

CUA - Creative Arts and Culture Training Package

CUA30425

**Certificate III in
Live Production and Technical Services**

**UNIT RESOURCES INFORMATION
AND
USER GUIDE**



LANE

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

CUA30420 Cert III Live Production and Technical Services

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



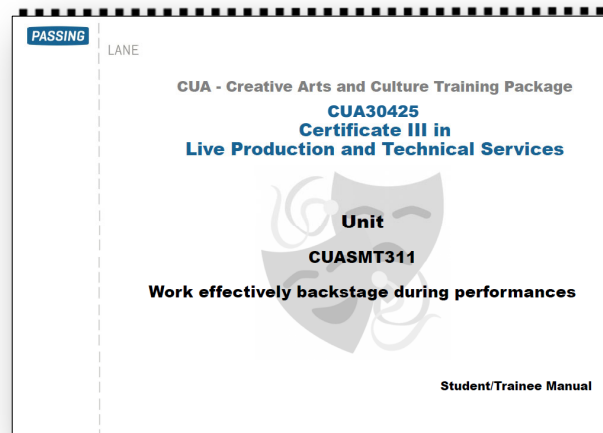
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

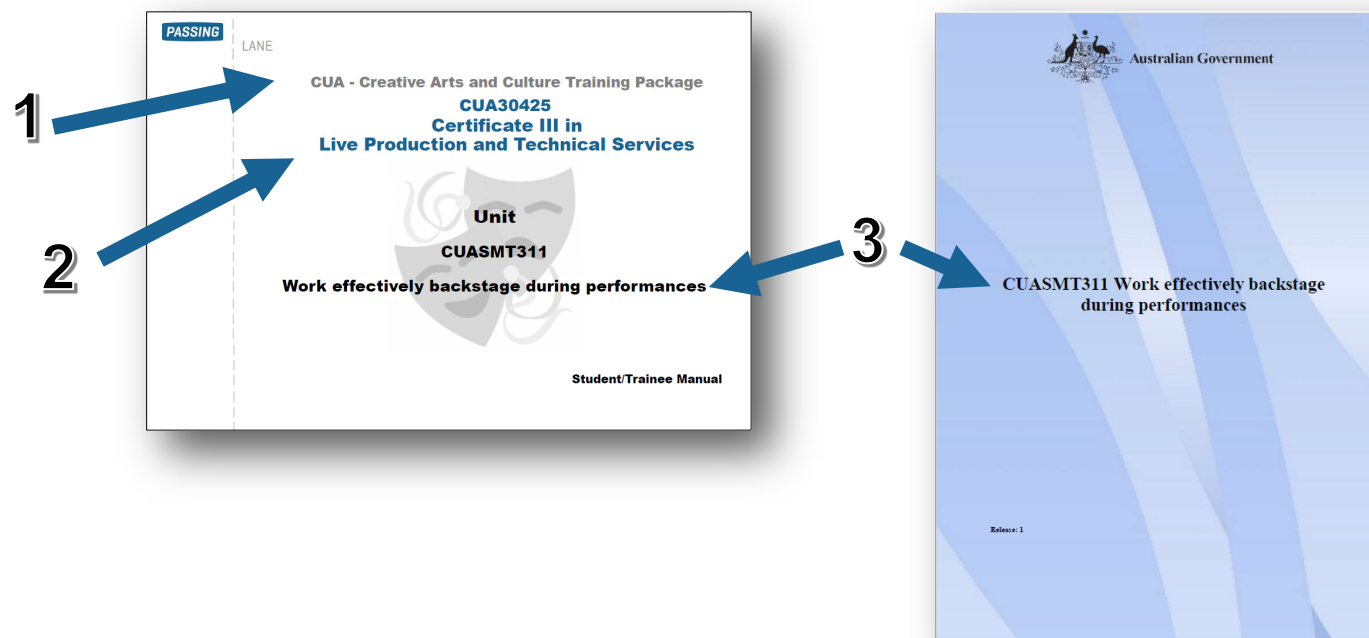
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 'Unit of Competency Overview' page, which aligns directly (mirrors) with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING	CUASMT311 Work effectively backstage during performances Page 8 LANE UNIT OF COMPETENCY OVERVIEW The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit. CUASMT311 WORK EFFECTIVELY BACKSTAGE DURING PERFORMANCES <table> <tr> <th>ELEMENT</th><th>PERFORMANCE CRITERIA</th></tr> <tr> <td>1. Prepare backstage materials</td><td> 1.1 Identify production documentation and confirm job requirements with required personnel 1.2 Prepare draft running sheet according to production requirements 1.3 Set up work area according to production requirements 1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements </td></tr> <tr> <td>2. Participate in technical and dress rehearsals</td><td> 2.1 Follow running sheet and action on cue during rehearsals 2.2 Take notes on changes and adjustments made during rehearsals and update running sheet 2.3 Observe theatre etiquette and work cooperatively with required personnel during rehearsals 2.4 Follow instructions and participate in notes sessions 2.5 Complete outstanding tasks as a result of rehearsals according to production requirements </td></tr> <tr> <td>3. Assist backstage during performances</td><td> 3.1 Set up backstage area for performances 3.2 Complete pre-show checks as required and assist with rectifying technical faults in line with own level of responsibility 3.3 Escalate issues to supervisor as required 3.4 Complete tasks on cue according to running sheet 3.5 Observe appropriate backstage etiquette 3.6 Contribute to maintaining backstage area, paying particular attention to exits and hazards </td></tr> <tr> <td>4. Acquire new textures</td><td> 4.1 Advise supervisor of repairs, faults or technical issues prior to next performance 4.2 Shut down technical equipment according to procedures 4.3 Clean stage and backstage area 4.4 Complete workplace documentation as required 4.5 Seek feedback on own work performance and identify areas for future improvement </td></tr> </table> Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.	ELEMENT	PERFORMANCE CRITERIA	1. Prepare backstage materials	1.1 Identify production documentation and confirm job requirements with required personnel 1.2 Prepare draft running sheet according to production requirements 1.3 Set up work area according to production requirements 1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements	2. Participate in technical and dress rehearsals	2.1 Follow running sheet and action on cue during rehearsals 2.2 Take notes on changes and adjustments made during rehearsals and update running sheet 2.3 Observe theatre etiquette and work cooperatively with required personnel during rehearsals 2.4 Follow instructions and participate in notes sessions 2.5 Complete outstanding tasks as a result of rehearsals according to production requirements	3. Assist backstage during performances	3.1 Set up backstage area for performances 3.2 Complete pre-show checks as required and assist with rectifying technical faults in line with own level of responsibility 3.3 Escalate issues to supervisor as required 3.4 Complete tasks on cue according to running sheet 3.5 Observe appropriate backstage etiquette 3.6 Contribute to maintaining backstage area, paying particular attention to exits and hazards	4. Acquire new textures	4.1 Advise supervisor of repairs, faults or technical issues prior to next performance 4.2 Shut down technical equipment according to procedures 4.3 Clean stage and backstage area 4.4 Complete workplace documentation as required 4.5 Seek feedback on own work performance and identify areas for future improvement
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CUASMT311 Work effectively backstage during performances	Date this document was generated: 9 July 2021												
CUASMT311 Work effectively backstage during performances Unit Sector Media and Entertainment Production – Stage Management Elements and Performance Criteria <table> <tr> <th>ELEMENT</th><th>PERFORMANCE CRITERIA</th></tr> <tr> <td><i>Elements describe the essential outcomes.</i></td><td><i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i></td></tr> <tr> <td>1. Prepare backstage materials</td><td> 1.1 Identify production documentation and confirm job requirements with required personnel 1.2 Prepare draft running sheet according to production requirements 1.3 Set up work area according to production requirements 1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements </td></tr> <tr> <td>2. Participate in technical and dress rehearsals</td><td> 2.1 Follow running sheet and action on cue during rehearsals 2.2 Take notes on changes and adjustments made during rehearsals and update running sheet 2.3 Observe theatre etiquette and work cooperatively with required personnel during rehearsals 2.4 Follow instructions and participate in notes sessions 2.5 Complete outstanding tasks as a result of rehearsals according to production requirements </td></tr> <tr> <td>3. Assist backstage during performances</td><td> 3.1 Set up backstage area for performances 3.2 Complete pre-show checks as required and assist with rectifying technical faults in line with own level of responsibility 3.3 Escalate issues to supervisor as required 3.4 Complete tasks on cue according to running sheet 3.5 Observe appropriate backstage etiquette 3.6 Contribute to maintaining backstage area, paying particular attention to exits and hazards </td></tr> <tr> <td>4. Complete post-performance procedures</td><td> 4.1 Advise supervisor of repairs, faults or technical issues prior to next performance 4.2 Shut down technical equipment according to procedures 4.3 Clean stage and backstage area 4.4 Complete workplace documentation as required 4.5 Seek feedback on own work performance and identify areas for future improvement </td></tr> </table>		ELEMENT	PERFORMANCE CRITERIA	<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	1. Prepare backstage materials	1.1 Identify production documentation and confirm job requirements with required personnel 1.2 Prepare draft running sheet according to production requirements 1.3 Set up work area according to production requirements 1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements	2. Participate in technical and dress rehearsals	2.1 Follow running sheet and action on cue during rehearsals 2.2 Take notes on changes and adjustments made during rehearsals and update running sheet 2.3 Observe theatre etiquette and work cooperatively with required personnel during rehearsals 2.4 Follow instructions and participate in notes sessions 2.5 Complete outstanding tasks as a result of rehearsals according to production requirements	3. Assist backstage during performances	3.1 Set up backstage area for performances 3.2 Complete pre-show checks as required and assist with rectifying technical faults in line with own level of responsibility 3.3 Escalate issues to supervisor as required 3.4 Complete tasks on cue according to running sheet 3.5 Observe appropriate backstage etiquette 3.6 Contribute to maintaining backstage area, paying particular attention to exits and hazards	4. Complete post-performance procedures	4.1 Advise supervisor of repairs, faults or technical issues prior to next performance 4.2 Shut down technical equipment according to procedures 4.3 Clean stage and backstage area 4.4 Complete workplace documentation as required 4.5 Seek feedback on own work performance and identify areas for future improvement
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Approved © Commonwealth of Australia, 2021	Page 2 of 4 PwC's Skills for Australia												

MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 'Table of Contents' for both manuals show that each section title is the 'Unit of Competency' 'Element'.

Table of Contents (Left Panel):

TABLE OF CONTENTS	
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One Prepare backstage materials	Page 9
Section Two Participate in technical and dress rehearsals	Page 55
Section Three Assist backstage during performances	Page 77
Section Four Complete post-performance procedures	Page 8
Self Assessment	Page 104

Unit Sector (Right Panel):

CUASMT311 Work effectively backstage during performances

Unit Sector
Media and Entertainment Production – Stage Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare backstage materials	1.1 Identify production documentation and confirm job requirements with required personnel 1.2 Prepare draft running sheet according to production requirements 1.3 Set up work area according to production requirements 1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements
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Section One
Prepare Backstage Materials

Page 9

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Page 2 of 4
PwC's Skills for Australia

MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 'Element's' 'Performance Criteria'.

Section One

Prepare Backstage Materials

CUASMT311 Work effectively backstage during performances Page 12

IDENTIFY PRODUCTION DOCUMENTATION AND CONFIRM JOB REQUIREMENTS WITH REQUIRED PERSONNEL

As we mentioned in the introduction, a performance requires a wide range of the skills and talents of many people.

This training manual focusses on those people that work backstage during both rehearsals and performances.

We are going to assume that the stage has already been built and the technical requirements, such as sound and lighting, have already been installed.

We start this section with a description of each of the main roles in a live production.

- ✦ **Armoury** - This is the department in a large production (both in theatre and in film) which deals with the maintenance and storage of prop weapons.
- ✦ **Assistant stage manager (ASM)** - The assistant stage manager is the most junior position of stage management and is often in charge of sourcing and running the 'props' during the performance(s).
- ✦ **Chief electrician** - This is a senior position of the production's stage lighting team. This role in smaller productions could include being the 'lighting designer'.
The chief electrician in larger productions manages the rigging and maintenance of the lighting system with a lighting crew.
Chief electricians can also be hired by the venue and can manage the electrical system, including lighting grids for the venue.
- ✦ **Company manager** - In a touring production the cast and crew are known as the 'company'.
The company manager is responsible for the well-being of the cast and crew of the show, ensuring their arrival at the venue, manages payroll, dealing with any disputes and many other administrative duties.

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CUASMT311 Work effectively backstage during performances Date this document was generated: 9 July 2021

Unit Sector
Media and Entertainment Production – Stage Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes:	Performance criteria describe the performance needed to demonstrate achievement of the element.
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2. Participate in technical and dress rehearsals	2.1 Follow running sheet and action 2.2 Take notes on changes to rehearsal and 2.3 Observe and

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

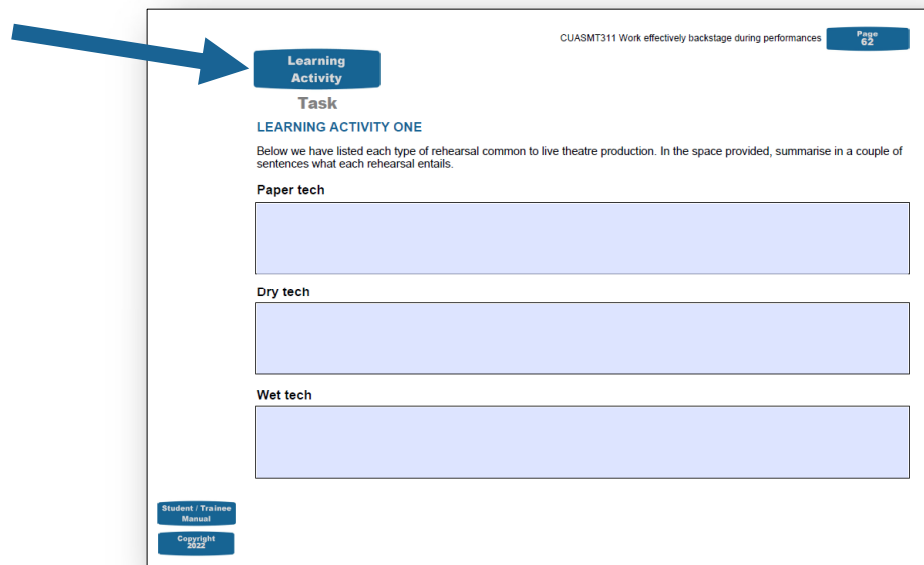
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



The screenshot shows a page from the Student/Trainee Manual. At the top right, it says "CUASMT311 Work effectively backstage during performances" and "Page 62". A blue arrow points to a blue box labeled "Learning Activity". Below this is a "Task" section titled "LEARNING ACTIVITY ONE". The text reads: "Below we have listed each type of rehearsal common to live theatre production. In the space provided, summarise in a couple of sentences what each rehearsal entails." There are three sections for rehearsal types: "Paper tech", "Dry tech", and "Wet tech", each with a large blue rectangular box for notes. At the bottom left, there are two small blue boxes: "Student / Trainee Manual" and "Copyright 2022".

**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.



Learning
Activity

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

Learning Activity

Task

LEARNING ACTIVITY ONE

Below we have listed each type of rehearsal common to live theatre production. In the space provided, summarise in a couple of sentences what each rehearsal entails.

Paper tech

The student or trainee types in their answer or submissions here and then saves the page to submit to the teacher or trainer.

Dry tech

Wet tech

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When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The **'first'** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

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Learning Activity

Question

LEARNING ACTIVITY THREE

1) What does the term 'collaboration' mean?

2) Understanding what your job entails is essential. What does part of the job that is not clear to you need to be?

3) When learning more about your job requirements, what two communication skills are essential?

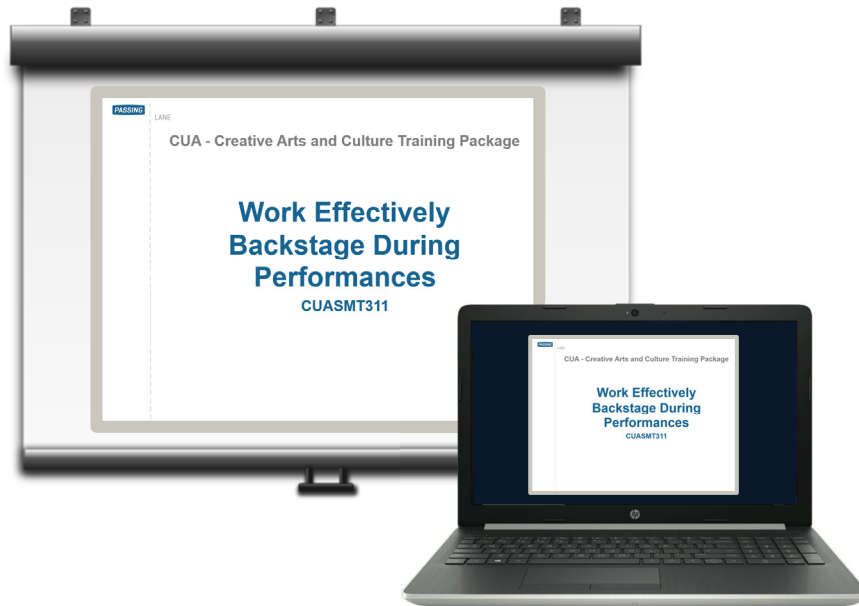
TEACHER/TRAINER GUIDANCE NOTES

1) Collaboration is a working practice whereby individuals work together to a common purpose to achieve a successful outcome.

2) Clarified

3) Questioning and attentive listening

Teacher/Trainer Manual Copyright 2027



POWERPOINT SLIDE PRESENTATIONS

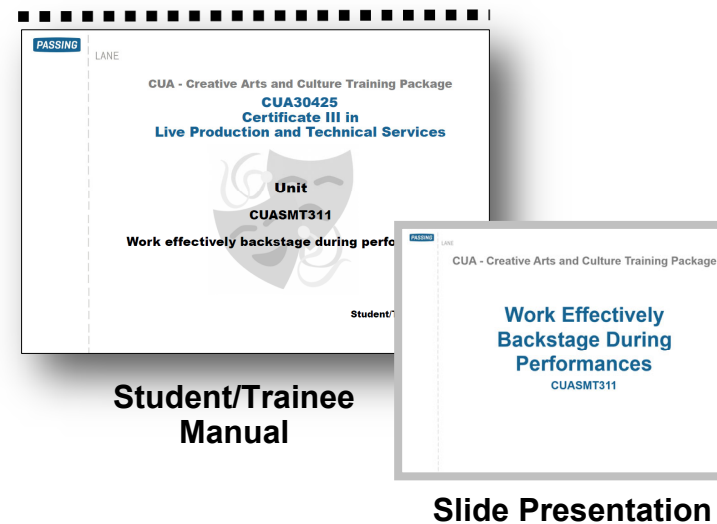
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

Table of Contents

Slide	Slide
Section One	
04	Confirm Job Requirements
05	Types of Production Doc'n
06	Using Theatre Terminology
07	Confirming Job Requirements
08	Prepare Draft Running Sheet
09	Set Up Work Area
10	Work Area
Section Two	
12	Follow Running Sheet
13	Using Personal Running Sheet
14	Update Personal Run Sheet
15	Observe Theatre Etiquette
16	Backstage Protocols
17	Participating in Notes Sessions
Section Three	
18	Complete Outstanding Tasks
19	Meeting Deadlines
Section Four	
21	Set Up Backstage
22	Complete Tasks on Cue
24	Repairs, Faults or Issues
25	Shutdown Procedures
26	Clean Stage & Backstage Area
27	Post-Performance Documentation
28	Seek Feedback
29	Self Analysis
End of Unit	

Next ►

Prepare Draft Running Sheet

Technical crew members develop their own 'running sheet'.

All run sheets have 'common' columns.

They are; *When, Who, What, Where* and *Notes*.

When	Cue	Who	What	Where	Notes
		Katherine & Kelly	TRACK Counter to Shop	Shop	
		Michael, Andrew, Dan & Alex	STRIKE Cue	U/S	
		Michael	MOVE St. Marking Door to MS. Spoke	St.	
		One	20 STRIKE, Strip Backstage		Orange Spikes
		Michael & Alex	STRIKE Strip Curtain		
		Michael	P.L.P. curtain Over St. Marking Door	St. Marking Door	U/S
		Michael & Alex	SET Curtain	U/S Wall	OR
		Confetti	SET St.		
		Katherine	SET St. Pot to Street Lamp & P.L.E.G. IN		

POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is ‘mapped’ to a specific page in the ‘Student/Trainee’ manual. This mapping is in the Teacher/Trainer manual at the end of the document.

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Page 48

PREPARE DRAFT RUNNING SHEET ACCORDING TO PRODUCTION REQUIREMENTS

Up to this point you have learned the many roles within a live production company and as part of one the importance of understanding and clarifying your job role and what is expected of you when performing your duties.

You have been introduced to some common theatre terminology.

You are now aware that persons working in a theatre production company will encounter numerous types of documents and the types of documents encountered would wholly depend on what your job role is, however one important document you will encounter, is the Running Sheet.

Technical crew members develop their own personal ‘running sheet’ and information used in their running sheet extracted from production documents they would have received as well as information they have gathered from at production meetings and early stage rehearsals.

The format of a ‘running sheet’ varies somewhat, but has some common elements and most are basically a spread layout with columns and rows.

Below is an example of a real life ‘run sheet’ and if you do some research you will find that all run sheets have ‘common’ columns.

They are: **When, Who, What, Where** and **Notes** and the columns titles can then be expanded to include: **Cues positions** and so on.

On the next page we have provided some additional examples.

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Student/Trainee Manual

Prepare Draft Running Sheet

Technical crew members develop their own ‘running sheet’.

All run sheets have ‘common’ columns.

They are; **When, Who, What, Where** and **Notes**.

Passing Lane

Work Effectively Backstage During Performances

Slide Presentation

CUASMT311 Work effectively backstage during performances

Page 172

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a ‘mapping cross-reference’ between the Slide Number and the corresponding page number in the ‘Student Manual’.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 4	Page 12-15	Slide Number 17	Page 68
Slide Number 5	Page 16-18	Slide Number 18	Page 72
Slide Number 6	Page 19-37	Slide Number 19	Page 73
Slide Number 7	Page 38	Slide Number 21	Page 79
Slide Number 8	Page 18-50	Slide Number 22	Page 81
Slide Number 9	Page 52	Slide Number 24	Page 85
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Slide Number 12	Page 57-59	Slide Number 26	Page 92-93
Slide Number 13	Page 60	Slide Number 27	Page 94
Slide Number 14	Page 61	Slide Number 28	Page 97
Slide Number 15	Page 66	Slide Number 29	Page 98
Slide Number 16	Page 67		

Teacher/Trainer Manual

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Teacher/Trainer Manual

ASSESSMENT MAPPING UTILITIES

Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

PASSING LANE

Passing Lane Assessment Mapping Utility Document

CUASMT311 Work effectively backstage during performances

Unit of Competency (1) Element - Student/Trainee Manual Page Number

1. Prepare backstage materials - **Page 11**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

1.1 Identify production documentation and confirm job requirements with required personnel - **Page 12**

1.2 Prepare draft running sheet according to production requirements - **Page 48**

1.3 Set up work area according to production requirements - **Page 52**

1.4 Confirm backstage areas of responsibility backstage meet work health and safety requirements - **Page 52**

Unit of Competency (2) Element - Student/Trainee Manual Page Number

2. Participate in technical and dress rehearsals - **Page 56**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

2.1 Follow running sheet and action on cue during rehearsals - **Page 57**

2.2 Take notes on changes and adjustments made during rehearsals and update running sheet - **Page 57**

2.3 Observe theatre etiquette and work cooperatively with required personnel during rehearsals - **Page 66**

2.4 Follow instructions and participate in notes sessions - **Page 66**

2.5 Complete outstanding tasks as a result of rehearsals according to production requirements - **Page 72**

ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

Unit of Competency Performance Evidence - Student/Trainee Manual Page Number

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- generate and present solutions to a workplace problem on at least two occasions - Page 18(A), 19(A), 28(A), 31(A), 39 - 40, 47(A), 50, 52(A), 54(A), 61(A)

In the course of the above, the candidate must:

- identify and analyse workplace problems as part of a team - Page 11-14
- develop questions on key challenges of a chosen problem - Page 24-27, 28(A)
- consult relevant stakeholders to gather information on workplace problem - Page 29-30, 31(A)
- use a range of creative thinking techniques as part of a team to generate ideas or responses to
- use critical thinking processes to develop relevant questions and criteria for identified workplace
- present to relevant stakeholders and respond to answers - Page 50-51, 52(A), 53(A), 54(A), 5
- assess feedback to identify key personal and team learnings - Page 57-59, 60(A)

NOTE

The Passing Lane training resources must be viewed as support training materials.

There will be content in the Passing Lane resources that assists the teacher or trainer and/or assessor to address the Unit of Competency's assessment requirements for 'Performance Evidence'.

In some cases, Passing Lane content is unable to address some areas required for 'Performance Evidence' assessment would be through 'observation'.

Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks - Page 20-22, 23(A)
- advantages of different perspectives when asking questions - Page 25-27
- critical thinking techniques - Page 35-37
- applicable criteria to assess potential solutions to workplace issue - Page 44
- boundaries to be considered when generating ideas and responses - Page 44-45
- methods to develop individual critical and creative thinking skills - Page 57

NOTE

The Passing Lane's training resources address the required 'Knowledge Evidence' in the content narrative in most cases and where possible.

However, in some cases the Teacher or Trainer and/or the Assessor may need to develop additional questions to address the Unit of Competency's assessment requirements and present those questions as required to the student or trainee to assess their level of knowledge.

LANE

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