Training and assessment strategy

CUA30920 - Certificate III in Music

Burnside State High School

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

200060

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?**	**Potential higher risk unit**
CUAIND313 Work Effectively in the Music Industry https://training.gov.au/Training/Details/CUAIND313	Core Unit	☐	☐
CUACMP311 Implement Copyright Arrangements https://training.gov.au/Training/Details/CUACMP311	Core Unit	☐	☐
CUAIND314 Plan a career in the Creative Arts Industry https://training.gov.au/Training/Details/CUAIND314	Core Unit	☐	☐
CUAMPF212 Incorporate Music Technology into performances https://training.gov.au/Training/Details/CUAMPF212	Group A	☐	☐
CUAMPF213 Perform simple repertoire in ensembles https://training.gov.au/Training/Details/CUAMPF213	Group A	☐	☐
CUAMPF311 Develop technical skills for musical performances https://training.gov.au/Training/Details/CUAMPF311	Group A	☐	☐

CUAMPF312 Prepare for musical performances https://training.gov.au/Training/Details/CUAMPF312	Group A	☐	☐
CUAMPF313 Contribute to backup accompaniment as part of a group https://training.gov.au/Training/Details/CUAMPF313	Group A	☐	☐
CUAMPF314 Make music demos https://training.gov.au/Training/Details/CUAMPF314	Group A	☐	☐
CUAMCP311 Create simple musical compositions https://training.gov.au/Training/Details/CUAMCP311	Group B	☐	☐
CUAMCP313 Create simple musical pieces using music technology https://training.gov.au/Training/Details/CUAMCP313	Group B	☐	☐

2.2 Optional units and flexibility

If there are options regarding choice of electives, explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals.

For example, if there are more units listed here than required by the packaging rules, explain the options available to students and any RPL or credit transfer options.

If this TAS combines delivery arrangements for two qualifications, then this TAS must show all the units being delivered for both qualifications in Section 2 and the complete, combined learning program covering all of the units in Section 3.

Each qualification must still have its own TAS. In Section 2 only include the units for one qualification and in Section 3 only include parts of the learning program relevant to one qualification.

2.3 Higher risk units

Do any units have potentially higher risks?	☐ Yes ☑ No

When units of competency offered to students include potentially higher risks, the RTO has identified these units and conducted a documented risk assessment to mitigate risks, enable the activity to be conducted safely and comply with any state government regulations.		
Has a risk assessment been conducted?		☐ Yes ☑ No
A risk assessment may be conducted by the RTO even for lower risk units.		

The following table includes some potentially higher risk categories. This is not an exhaustive list.

Type of unit	Trainer/assessor might require one or more of the following:	Students might require one or more of the following:
Welding Chemicals Animals Vehicles First aid Chainsaws Coaching Construction Training minors Child care Aged care Quad bikes Retail/Sales Providing advice Edged equipment or tools	• Statement of attainment • Trade certificate • VET AQF certification • Licences • Verifiable evidence of currency • First aid currency • Industry recognised certificate • White card A high risk work licence	• Blue card • White card • Yellow card • First Aid Statement of attainment • Relevant level maturity • Industry-specific training • Work under a licenced supervisor

Specific industry experience Hospitality Civil construction Sport and recreation Agriculture	• Verifiable details in staff profile to support length of time in industry relevant to the skills and knowledge requirements. • Risk assessment evidence from the RTO	• Ability to demonstrate skills in a specific environment/ context.

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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 code and title 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 may 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

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Project A1 | **Working in The Music Industry**

Estimated duration	Ten Weeks (Year A Term 1)	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**		☑ Yes ☐ No
Assessment activity		**Unit/s for which partial or complete evidence will be gathered**		**Evidence-gathering tools used**		**Tool code**
Working in the Music Industry This term focuses on how the Music industry works and all the various sectors that go into making up the Music industry. It also looks at planning a career within the Music Industry		CUAIND313 Work Effectively in the Music Industry CUAIND314 Plan a career in the creative arts industry *WT1: Written Task (Planning a Career in the Creative Arts Industry)* There are 3 activities to this task for students to complete *WT2: Written Task (Working Effectively in the Music Industry)* There are 3 activities to this task for students to complete		Question checklist	☑	*WT1 (Activities 1-2)*
				Questions checklist	☑	*WT2 (Activities 1-3)*
				Review folio of work against specifications	☑	WT1 (Activity 3)
				Review folio of work against specifications	☑	WT2 (Activity 1-3)
				Observation Checklist	☑	*WT1 (Activity 1-Question 6)*
				Safety induction checklist	☐	

Project B2 | **Putting on a Live Show**

Estimated duration	20 Weeks (Year A Terms 2/3)	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**		☑ Yes ☐ No
Assessment activity		**Unit/s for which partial or complete evidence will be gathered**		**Evidence-gathering tools used**		**Tool code**
Putting on a Live Show This term focuses on what a musician has to prepare to put on a successful live show		CUAMPF212 Incorporate Music Technology into Performance CUAMPF311 Develop Technical Skills in musical Performances CUAMPF313 Contribute to Backup Accompaniment as part of a group		Observation checklist	☐	
				Observation checklist	☑	OB2
				Review of product/service against specifications	☐	

3.4   Program details

	CUAMPF312 Prepare for Musical Performances	Review of product/service against specifications	☑	*PT2*
	• **CUAMPF212 Incorporate Music Technology into Performance**	Third party report	☐	

	1. PBOB1 Performance A – Performance Feedback
	2. PBPT1T1 Performance A – Introduction to Technology
	3. PBPT1T2 Performance A – Song Performance
	4. PBPT1T3 Performance A – Performance Feedback
	• **CUAMPF311 Develop Technical Skills for Musical Performances**
	5. PBPT2T1 Performance B – Using Your Musical Instrument
	   a. Observation Checklist
	   b. Question Checklist
	   c. Product Review
	
	• **CUAMPF313 Contribute to Backup Accompaniment as part of a Group**
	6. PBPT2T2 Performance B – Performing with other Musicians
	7. PBPT2T3 Performance B – Performance Evaluation
	• **CUAMPF312 Prepare for Musical Performances**
	8. PBOB2 Performance B – Performance Feedback
	NB. All performances need to be videoed for evidence
		Observation Checklist
		Question Checklist
		Review of product/service against specifications
			☑	*OB1*
				QC1
				PT1

			☐	

3.4 Program details

Project C3 — Recording a Live Show

Estimated duration	8 Weeks (Year A Term 4)	Outcome type	☐ Interim ☑ Final	Assessment tools mapped on separate document	☑ Yes ☐ No

Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
Recording a Live Show

This term focuses on the process required to successfully record a live performance | CUAMPF314 Make Music Demos

PT3: Practical Task (Live Recording)
There are 3 parts to this task for students to complete
QC1: Questions checklist | Observation checklist | ☐ | |
		Questions checklist	☑	*QC1*
		Review of product/service against specifications (Live Recording)	☑	*PT3*
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

Project D4 — The Art of Song Writing and Music Making

Estimated duration	20 Weeks (Year B Term 2)	Outcome type	☐ Interim ☑ Final	Assessment tools mapped on separate document	☑ Yes ☐ No

Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
The Art of Song Writing and Music Making

This term continues to focus on the skills required to write music in various ways (notation and sequencing) and developing these songs into full | CUACMP311 Implement Copyright Arrangements
CUAMCP311 Create Simple Musical Compositions
CUAMCP313 Develop simple musical pieces using music technology
CUAMPF213 Perform Simple Repertoire in Ensembles | Observation checklist | ☑ | *OB3* |
| | | Questions checklist | ☑ | *QC2* |
| | | Review of product/service against specifications | ☑ | *PT4* |

3.4   Program details

arrangements. It also looks at the copyright laws and issues surrounding music and lyrics.	**PT4: Practical Task (Writing a Song)** There are 3 parts to this task for students to complete **OB3: Observation Checklist (Writing a Song)** **PT5: Practical Task (Arranging your song using Technology)** There are 3 parts to this task for students to complete **QC2: Questions Checklist (Arranging your song using Technology)** **WT4: Written Task (Copyright)**	Review of product/service against specifications	☑	*PT5*
		Question Checklist	☑	*WT4*
		Safety induction checklist	☐	

Project E5	**In the Recording Studio**					
Estimated duration	10 Weeks (Year B Term 3)	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ No	

Assessment activity	**Unit/s for which partial or complete evidence will be gathered**	**Evidence-gathering tools used**		**Tool code**
In the recording Studio This term focuses on the processes involved in recording a song in a recording studio	CUAMPF314 Make a Music Demo **PT6: Practical Task (Recording your Song)** There are 3 parts to this task for students to complete **OB4: Observation Checklist** •	Observation checklist	☑	*OB4*
		Questions checklist	☐	
		Review of product/service against specifications	☑	*PT6*
		Review folio of work against specifications	☐	
		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

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)	☑	Written agreements are in place.	☐
VET program/course requirement	☐	Realistic workplace experience	☐
RTO requirement	☐	Third party report included in Section 3.4	☐
Student wants work experience	☐	Student information in Section 1 of TAS is accurate.	☐
Optional	☐	Completed risk assessment	☐
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	
e.g. Robert Tsu Smallgoods, Brisbane	*e.g. Fast Eats Cafe, Paddington*