

Course Information Guide

Entertainment Industry

For implementation from 2022



Qualification: [CUA30425 Certificate III in Live Production and Technical Services](#)

Training Package: [CUA - Creative Arts and Culture \(Release 7.0\)](#)

NESA Syllabus: [Entertainment Industry Curriculum Framework](#)

Introduction

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high-quality vocational education opportunities for students in government schools is dependent on the successful implementation of the [VET Quality Framework](#) which includes the [2025 Standards for registered Training Organisations \(RTOs\)](#).

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information essential to ensuring the delivery of high-quality VET in schools. Through the implementation of quality assurance requirements in this guide, schools will ensure they are implementing education and training valued and recognised by industry and complies with the VET Quality Framework.

Using the Course Information Guide

This Course Information Guide outlines the requirements to be implemented by schools when delivering competency-based training and assessment. The guide covers the following areas:

- Use of accredited trainers and assessors
- Assessment environments
- Integrated (holistic) assessment
- Volume of learning
- Student work placement
- Engaging with industry and employers
- Credentialing AQF qualifications
- Mandatory resources and equipment

As part of the annual quality assurance, schools are required to update their School Profile on the VET School Hub and complete the Confirmation of Delivery process.

When applying to deliver a new VET course, a new application to run must be submitted via the VET School Hub.

Requirements of schools delivering competency-based training and assessment

All trainers and assessors used by the RTO must comply with the requirements of Clauses 3.1 – 3.3 of the Outcomes Standards for RTOs. To meet this requirement schools must ensure training is only delivered by trainers who are accredited to deliver the course or whose accreditation is in progress.

Trainers must:

- have the relevant training and assessment credentials as specified in 1A of the [Credential Policy](#).
- have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed.
- maintain an understanding of current industry practices.
- undertake continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting VET students.

Schools must ensure the professional development plans of VET teachers address these requirements.

Assessment environments

All units of competency delivered as part of this course must be undertaken in an industry workplace or a simulated industry environment. Given assessment in an industry workplace may not be feasible in all situations, schools will need to create simulated industry environments. Simulations must provide opportunities for integrated assessment of competence including:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

For the simulation to be valid and reliable, it must closely mirror actual workplace practices, provide a current and realistic learning and assessment experience, and reflect the conditions of a genuine work environment. It is critical the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practice.

In deciding whether a simulation reflects conditions found in the workplace, the simulated assessment environment must allow an individual to:

- integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function
- work with multiple and varied team members, supervisors
- cope with interruptions to work typical of the workplace
- integrate health and safety issues, employment skills and compliance demands
- use the appropriate level of language, literacy and numeracy to complete work tasks.

Integrated (holistic) assessment

Holistic assessment brings together a number of related units of competency, relevant to the workplace and job role, reflecting actual workplace practices. Industry sees this realistic approach as essential for both delivery and assessment.

Volume of learning

Volume of learning is a mandated component of the AQF qualification specifications.

Volume of learning includes more than delivery and is therefore different to nominal hours. Volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type, expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following:

- guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides)
- individual study
- research
- learning activities in the workplace
- assessment activities

Student work placement

Student work placement is a mandatory requirement for the satisfactory completion of this course.

It is the responsibility of the school to communicate the types of work placement settings they will require to the Work Placement Service Providers for the students they are training and assessing each calendar year. Schools need to ensure, where required, evidence from “the workplace” may be gathered to support assessment.

The department requires schools have procedures in place to ensure:

Students have been fully informed of the:

- Mandatory work placement hours required for this course and failure to complete the mandatory work placement hours for this course will lead to the student receiving an “N” award for this course
- Purposes of the work placement, and the
- Due dates for completion of the work placement

Class teachers, work placement coordinators and workplace supervisors can reach agreement on the:

- Structure and timing of the work placements
- Competencies to be addressed during work placements
- Procedures to address the relevant workplace health and safety regulations

Host employers have been provided with the Workplace Learning Guide for Employers prior to placement commencing

The Student Placement Record is fully completed prior to placement (i.e. signed by the host employer, school principal or nominee, student and parent or caregiver) and filed according to departmental requirements.

Teachers are able to supervise students on work placement in accordance with departmental requirements.

Engaging with industry and employers

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

Schools are to support VET teachers in participating in RTO industry engagement activities.

Credentialing AQF qualifications

To comply with requirements, schools must enter student qualification and competency details and outcomes on NESA via Schools Online.

Schools should process USIs to meet guidelines provided by the RTO.

Schools must implement the RTO Recognition of Prior Learning policy in accordance with NESA requirements.

Mandatory Resources and Equipment

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources and/or equipment is off site a suitable access arrangement must be documented and recorded in the Course Equipment Checklist (completed during the Authority to Deliver process).

All resources/equipment selected MUST:

- comply with RTO policy and procedures
- be appropriate to the unit of competency being assessed and the circumstances of the assessment

All resources/equipment lists are to be read in conjunction with the:

- [CUA Creative Arts and Culture Training Package \(Release 7.0\)](#)
- [CUA Creative Arts and Culture Companion Volume Implementation Guide \(Version 0.10\)](#)
- [NSW Education Standards Authority \(NESA\) Entertainment Industry Curriculum Framework Stage 6 Syllabus](#)

The following pages outline the specific units, assessment environments, mandatory equipment and resources required for the delivery of the units of competency held by teachers accredited to deliver CUA30425 Certificate III in Live Production and Technical Services.

CUA30425 Certificate III in Live Production and Technical Services

To attain CUA30425 Certificate III in Live Production and Technical Services students must achieve 15 units of competency including:

- 4 core units plus
- 11 elective units, of which:
 - 1 must be from Group A
 - 7 must be from Group B
 - 3 may be from the remaining listed electives or any currently endorsed training package qualification or accredited course.

Core

CUAIND311	Work effectively in the creative arts industry
CUAIND314	Plan a career in the creative arts industry
CUAPPR314	Participate in collaborative creative projects
BSBPEF301	Organise personal work priorities

Electives

CPCWHS1001	Prepare to work safely in the construction industry	(Elective – Group A)
CUAWHS312	Apply work health and safety practices	(Elective – Group A)
CUASOU331	Undertake live audio operations	(Elective – Group B)
CUALGT311	Operate basic lighting	(Elective – Group B)
CUASTA212	Assist with bump in and bump out of shows	(Elective – Group D)
SITXCCS014	Provide service to customers	(Elective – Group B)
CUASOU306	Operate sound reinforcement systems	(Elective – Group B)
CUAVSS312	Operate vision systems	(Elective – Group B)
CUASTA311	Assist with production operations for live performances	(Elective – Group B)
CUASMT311	Work effectively backstage during performances	(Elective – Group B)
CUALGT314	Install and operate follow spots	(Elective – Group B)

Assessment of these units requires that the candidate has access to all tools, equipment, materials and documentation indicated below. The content and resource requirements of all units of competency in the elective units are available in the CUA Creative Arts and Culture Training Package at www.training.gov.au.

Contact

For further information, questions or feedback, please contact the [VSO for your school](#) or the VPSS team: vpss@det.nsw.edu.au

Course equipment list

Facilities

The skills in this course must be demonstrated either in a workplace or in a simulated environment that mirrors the typical conditions of the entertainment industry.

General facilities include:

- Performance venue e.g. hall, theatre, classroom etc
- location into which physical elements can be loaded for bump in and bump out.

Equipment

Computer/laptop
PPE including access to hard hat, safety goggles, earmuffs and hi-vis vest
PA System (active or passive)
Amplifier for PA (if passive)
Various cabling dependent on system (XLR, Power, Instrument, Speakon etc)
Digital Mixing Desk w/EQ and FX
Stage box
Comms system
Wireless microphone and receiver
Sound sources e.g. laptop, instruments, microphones, sound files or similar
Auxiliary control interface e.g. Stage box, DI, etc.
Closed-back headphones
Digital lighting desk w/ access to recording of scenes and chases and software (if required)
Assorted lighting cables (power, DMX etc.)
LED lighting fixtures
Clamps and chains
Lighting bar, trussing, tree or similar (if no access to permanent installation)
Flood light
Fresnel light
PAR light
Profile light
Lighting accessories e.g. gobo, gel, barn doors etc.
Staging elements e.g. Drama blocks, flats, drape, cyclorama, portable staging etc.
Tools required for bump in and bump out (dependent on production)
Vision mixer
Projector
Camera w/outputs matched to vision mixer
Tripod
Assorted vision cabling (HDMI, Power, ethernet, SDI etc.)
Follow spot

Technology

All students must have access to Adobe Acrobat reader software to complete assessment tasks in Evidence Central.
Access to cloud storage e.g. Google Drive, Microsoft Teams etc
Microsoft Excel, PowerPoint, Word – (installed on device not Office 365 version)
Access to internet/websites
Web browser software
Access to Evidence Central
Access to video or camera equipment if required to capture assessment evidence/observations

Consumables

Paper
Pens and pencils
Gaffa tape

Documentation

Organisational and procedural documents are provided to support a simulated environment that reflects typical conditions of the entertainment industry and are used to guide the delivery and assessment of this course.
Workplace documentation including those provided for “Fun House Theatre” • WHS Policy and Procedures manual • Customer Service Policy • Professional Work Performance Policy
Access to relevant legislation, industry standards and codes of practice
Safety processes relevant to the area of work eg, evacuation and emergency plans and procedures.

People

Access to industry experts
Access to an industry event e.g. concert, performance etc.
Assessment requires individuals to work together as a team.