Training and assessment strategy

CUA30915 Certificate III in Music Industry

Burnside State High School

TAS version: **31/01/2018**

Delivery period: 2018 – 2019

Current year 11's

QCAA draft template as at October 2016

Section 1 Program overview

1.1	National requirements
School name	Burnside State High School
RTO ID	30245
QCAA no.	229
Qualification code	CUA30915
Qualification title	Certificate III in Music Industry
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4
Training package code	CUA

Current release date	*15th January 2016*	**Release number:**		1.0
Training package title	Creative Arts and Culture Training Package			
National register	https://training.gov.au/Training/Details/CUA			
Companion volume	Enter the hyperlink to the companion volume/s (if relevant). vetnet.education.gov.au/Pages/TrainingPackages.aspx			

Qualification status	Current	*Note Standards 1.26b and 1.26a (extracts below).*
Superseded, deleted, or no longer current date	N/A	*1.26 b) Where an AQF qualification is **no longer current and has not been superseded**, all [students'] training and assessment is completed and the relevant AQF certification documentation issued **within a period of two years** from the date the AQF qualification was removed or deleted from the National Register.*
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	N/A	*1.26 a) Where a [qualification] on [the RTO's] scope of registration is **superseded**, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, **within a period of one year** from the date the replacement [qualification] was released on the National Register.*

TAS development date	30/01/2018	**TAS expiry date**	*31/12/2018*
Date of latest industry engagement	30/11/2016	**Date of validation**	30/11/2017

Delivering and assessing information			
Developed for (Select one only)	**Individual student/s** ☐	**If yes, name/s of student/s**	
	OR Class cohort ☑	**If yes, current number of students enrolled**	17
Total number of assessment tools for this qualification	16	**Delivery period** **Start** **End**	*31/01/2018* *30/11/2018*

1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	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. **Licensing/Regulatory Information** **National Code of Practice for Induction for Construction Work** 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.	☑ Yes ☐ No

Packaging rules	**Total number of units = 11**
	4 core units plus
	7 elective units of which:
	    ▪ 5 units must be selected from the electives listed below, with no more than 2 units from
	    ▪ Group D
	    ▪ 2 units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Certificate II, III or IV.
	    ▪ This qualification can provide for specialisations. To achieve these specialisations, the following additional packaging rules must be adhered to.
	    ▪ For specialisation in Performance, 4 elective units must be selected from Group A.
	    ▪ For specialisation in Sound Production, 4 elective units must be selected from Group B.
	    ▪ For specialisation in Music Business, 4 elective units must be selected from Group C.
	https://training.gov.au/Training/Details/CUA30915
		☑ Yes
		☐ No

1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM

Entry requirements and reasonable adjustments (Adjust as appropriate)	Prior to enrolment students must be able to demonstrate one or more of the following:
	   a) Experience in classroom or instrumental music
	   b) Undertaken music as a subject in junior school
	   c) Extra-curricular experience in music outside of school
	   d) Completed Certificate 2 in Creative Industries (Music)
	Entry requirements for this program include the student's agreement and ability to undertake the following:
	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 the RTO code of conduct requirements, directions on work, and health and safety matters.
	A student's Foundation Skill level will be gauged 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 within the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required.
			☑ Yes
			☐ No

	Work Placement is not required. Subject requires school resource to be paid to cover consumables during the delivery of the course.		☑ Yes ☐ No
	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.		☑ Yes ☐ No
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: • 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		☑ Yes ☐ No
Delivery location (Adjust as appropriate)	The delivery location is the principle place of business of the RTO. *Burnside State High School* *Blaxland Road* *Nambour QLD 4560*	*If work experience is mandatory and travel to another location is required, this information must be included in Section 4.*	☑ Yes ☐ No
Program duration (Adjust as appropriate)	Total program duration is 2 years of delivery and assessment. *Student attend regular classes three times a week for periods of 70 minutes each and are also required to attend all extracurricular activities (concerts etc.)*	*School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.*	☑ Yes ☐No

1.3   Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Amount of learning	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: 220 hours of scheduled training and assessment activity one-on-one instruction as required personal study time, either off the job or at home *Rehearsals and performances in personal time and school events* *Workplace visits and/or Guest speakers* *120 hours will be contributed to the total hours through the student's enrolment in Year 9 or 10 music as a school subject, or 12 months of specialist training in voice or instrument prior to enrolment including band rehearsals (instrumental music)* additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies online learning activities Total amount of learning: ☐1200-2400 hours	☑ Yes ☐ No
Learning resources	There are sufficient learning resources, equipment and facilities to: • enable students to meet the requirements for each unit of competency • Support the number of students undertaking the training and assessment. **Learners in this cohort are school students.** The school will schedule supervised training and assessment sessions based on the school timetable. Negotiation on support for students to develop the required skills and knowledge in addition to scheduled hours is available to students. • Full details on accessing additional support are contained in the student handbook.	☑ Yes ☐ No
Assessment resources (Adjust as appropriate)	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.	☑ Yes ☐ No
Evidence-gathering conditions (Adjust as appropriate)	• 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	☑ Yes ☐ No
Work placement arrangements for students	*Work placement is not required in this course.*	☑ Yes ☐ No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx	☑ Yes ☐ No

1.3   Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM
Third party arrangements (Adjust as appropriate)	No services are delivered on behalf of the RTO.	*'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.* *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.* *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.*	☑ Yes ☐ No
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.		☑ Yes ☐ No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx		☑ Yes ☐ No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: • 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.		☑ Yes ☐ No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx		☑ Yes ☐ No
Transition	This qualification's status on TGA is current at the time of this strategy's expected start date. If this qualification is superseded with a new version before the end of the expected duration of the program, then: • 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.		☑ Yes ☐ No

1.4   Certification

Requirement	Description		Confirmed by RTOM
Certificates and Statements of Attainment	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: • 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		☑ Yes ☐ No
Credit arrangements	**Transitioning from an old version to a new version of a training product** 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.		☑ Yes ☐ No
	If a student already holds a unit of competency 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.		☑ Yes ☐ No
Recognition of prior learning (RPL) arrangements	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.		☑ Yes ☐ No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx		☑ Yes ☐ No

Reissuing of Certificates and Statements of Attainment	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.	*The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:*
		• *Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment). containing sufficient information to identify correctly*
		  − *the holder of the qualification*
		  − *the AQF qualification by its full title*
		  − *date of issue/award/conferral.*
			☑ Yes
			☐ No

	The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.	• *have a policy that permits replacement of certification documentation.* • *be responsible for authentication and verification of any replacement certification documentation.* *http://www.aqf.edu.au/resources/aqf/*	☑ Yes ☐ No
	Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx		☑ Yes ☐ 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.	☑ Yes ☐ 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	☑ Yes ☐ No

1.5　Reporting

Requirement	Description	Confirmed by RTOM
Recording results (Adjust the first three points as appropriate)	• 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.	☑ Yes ☐ No
Student profiles (Adjust the first two points as appropriate)	• 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.	☑ Yes ☐ No
Projects and evidence-gathering instruments	• 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.	☑ Yes ☐ 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. *Hyperlink to unit on TGA is recommended.*	Choose an item.	☐
BSBWHS201 Contribute to Health and Safety of Self and Others https://training.gov.au/Training/Details/BSBWHS201	Core Unit	☐
CUACMP301 Implement Copyright Arrangements https://training.gov.au/Training/Details/CUACMP301	Core Unit	☐
CUAIND303 Work Effectively in the Music Industry https://training.gov.au/Training/Details/CUAIND303	Core Unit	☐
CUAMLT302 Apply knowledge of style and genre to Music Industry Practise https://training.gov.au/Training/Details/CUAMLT302	Core Unit	☐
CUAMCP301 Compose simple songs or Musical Pieces https://training.gov.au/Training/Details/CUAMCP301	Group A	☐
CUAMCP303 Develop simple musical pieces using electronic media https://training.gov.au/Training/Details/CUAMCP303	Group A	☐
CUAMPF202 Incorporate Music Technology into Performance https://training.gov.au/Training/Details/CUAMPF202	Group A	☐
CUAMPF203 Develop Ensemble skills for Playing or Singing Music https://training.gov.au/Training/Details/CUAMPF203	Group A	☐
CUAMPF301 Develop Technical Skills in Performance http://training.gov.au/Training/Details/CUAMPF301	Group A	☐
CUAMPF302 Prepare for Performances https://training.gov.au/Training/Details/CUAMPF302	Group A	☐
CUAMPF303 Contribute to Backup Accompaniment http://training.gov.au/Training/Details/CUAMPF303	Group A	☐
CUAMPF304 Make a Music Demo http://training.gov.au/Training/Details/CUAMPF304	Group A	☐

Optional units and flexibility	*Although 12 units are on offer with this certificate III course, only 11 are required to complete the certificate requirements. Due to the nature of the industry, both CUAMCP303 and CUAMPF202 are offered as they can give a more balanced outcome for students studying to be a contemporary musician.*

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

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Assessment project / activity / task *(All codes and names must match Section 8)*					
Unit 1	*Working in the Music Industry*				
Estimated duration	*10 weeks (Year A Term 1)*	**Unit/s for which evidence will be gathered** *Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.*	**Evidence-gathering techniques used** (More than one technique must be ticked for each unit or cluster of units.)		**Evidence-gathering tool code**
Description *(summary)*	This term focuses on how the Music industry works and all the various sectors that go into making up the Music industry. It also gives an introduction to Workplace, Health and Safety in the Music Industry although this will be covered at other times throughout the course.	BSBWHS201 Contribute to Health and Safety of Self and Others CUAMLT302 Apply knowledge of style and genre to Music Industry Practise	**Review folio of work against specifications**	☑	Written Task (WHS Activities)
			Review folio of work against specifications	☑	Written Task (Music genres)
			Observation Checklist	☐	
			Questions Checklist	☐	
			Review of Product/Service against specifications	☐	
			Third Party Report	☐	
			Safety Induction Checklist	☐	
Unit 2	**Putting on a Live Show**				
Estimated duration	*20 weeks (Year A Term 2/3)*	**Unit/s for which evidence will be gathered** *Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.*	**Evidence-gathering techniques used** (More than one technique must be ticked for each unit or cluster of units)		**Evidence-gathering tool code**

Assessment project / activity / task *(All codes and names must match Section 8)*					
Description *(summary)*	**Putting on a Live Show** This term focuses on what the musician has to prepare, to put on a successful live music show.	CUAMPF202 Incorporate Music Technology into Performance CUAMPF302 Prepare for Performances CUAMPF303 Contribute to Backup Accompaniment CUAMPF301 Develop Technical Skills in Performance CUAIND303 Work Effectively in the Music Industry	**Review of Product/Service against specifications**	☑	Practical Task (Performance Video)
			Review of Product/Service against specifications	☑	Practical Task (Performance Video)
			Observation (Checklist)	☑	Performance A observation
			Observation Checklist	☑	Performance B observation
			Review folio of work against specifications	☑	Written Task (Working in the Music Industry Booklet)
			Questions Checklist	☐	
			Third Party Report	☐	
			Safety Induction Checklist	☐	
Unit 3	**Recording a Live Show**				
Estimated duration	8 Weeks (Year A Term 4)	**Unit/s for which evidence will be gathered** *Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.*	**Evidence-gathering techniques used** (More than one technique must be ticked for each unit or cluster of units)		**Evidence-gathering tool code**
Description *(summary)*	This term focuses on the process required to successfully record a live performance	CUAMPF304 Make a Music Demo	**Review of Product/Service against specifications (Live Recording)**	☑	Practical Task (Live Recording)
			Questions checklist	☑	Questions checklist

Assessment project / activity / task *(All codes and names must match Section 8)*					
			Observation Checklist	☐	
			Review folio of work against specifications	☐	
			Third Party Report	☐	
			Safety Induction Checklist	☐	
Unit 4	**The Art of Song writing and Music Making**				
Estimated duration	20 weeks (Year B Term 1/2)	**Unit/s for which evidence will be gathered** *Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.*	**Evidence-gathering techniques used** (More than one technique must be ticked for each unit or cluster of units)		**Evidence-gathering tool code**
Description *(summary)*	This term continues to focus on the skills required to write music in various different ways (notation and sequencing) and developing these songs into full arrangements. It also looks at the copyright laws and issues surrounding music and lyrics.	CUACMP301 Implement Copyright Arrangements CUAMCP301 Compose simple songs or Musical Pieces CUAMCP303 Develop simple musical pieces using electronic media CUAMPF203 Develop Ensemble skills for Playing or Singing Music	Review of Product/Service against specifications	☐	Practical Task (Writing a Song)
			Observation Checklist	☐	Observation Checklist (Writing a Song)
			Review of Product/Service against specifications	☐	Practical Task (Arranging your song using Technology)
			Questions Checklist	☐	Questions Checklist (Arranging your song using Technology)
			Questions Checklist	☐	Written Task (Copyright)
			Third Party Report	☐	

Assessment project / activity / task *(All codes and names must match Section 8)*					
			Safety Induction Checklist	☐	
Unit 5	**In the Recording Studio**				
Estimated duration	20 weeks (Year B Term 3)	**Unit/s for which evidence will be gathered** *Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.*	**Evidence-gathering techniques used** (More than one technique must be ticked for each unit or cluster of units)		**Evidence-gathering tool code**
Description *(summary)*	This term focuses on the processes involved in recording a song in a recording studio	CUAMPF304 Make a Music Demo	**Review of Product/Service against specifications**	☑	Practical Task (Recording your Song)
			Observation Checklist	☑	Observation Checklist
			Questions Checklist	☐	
			Third Party Report	☐	
			Safety Induction Checklist	☐	

Term 4 Consolidation

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	☐	Student wants work experience	☐
RTO requirement	☐	Optional	☐

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	☐
Position		Realistic workplace experience	☐
Phone/Mobile		Third party report	☐
Email			
Business name			
Contact name		Written agreement	☐
Position		Realistic workplace experience	☐
Phone/Mobile		Third party report	☐
Email			