



Training and assessment strategy

CUA30915 Certificate III in Music Industry 2020-21

CUA30915 Certificate III in Music Industry 2020-21
Burnside State High School

Delivery Period 2020-2021

QCAA standardised training and assessment strategy document, updated December 2018

Section 1 Program overview

1.1 National requirements			
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	As per TGA	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Qualification status	Current	Where a qualification is no longer current and has not been superseded , all students' training and assessment must be completed and the relevant AQF certification issued within a period of two years from the date the qualification was removed or deleted from the National Register. Where a qualification on the RTO's scope of registration is superseded , all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement within a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.	
Superseded, deleted or no longer current date	Choose change of status date		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	Not applicable or choose date		
TAS has been developed through industry engagement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (See Section 7)	Total number of proposed assessment tools for this qualification	16 (See Section 3)
Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	Choose implementation date.	TAS monitoring date (See Section 11)	Choose monitoring date.
Developed for: (Select one only)	<input type="checkbox"/> individual student/s	Name/s of individual student/s	
	<input checked="" type="checkbox"/> class cohort	Current number of students enrolled	
A representative sample of assessment tools has been validated	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	31/01/2020 30/11/2021
RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	RTO has checked other printed and electronic student information/data for compatibility with TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<p>Enter qualification description information and job roles (found within the packaging rules of the qualification on TGA). Include pathways information if relevant.</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 = 11</p> <p>4 core units plus</p> <p>7 elective units of which:</p> <ul style="list-style-type: none"> ▪ 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. <p>https://training.gov.au/Training/Details/CUA30915</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM		
<p>General entry requirements (Adjust as appropriate)</p>	<p>Prior to enrolment students must be able to demonstrate one or more of the following:</p> <ul style="list-style-type: none"> 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) <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <p>Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</p> <p>Attend and participate in scheduled training and assessment.</p> <p>Participate in workplace tasks to employer expectations.</p> <p>Be able to work in an industry environment and handle industry standard equipment.</p> <p>Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</p> <p>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.</p> <ul style="list-style-type: none"> • Any gaps within the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Specific entry and/or completion requirements (Adjust as appropriate)</p>	<p>Specific entry requirements exist <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Requirements to commence/complete some units within this qualification:</p> <ul style="list-style-type: none"> • successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html • successfully obtain a White Card (general construction induction card) www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/what-licence-do-i-need/general-construction-induction/apply-for-a-general-construction-induction-card • mandatory work experience with an organisation or employer (this will include a minimum number of hours, e.g. hospitality service periods, structured volunteer program) • other (include details). <p>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Access and reasonable adjustments (Adjust as appropriate)</p>	<p>The RTO has advised students in print or electronically that reasonable adjustments may be available. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>When appropriate, reasonable adjustments will be applied by the RTO to consider the individual student's needs.</p> <p>Reasonable adjustments may include:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • accessible class rooms • note-taking support </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk </td> </tr> </table>	<ul style="list-style-type: none"> • accessible class rooms • note-taking support 	<ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<ul style="list-style-type: none"> • accessible class rooms • note-taking support 	<ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk 			

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM	
	<ul style="list-style-type: none"> course material in alternative formats — electronic, large print use of laptop for assessments an Auslan (Australian sign language) Interpreter 	<ul style="list-style-type: none"> use of assistive technology other adjustments. 	
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: <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>Multiple delivery locations are used.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Locations of additional campuses where training or assessment services are provided.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The delivery location is the principle place of business of the RTO.</p> <p><i>Burnside State High School</i> <i>Blaxland Road</i> <i>Nambour QLD 4560</i></p>		
	<p>Provide location details here for each site if more than one site is being used for training and assessment.</p>		
Program duration	<p>Total program duration for delivery and assessment is:</p> <input type="checkbox"/> 6 months <input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years <input type="checkbox"/> 3 years Other: please specify	<p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of training and volume of learning	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is: <input type="checkbox"/> 55 hours <input type="checkbox"/> 110 hours <input checked="" type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours</p> <p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The total volume of learning for this program is: <input type="checkbox"/> 600–1200 hours (Certificate I and II) <input checked="" type="checkbox"/> 1200–2400 hours (Certificate III and IV)</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

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM												
Assessment resources (Adjust as appropriate)	<ul style="list-style-type: none"> Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. 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. Evidence of skills and knowledge will be gathered simultaneously. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
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 requirements (Adjust as appropriate)	<p>Work placement or experience is a requirement. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
Third party arrangements (Adjust as appropriate)	<table border="1"> <tr> <td>No services are delivered on behalf of the RTO.</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> <tr> <td>Some services are provided by a third party on behalf of the RTO.</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> <tr> <td>QCAA has been notified of the third party arrangement.</td> <td> <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> <tr> <td>Third party name</td> <td></td> </tr> <tr> <td>Third party RTO number</td> <td></td> </tr> <tr> <td>Third party phone number</td> <td></td> </tr> </table> <ul style="list-style-type: none"> '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. Where services are provided on the RTO's behalf by a third party, the provision of those services must include 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. 	No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Third party name		Third party RTO number		Third party phone number		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No													
QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input type="checkbox"/> No													
Third party name														
Third party RTO number														
Third party phone number														

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
	<p>Summary of services provided in relation to specific units of competency</p> <ul style="list-style-type: none"> When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary. 	
Educational and support services	<ul style="list-style-type: none"> Learners in this cohort are school students in Years 10 to 12. 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. Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. <p>The RTO delivers services to students in the juvenile justice system.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <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
	<p>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination of the program.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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

Requirement	Pre-enrolment information	Confirmed by RTOM
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. <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	<ul style="list-style-type: none"> • 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 or Student Management and reported to QCAA in the same year that the certification was issued. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx</p>	<input 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 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.</p> <p>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, considering the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has advised students in print or electronically of RPL arrangements. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
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.</p> <p>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>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly <ul style="list-style-type: none"> the holder of the qualification the AQF qualification by its full title date of issue/award/conferral have a policy that permits replacement of certification documentation be responsible for authentication and verification of any replacement certification documentation. <p>See www.aqf.edu.au/aqf-policies.</p>
	<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>	
	<p>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Recording results (Adjust as appropriate)	<ul style="list-style-type: none"> Evidence-gathering tools are used to make decisions about 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 or the end of the program's duration period. 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) or Student Management software approved by QCAA. All final outcomes must be entered into a QCAA approved software program 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. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Student profiles (Adjust 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, Student Management 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.

2.1 Core and elective units being offered		
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?
<i>e.g. BSBWHS201 Contribute to health and safety of self and others</i>	Core Unit	<input type="checkbox"/>
BSBWHS201 Contribute to Health and Safety of Self and Others https://training.gov.au/Training/Details/BSBWHS201	Core Unit	<input type="checkbox"/>
CUACMP311 Implement Copyright Arrangements https://training.gov.au/Training/Details/CUACMP311	Core Unit	<input type="checkbox"/>
CUAIND313 Work Effectively in the Music Industry https://training.gov.au/Training/Details/CUAIND313	Core Unit	<input type="checkbox"/>
CUAMLT302 Apply knowledge of style and genre to Music Industry Practise https://training.gov.au/Training/Details/CUAMLT302	Core Unit	<input type="checkbox"/>
CUAMCP301 Compose simple songs or Musical Pieces https://training.gov.au/Training/Details/CUAMCP301	Group A	<input type="checkbox"/>
CUAMCP303 Develop simple musical pieces using electronic media https://training.gov.au/Training/Details/CUAMCP303	Group A	<input type="checkbox"/>
CUAMPF202 Incorporate Music Technology into Performance https://training.gov.au/Training/Details/CUAMPF202	Group A	<input type="checkbox"/>
CUAMPF203 Develop Ensemble skills for Playing or Singing Music https://training.gov.au/Training/Details/CUAMPF203	Group A	<input type="checkbox"/>
CUAMPF301 Develop Technical Skills in Performance http://training.gov.au/Training/Details/CUAMPF301	Group A	<input type="checkbox"/>
CUAMPF302 Prepare for Performances https://training.gov.au/Training/Details/CUAMPF302	Group A	<input type="checkbox"/>
CUAMPF303 Contribute to Backup Accompaniment http://training.gov.au/Training/Details/CUAMPF303	Group A	<input type="checkbox"/>
CUAMPF304 Make a Music Demo http://training.gov.au/Training/Details/CUAMPF304	Group A	<input type="checkbox"/>

2.2 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 assessment details

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

Use this section 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, and list the evidence-gathering tools to be used. 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.

3.1 Developing assessment tools

Use these six 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 3.4.

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)
 - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

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 3.4.

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
 - student and assessor identification
 - dates or date ranges for completions
 - all units of competency the student is enrolled in, including title and code of qualification
 - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
 - name of RTO
 - student year level.

You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. 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.

3.2 Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced

3.4 Program details

3.4 Program details					
Unit 1	<i>Working in the Music Industry</i>				
Estimated duration	10 Weeks (Year A Term 1)	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
This term focuses on how the Music industry works and all the various sectors that go into making up the Music industry. It also introduces 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	Observation checklist	<input type="checkbox"/>	
			Questions checklist	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>Written Task (WHS Activities)</i>
			Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>Written Task (Music Genres)</i>
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	

3.4 Program details

Unit 2		Putting on a Live Show			
Estimated duration	20 Weeks (Year A Terms 2/3)	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
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 CUAIND313 Work Effectively in the Music Industry	Observation checklist	<input checked="" type="checkbox"/>	Performance A observation
			Observation checklist	<input checked="" type="checkbox"/>	Performance B observation
			Review of Product/Service against specifications	<input checked="" type="checkbox"/>	Practical Task (Performance Video)
			Review of Product/Service against specifications	<input checked="" type="checkbox"/>	Practical Task (Performance Video)
			Review folio of work against specifications	<input checked="" type="checkbox"/>	Written Task (Working in the Music Industry Booklet)
			Safety induction checklist	<input type="checkbox"/>	

3.4 Program details

Unit 3 Recording a Live Show					
Estimated duration	8 Weeks (Year A Term 4)	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
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)	<input checked="" type="checkbox"/> Practical Task (Live Recording)
				Questions checklist	<input checked="" type="checkbox"/> Questions checklist
				Review of product/service against specifications	<input type="checkbox"/>
				Review folio of work against specifications	<input type="checkbox"/>
				Third party report	<input type="checkbox"/>
				Safety induction checklist	<input type="checkbox"/>
Unit 4 The Art of Song writing and Music Making					
Estimated duration	20 weeks (Year B Term 1/2)	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
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				Review of Product/Service against specifications	<input checked="" type="checkbox"/> Practical Task (Writing a Song)
				Observation Checklist	<input checked="" type="checkbox"/> Observation Checklist (Writing a Song)

3.4 Program details

arrangements. It also looks at the copyright laws and issues surrounding music and lyrics.	CUACMP311 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	<input checked="" type="checkbox"/>	Practical Task (Arranging your song using Technology)	
		Questions Checklist	<input checked="" type="checkbox"/>	Questions Checklist (Arranging your song using Technology)	
		Questions Checklist	<input checked="" type="checkbox"/>	Written Task (Copyright)	
		Safety induction checklist	<input type="checkbox"/>		
Unit 5	In the Recording Studio				
Estimated duration	10 weeks (Year B Term 3)	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used	Tool code		
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	<input checked="" type="checkbox"/>	Practical Task (Recording your Song)	
		Observation Checklist	<input checked="" type="checkbox"/>	Observation Checklist	
		Review of product/service against specifications	<input type="checkbox"/>		
		Review folio of work against specifications	<input type="checkbox"/>		
		Third party report	<input type="checkbox"/>		

3.4 Program details

		Safety induction checklist	<input type="checkbox"/>	
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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

4.1 Work experience arrangements			
On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input checked="" type="checkbox"/>	Written agreements are in place.	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Third party report included in Section 3.4	<input type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input type="checkbox"/>
Optional	<input type="checkbox"/>		
File location of work experience agreements	Enter the pathway for the drive/file location of electronic copy of work experience arrangements.		

4.2 Register of employers with written agreements in place	
Enter name and location of each business, company or industry providing work experience	
<i>e.g. Robert Tsu Smallgoods, Brisbane</i>	<i>e.g. Fast Eats Cafe, Paddington</i>