



Training and assessment strategy

CUA20220 Certificate II in Creative Industries

Delivery Period 2022

Burnside State High School

QCAA standardised training and assessment strategy document, updated December 2018

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>		<input type="checkbox"/>
BSBWK201 Work effectively with Others https://training.gov.au/Training/Details/BSBTWK201	Core Unit	<input type="checkbox"/>
CUAIND211 Develop and Apply Creative Arts Industry Knowledge https://training.gov.au/Training/Details/CUAIND211	Core Unit	<input type="checkbox"/>
CUAMPF111 Develop Skills to Play or Sing Music https://training.gov.au/Training/Details/CUAMPF111	Listed Elective	<input type="checkbox"/>
CUAMPF112 Perform Simple Musical Parts in Ensembles https://training.gov.au/Training/Details/CUAMPF112	Listed Elective	<input type="checkbox"/>
CUASOU212 Perform Basic Sound Editing https://training.gov.au/Training/Details/CUASOU212	Listed Elective	<input type="checkbox"/>
CUASOU213 Assist with Sound Recordings https://training.gov.au/Training/Details/CUASOU213	Listed Elective	<input type="checkbox"/>
CUASTA211 Develop Basic Staging Skills https://training.gov.au/Training/Details/CUASTA211	Listed Elective	<input type="checkbox"/>
CUASTA212 Assist with Bump in and Bump out of Shows https://training.gov.au/Training/Details/CUASTA212	Listed Elective	<input type="checkbox"/>
CUAWHS312 Apply Work Health and Safety Practices https://training.gov.au/Training/Details/CUAWHS312	Core Unit	<input type="checkbox"/>
CUASOU211 Develop Basic Audios skills and Knowledge https://training.gov.au/Training/Details/CUASOU211	Listed Elective	<input type="checkbox"/>

--	--	--

2.2 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 another qualification on scope.

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									
Project 1	Working in the Music Industry								
Estimated duration	10 weeks	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					
<p><i>This Unit takes a look at working in the music industry.</i></p> <p><i>Practical Task will look at writing and recording a jingle while working with others in a group situation</i></p>	BSBTWK201 Work effectively with Others	<table border="1"> <tr> <td>OC1: Working with Others Students working together to create a Jingle</td> </tr> <tr> <td>QC1: Working with Others Students working together to create a Jingle</td> </tr> <tr> <td>OC2: Sound Recording Students using music software to record their jingles</td> </tr> <tr> <td>PR1: Sound Recording Students using music software to record their jingles</td> </tr> </table>	OC1: Working with Others Students working together to create a Jingle	QC1: Working with Others Students working together to create a Jingle	OC2: Sound Recording Students using music software to record their jingles	PR1: Sound Recording Students using music software to record their jingles	Observation checklist	<input checked="" type="checkbox"/>	Observation and question checklist (Working with Others)
	OC1: Working with Others Students working together to create a Jingle								
	QC1: Working with Others Students working together to create a Jingle								
	OC2: Sound Recording Students using music software to record their jingles								
	PR1: Sound Recording Students using music software to record their jingles								
	CUASOU213 Assist with Sound Recordings		Questions checklist	<input checked="" type="checkbox"/>	Observation and question checklist (Working with Others)				
			Review of product/service against specifications	<input checked="" type="checkbox"/>	Observation checklist (Sound Recording)				
	Review folio of work against specifications	<input type="checkbox"/>							
	Third party report	<input type="checkbox"/>							
	Safety induction checklist	<input type="checkbox"/>							

3.4 Program details

Project 2		Music Performance – A Look at Genres in Music			
Estimated duration	8 weeks	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
<p><i>This unit looks at developing the skills needed to do a successful music performance.</i></p> <p><i>Students will also be required to do a PowerPoint presentation describing a particular genre of music in detail.</i></p>		<p><i>CUAMPF111 Develop Skills to Play or Sing Music</i></p> <p><i>CUAMPF112 Develop Ensemble skills to perform simple musical parts</i></p>	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)
			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"/>	
Project 3		Music Composition			
Estimated duration	8 weeks	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
		<p><i>CUASOU211 Develop Basic Audios skills and Knowledge</i></p>	Observation checklist	<input checked="" type="checkbox"/>	Observation checklist

3.4 Program details

<p><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></p>	<p>CUASOU212 Perform Basic Sound Editing CUAIND211 Develop and Apply Creative Arts Industry Knowledge</p>				(Own composition recording)	
	<p>OC4: Own Composition Recording Students to write music to film using music software</p>		Questions checklist	<input checked="" type="checkbox"/>	Questions checklist	
	<p>PR2: Own Composition Recording Students to write music to film using music software</p>		Review of product/service against specifications	<input checked="" type="checkbox"/>	Observation checklist (Own composition recording)	
	<p>QC3: Written Task (Recording Music) QC3: Written Task (Recording Music) Written task looking at: 1. What equipment and processes are needed to record music. 2. How the Creative Arts Industry Works</p>		Review folio of work against specifications	<input type="checkbox"/>		
			Third party report	<input type="checkbox"/>		
			Safety induction checklist	<input type="checkbox"/>		
Project 4	Setting Up A Show					
Estimated duration	6 Weeks	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	
<p><i>This unit looks at what is involved in staging a music show and the processes of setting up for that show.</i></p>		<p>CUASTA211 Develop Basic Staging Skills CUASTA212 Assist with Bump in and Bump out of Shows CUAWHS312 Apply Work Health and Safety Practices</p>		Observation checklist	<input checked="" type="checkbox"/>	Observation checklist (Setting up a Stage)
				Observation Checklist	<input checked="" type="checkbox"/>	Observation Checklist (Assist with Bump in and Bump Out of Shows)
				Review folio of work against specifications	<input type="checkbox"/>	
		<p>OC5: Setting up a Stage Students to set up a stage area for a live performance. Students will learn a cover song to perform live on the stage</p>				

3.4 Program details

	P1: Safety Induction Written Task A number of questions relating to WH&S in the Music industry	Third party report	<input type="checkbox"/>	
	QC4: Bump in and Bump out a Show Students to set up a stage area for a live performance. Students will learn a cover song to perform live on the stage	Safety induction checklist	<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

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>