

YEAR 10 2017



Training and assessment strategy

CUA20215 Certificate II in Creative Industries

Burnside State High School

TAS version: **1/05/2017**

Delivery period: 2017

QCAA draft template as at October 2016

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<p>This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined.</p> <p>National Code of Practice for Induction for Construction Work</p> <p>Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction, Plumbing and Services Training Package fulfils this requirement.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	<p>Total number of units = 10 3 core units plus 7 elective units of which:</p> <ul style="list-style-type: none"> ▪ 4 units must be selected from Group A ▪ 3 units may be from Group A or Group B or from any currently endorsed training package qualification or accredited course at Certificate II or III level. <p>https://training.gov.au/Training/Details/CUA20215</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements and reasonable adjustments (Adjust as appropriate)	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with Burnside SHS RTO code of conduct requirements, directions on work, and health and safety matters. • A students' foundation skill level will be gaged through One School data profiles and consultations with learning support teachers prior to enrolment to check the suitability for this course against required ACSF level. • Any gaps with the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Work Placement is not required. Subject requires school resource to be paid to cover consumables during the delivery of the course.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
	<p>Students may access subject information through: School website, senior curriculum guide, VET student induction handbook. Students may request adjustments through the trainer/assessor and/or RTO manager in conjunction with learning support teachers. Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery (Adjust as appropriate)	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> face to face in a simulated workplace environment for required performance and knowledge evidence in a classroom ('off the job') for some components of training for knowledge evidence 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location (Adjust as appropriate)	<p>The delivery location is the principle place of business of the RTO, within the simulated classroom/training room. <i>BURNSIDE STATE HIGH SCHOOL</i> <i>51 BLAXLAND RD</i> <i>BURNSIDE QLD</i></p>	<p><i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration (Adjust as appropriate)	<p>Total program duration is 1 years of delivery and assessment. 3 x 70 minute lessons per week Students will also be required to complete independent study time outside of these timetabled lessons</p>	<p><i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of learning	<p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The nominal volume of learning for this program is two years This includes: 110 hours of scheduled training and assessment activity one-on-one instruction as required personal study time, either off the job or at home additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies Total amount of learning: 600–1200 hours</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> enable students to meet the requirements for each unit of competency Support the number of students undertaking the training and assessment. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment resources (Adjust as appropriate)	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the performance requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> Will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. Will be done under the specific assessment conditions required by the units 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Work placement arrangements for students	<i>No Work Placement Required</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements (Adjust as appropriate)	No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<i>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i> <i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i> <i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i>	
Educational and support services	Learners in this cohort are school students. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: <ul style="list-style-type: none"> students will be issued with a statement of attainment for any successfully completed units of competency any fees paid toward the program will be refunded on a pro rata basis. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none">• if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version• if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		Confirmed by RTOM	
Requirement	Description		
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Reissuing of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>	<p><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> • <i>Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment), containing sufficient information to identify correctly</i> <ul style="list-style-type: none"> – <i>the holder of the qualification</i> – <i>the AQF qualification by its full title</i> – <i>date of issue/award/conferral.</i> • <i>have a policy that permits replacement of certification documentation.</i> • <i>be responsible for authentication and verification of any replacement certification documentation.</i> <p>http://www.aqf.edu.au/resources/aqf/</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		
Unique Student Identifier (USI)	The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual. The consequences of not providing the RTO with a USI have been explained to the student. Each student's USI will be recorded by the RTO in SLIMS before issuance of any AQF credentials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results (Adjust the first three points as appropriate)	<ul style="list-style-type: none"> Evidence-gathering tools are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS and/or SLIMS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
Enter the unit code and title. <i>Hyperlink to unit on TGA is recommended.</i>	Choose an item.	<input type="checkbox"/>
BSBWOR203 Work effectively with Others https://training.gov.au/Training/Details/BSBWOR203	Core Unit	<input type="checkbox"/>
CUAIND201 Develop and Apply Creative Arts Industry Knowledge https://training.gov.au/Training/Details/CUAIND201	Core Unit	<input type="checkbox"/>
CUAMPF101 Develop Skills to Play or Sing Music https://training.gov.au/Training/Details/CUAMPF101	Group A	<input type="checkbox"/>
CUAMPF102 Develop Ensemble skills to perform simple musical parts https://training.gov.au/Training/Details/CUAMPF102	Group A	<input type="checkbox"/>
CUASOU202 Perform Basic Sound Editing https://training.gov.au/Training/Details/CUASOU202	Group A	<input type="checkbox"/>
CUASOU203 Assist with Sound Recordings https://training.gov.au/Training/Details/CUASOU203	Group A	<input type="checkbox"/>
CUASTA201 Develop Basic Staging Skills https://training.gov.au/Training/Details/CUASTA201	Group A	<input type="checkbox"/>
CUASTA202 Assist with Bump in and Bump out of Shows http://training.gov.au/Training/Details/cuasta202	Group A	<input type="checkbox"/>
CUAWHS302 Apply Work Health and Safety Practices https://training.gov.au/Training/Details/CUAWHS302	Core Unit	<input checked="" type="checkbox"/>
CUASOU201 Develop Basic Audios skills and Knowledge http://training.gov.au/Training/Details/cuasou201	Group A	<input type="checkbox"/>

Optional units and flexibility

Students have the option to apply for RPL or credit transfer options. This could result from competencies completed at another school/institution, or competencies within the Certificate I in Business or Certificate II in Tourism run at Burnside State High School provided they meet the packaging rules for this qualification.

Section 3 Program details

Use Section 3 to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from. Also list the evidence-gathering tools to be used with each activity. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a 'cluster' (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

Developing assessment tools

Use these four steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise each of these assessment activities in Section 3.
3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things a student produces (project work, folios, artefacts, online materials, services etc.). In addition, there may be third party written reports. List these assessment tools in Section 3.
4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered. Record the unit/s for which partial or complete evidence will be gathered in Section 3.

When this qualification is due for validation ensure that Section 8 is completed and the assessment tools, including the mapping tool are available for validators.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Assessment project / activity / task (All codes and names must match Section 8)					
Unit 1	Working in the Music Industry				
Estimated duration	10 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)		
Description (summary)	<i>This Unit takes a look at working in the music industry. Practical Task will look at writing and recording a jingle while working with others in a group situation</i>	<i>BSBWOR203 Work effectively with Others CUASOU203 Assist with Sound Recordings</i>	Observation checklist	<input checked="" type="checkbox"/>	Observation and question checklist (Working with Others)
			Question checklist	<input checked="" type="checkbox"/>	Observation checklist (Sound Recording)
Product Review			<input checked="" type="checkbox"/>		Observation checklist (Sound Recording)
Unit 2	Music Performance – A look at Genres in Music				
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		
Description (summary)	<i>This unit looks at developing the skills needed to do a successful music performance. Students will also be required to do a PowerPoint presentation describing a particular genre of music in detail.</i>	<i>CUAMPF101 Develop Skills to Play or Sing Music CUAMPF102 Develop Ensemble skills to perform simple musical parts</i>	Observation checklist	<input checked="" type="checkbox"/>	Observation checklist (A look at genres in Music- song performance)
			Questions checklist	<input checked="" type="checkbox"/>	Questions checklist (Ensemble skills)
			Observation Checklist	<input type="checkbox"/>	Observation Checklist 1 (Performance A)

Assessment project / activity / task (All codes and names must match Section 8)				
Unit 3	Music Composition			
Estimated duration	8 Weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	<i>This unit looks at the skills needed to write a music composition and the processes involved in recording the musical work. Students will also gain a knowledge of the music industry and its role in the creative arts industry</i>	CUASOU201 Develop Basic Audios skills and Knowledge CUASOU202 Perform Basic Sound Editing CUAIND201 Develop and Apply Creative Arts Industry Knowledge	Observation checklist Product Review	<input checked="" type="checkbox"/> Observation checklist (Own composition recording)
			Questions checklist	<input checked="" type="checkbox"/> Questions checklist
Unit 4	Setting Up a Show			
Estimated duration	6 Weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	<i>This unit looks at what is involved in staging a music show and the processes of setting up for that show.</i>	CUASTA201 Develop Basic Staging Skills CUASTA202 Assist with Bump in and Bump out of Shows CUAWHS302 Apply Work Health and Safety Practices	Observation checklist	<input checked="" type="checkbox"/> Observation checklist (Setting up a Stage)
			Portfolio (Safety induction)	<input checked="" type="checkbox"/> Safety induction question checklist

Section 4 Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing, and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	✓
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements	Enter details of arrangements or the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements		
File location	Enter the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements.		
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			