information on air_R1	SOC07S1U13V1
14	Present programs on air_R1	SOC07S1U14V1
15	Use social media tools for collaboration and engagement_R1	SOC07S1U15V1
16	Develop techniques for presenting information to camera	SOC07S2U16V1
17	Apply the principles of animation	SOC07S2U17V1

18	Create 2D and 3D animations	SOC07S2U18V1
19	Video production and post production	SOC07S2U19V1
20	Sound design for moving image productions	SOC07S2U20V1
21	Camera and lighting techniques for moving image production	SOC07S2U21V1
22	Practical skills for the moving image production	SOC07S2U22V1
23	Development and techniques for film and video editing	SOC07S2U23V1
24	Professional practice in the media	SOC07S2U24V1
25	Critical awareness and contextual understanding in the media	SOC07S2U25V1
Accreditation requirements	The training provider should have an office set up or similar training facility to provide the trainees the hands-on experience related to this qualification	
Recommended sequencing of units	As appearing under the section 06	

Packaging of National Qualifications:

National Certificate III in Media Production will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15

National Certificate IV in Media Production will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25

Unit Details

Unit	Unit Title	Code	Level	No of credits
1.	Observe personal and work place hygiene practices	SOC07S1U01V1	03	03
2.	Practice health, safety and security Practices	SOC07S1U02V1	03	03
3.	Provide effective customer care	SOC07S1U03V1	03	03
4.	Practice effective workplace communication	SOC07S2U04V1	03	03
5.	Record Sound_R1	SOC07S2U05V1	03	03
6.	Prepare audio assests_R1	SOC07S2U06V1	03	03
7.	Perform basic sound editing	SOC07S2U07V1	03	03
8.	Perform basic vision and sound editing	SOC07S2U08V1	03	03
9.	Install and disassemble audio equipment _R1	SOC07S2U09V1	03	03
10.	Assist with a basic camera shoot_R1	SOC07S2U10V1	03	03
11.	Develop basic lighting skills and knowledge_R2	SOC07S2U11V1	03	03
12.	Develop techniques for presenting to camera_R1	SOC07S2U12V1	03	03
13.	Develop techniques for presenting Information on air_R1	SOC07S2U13V1	03	03
14.	Present programs on air_R1	SOC07S2U14V1	03	03
15.	Use social media tools for collaboration and engagement_R1	SOC07S2U15V1	03	03
16.	Develop techniques for presenting information to camera	SOC07S2U16V1	04	12
17.	Apply the principles of animation	SOC07S12U17V1	04	12
18.	Create 2D and 3D animations	SOC07S2U18V1	04	12
19.	Video production and post production	SOC07S2U19V1	04	12
20.	Sound design for moving image productions	SOC07S2U20V1	04	12
21.	Camera and lighting techniques for moving image production	SOC07S2U21V1	04	12
22.	Practical skills for the moving image production	SOC07S2U22V1	04	12
23.	Development and techniques for of film and video editing	SOC07S2U23V1	04	12
24.	Professional practice in the media	SOC07S2U24V1	04	12
25.	Critical awareness and contextual understanding in the media	SOC07S2U25V1	04	12

National Competency Standard for
MEDIA PRODUCTION

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Provide effective customer care
4.	Practice effective workplace communication
5.	Record Sound_R1
6.	Prepare audio assests_R1
7.	Perform basic sound editing
8.	Perform basic vision and sound editing_R1
9.	Install and disassemble audio equipment _R1
10.	Assist with a basic camera shoot_R1
11.	Develop basic lighting skills and knowledge_R2
12.	Develop techniques for presenting to camera_R1
13.	Develop techniques for presenting Information on air_R1
14.	Present programs on air_R1
15.	Use social media tools for collaboration and engagement_R1
16.	Develop techniques for presenting information to camera
17.	Apply the principles of animation
18.	Create 2D and 3D animations
19.	Video production and post production
20.	Sound design for moving image productions
21.	Camera and lighting techniques for moving image production
22.	Practical skills for the moving image production
23.	Development and techniques for of film and video editing
24.	Professional practice in the media
25.	Critical awareness and contextual understanding in the media

Unit 01						
UNIT TITLE	Observe personal and work place hygiene practices					
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.					
CODE	SOC07S1U01V1	Level	3	Credit	3	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

RANGE STATEMENT

Procedures included

- Grooming and personal presentation
- Personal and work place hygiene

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical checkups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Knowledge of national hygiene regulation regarding personal grooming standard and presentation • General knowledge of common terminologies used in hygiene including personal hygiene • Knowledge on general symptoms of different types of diseases • Detailed knowledge and importance of illness and injury reporting procedures	• Ability to follow procedures and instructions • Competent to work according to relevant hygiene regulations and procedures • Competent to work to meet requirements for personnel hygiene and hygienic practices • Communication skills • Interpersonal skills

Unit 02					
UNIT TITLE	Practice health, safety and security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
CODE	SOC07S1U02V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1 Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	4.1 Cleaning tasks accomplished to enterprise standards 4.2 Proper method for cleaning selected and employed for appropriate task
5. Secure work premised	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures

RANGE STATEMENT

Procedures included:

- Guidelines for safe handling of equipment of utensils
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures

_____

- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures

Tools, equipment and materials required may include:
- Relevant procedure manuals

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions
Assessment must reflects and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge on safe practices - Communication procedures - Relevant workplace procedures and guidelines	- Undertake safe manual handling jobs - Competent to follow safety regulations - Competent to work safely with workplace equipments, materials and colleagues

Unit 03					
UNIT TITLE	Provide effective customer care				
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
CODE	SOC07S1U03V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible

4. Handle inquiries	4.1 Customer queries handled promptly and properly
	4.2 Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility
	5.2 Personal limitations identified and assistance from proper sources sought when required
	5.3 Operational procedures to handling irate or difficult customers followed correctly
	5.4 Details of complaints and comments from customers properly recorded

RANGE STATEMENT

Procedures included:

- Greeting procedure
- Complaint and comment handling procedure
- Incidence reporting procedures
- General knowledge of property
- Standard operating procedures for service deliveries
- Non-verbal and verbal communication
- Dress and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Culturally specific communication customs and practices
- Cultural and social differences

Includes but are not limited to:

- Modes of greeting, fare welling and conversation
- Body language/ use of body gestures
- Formality of language

Interpersonal skills:

- Interactive communication
- Good working attitude
- Sincerity
- Pleasant disposition
- Effective communication skills
- Customer needs

Customer with limitation may include:

- Those with a disability
- Those with special cultural or language needs

- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women

Tools, equipment and materials required may include

- Relevant procedure manuals

- Availability of telephone, fax machine, internet, etc.

- Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment requires evidence that the candidate:

- Complied with industry practices and procedures

- Used interactive communication with others
- Complied with occupational, health and safety practices
- Promoted public relation among others
- Complied with service manual standards
- Demonstrated familiarity with company facilities, products and services
- Applied company rules and standards
- Applied telephone ethics
- Applied correct procedure in using telephone, fax machine, internet
- Handled customer complaints
- Depict effective communication skills

Assessment conditions

Assessment must reflect both events and processes over a period of time.

_____

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills

• General knowledge of the implications on efficiency, morale and customer relations
• General knowledge of ways of caring for customers
• Knowledge of handling customer complain and other requests
• General knowledge of Safe work practices and Personal hygiene
• General knowledge of different types of service available for guest
• General knowledge of up selling
• Attitude:
  ➢ Attentive, patient and cordial
  ➢ Eye-to-eye contact
  ➢ Maintain teamwork and cooperation
• Theory:
  ➢ Conflict resolution
  ➢ Communication process
	• Competent in providing customer care
	• Ability to work calmly and unobtrusively effectively
	• Ability to handle telephone inquiries and conversations
	• Correct procedure in handling telephone inquiries
	• Proper way of handling complaints
	• Effective communication skills
	• Non-verbal communication - body language
	• Good time management
	• Inter personal skills

Unit 04	
UNIT TITLE	Practice effective workplace communication
DESCRIPTOR	This unit addresses the need for effective communication in the hospitality industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition it also highlights the need for cleaning telephone equipment.

CODE	SOC7S1U04V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	**PERFORMANCE CRITERIA**
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate lines of communication followed 1.4. Verbal and non-verbal communications are appropriate to the given situation 1.5. Non-verbal communication of customer is observed responding to customer
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work-related documentation	3.1 Conditions of employment understood correctly 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly 3.5 Reporting requirements completed properly

_____

4. Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly
	4.2 Incoming calls answered correctly
	4.3 Calls put on hold and transferred properly
	4.4 Outgoing calls made efficiently
	4.5 Communication in both English and Dhivehi demonstrated correctly

RANGE STATEMENT

Procedures included:

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:

- Verbal and Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- Telephone

- Note pads

- Pens

- Forms and formats related to inter-personal communication

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- General knowledge of English and Divehi grammar - General knowledge of common telephone equipment - General knowledge on effective communication	- Undertake effective customer relation communications - Competent in communicating basic with customers - Fluency in English and Dhivehi language usage

Unit 05					
UNIT TITLE	Record sound				
DESCRIPTOR	This unit describes the skills and knowledge required to record sound and supervise sound recording operations.				
	It applies to individuals who work as part of a production team to record sound in a range of environments, including recording studios, live performances, broadcast studios and film/sound archives.				
	No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U05V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for sound recording operations	1.1 Interpret production documentation to identify recording requirements, and confirm with relevant people
	1.2 Prepare a recording plan as required and brief people accordingly, including work health and safety (WHS) procedures and safe work practices
	1.3 Confirm sound equipment and accessories are in working order
	1.4 Confirm sound equipment and accessories are set up, connected and aligned according to safety, technical and production requirements
	1.5 Confirm selected sound equipment and accessories meet required standards
	1.6 Confirm recording media have sufficient capacity for expected duration of sound recording
	1.7 Check that other consumables required are available for duration of sound recording
	1.8 Anticipate problems that may arise during sound recording and plan accordingly

2. Place microphones and test recorded line-up	2.1 Select microphones to suit the sound source and give the desired tonal and dynamic quality to the recording
	2.2 Place and move microphones to capture the sound with the desired quality and to reject unwanted sounds
	2.3 Confirm microphone placement is safe and unobtrusive, and avoids extraneous and unwanted noise
	2.4 Check that microphones and other equipment in the signal path are operating correctly.
	2.5 Conduct a check with artists to ensure that the sound will be recorded with sufficient level and signal-to-noise ratio and the desired quality
	2.6 Listen critically to the acoustic characteristics of the recording environment, and adjust microphone position as required
3. Make sound recordings	3.1 Apply signal processing for optimal sound quality, and make test recordings to ensure no audible defects are present
	3.2 Continuously monitor sound recording for quality, audible defects and extraneous background sound
	3.3 Confirm recorded sound supports and enhances production requirements
	3.4 Complete recording sessions in line with production timelines.
4. Finalize sound recording operations	4.1 Label and log sound recording according to production requirements
	4.2 Produce master and backup copies of sound recording in required format
	4.3 Prepare set-up report according to production requirements
	4.4 Confirm sound equipment and accessories are de-rigged, checked and cleaned according to safety and production requirements
	4.5 Confirm work environment is cleaned and restored to pre-recording condition
	4.6 Provide feedback to production team members as required
	4.7 Evaluate own performance against production requirements, and note areas for improvement

ASSESSMENT GUIDE

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

sound equipment and accessories
environments where sound is recorded
relevant production documentation
interaction with others.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

describe the information normally found in production documentation
explain the principles of microphone operation and the techniques used in sound recording
list and describe commonly used sound equipment, accessories and consumables
explain the issues and challenges that typically arise when making sound recordings, and how to address them
outline the work health and safety (WHS) principles relevant to sound recording.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Performance Evidence

Evidence of the ability to:

develop a sound recording plan that clearly specifies all requirements
set up recording equipment, conduct sound checks and make adjustments as required
implement recording plan as part of a collaborative team
produce a final sound recording and related documentation according to production requirements.

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Uses a range of strategies to extract main instructions
Writing	• Prepares specific information which conveys an understanding of outcomes and alternatives, and uses terminology appropriate to present to relevant personnel
Oral Communication	• Uses industry appropriate language to analyse with others the process and style used to record music • Provides clear directions and feedback in a professional and diplomatic manner to other team members when required • Derives meaning from a range of audio sources and acoustic characteristics, making necessary adjustments for optimal recordings
Numeracy	• Estimates and interprets information based on time and quantities • Calculates measurements and adjustments to equipment and settings
Navigate the world of work	• Follows organisational policies and procedures for production, including safety and housekeeping procedures
Interact with others	• Works collaboratively to identify and complete task requirements • Uses appropriate communication practices to provide feedback to others
Get the work done	• Plans and sequences tasks and workload to solve problems and complete objectives • Makes decisions directly related to work tasks • Applies problem solving processes to identify and rectify technical issues

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Basic ergonomics of keyboard and computer use • Main types of computers and basic features of different operating systems • Main parts of a computer • Storage devices and basic categories of memory • Relevant software • General security and computer Viruses	• Reading skills required to interpret work instruction • Communication skills • Keyboard skills

Unit 06					
UNIT TITLE	Prepare audio assets_R1				
DESCRIPTOR	This unit describes the skills and knowledge required to prepare audio assets for inclusion in broadcasting, games and interactive media. It applies to individuals who prepare and package audio content into formats appropriate for various media distribution channels and interactive products. No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U06V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify audio assets	1.1 Obtain analogue or digital sources of audio and identify the source file formats
	1.2 Clarify output purpose, destination and platform
	1.3 Discuss with relevant personnel the required output file format and audio codecs for specified bandwidths
	1.4 Discuss with relevant personnel the appropriate audio encoding software
2. Prepare audio assets	2.1 Open appropriate audio encoding software and load audio file
	2.2 Eliminate or treat defects on sound recordings
	2.3 Equalise sound output levels where necessary
	2.4 Check duration and quality of audio sequences meet production requirements, and adjust if necessary
	2.5 Determine and apply appropriate audio codecs
	2.6 Batch optimise audio files where possible
	2.7 Save files in appropriate output file format using standard industry or enterprise naming conventions
	2.8 Follow safe ergonomic practices when using screens and keyboards for long periods of time
3. Package audio assets	3.1 Assign metadata tags if required
	3.2 Group files logically in folder system using standard industry or enterprise naming conventions
	3.3 Archive and store in share drive or repository for production team access

RANGE STATEMENT

Work may take place in workplace to perform the job.

Tools, equipment and materials required may include:

Nil

Performance Evidence

Evidence of the ability to:

prepare audio content for inclusion in interactive media products and media distribution channels

use editing software to treat, equalise and clip sound sequences to meet technical standards

use audio encoding and editing software

complete file naming and storage according to industry or enterprise conventions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

ASSESSMENT GUIDE

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of knowledge required for this unit.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

audio encoding and editing software and equipment

manuals and instructions that support encoding and editing software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills

• To complete the unit requirements safely and effectively, the individual must:
 	
explain the need for audio file compression in media distribution channels and interactive media products
describe how codecs work to optimise audio outputs and identify appropriate codecs for various platform destinations
explain techniques to achieve audio equalisation
explain file compression
outline procedures for naming and tagging audio files following standard enterprise or industry conventions
outline work health and safety requirements for working with sound.
	1. Reading
	  • Interprets information to determine standards and job requirements
	2. Writing
	  • Uses clear language and terminology to identify and group files
	3. Oral Communication
	  • Uses clear language to contribute information
	  • Obtains information by listening and questioning
	4. Numeracy
	  • Uses basic calculations to measure time
	5. Navigate the world of work
	  • Accepts responsibility for tasks within boundaries of own role
	  • Meets organizational expectations in performance of task
	6. Interact with others
	  • Follows accepted communication methods and practices in discussions with project team members
	7. Get the work done
	  • Makes decisions about audio asset requirements with guidance from others
	  • Uses digital tools to prepare, refine and package audio assets that meet interactive media requirements

Unit 07					
IT TITLE	Perform basic sound editing				
DESCRIPTOR	This unit describes the skills and knowledge required for basic digital sound editing. It applies to individuals working under supervision who are responsible for preparing, assembling and digitally editing relatively simple sound sequences for media content. Individuals are expected to contribute to creative outcomes, including selection and acquisition of sound materials. No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U07V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for editing sound	1.1 Clarify production requirements, including creative and technical objectives in consultation with relevant production personnel 1.2 Obtain, label and securely store audio source materials 1.3 Check editing hardware has sufficient capacity to handle digitising and editing processes 1.4 Check editing software is suited to technical requirements and enterprise practices 1.5 Organise additional equipment to minimise interruptions during editing, if required 1.6 Adopt safe ergonomic practices when using screens and keyboards for long periods of time

_____

2. Assemble sequences for editing	2.1 Digitise content in a compatible format for specified platform
	2.2 Monitor and optimise quality of digital output and arrange to fix problems where necessary
	2.3 Identify sound edit positions and document appropriately
	2.4 Log and assess sound sequences and create and save digital back-up copies
	2.5 Use safe listening procedures to evaluate and edit audio content to meet technical and creative objectives
3. Edit sound sequences	3.1 Edit audio content and document details of each edited sound sequence according to production requirements
	3.2 Generate an appropriate track list to facilitate sound mixing processes
	3.3 Chart positions and durations of sound sequences, noting requirements for transitions where applicable
	3.4 Apply audio effects and enhancements to maximise creative outcomes as required
	3.5 Use editing software to produce sequences and resolve identified problems
	3.6 Seek feedback on edits from relevant production personnel and refine as required
	3.7 Submit final edits by agreed deadline in accordance with enterprise procedures
4. Finalize sound edits	4.1 Archive and document edited audio files following enterprise procedures
	4.2 Report on editing equipment requiring maintenance if required and leave workstation in original or improved condition
	4.3 Participate in post-production debriefing sessions as required
	4.4 Seek feedback from colleagues and evaluate own creative and technical performance for improvement

RANGE STATEMENT

Work may take place in workplace to perform the job.

Tools, equipment and materials required may include:

- Fully equipped industry-realistic office environment using appropriate telephones, computers.
- Internet service
- Information packs/kits
- Files
- Computers system

ASSESSMENT GUIDE

Form of assessment
The assessor may select two of the following assessment methods to objectively assess the candidate:
- Observation
- Questioning
- Practical demonstration

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of knowledge required for this unit.

Assessment conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

screen content that requires editing
post-production facilities
editing software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Performance Evidence
Evidence of the ability to:

transfer and digitise video content

prepare vision and sound content segments for editing
log single images, audio grabs and basic sequences according to enterprise procedures
edit content using basic functions of editing software, within clearly defined parameters
take direction and respond to feedback from a supervising editor
follow procedures for completing workplace documentation
meet work deadlines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide
To complete the unit requirements safely and effectively, the individual must:

outline basic vision and sound editing conventions and techniques
explain roles of post-production personnel
outline basic features of digital vision and sound editing software
describe health and safety procedures that apply to using computers and keyboards.

___

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE
UNDERPINNING SKILLS

❖ Reading
   • Interprets textual information to determine job requirements
❖ Writing
   • Records accurate and detailed information in workplace documentation using simple vocabulary and industry terminology
❖ Oral Communication
   • Uses clear and relevant language to gather and provide information
   • Uses listening and questioning
   • techniques to confirm understanding
❖ Navigate the world of work
   • Complies with enterprise procedures and production requirements in preparation and completion of editing tasks to defined deadlines
❖ Interact with others
   • Follows accepted communication methods and practices when discussing task requirements and seeking feedback on task progress
   • Participates in debrief with colleagues to receive feedback on own performance
❖ Get the work done
   • Plans and implements routine tasks and workload in a methodical sequence with input from others
   • Makes routine decisions about source materials, equipment capacity and audio formats, and monitors output for problems
   • Determines the most effective editing techniques for creative impact, and manipulates software to resolve problems
   • Uses digital tools to prepare sound components, and edit and refine sequences to achieve creative and technical expectations of the production

Unit 08					
UNIT TITLE	Perform basic vision and sound editing				
DESCRIPTOR	This unit describes the skills and knowledge required to perform basic editing functions for screen productions. It applies to individuals responsible for digitising, cutting and logging pre-recorded image and audio content under the direction of an experienced editor. Within clearly defined parameters, they also edit content using the basic functions of editing software. No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U08V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare source materials for edit	1.1 Clarify technical and creative requirements for online editing in consultation with production personnel
	1.2 Obtain and label source materials
	1.3 Organise transfer of source materials to appropriate medium as required
	1.4 Check sufficient storage and memory is available to meet content resolution requirements
	1.5 Assess source materials for technical and creative quality and arrange for remedial action where problems are identified
	1.6 Capture content to specified formats and burn time code where applicable, checking format is compatible with available software and hardware
	1.7 Align, synchronise and organise uncut images and sound in preparation for evaluation and editing
	1.8 In consultation with relevant production personnel, finalize list of required shots and the method for logging them

2. Prepare for editing	2.1 Check editing facilities are operational and arrange for faults or problems to be resolved according to enterprise procedures
	2.2 Load source materials onto appropriate editing facility, checking correct image and sound are ready for use and that images and sound are synchronised or aligned accurately
	2.3 Identify and catalogue required shots and sequences from source materials in the agreed way
	2.4 Log selected edits with reference to time codes and shot descriptions according to enterprise procedures
	2.5 Use a batch digitise list to digitise selected sequences according to relevant documentation and consistent with technical and creative requirements
	2.6 Create edit decision lists (EDLs) according to instructions from relevant production personnel
	2.7 Organise and save selected materials according to overall editing requirements
	2.8 Finalize logging sheets and submit EDLs to relevant production personnel by the agreed deadline
3. Perform basic edits	3.1 Use software functions to assemble sequences according to EDLs
	3.2 Observe health and safety procedures when working at computers for long periods of time
	3.3 Review edited sequences to evaluate quality and content and to identify problems
	3.4 Manipulate the editing software to solve identified problems and seek expert advice if required
	3.5 Submit sequences to relevant production personnel for feedback by agreed deadlines
	3.6 Amend sequences as required and save in appropriate format
	3.7 Check source materials and back-up copies are stored securely and labelled correctly
	3.8 Complete required documentation, noting variations and issues from original instructions
	3.9 Leave workstation in original or improved condition

Range Statement

Work may take place in workplace to perform the job.

Tools, equipment and material used in this unit may include:
- Fully equipped industry-realistic office environment using appropriate telephones, computers, printers and reservation systems
- Internet service
- Information packs/kits
- Files
- Computers system

ASSESSMENT GUIDE

Form of assessment
The assessor may select two of the following assessment methods to objectively assess the candidate:
- Observation
- Questioning
- Practical demonstration

Assessment context
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

screen content that requires editing
post-production facilities
editing software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

Evidence Guide

Performance Evidence
Evidence of the ability to:

- transfer and digitise video content
- prepare vision and sound content segments for editing
- log single images, audio grabs and basic sequences according to enterprise procedures
- edit content using basic functions of editing software, within clearly defined parameters
- take direction and respond to feedback from a supervising editor
- follow procedures for completing workplace documentation
- meet work deadlines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide

- To complete the unit requirements safely and effectively, the individual must:

- outline basic vision and sound editing conventions and techniques
- explain roles of post-production personnel
- outline basic features of digital vision and sound editing software
- describe health and safety procedures that apply to using computers and keyboards.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge Underpinning Skills
• Manpower planning
• Labor turnover
• Job description
• Person description
• Duties and responsibilities
• Group interview
• Panel interview
• Face to face interview
• Types of motivation
• Motivation theories
• Importance of retention
• Types of end of contracts
• Recruitment skills
• Retention skills

Unit 09					
UNIT TITLE	Install and disassemble audio equipment				
DESCRIPTOR	This unit describes the skills and knowledge required to install and disassemble audio equipment for a range of live performance and entertainment productions. It applies to individuals who work collaboratively as part of a production team to install, align, test and disassemble audio equipment for playback, mixing and recording purposes. The model Work Health and Safety (WHS) Regulations list the work that requires a high-risk work licence, including dogging and rigging. Completion of the following units is required for certification at basic, intermediate and advanced levels: CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some productions may fall within the definition of construction work. Under section 274 of the WHS Act, it is a requirement of the approved Code of Practice for Construction Work that any person entering a construction site must successfully complete general construction induction training through a Registered Training Organisation. Completion of the unit CPCCOHS1001A Work safely in the construction industry fulfils this requirement.				
CODE	SOC07S1U09V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for installation of audio equipment	1.1 Interpret production documentation and requirements, and confirm with relevant people 1.2 Assess acoustic characteristics of venue with relevant people and select appropriate equipment and accessories 1.3 Calculate power requirements and identify power locations and patching requirements 1.4 Confirm and organize special requirements with relevant people

2. Install audio equipment	2.1 Secure and label cabling in line with production requirements
	2.2 Set up power distribution in line with production requirements
	2.3 Position microphones, accessories and cabling
	2.4 Confirm fitted lapel microphones meet technical performance standards
	2.5 Confirm phantom power is provided at microphone inputs
	2.6 Connect effects rack to mixer in line with production requirements
	2.7 Follow safe work practices when installing equipment
3. Align audio equipment	3.1 Match audio equipment according to level, impedance, phase and frequency
	3.2 Route test signals to correct destination
	3.3 Confirm test signal level meets production requirements
	3.4 Tune the system to avoid feedback
4. Test audio equipment	4.1 Check microphone lines for continuity and patching
	4.2 Test microphones and confirm they are functioning correctly
	4.3 Fit microphones to relevant people and perform sound cues as required
	4.4 Patch, test and tune sound reinforcement system to suit production venue
	4.5 Conduct sound check and document any adjustments in line with production requirements
	4.6 Inform relevant people of any problems that arise during testing processes
5.Disassemble audio equipment	5.1 Disassemble equipment in line with production requirements
	5.2 Check audio equipment against inventory before packing, and report lost or damaged equipment to appropriate people
	5.3 Pack equipment and accessories and prepare for transit or storage in line with safe work practices and production requirements
	5.4 Clean and restore work environment to previous condition
	5.5 Seek feedback from relevant people on own work performance, and note areas for improvement

Range Statement
Work may take place in workplace to perform the job.

ASSESSMENT GUIDE
By unit exam and assignment also the presentation

Performance Evidence

Evidence of the ability to:

interpret production documentation and requirements in collaboration with others
safely install and disassemble audio equipment for at least three productions
test audio equipment and accessories in line with production requirements

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, and environmental constraints.

Critical aspects (for assessment)

It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

audio equipment
suitable venue
relevant production documentation
interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Evidence Guide

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

audio equipment
suitable venue
relevant production documentation
interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

_____

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge   **Underpinning skills**

- ❖ Reading
  - Recognizes and interprets textual information in accordance with regulations and job requirements
- ❖ Writing
  - Applies labels accurately and legibly, using correct technical vocabulary
  - Uses specific and relevant language to complete workplace documentation
- ❖ Oral Communication
  - Clearly articulates requirements using language appropriate to audience and environment, and participates in a verbal exchange of ideas/solutions
  - Listens attentively for acoustic and audio issues, making suitable adjustments to equipment to improve the audio quality
- ❖ Numeracy
  - Compares documented figures against actual equipment and accessories
  - Uses basic mathematical skills to calculate electricity requirements and match equipment appropriately
- ❖ Navigate the world of work
  - Follows organizational practices for safety and housekeeping
- ❖ Interact with others
  - Works collaboratively to identify and complete task requirements
  - Use appropriate communication practices to seek feedback about work performance from others
- ❖ Get the work done
  - Plans and implements tasks to meet production and organisational requirements
  - Makes decisions directly related to own tasks, seeking input from others where required

Unit 10	
UNIT TITLE	Assist with a basic camera shoot_R1
DESCRIPTOR	This unit describes the skills and knowledge required to assist with setting up and shooting low-budget, low-end single-camera video productions. It applies to individuals who work under the direction of a qualified camera operator on pre-production and production tasks, including shooting footage with basic camera equipment. No licensing, legislative or certification requirements apply to this unit at the time of publication.

CODE	SOC07S1U10V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for camera shoots	1.1 Confirm camera shoot requirements with relevant personnel 1.2 Take location features into account when organising and preparing equipment for shoots 1.3 Check equipment is clean and operational 1.4 Report equipment faults to relevant personnel 1.5 Check sufficiently charged batteries are available to meet production needs 1.6 Select required capture format and ensure sufficient supply for shoots
2. Assist with camera set-up on location	2.1 Use safe handling techniques when lifting camera and other equipment 2.2 Check camera and other equipment is safely secured 2.3 Under direction, assist with positioning camera to achieve required shots 2.4 Safely connect cables and camera to power source as required 2.5 Assist with final check of equipment prior to shoot and report faults to relevant personnel 2.6 Label and load capture media 2.7 Check camera tilt and pan functions

3. Set up lighting	3.1 Mount lighting equipment, following safety guidelines
	3.2 Run lighting cables and connect safely to power sources
	3.3 Position lights to achieve required effect as directed
	3.4 Adjust focus and angles of lights as required
	3.5 Install color frames and gels according to lighting requirements
4. Shoot video	4.1 Adjust and move equipment as required
	4.2 Operate clapperboard if needed
	4.3 Operate camera according to manufacturer's guidelines and instructions
	4.4 Shoot and record sequences as directed
	4.5 Time-code recording of takes with descriptions as required
5. Wrap up shoots	5.1 Clean and pack equipment using safe lifting techniques
	5.2 Check all equipment is accounted for and report faults to relevant personnel
	5.3 Label recordings correctly and complete relevant documentation
	5.4 Leave location in original condition and check there are no adverse effects to the site
	5.5 Review and reflect on own performance and note areas for improvement

Range Statement

Work may take place in workplace to perform the job.

ASSESSMENT GUIDE

Performance Evidence

Evidence of the ability to:

assemble required camera equipment and accessories in readiness for shoots
connect cabling for equipment to power sources
assist others with setting up and testing cameras and lighting for basic camera shoots
follow workplace safety and security procedures
operate a basic camera to shoot video under direction
assist with clearing locations and packing equipment at the conclusion of shoots.

> Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide

To complete the unit requirements safely and effectively, the individual must:

describe the type of cameras and lighting equipment used in low-end productions
outline the full range of functions typically found on cameras employed in low-end productions and how they are used
describe the type of lighting used for shooting low-end productions
identify key personnel involved in low-end video productions
describe work health and safety procedures that apply to working under direction on camera shoots.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

basic camera and lighting equipment
a range of locations
interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Assessment conditions

Assessment may be conducted out of the work environment or in a workplace environment and may include assignments and projects.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge
Underpinning skills

- ❖ Reading
  - • Recognizes and interprets textual information to determine and adhere to requirements
- ❖ Writing
  - • Recognizes and interprets textual information to determine and adhere to requirements
- ❖ Numeracy
  - • Performs calculations when recording time codes
- ❖ Oral Communication
  - • Listens carefully and responds to verbal instructions and creative directions as required
  - • Selects and uses appropriate language to report results and faults
- ❖ Navigate the world of work
  - ❖ Takes responsibility for meeting legal and regulatory responsibilities within scope of own role and work context
- ❖ Interact with others
  - ❖ Works collaboratively with technical experts to achieve desired results
- ❖ Get the work done
  - ❖ Plans and organises routine tasks, taking some limited responsibility for decisions regarding sequencing and timing
  - ❖ Prioritises work tasks, meeting deadlines as required
    Recognises and responds to predictable routine problems
  - ❖ Seeks assistance when problems are beyond immediate responsibilities or experience

Unit 11	
UNIT TITLE	Use social media tools for collaboration and engagement_R1
DESCRIPTOR	This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.
	It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.
	No licensing, legislative or certification requirements apply to this unit at the time of publication.

CODE	SOC07S1U11V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Describe the different types of social media tools and applications	1.1 Explain the characteristics of the term 'social media'
	1.2 Identify different types of social-media tools and applications
	1.3 Illustrate some of the issues associated with the use of social media tools and applications
2. Compare different types of social media tools and applications	2.1 Select one social media type to review
	2.2 Review the most popular tools, and applications, within that social media type
	2.3 Itemise the benefits across a range of the most popular tools and applications
	2.4 Select the most appropriate social media tool or application
3. Set up and use, popular social media tools and applications	3.1 Identify the social media tools and applications available for possible implementation
	3.2 Initiate the preferred social media tools, and applications, for use
	3.3 Establish the social media interface, using text and file content
	3.4 Initiate social networking interaction
	3.5 Test and evaluate tools, and applications, for ease of use
	3.6 Present the findings

Range Statement

Work may take place in workplace to perform the job.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

a personal computer (PC) and printer
the internet
social-media tools and applications
online instructional documents.

Evidence Guide

To complete the unit requirements safely and effectively, the individual must:

list basic technical terminology in relation to social networking, social media applications, and tools
outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
state the features, and functions, of social media applications
list import and export software functions
explain how to link documents
explain the process of tagging, in order to facilitate collaborative folksonomy
list social media applications and procedures, for connecting to social networking sites
identify and describe, input and output devices
describe, and use, really simple syndication (RSS) feeds to connect a social network.

Performance Evidence

Evidence of the ability to:

identify different types of social media tools and applications, and the issues associated with their use
access the internet, set up a social networking presence and upload and link a wide variety of files
use and evaluate social media tools and applications.

> Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge
Underpinning skills

❖ Reading
   • Extract the relevant information from technical and organizational documents Writing
❖ Writing
   • Develop the content in a manner that supports and conveys information, using the appropriate structures and specialized language
❖ Navigate the world of work
   • Understands legal and ethical responsibilities, regarding the use of social media tools
❖ Get the work done
 	
   • Makes routine decisions and implements standard procedures for routine tasks
 	
   • Understands the purposes, specific functions, and the key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit 12						
UNIT TITLE		Develop techniques for presenting to camera				
DESCRIPTOR		This unit describes the skills and knowledge required to develop effective verbal and non-verbal communication skills to engage a viewing audience when presenting to camera. It applies to individuals who present information to camera in a variety of contexts, including programs for television, video, and online services. No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U12V1	**Level**	3	**Credit**	3	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify elements of effective presentation to camera	1.1 Watch various television, video and web series programs and identify factors that might attract or alienate viewers 1.2 Discuss effective presentation styles with colleagues and/or mentors 1.3 Identify factors a presenter can use to foster viewer loyalty
2. Develop techniques for reading scripted material	2.1 Break sentences into logical chunks to emphasise key information 2.2 Use vocal range and vary pace to deliver scripted material naturally 2.3 Use a range of vocal techniques to aid in communicating information and care for vocal health 2.4 Check and use correct pronunciation of words

3. Develop techniques for communicating effectively on camera	3.1 Use camera lens to engage viewers
	3.2 Use strategies to show respect and build rapport with listeners
	3.3 Maintain a natural, steady eye-line while reading script from an autocue
	3.4 Avoid visual distraction by minimising body movements and gestures
	3.5 Dress in a manner appropriate to the program, avoiding clothes that may be visually distracting
	3.6 Present information in a way that draws the listener into the message being conveyed
	3.7 Recover from presentation errors calmly and respond to equipment malfunction with minimum disruption to program flow
4. Record scripted material for broadcast	4.1 Rehearse piece to camera to check sound and vision quality meets production requirements
	4.2 Record scripted material according to production requirements
	4.3 Record material again if required, incorporating feedback on performance from production personnel
	4.4 Evaluate own performance to identify areas for improvement

Performance Evidence

Evidence of the ability to:

read scripted materials pronouncing words correctly and using features of the voice to convey key information effectively
rehearse and present information to a camera, reading from an autocue, using an effective and natural on-camera presentation style
respond to presentation errors or equipment problems without disrupting presentation flow
work collaboratively with others to achieve production requirements
evaluate own performance and identify areas for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide

To complete the unit requirements safely and effectively, the individual must:

explain why it is important for a presenter to build positive relationships with listeners
list and describe factors that could attract or alienate listeners
describe the range of presentation styles, vocal techniques and non-verbal communication
styles used to convey information in front of a camera
identify work health and safety requirements as they relate to vocal care.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

interaction with others
equipment typically found in a recording environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Underpinning knowledge
Underpinning skills

- ❖ Reading
  - Interprets text to determine vocal requirements as well as word emphasis to communicate message
- ❖ Learning
  - Uses critical observation and feedback to improve own performance and identify areas for improvement Writing
- ❖ Oral Communication
  - Listens and comprehends oral texts
  - Speaks clearly and with correct pronunciation
  - Rehearses and records scripted material using appropriate emphasis, tone and volume
- ❖ Navigate the world of work
  - Uses correct vocal techniques to ensure vocal health
- ❖ Interact with others
  - Uses appropriate strategies to create a strong rapport and engender respect with viewers
  - Works collaboratively with others to ensure script reading is completed according to production requirements
- ❖ Get the work done
  - Uses appropriate software to record and update production documentation
  - Applies knowledge of equipment operating procedures to respond and address equipment malfunctions
  - Takes responsibility for planning and organising effective presentation of information to camera

Unit 13					
UNIT TITLE	Develop techniques for presenting information on air				
DESCRIPTOR	This unit describes the skills and knowledge required to communicate effectively on air using appropriate vocal delivery techniques. It applies to individuals who record scripted material for broadcast and present program segments live-to-air under direct supervision of an experienced broadcaster. No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U13V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the elements of effective on-air presentation	1.1 Listen to various radio programs and identify factors that might attract or alienate listeners 1.2 Discuss effective presentation styles with colleagues and/or mentors 1.3 Identify factors that foster positive relationship between presenter and listeners
2. Develop techniques for reading scripted material	2.1 Break sentences into logical chunks to emphasise key information 2.2 Use vocal range and vary pace to deliver scripted material naturally 2.3 Use a range of vocal techniques to aid in communicating information, while taking care of vocal health 2.4 Check and use correct pronunciation of words
3. Develop techniques for communicating effectively with listeners	3.1 Speak to listeners in a conversational, one-to-one manner 3.2 Use strategies to show respect and build rapport with listeners 3.3 Practise moving naturally between improvised pieces and scripted material 3.4 Present information that draws listeners into the message being conveyed 3.5 Experiment with microphone placement to determine optimum position for correct audio levels

_____

4. Contribute to on-air programs	4.1 Rehearse scripted material to be presented live or pre-recorded
	4.2 Record scripted material for pre-recorded programs with assistance of relevant personnel, according to production requirements
	4.3 Evaluate own performance and seek feedback from colleagues to identify areas for improvement
	4.4 Record material for pre-recorded programs again, as required
	4.5 Deliver finished recording for pre-recorded programs to relevant personnel according to station operating procedures
	4.6 Present agreed program segments live-to-air in conjunction with experienced broadcasters

Range Statement

Work may take place in workplace to perform the job

Performance Evidence

Evidence of the ability to:

read scripted information in a natural way using a range of vocal techniques, correct pronunciation and appropriate language
identify and use techniques to communicate required messages to listeners
use microphone and recording equipment correctly to deliver pre-recorded and live content, in collaboration with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

explain why it is important for a presenter to build positive relationships with listeners
list and describe factors that could attract or alienate listeners
describe presentation styles and vocal techniques that are used to convey information and situations in which they could be used
describe work health issues as they relate to vocal care.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

scripted materials
audio equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Underpinning Knowledge and Skills

Underpinning knowledge
Underpinning skills

❖ Learning
   • Uses feedback and self-reflection to identify own learning needs
❖ Reading
   • Interprets text to determine vocal requirements as well as word emphasis to communicate message.
❖ Writing
   • Records information
   • that contributes to effective presentations
❖ Oral Communication

   • Extracts meaning from aural sources

   • Uses listening and questioning techniques to confirm requirements

   • Speaks clearly using correct pronunciation of words

   • Chooses appropriate vocal delivery techniques to convey message and engage listeners
❖ Navigate the world of work

   • Understands work health and safety requirements in relation to vocal health

   • Follows organizational procedures for delivering required outcomes
❖ Interact with others

   • Works collaboratively with others to deliver agreed program

   • Uses interpersonal skills to build positive relationships with listeners
❖ Get the work done

   • Understands when to take responsibility and when to include others in developing effective presentation techniques

   • Plans and implements practice and rehearsal sessions

   • Identifies areas for improvement in collaboration with colleagues and/or mentors

   • Uses technology to assist with recording

Unit 14					
UNIT TITLE	Present programs on air				
DESCRIPTOR	This unit describes the skills and knowledge required to operate a panel and present live-to-air programs using a studio.				
	It applies to individuals who are responsible for presenting music-based programs, primarily working with some supervision and guidance.				
	No licensing, legislative or certification requirements apply to this unit at the time of publication.				
CODE	SOC07S1U14V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for broadcasts	1.1 Organise presentation material so it can be accessed easily during on-air sessions
	1.2 Exercise voice to prepare for on-air sessions
	1.3 Check equipment is fully operational and refer faults or problems to relevant personnel
	1.4 Make a smooth transition from previous program, if required
2. Mix audio inputs	2.1 Mix audio inputs correctly using the studio mixing panel, taking sound characteristics of studio into account
	2.2 Prevent extraneous sounds from going to air
	2.3 Cue and play presentation material according to program running sheets
	2.4 Handle equipment operational problems safely, promptly and effectively throughout on-air sessions
	2.5 Brief and cue studio guests as required
3. Present programs	3.1 Use presentation style consistent with radio conventions and enterprise requirements
	3.2 Present material in a natural and conversational manner and interact with studio guests in a way that engages listeners
	3.3 Recover from presentation errors and respond to equipment malfunctions with minimum disruption to program flow
	3.4 Respond to studio directions as required

4. Wrap up broadcast session	4.1 Time presentation material to transition smoothly to next program, if required
	4.2 Save, archive and document relevant material according to enterprise procedures
	4.3 Leave studio in an orderly state
	4.4 Reflect on own performance and identify areas for improvement

Range Statement

Work may take place in workplace to perform the job

Performance Evidence

Evidence of the ability to:

operate a basic studio panel and present information live-to-air in a conversational and natural manner

mix and maintain audio levels at a consistent level throughout a program

deal with operational problems with equipment that occur during live-to-air program

archive and document program materials according to station procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide

To complete the unit requirements safely and effectively, the individual must:

explain the range of presentation materials that might be required for on-air sessions

list equipment used in a studio and briefly describe their functions

describe some of the challenges of presenting programs live-to-air

outline presentation styles used in broadcasting information

explain the basics of mixing audio inputs to achieve required sound

identify work health and safety requirements as they relate to the operations of a broadcast studio.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

a basic radio studio

interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Underpinning Knowledge and Skills

Underpinning knowledge
Underpinning skills
❖ Learning
• Uses feedback and self-reflection to identify own learning needs
❖ Reading
• Interprets textual and numerical information to identify broadcast and station requirements
❖ Writing
• Uses clear language to complete logs, fault reports and relevant workplace documents
❖ Oral Communication
• Speaks clearly and with appropriate emphasis on tone and volume to engage audience and liaise with others
• Uses questioning and listening techniques to obtain feedback and exchange instructions
❖ Numeracy
• Calculate program times to ensure smooth transitions between programs
❖ Navigate the world of work
• Understands work health and safety requirements for vocal health
• Complies with station procedures and requirements
❖ Interact with others
• Works collaboratively with others to achieve program objectives
❖ Get the work done
• Plans, organises and implements tasks required to achieve requirements
• Recognises and takes responsibility for addressing problems with equipment prior to broadcast and on-air, and knows when to refer problems to relevant personnel
• Uses technology to assist with broadcasting sessions

Unit 15	
UNIT TITLE	Use social media tools for collaboration and engagement
DESCRIPTOR	This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications. It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications. No licensing, legislative or certification requirements apply to this unit at the time of publication.

CODE	SOC07S1U15V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Describe the different types of social media tools and applications	1.1 Explain the characteristics of the term 'social media' 1.2 Identify different types of social-media tools and applications 1.3 Illustrate some of the issues associated with the use of social media tools and applications
2. Compare different types of social media tools and applications	2.1 Select one social media type to review 2.2 Review the most popular tools, and applications, within that social media type 2.3 Itemise the benefits across a range of the most popular tools and applications 2.4 Select the most appropriate social media tool or application
3. Set up and use, popular social media tools and applications	3.1 Identify the social media tools and applications available for possible implementation 3.2 Initiate the preferred social media tools, and applications, for use 3.3 Establish the social media interface, using text and file content 3.4 Initiate social networking interaction 3.5 Test and evaluate tools, and applications, for ease of use 3.6 Present the findings

Range Statement
Work may take place in workplace to perform the job

Performance Evidence
Evidence of the ability to:

identify different types of social media tools and applications, and the issues associated with their use
access the internet, set up a social networking presence and upload and link a wide variety of files
use and evaluate social media tools and applications.

> Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Evidence Guide
To complete the unit requirements safely and effectively, the individual must:

list basic technical terminology in relation to social networking, social media applications, and tools
outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
state the features, and functions, of social media applications
list import and export software functions
explain how to link documents
explain the process of tagging, in order to facilitate collaborative folksonomy
list social media applications and procedures, for connecting to social networking sites
identify and describe, input and output devices
describe, and use, really simple syndication (RSS) feeds to connect a social network.

Assessment Conditions
Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

a personal computer (PC) and printer
the internet
social-media tools and applications
online instructional documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Underpinning Knowledge and Skills

Underpinning knowledge Underpinning skills

❖ Reading
   • Extract the relevant information from technical and organizational documents
❖ Writing
   • Develop the content in a manner that supports and conveys information, using the appropriate structures and specialized language
❖ Navigate the world of work
   • Understands legal and ethical responsibilities, regarding the use of social media tools
❖ Get the work done
   • Makes routine decisions and implements standard procedures for routine tasks
   • Understands the purposes, specific functions, and the key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit 16	
UNIT TITLE	Develop techniques for presenting information to camera
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to communicate effectively when presenting to camera.

CODE	SOC07S2U16V1	Level	4	Credit	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the elements of effective television presentation	1.1 Watch a range of television programs and identify factors that might attract or alienate viewers 1.2 Discuss ideas about effective presentation styles with colleagues and/or mentors 1.3 Identify factors that foster a positive relationship between presenter and viewers
2. Develop techniques for reading scripted material.	2.1 Use full vocal range and vary the pace of delivery as an aid in reading scripted material in a natural way 2.2 Use loudness and softness as an aid in communicating a message 2.3 Break sentences into logical chunks based on content as a way of emphasising key information 2.4 Check and use the correct pronunciation of words
3. Develop techniques for communicating effectively on camera	3.1 Look viewers directly in the eye through the lens of the camera 3.2 Use own personality to create rapport with, and respect of, viewers 3.3 Maintain a natural, steady eye-line while reading from an autocue 3.4 Minimise body movements to avoid creating visual distractions 3.5 Dress in a manner appropriate to the program, avoiding clothes that might create a visual distraction 3.6 Imagine yourself as a viewer and present information in a way that would draw you into the message being conveyed 3.7 Recover presentation errors and respond to equipment malfunction with minimum disruption to program flow

4. Record scripted material for broadcast	4.1 Rehearse piece to camera with production personnel to check that sound and vision quality meets production requirements 4.2 Record scripted material according to production requirements 4.3 Record material again if required, incorporating feedback on performance from production personnel 4.4 Evaluate own performance to identify areas for improvement

RANGE STATEMENT

Presentation styles may include:
- comic
- conversational/casual
- dramatic
- serious

Scripted material may include:
- intros and outros
- narration
- traffic reports
- voice-overs
- weather reports.

Correct pronunciation of words may include:
- names of countries
- names of people
- names of places
- words in languages other than English

Production personnel may include:
- assistant editor
- camera, sound, lighting crew
- director
- editor
- floor manager
- producer

Tools, equipment and materials required may include:
    Video recording and playback equipment

ASSESSMENT GUIDE
Form of assessment

_____

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Assessment may be done in workplace or a simulated work environment.
- observation of the candidate presenting to camera
- written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit
- evaluation of recorded scripts to determine candidate's ability to read information in a natural way

Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Ability to read scripted information in a natural way
- Effective on-camera presentation style
- Collaborative approach to work

Assessment conditions
- Theoretical assessment of this unit must be carried out in an authentic environment.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- basic principles of effective on-camera presentation - basic understanding of roles and responsibilities of television production personnel - industry terminology - OHS issues as they relate to vocal care and working in a television studio environment	- communication skills sufficient to: - form opinions about and discuss television presentation styles - project confidence while presenting to camera - initiative and self-management skills sufficient to maintain on-air persona in the event of equipment malfunction - willingness to receive and act on feedback about own performance - technical skills sufficient to read from an autocue - literacy skills sufficient to interpret and read aloud short scripted material

Unit 17					
UNIT TITLE	Apply the principles of animation				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to apply the principles of animation in media productions.				
CODE	SOC07S2U17V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare traditional animation process and the sequence of its component parts	1.1 Describe the traditional animation process and the principles of animation and its application to producing quality 3-D animation 1.2 Describe the uses of the twelve principles of animation 1.3 Identify components that are essential to producing quality 3-D animation
2. Prepare scene layout and storyboarding techniques	2.1 Describe and demonstrate scene layout techniques used in traditional animation 2.2 Describe and demonstrate storyboarding techniques used in traditional animation
3. Nominate appropriate animation keys in a proposed animation sequence	3.1 Describe the key animation process 3.2 Produce sample key drawings 3.3 Identify the criteria used for the selection of animation keys 3.4 Select appropriate animation keys in a proposed animation sequence
4. Create a short animation	4.1 Produce shot animation key drawings 4.2 Produce line image recordings of drawings 4.3 Create a short-animated sequence
5. Apply traditional animation principles to a 3-D animation	5.1 Produce a 3-D animated sequence employing traditional animation principles using 3-D modelling and animation software 5.2 Save and store or archive animated sequence onto appropriate equipment or media

_____

RANGE STATEMENT

Traditional animation process may include:

- concept creation
- key drawings
- production planning
- research
- script development
- storyboarding
- 'inbetweening' and 'tweening' drawings.

Twelve principles of animation include:

- anticipation
- Appeal
- arcs
- exaggeration
- follow through and overlapping action
- secondary action
- slow in and slow out
- solid drawing
- squash and stretch
- staging
- straight ahead action and pose to pose
- timing.

Line image may include:

- software-generated, e.g. Photoshop, Illustrator and Flash
- traditionally drawn (pen and ink).

3-D modelling and animation software may include:

- 3ds Max
- Blender
- Cinema 4D
- Houdini
- Lightwave
- Maya
- Modo
- XSI
- ZBrush.

Equipment or media may include:

- blu-ray
- CD
- DVD
- external hard disk, such as universal serial bus (USB) flash drive
- internal hard disk.

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment requires evidence that the candidate:

- use traditional animation processes to create a short animation, using a range of 3-D modelling and animation software.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

_____

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- analysis of a production brief - animation keys - application of traditional animation processes to digital animation - development and recording of ideas - filling media and paper-based assets - principles of animation - production of 3-D animations - production of a storyboard - scene layout and storyboarding processes - scheduling of production components - traditional animation process - occupational health and safety requirements for: - ergonomics - electrical safety - materials handling.	- analyse documentation and images to inform implementation of game specifications - interpret briefs, work instructions, and technical and conceptual information - communication skills to: - check and confirm design requirements - collect, interpret and communicate in visual and written forms effectively for various audiences, including engineers and artists - communicate clearly using speech and text - communicate complex designs in a structured format drawn from industry standards, styles and techniques - provide practical advice, support and feedback to colleagues and management - translate design requirements into specifications - establish clear roles and goals to achieve required animation development outcomes - meet project deadlines - organise equipment and resources to achieve required outcomes - organise own time to meet milestones - problem-solving skills to recognise and address potential quality issues and problems at design development stage - undertake research into key animation and traditional animation process - use reference material to recreate animations - self-management skills to manage multimedia-based and paper-based files - create a 10-second traditionally animated sequence - produce concepts drawings - propose and source locations of reference material.

Unit 18	
UNIT TITLE	Create 2D and 3D animations
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to use industry-current software to create 2D and 3D animations.

CODE	SOC07S2U18V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify animation requirements	1.1 Clarify 2D and 3D animation requirements, including design specifications and storyboard in consultation with relevant personnel 1.2 Clarify target users/audience and requirements with regard to output formats and delivery platforms
2. Generate and assess ideas	2.1 Review animations, artworks and other creative sources that may inspire design ideas 2.2 Obtain other relevant information that may influence design ideas 2.3 Generate a range of animation ideas that are technically feasible, respond to specifications and provide creative solutions to all design issues 2.4 Present animation ideas to relevant personnel using appropriate design techniques
3. Plan approach	3.1 Assess the range of industry-current 2D and 3D animation software available to determine compatibility with design specification 3.2 In consultation with relevant personnel, select the most appropriate 2D and 3D animation software for a given purpose 3.3 Evaluate initial design ideas and specifications against findings and discuss with relevant personnel to select final design concept
4. Produce animations	4.1 Apply basic screen principles, visual design principles, communication principles, animation techniques and animation principles to produce animated sequences 4.2 Source and import, or generate sufficient quantity of key drawings to establish required actions 4.3 Combine animated objects to produce single sequences according to creative requirements and specifications 4.4 Integrate audio assets where necessary 4.5 Save and store animations using appropriate output file formats and standard naming conventions

5. Finalise animations	5.1 Review animations to assess creative solutions to design specifications, appropriateness to users/audience and technical feasibility
	5.2 Discuss and confirm with relevant personnel additional requirements or modifications to overall designs or animations and undertake necessary amendments

RANGE STATEMENT

2D animations may include:

- basic games
- buttons
- characters
- illustrations
- logos
- morphs
- objects
- puzzles
- simulated sequences
- text
- titles and credits

Design specifications may include:

- characters and objects
- key frames
- objects
- references
- samples
- script
- storyboard

Technical specifications, including:

- output file format
- output file size
- operating system
- hardware specifications, including memory size, RAM
- delivery platform
- bandwidth
- media form

Relevant personnel may include:

- art director
- audio asset creator
- designer
- director
- graphic artist
- instructional designer
- navigation designer
- producer
- project manager

- system support personnel
- other technical and specialist personnel.

Output formats may include:

- DIR/DCR
- FLA/SWF
- GIF
- HTML.

Delivery platforms may include:

- CD
- DVD
- film
- games console
- internet
- kiosk
- mobile phone
- PDA (personal digital assistant)
- video
- other mobile devices.

Design techniques may include:

- digital illustrations of objects and characters
- freehand sketches
- storyboards
- story trees.

Animation software may include:

- Director
- Flash
- Toon Boon Studio.

Screen principles may include:

- editing, including basic transitions
- framing
- lighting
- montage
- narrative
- story-telling
- style/genre.

Visual design principles may include:

- balance
- composition
- emphasis
- focal point
- movement
- perspective
- proportion
- scale
- unity

Communication principles may include:

- communicating the message

_____

- conveying meaning
- meeting audience requirements
- using functional components

Animation techniques may include:

- acceleration/deceleration
- audio integration
- hinges and pivots
- key frames and tweens
- looping backgrounds
- morphing/object exaggeration
- motion paths
- registration points
- rotation
- speed/motion blur

Animation principles may include:

- key frames
- motion
- pacing/timing
- point of view

Audio assets may include:

- music
- narration
- sound effects

Tools, equipment and materials required may include:

- Relevant procedure manuals

ASSESSMENT GUIDE
Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

- evaluation of a range of 2D and 3D digital animations created by the candidate in response to specifications
- written or oral questioning to test knowledge of visual design principles, communication principles, animation techniques and responsibilities of different members of a project team.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- creation of a range of 2D and 3D digital animations that:
- meet specifications

_____

- demonstrate the basic principles of screen, visual design and communication
- meet the technical requirements of at least two delivery platforms listed in the range statement
- satisfy client requirements
- collaborative approach to work

Assessment conditions
Assessment must reflect and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- industry knowledge, including: - roles and responsibilities of project team members - basic understanding of the relationship between the technical and creative aspects and requirements of media projects - basic animation techniques and principles - basic screen principles - principles of visual design and communication - copyright clearance procedures - OHS standards as they apply to use of computer and keyboard for periods of time	- interpret information in software user manuals and help features - work as a member of a project team, both independently on assignment and under direction - respond constructively to feedback received from other team members - initiative and enterprise in the context of: - generating a range of feasible ideas for 2D and 3D animated sequences - use appropriate software to develop 2D and 3D animations - produce hand-drawn sketches - apply the basic principles of screen, visual design and communication to produce 2D and 3D animations - create 2D and 3D animations in appropriate formats for a range of delivery platforms - manage files and directories using standard naming conventions and version control protocols - prioritize work tasks - meet deadlines - seek expert assistance when problems arise

Unit 19					
UNIT TITLE	Video production and post production				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to do a video production and post production.				
CODE	SOC07S2U19V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Process of video production	1.1 Set an objective 1.2 Research the audience 1.3 Decide on the core message 1.4 Create a video strategy 1.5 Write a video production brief 1.6 Plan and schedule the shoot 1.7 Shoot the footage
2 Process of post-production	2.1 Edit the video content 2.2 Add graphics and special effects 2.3 Mix music and soundtrack 2.4 Record the voiceover 2.5 Format and host the video

RANGE STATEMENT

Processes of video production

- Pre-production
- Production
- Post-production

Tools, equipment and material used in this unit may include

- Relevant cameras for the shoot
- Required software and tools for editing
- Relevant documents and sources for research

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role

_____

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- Research skills - Video strategies - Video production brief	- Edit the video content - Shoot video - Plan the shoot

Unit 20						
UNIT TITLE	Sound design for moving image production					
DESCRIPTOR	This unit describes the skills and knowledge required to design sound for moving image production.					
CODE	SOC07S2U21V1	**Level**	**4**	**Credit**	**12**	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. sound design for moving image production	1.1 understand the components of a musical project based on a moving image 1.2 Be able to produce music for a project based on moving image 1.3 Be able to produce non-musical sonic elements for a project based on a moving image 1.4 Be able to deliver the project in appropriate formats

ASSESSMENT GUIDE

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- Music sequencing software

- Sound sources including synthesisers, samplers and sound libraries

Knowledge Evidence

To complete the unit requirements effectively, the individual must:

- understand the components of a musical project based on a moving image

- Be able to produce music for a project based on moving image

- Be able to produce non-musical sonic elements for a project based on a moving image

- Be able to deliver the project in appropriate formats

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards

_____

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Music sequencing software • Sound sources	• produce music for a given moving image • produce non-musical sonic components for a given moving image

Unit 21					
UNIT TITLE	Camera and lighting techniques for moving image production				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to use camera and lighting techniques for moving image production.				
CODE	SOC07S2U21V1	Level	4	Credit	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. know how to use camera equipment in moving image production	1.1 use of camera equipment 　　1.1.1　operate video/film/DSLR cameras 1.2 camera equipment settings 　　1.2.1　manual mode controls 　　1.2.2　types of camera lenses and their use 　　1.2.3　use of exposure control for effect 　　1.2.4　frame rates for different effect
2. Understand the lighting techniques for moving image production	2.1 Sources of light 　　2.1.1　Direct and indirect sources 　　2.1.2　Studio setup 2.2 lighting equipment for film and television 　　2.2.1　television studio setup 　　2.2.2　film and theatre lighting rig 　　2.2.3　photography 2.3 creative use of lighting for effect 　　2.3.1　orientation and perspective 　　2.3.2　mode and aesthetics 　　2.3.3　generic convention

RANGE STATEMENT

Camera equipment may include:

- Panasonic AG-AC8PJ, Sony HXR-NX3/1 or Canon XA20,
- DSLR camera with video capability, for example, the Nikon
- D5500 or Canon EOS 70D)

Lighting equipment may include:

- studio rigs, simple three-point lighting, fills, barn doors
- par cans, fresnels, light panels, on-camera lights
- redheads, blanket lights, reflectors, soft boxes

ASSESSMENT GUIDE

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of knowledge required for this unit.

Critical aspects (for assessment)

Evidence of the following is essential:

- know how to use camera equipment for moving image production
- apply the different lighting techniques and settings that may be used in moving image production

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments.

A range of assessment methods should be used to assess practical skills and knowledge.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- Sources of light - lighting equipment for film and television - camera equipment - creative use of lighting for effect	- camera equipment settings - use camera equipment in moving image production - the lighting techniques for moving image production

Unit 22	
UNIT TITLE	Practical skills for moving image
DESCRIPTOR	This unit describes the performance outcomes and knowledge required to acquire practical skills for moving image.

CODE	SOC07S2U22V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understanding of practical skills for moving image	1.1 Be able to use video and audio equipment for moving image recording 1.2 Understand how to realize client requirements in relation to specified audiences 1.3 Be able to follow appropriate procedures to complete productions for clients

ASSESSMENT GUIDE

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of knowledge required for this unit.

Form of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate

- written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.

Critical aspect
Evidence of the following is essential:
- Understand critical perspectives that influence the analysis of creative media production activities
- Understand the contexts within which creative media technology and production are positioned

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• requirements in relation to specified audiences	• use video and audio equipment for moving image recording • follow appropriate procedures to complete productions for clients

_____

Unit 23	
UNIT TITLE	Development and techniques for film and video editing
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to understand the development and techniques for film and video editing.
CODE	SOC07S2U23V1 **Level** 4 **Credit** 12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. understand the development of film and video editing	1.1 development of film and video editing 1.2 purposes of film and video editing 1.3 conventions and techniques for film and video editing

2. Prepare moving image material for editing	2.1 Preparation techniques for film and video editing
	    2.1.1 checking material for faults; synchronising rushes; producing a rushes log; marking up a script; labelling tapes; storing tapes or film; producing an edit decision list; creating bins; clarifying the purpose of the work with a client or director
	2.2 Steps to be taken before the edit
	    2.2.1 importing clips; bins; timelines; storage and folder management; online and offline editing; formats; resolution

3. Edit moving image material	3.1 Understand the technologies used in editing film and video
	    3.1.1 software applications; hardware, eg non-linear, linear; high definition; standard definition; tapes; hard disc; data transfer rates; exporting productions; file types, eg mov, avi, flv; compression
	3.2 understand the editing process
	    3.2.1 use appropriate techniques, eg seamless, continuity, motivated, montage, jump-cutting, parallel editing; use appropriate transitions, eg cut, dissolve, fade, wipe; use appropriate conventions, eg cutaways, cutting on action, creating juxtapositions, intercutting; pace effectively; convey information effectively; use sound to create impact; synchronise sound and vision; mix soundtracks; overlap sound; offline edit; online edit
	3.3 understand the post-production tools
	    3.3.1 on screen text; image editing; audio editing

Range Statement

Development may include:
- in-camera editing
- following the action
- multiple points of view
- shot variation
- manipulation of diegetic time and space
- film
- video
- analogue
- digital

purposes may include:
- storytelling
- engaging the viewer
- development of drama
- relationship to genre
- creating motivation
- combining shots into sequences
- creating pace

conventions and techniques may include:
- seamless
- continuity
- motivated
- montage
- jump-cutting
- parallel editing
- 180orule
- Splicing
- transitions,
- cut
- dissolve
- fade
- wipe
- cutaways
- point of view shot
- shot-reverse-shot
- providing and withholding information
- editing rhythm
- crosscutting
- cutting to soundtrack

_____

ASSESSMENT GUIDE

Form of assessment
The assessor may select two of the following assessment methods to objectively assess the candidate:
- Observation
- Questioning
- Practical demonstration

Assessment context
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in media production industry environments.

Critical aspects (for assessment)

Evidence of the following is essential:
- understand the development and principles of editing
- be able to prepare moving image material for editing
- be able to edit moving image material

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• the development and principles of film and video editing	• Apply editing preparation techniques • Edit moving image material

Unit 24	
UNIT TITLE	Professional practice in the media
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to work professionally in a team environment in the film, broadcasting and digital media industries.

CODE	SOC07S2U24V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. communicate effectively with others	1.1 Discuss and agree on own task and responsibilities in ways that promote good working relationships
	1.2 Negotiate changes to duties in a constructive manner that takes into account the importance of collaboration to the effectiveness and productivity of work in the industry
	1.3 Share information about the results of own work with others who require the information
	1.4 Treat others cautiously and in ways that acknowledge their contribution to productions or projects
	1.5 Take into account particular production or project issues that colleagues or client may have and the protocols to use in resolving them
	1.6 Participate in negotiation to find workable solutions to conflicts that have the potential to reduce personal and team productivity
	1.7 Complete workplace documentation as required

2. Take responsibility for own personal development	2.1 complete enterprise-specific or other training as appropriate
	2.2 identify opportunities for ongoing professional development and take appropriate action in consultation with relevant personnel
	2.3 maintain currency of own industry knowledge through a variety of sources and apply information in day-to-day work activities to enhance the quality of work performance
	2.4 respond positively to constructive feedback on own performance and take action to improve as required
3. Perform own job role effectively	3.1 Apply values of the organisation to job role
	3.2 Follow organisational work procedures, protocols and other guidelines
	3.3 Comply with relevant legislative and regulatory requirements
	3.4 Comply with relevant industry codes of practice and guidelines
	3.5 Undertake all works with due regard to OHS requirements and procedures
4. Participate in quality improvement activities	4.1 Contribute ideas about improving work practices and productivity in appropriate forums
	4.2 Participate in and provide feedback on initiatives aimed at improving work practices

Range Statement

Work may take place in workplace to perform the job.

ASSESSMENT GUIDE

Critical aspect

To complete the unit requirements safely and effectively, the individual must:

- communicate effectively with others
- Take responsibility for own personal development
- Perform own job role effectively
- Participate in quality improvement activities

_____

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in media production industry environments.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Assessment conditions

Assessment may be conducted out of the work environment or in a workplace environment and may include assignments and projects.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- Effective communication with colleagues and team members - Job responsibilities and roles - Personal development activities	- communicate effectively with others - Take responsibility for own personal development - Perform own job role effectively - Participate in quality improvement activities

Unit no. 25					
UNIT TITLE	Critical awareness and contextual understanding in the media				
DESCRIPTOR	This unit describes the performance outcomes required for critical awareness and contextual understanding in the media				
CODE	SOC07S2U25V1	**Level**	4	**Credit**	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand critical perspectives that influence the analysis of creative media production activities	1.1 Compare a range of critical perspectives that influence the analysis of creative media production activities 1.2 Apply knowledge of critical perspectives to the analysis of a range of creative media production activities 1.3 Apply knowledge and understanding of critical perspectives to support own practice
2. Understand the contexts within which creative media technology and production are positioned	2.1 Critically compare a range of range contexts within which creative media technology and production are suited 2.2 Apply an understanding of a range of contextual parameters to support own creative development

ASSESSMENT GUIDE

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of knowledge required for this unit.

Form of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate

- written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.

Critical aspect

Evidence of the following is essential:
- Understand critical perspectives that influence the analysis of creative media production activities

---

- Understand the contexts within which creative media technology and production are positioned

Assessment conditions

Assessment may be conducted out of the work environment or in a workplace environment and may include assignments and projects.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• knowledge of critical perspectives to the analysis of a range of creative media production activities • understanding of critical perspectives to support own practice	• Apply knowledge of critical perspectives to the analysis of a range of creative media production activities • Apply an understanding of a range of contextual parameters to support own creative development