

## Training and Assessment Strategy

Approved by: RTO Manager

Date of Approval: 20 / 08 / 14

Delivery Site: Bulli High School		Name/s of VET Trainers: Philip Trenaman	Course Duration: 2 years Date of commencement: 28/01/15 Date of conclusion: 20/09/16	
Qualification Code and Title: Statement of Attainment towards <a href="#">CUA30413 Certificate III in Live Production and Services</a>		Indicate if TAS is for: 26401 - Entertainment Industry - 2u x 2yr OR		
This course is from Training Package  CUA Live Performance and Entertainment Training Package		Qualification Packaging Rules: <a href="http://training.gov.au/Training/Details/CUA30413">http://training.gov.au/Training/Details/CUA30413</a> Total number of units = 15 6 core units <i>plus</i> 9 elective units comprising of: <ul style="list-style-type: none"> <li>a minimum of 5 units must be from Group A</li> <li>of the remaining units: <ul style="list-style-type: none"> <li>up to 4 units may be from Group A and/or Group B</li> <li>up to 3 units may be from Group C</li> <li>up to 3 units may be from an accredited course or any currently endorsed Training Package qualification at Certificate III or IV level</li> <li>up to 1 unit may be from an accredited course or any currently endorsed Training Package qualification at Certificate II level.</li> </ul> </li> </ul>		
Core	Code	Unit of Competency	Elective Group	Indicative Hours
	BSBWOR301B	<a href="#">Organise personal work priorities and development</a>	Core	20
	CPCCOHS1001A	<a href="#">Work safely in the construction industry</a>	Core	10
	CUSOHS301A	<a href="#">Follow occupational health and safety procedures</a>	Core	15
	CUAIND301	<a href="#">Work effectively in the creative arts industry</a>	Core	20
	CUVPRP304A	<a href="#">Participate in collaborative creative projects</a>	Core	20
	SITXCCS303	<a href="#">Provide service to customers</a>	Core	20

<b>Electives</b>	CUALGT301	<a href="#">Operate basic lighting</a>	Group A	25
	CUASTA301	<a href="#">Assist with production operations for live performances</a>	Group A	25
	CUASOU301	<a href="#">Undertake live audio operations</a>	Group A	25
	CUAVSS302	<a href="#">Operate vision systems</a>	Group A	25
	CUASMT301	<a href="#">Work effectively backstage during performances</a>	Group A	25
	CUASTA202	<a href="#">Assist with bump in bump out of shows</a>	Group C	20
			<b>TOTAL HOURS</b>	250

<b>Target Audience</b>	
<ul style="list-style-type: none"> <li>• Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning for this qualification. Mandatory participation in Maths and English from years 7 to 10 allows them to learn, develop and apply literacy and numeracy skills in a broad range of contexts. They also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information, across all curriculum areas. In the school environment there is a very strong emphasis on the health and safety of self and others within and outside the classroom.</li> <li>• They include students in the 15 – 19 year age group</li> <li>• Participation is inclusive and may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Students completing year 10 or 11 &amp; 12 HSC units</li> <li><input type="checkbox"/> School Based Trainees</li> <li><input type="checkbox"/> Students who require literacy and numeracy support</li> <li><input type="checkbox"/> Isolated and rural students and</li> <li><input type="checkbox"/> Students from NESB</li> </ul> </li> <li>• The students may have varied life experiences in related workplaces and in related areas of school and other studies. They will therefore bring a variety of background knowledge and skills to the course.</li> <li>• They may have chosen the course to gain: <ul style="list-style-type: none"> <li>- qualifications leading to further study or employment in this industry</li> <li>- skills that will enhance general employment opportunities</li> <li>- skills as part of a life skills program (for students with special learning needs)</li> </ul> </li> </ul>	<p>Are there School-based Trainees in the class? (<input checked="" type="checkbox"/>)</p> <p style="text-align: center;"><input checked="" type="checkbox"/> NO    <input type="checkbox"/> YES</p> <p>A copy of the training plan is held on site.</p>
<p><b>Learning Support</b></p> <p>Students with education support needs may require adjustments to learning and assessment strategies as well as additional time to develop the required level of competence. Reasonable (<i>also referred to as allowable</i>) adjustments are changes that are made to training and assessment conditions so that reasonable steps are taken to ensure that disability, illness or learning need does not affect performance. To achieve an AQF qualification, students must be able to safely demonstrate knowledge and skills at the level required for each unit of competency as defined in the relevant training package. For examples and further information refer to the RTO Student Guide, Page 9 Learning Support.</p> <p>Specific provisions for these students include: <i>Extra time to complete tasks.</i></p>	<p>Are there students that require learning support in the class? (<input checked="" type="checkbox"/>)</p> <p style="text-align: center;"><input type="checkbox"/> NO    <input checked="" type="checkbox"/> YES</p> <p>Are there students that require adjustments because of illness or disability? (<input checked="" type="checkbox"/>)</p> <p style="text-align: center;"><input checked="" type="checkbox"/> NO    <input type="checkbox"/> YES</p>

### Consultation contributing to the development of this Training and Assessment Strategy

This Training and Assessment Strategy (TAS) has been developed through effective consultation with skills council benchmarks, trainers, employers and enterprises across the RTO. Information is gathered from a variety of sources:

- In the development of the syllabus from the training package the NSW Board of Studies have considerable consultation with industry bodies, trainers and RTOs.
- Trainers consult locally with work placement employers, other industry links, trainer networks, local industry reference groups, workplace visits and industry orientation days.
- Employer feedback is gathered from employers and/or workplace supervisors of school based trainees
- Employer feedback to students during work placement via work placement reports and 3<sup>rd</sup> party evidence used for assessment
- Trainer consultation/discussion before, during and/or at the completion of work placement provides additional advice on the quality of delivery and assessment strategies
- Feedback obtained from student surveys
- Feedback obtained from employer surveys

This feedback is considered in the review of the TAS and assessment packages.

Records of consultation and review are maintained.

Trainers/Assessors are required to complete and document industry engagement activities in order to keep abreast of industry developments.

Date and Industry activity	Impact on the strategy	Outcome
<i>IPS Jon Voigt Continually throughout year. Sometimes more than I speak to my wife.</i>	<i>Maintained industry knowledge to remain current in the field.</i>	<i>School has modern industry standard equipment to provide students in hall and surrounds.</i>
Working with workplace organisers and managers for southern stars. Greg Lloyd. Supervise and visit students at work placement.	Able to provide adequately trained students for work-placement	All good reports from staff about students
Worked on the Re-write of the assessment tasks for the new course "Live Production and Services" with James Harrison	Enabled all region to be in-line	Assessments available for all in region in same format which have been validated.
Random audit by Mr Phil May from work cover now "Safe Work".	Ensured delivery of White Card in correct	Students obtained valid training.
VET Grants for schools application through James Harrison, ideas, quotes, application and purchase of new industry standard equipment for entertainment.	Equipment available to deliver course	Students benefit
Attend musical events throughout the year including stage shows, musicals, opera house SSO, Southern Stars etc	Able to use these ideas in own productions with regard to lighting, sound, staging and vision.	Students taught in a creative manner.
Stage own shown throughout the year including musicals, ceremonies, awards nights, information nights, open nights etc.	Students get first hand view on industry standards and application.	Improved students outcomes in competency based courses.



### Training and Assessment Staff

The RTO complies with the latest National Skills Standards Council (NSSC) determination regarding the training and assessment competencies to be held by VET trainers. The Department of Education and Communities has verified the relevant qualifications of each of the VET trainers in its employ who deliver and assess AQF qualifications. All newly trained VET trainers placed with the RTO attend an orientation program. The RTO facilitates a range of opportunities for trainers to support the maintenance of relevant experience and currency. The Quality Management System (QMS) contains data for each trainer that includes, records of qualifications, experience and currency records for both course content and training and assessment competence relevant to the units within the qualifications being delivered.

This course may be delivered and assessed by an individual trainer or in a team approach based on the units of competency being delivered and assessed.

### Training and Assessment Arrangements

This course is delivered over 2 years and comprises 240 hours of face to face training over that period. Course delivery also includes excursions and industry speakers

The volume of learning incorporates a minimum of 70 hours of work placement in the industry that provides experiences related to units of competency included in the course structure. Students apply their learning in a real workplace and industry context. Many students also volunteer or work part-time in the organisation of community theatre, events and festivals providing opportunities to develop skills applicable to all workplace contexts. Students are required to do additional research of the industry and to keep abreast with new technologies.

This qualification can be completed through a pathway as described in this strategy or options are available for Recognition of Prior Learning (RPL).

The course comprises face-to-face delivery and assessment and integrates additional on-line activities, self-paced learning, research activities and individual study.

Delivery and assessment arrangements in the classroom and workplace are set out in the Assessment Plan and Scope and Sequence sections of this document.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement or paid work in industry. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

It may be appropriate to include other delivery options from time to time such as distance education, video conferencing, online options, field visits and partnerships with other RTOs. Partnership arrangements are determined on an individual basis and the formal agreement for the delivery of training and assessment is then retained by the RTO.

### Training and Assessment Strategy Review

When there is a change to the Training Package that impacts on this Training and Assessment Strategy (TAS), the RTO Manager will notify relevant staff and a review of the TAS will be initiated. The Training and Assessment Strategy will also be systematically reviewed and approved to ensure that any organisational resources and industry and student needs that may change are considered. This systematic review will be performed on an annual basis and any recommended changes will involve discussion with trainers, assessors, and the RTO Management Team. A record of the relevant data, feedback or changes that contribute to the review and its approval will be maintained.

**NB:** The RTO complies with Australian Quality Standards Authority (ASQA) General Direction: Transition and Teach Out. When there are major changes to the Training Package the RTO Management Team and VET trainers will review the changes made (in consultation with NSW Board of Studies and Department of Education and Communities) and create a plan to transition to the new training package requirements and cater for teach-out arrangements for students where required.

### Pathways

Information is provided via the RTO Course Descriptors prior to the commencement of training.

All students who complete these qualifications are provided with advice on employment and training options through the course trainer or career specialists.

Mandatory work placement provides real work experiences for the student to determine possible future pathways. Students may pursue higher qualifications through other training providers or obtain apprenticeships or traineeships through employment.

The CUE03 v 3.2 Entertainment Industry qualifications are flexible to meet a range of jobs and to support a wide range of career pathways. They allow for various entry options, including direct entry at all qualification levels, and credit transfer between qualifications.

If a qualification is only partly achieved, a Statement of Attainment is issued for successful achievement of single or multiple units of competency. At a later date, a person can undertake

further skill development or training and be assessed against additional competencies until they have achieved all of the competencies required for the full qualification. Certificates and transcripts are issued on behalf of the RTO by the NSW Board of Studies. Students can exit at any point and receive a Statement of Attainment for the competencies achieved. Qualification pathway information can be found on the Australian Apprenticeships Training Information Service site <http://www.aapathways.com.au/Search/Industry>)

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Case studies and scenarios
	<p><b>Note:</b>  <b>Assessment Strategies will be reviewed as assessment packages are produced and validated. Ticks are only an indication of strategies that may be used and are taken from the details outlined in the Unit of Competency.</b></p>								
<b>Cluster 1 Part A - Working in the entertainment Industry</b>									
CPCCOHS1001A	<a href="#">Work safely in the construction industry</a>	✓		✓	✓				
<b>Cluster 1 Part B - Working in the entertainment Industry</b>									
CUAIND301	<a href="#">Work effectively in the creative arts industry</a>	✓			✓	✓			
<b>Cluster 2 – Lighting</b>									
CUALGT301	<a href="#">Operate basic lighting</a>	✓		✓	✓				
<b>Cluster 3 – Live performance</b>									
CUASTA301	<a href="#">Assist with production operations for live performances</a>	✓		✓	✓				
CUASMT301	<a href="#">Work effectively backstage during performances</a>								

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Case studies and scenarios
<b>Cluster 4 – Audio</b>									
CUASOU301	<a href="#">Undertake live audio operations</a>	✓		✓	✓	✓			
<b>Cluster 5 – Staging</b>									
CUSOHS301A	<a href="#">Follow occupational health and safety procedures</a>	✓		✓	✓	✓			
CUASTA202	<a href="#">Assist with bump in bump out of shows</a>								
<b>Cluster 6 – Vision Systems the live feed</b>									
CUAVSS302	<a href="#">Operate vision systems</a>	✓		✓	✓	✓		✓	✓
BSBWOR301B	<a href="#">Organise personal work priorities and development</a>								
<b>Cluster 7 – Collaboration with customers</b>									
CUVPRP304A	<a href="#">Participate in collaborative creative projects</a>	✓			✓	✓	✓		
SITXCCS303	<a href="#">Provide service to customers</a>								

## Infrastructure, Resources and Equipment

Trainers and/or students have access to a range of approved resources:

- The <http://training.gov.au> site provides qualification packaging rules and individual unit of competency detail for CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)
- NSW Board of Studies syllabus documents and support package [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html) to which provides information on resources and [support for students with special learning needs](#)
- The RTO provides training and assessment materials and tools, version controlled documentation; and links to relevant websites on the [RTO MOODLE](#).
- Resources and equipment used for delivery and assessment are outlined in the Industry Curriculum Implementation Guide (ICIG) checklist – [link to ICIGs on QMS](#).
- Workcover Authority NSW <http://www.workcover.nsw.gov.au/newlegislation2012/Pages/default.aspx>
- [Australian Government Industry reports](#)

## Assessment Validation Process

A systematic approach towards validation of assessment occurs according to the established Assessment Validation Procedure that references the Validation Schedule and validation meeting recording tools. [The RTO has developed a support document and checklist to document the process.](#) (listed under Operational Procedures)

Stakeholders in the assessment validation process include RTO management staff, supervisors, trainers and where possible, industry representatives.

These stakeholders initially discuss and reach agreement about the validity, reliability, fairness and flexibility of the assessment process and assessment tools/instruments; and subsequently meet, post-assessment, to validate the assessment evidence and the judgements made on the evidence to ensure it is valid, authentic, current and sufficient.

Agreed outcomes from these validation meetings are used to continuously improve all aspects of assessment. Records of validation activities are maintained on the RTO MOODLE under each assessment package.

Validation strategies include:

- Network validation meetings where common tasks, tools and benchmarks are developed
- Validation workshops with a range of stakeholders
- Feedback from trainers provided on the RTO MOODLE under each assessment package
- Partnerships with other trainers, mentors and/or industry experts for delivery
- Moderating assessment by analysing and comparing work samples to support consistent trainer judgement
- Trainers returning to industry to observe and update knowledge of industry standards
- Competitions such as WorldSkills
- Supervising and assessing students in the workplace where applicable, and acting on employer feedback



## SCOPE AND SEQUENCE – [CUA30413 Certificate III in Live Production and Services](#)

	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R  11	CPCCOHS1001A - <a href="#">Work safely in the construction industry</a>  CUAIND301 - <a href="#">Work effectively in the creative arts industry</a>  30 hours	CUALGT301 - <a href="#">Operate basic lighting</a>  25 Hours  Commence Cluster 3	CUASTA301 - <a href="#">Assist with production operations for live performances</a>  CUASMT301 - <a href="#">Work effectively backstage during performances</a>  50 Hours	CUASOU301 - <a href="#">Undertake live audio operations</a>  25 Hours
	TERM 5	TERM 6	TERM 7	
Y E A R  12	CUSOHS301A - <a href="#">Follow occupational health and safety procedures</a>  CUASTA202 - <a href="#">Assist with bump in bump out of shows</a>  35 Hours	CUAVSS302 - <a href="#">Operate vision systems</a>  BSBWOR301B - <a href="#">Organise personal work priorities and development</a>  45 Hours	CUVPRP304A - <a href="#">Participate in collaborative creative projects</a>  SITXCCS303 - <a href="#">Provide service to customers</a>  40 Hours	