



Australian Government

CUA11 Live Performance Training Package

Release: 1.0

CONTENTS

CUA11 Live Performance Training Package	3
CUA11 Live Performance Training Package	3
Training Package Details.....	4
Preliminary Information	5
History.....	6
Summary of AQF qualifications in this Training Package	7
Units of Competency in this Training Package and their prerequisites	7
Overview	20
Qualifications Framework.....	26
CUA11 at a glance.....	35
Employability Skills	38
Assessment Guidelines.....	43
Designing Assessment tools	61
Competency Standards.....	69
Appendices.....	74

CUA11 Live Performance Training Package

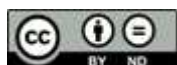
Modification History

Version	Release Date	Comments
1		Primary release

CUA11 Live Performance Training Package

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Training Package Volume Number	Training Package Volume Description
	This document is Volume 1 of CUA11 Live Performance Training Package endorsed components. As such, it provides the introduction to the Training Package, including the Assessment Guidelines and the Qualification Framework. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1.0 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at www.ibsa.org.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1		Primary release

History

Consultation with industry through IBSA's Cultural Industry Sector Advisory Committee identified the need to develop national qualifications for dancers, dance teachers and managers of private dance studios.

Key indicators of this need included:

- The proliferation of dance competition television shows and high profile dance events has led to an increase in demand for training in all styles of dance.
- The number of dance courses accredited in states and territories in the past decade has grown rapidly, numbering almost 90 in 2010. Qualifications range from Certificate I through to Advanced Diploma. Issues of concern to both industry and state accrediting authorities include:
 - lack of consistency in terms of course documentation between states/territories
 - no provision for mutual recognition between registered training organisations (RTOs)
 - no clear pathways from vocational education and training (VET) qualifications into higher education dance and performing arts programs
 - increased provision of VET in Schools dance programs and a strong possibility that dance will be included in the Australian Curriculum for the Arts, leading to an increase in demand for AQF 1 to 3 level qualifications in dance.
- An increase in demand for dance and movement skills in the community recreation, cultural heritage, fitness and health industries has led to a wider range of employment opportunities for dancers. National qualifications need to reflect these employment opportunities.
- Private dance studio teachers are usually responsible for managing, or providing administrative services in the private dance studio in which they teach. Because of this dual role, the TAE40110 Certificate IV in Training and Assessment does not address all of the skills and knowledge required by this sector of the dance industry workforce. With the increased demand for dance training, there is strong industry and community demand for national qualifications to help lift standards across the profession and set clear national benchmarks, which promote consistency while maintaining flexibility.

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Summary of AQF qualifications in this Training Package

Summary of AQF qualifications in CUA11 Live Performance Training Package

Code	Title
CUA10111	Certificate I in Dance
CUA20111	Certificate II in Dance
CUA30111	Certificate III in Dance
CUA30211	Certificate III in Community Dance, Theatre and Events
CUA30311	Certificate III in Assistant Dance Teaching
CUA40111	Certificate IV in Dance
CUA40211	Certificate IV in Dance Teaching and Management
CUA40311	Certificate IV in Community Culture
CUA50111	Diploma of Dance (Elite Performance)
CUA50211	Diploma of Musical Theatre
CUA50311	Diploma of Dance Teaching and Management
CUA60111	Advanced Diploma of Dance (Elite Performance)

Units of Competency in this Training Package and their prerequisites

Summary of Units of Competency in CUA11 Live Performance Training Package and their Pre-Requisite Requirements

Code	Unit title
Choreography	
CUACHR301A	Develop basic dance composition skills
CUACHR401A	Create and perform dance pieces
CUACHR402A	Create short dance pieces

Code	Unit title
CUACHR403A	Develop skills in the craft of choreography
CUACHR501A	Create and perform complex dance pieces
CUACHR601A	Create choreography for stage and screen
CUACHR602A	Develop skills in dance notation
Dance	
CUADAN101A	Develop foundation dance techniques
CUADAN102A	Develop foundation ballet dance technique
CUADAN103A	Develop foundation jazz dance technique
CUADAN104A	Develop foundation tap dance technique
CUADAN105A	Develop foundation street dance technique
CUADAN106A	Develop foundation cultural dance technique
CUADAN201A	Develop basic dance techniques
CUADAN202A	Incorporate artistic expression into basic dance performances
CUADAN203A	Perform basic jazz dance technique
CUADAN204A	Perform basic Aboriginal and Torres Strait Islander dance technique
CUADAN205A	Perform basic contemporary dance technique
CUADAN206A	Perform basic ballet technique
CUADAN207A	Perform basic tap technique
CUADAN208A	Perform basic street dance technique
CUADAN209A	Perform basic cultural dance technique
CUADAN301A	Explore rhythm in the context of dance or movement technique
CUADAN302A	Increase depth of Aboriginal and Torres Strait Islander dance technique
CUADAN303A	Develop dance partnering techniques
CUADAN304A	Develop dance improvisational skills

Code	Unit title
CUADAN305A	Increase depth of jazz dance technique
CUADAN306A	Increase depth of ballet dance technique
CUADAN307A	Increase depth of cultural dance technique
CUADAN308A	Increase depth of contemporary dance technique
CUADAN309A	Increase depth of street dance technique
CUADAN310A	Increase depth of social dance technique
CUADAN311A	Increase depth of tap dance technique
CUADAN401A	Develop on-camera dance performance skills
CUADAN402A	Improvise an advanced dance sequence
CUADAN403A	Develop expertise in jazz dance technique
CUADAN404A	Develop expertise in bodyweather and butoh dance technique
CUADAN405A	Develop expertise in street dance technique
CUADAN406A	Develop expertise in social dance technique
CUADAN407A	Develop expertise in dance performance skills
CUADAN408A	Develop expertise in ballet technique
CUADAN409A	Develop expertise in contemporary dance technique
CUADAN410A	Develop expertise in tap dance technique
CUADAN411A	Develop expertise in cultural dance technique
CUADAN501A	Refine ballet technique
CUADAN502A	Refine ballet performance skills
CUADAN503A	Perform repertoire for corps de ballet
CUADAN504A	Perform solo variations
CUADAN505A	Refine contemporary dance technique
CUADAN506A	Refine cultural dance technique
CUADAN507A	Refine dance partnering techniques

Code	Unit title
CUADAN508A	Develop expertise in allied contemporary dance techniques
CUADAN509A	Refine pointe work techniques
CUADAN601A	Perform dance repertoire at a professional level
CUADAN602A	Perform advanced classical ballet technique
CUADAN603A	Extend ballet technique to a professional level
CUADAN604A	Extend ballet performance skills to a professional level
CUADAN605A	Perform pas de deux at a professional level
CUADAN606A	Extend pointe work techniques to a professional level
CUADAN607A	Extend contemporary dance technique to a professional level
CUADAN608A	Extend contemporary dance performance skills to a professional level
CUADAN609A	Extend cultural dance performance skills to a professional level
CUADAN610A	Extend allied contemporary dance techniques at a professional level
CUADAN611A	Perform virtuoso contemporary dance technique
Dance literacy	
CUADLT301A	Develop basic dance analysis skills
CUADLT401A	Document dance
CUADLT402A	Explore the relationship between music and dance
CUAWRT501A	Write about dance
Dance teaching and management	
CUADTM301A	Assist with teaching dance
CUADTM401A	Plan and organise dance classes
CUADTM402A	Teach basic classical ballet dance technique
CUADTM403A	Apply safe dance teaching methods
CUADTM404A	Teach basic jazz dance technique
CUADTM405A	Teach basic contemporary dance technique

Code	Unit title
CUADTM406A	Teach basic tap dance technique
CUADTM407A	Teach basic cultural dance technique
CUADTM408A	Teach Cecchetti Ballet method at introductory level
CUADTM409A	Teach Cecchetti Ballet method at junior level
CUADTM410A	Teach Cecchetti Ballet method at intermediate level
CUADTM411A	Teach basic dance technique
CUADTM501A	Maintain professional practice as a dance school or studio manager
CUADTM502A	Teach medium level classical ballet dance technique
CUADTM503A	Teach medium level jazz dance technique
CUADTM504A	Teach medium level contemporary dance technique
CUADTM505A	Teach medium level tap dance technique
CUADTM506A	Teach medium level cultural dance technique
CUADTM507A	Teach classical ballet pointe technique
CUADTM508A	Refine dance teaching methodologies
CUADTM509A	Refine professional practice as a dance teacher
CUADTM510A	Develop teaching programs for the Advanced 1 level of the Cecchetti Ballet method
CUADTM511A	Teach medium level dance technique
CUADTM601A	Teach high level classical ballet dance technique
CUADTM602A	Teach high level jazz dance technique
CUADTM603A	Teach high level contemporary dance technique
CUADTM604A	Teach high level tap dance technique
CUADTM605A	Teach high level cultural dance technique
CUADTM606A	Teach high level dance technique

Industry context

Code	Unit title
CUAIND301A	Work effectively in the creative arts industry
CUAIND302A	Develop and maintain relationships with Indigenous Australian performance mentors
CUAIND401A	Extend expertise in specialist field
CUAIND601A	Work professionally in the creative arts industry

Occupational health and safety/safe dance

CUAOHS101A	Follow basic safe dance practices
CUAOHS201A	Develop a basic level of physical condition for dance performance
CUAOHS301A	Condition the body for dance performances
CUAOHS401A	Apply movement and behavioural principles to physical conditioning
CUAOHS402A	Participate in gym and weight training for performances
CUAOHS403A	Incorporate anatomy and nutrition principles into skill development
CUAOHS501A	Maintain a high level of fitness for performance
CUAOHS601A	Apply advanced gym and weight training to ballet
CUAOHS602A	Develop techniques for maintaining resilience in a competitive environment

Other performance modalities

CUAMPF301A	Employ music and singing in performance
CUAMPF302A	Develop vocal techniques for use in performance
CUAMUP301A	Prepare personal appearance for performances
CUAPRF201A	Prepare self for performances
CUAPRF301A	Create and tell stories
CUAPRF302A	Develop basic acting skills
CUAPRF303A	Perform basic on-ground acrobatic skills
CUAPRF304A	Develop audition techniques

Code	Unit title
CUAPRF305A	Perform in ways that respect customary law, ethics and traditions
CUAPRF306A	Develop musical theatre techniques
CUAPRF307A	Develop performance techniques
CUAPRF401A	Employ a range of acting skills in performance
CUAPRF402A	Develop conceptual and expressive skills as a performer
CUAPRF403A	Employ a range of performance techniques
CUAPRF404A	Refine movement skills for performance
CUAPRF405A	Rehearse technique for performance
CUAPRF406A	Use technique in performance
CUAPRF407A	Develop expertise in musical theatre techniques
CUAPRF501A	Refine performance skills
CUAPRF502A	Apply theatrical make-up
CUAPRF503A	Prepare for and perform in a competitive environment
CUAPRF504A	Refine musical theatre techniques
CUAPRF601A	Extend musical theatre performance skills to a professional level

Production management

CUAPPM301A	Assist with designing performance spaces
CUAPPM401A	Contribute to the organisation of productions
CUAPPM501A	Manage live productions
CUASTA301A	Assist with production operations for live performances

Research

CUARES401A	Research dance concepts
CUARES501A	Refine conceptual understanding of dance
CUARES601A	Research and apply concepts of live performance practice

Imported Units of Competency in CUA11 Live Performance Training Package

Code	Unit title	Origin
AHCCCF405A	Develop community networks	AHC10
AHCILM303A	Work in an indigenous community or organisation	AHC10
BSBADM405B	Organise meetings	BSB07
BSBATSIC412A	Maintain and protect cultural values in the organisation	BSB07
BSBATSIC411C	Communicate with the community	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBCRT101A	Apply critical thinking techniques	BSB07
BSBCRT301A	Develop and extend critical and creative thinking skills	BSB07
BSBCRT401A	Articulate, present and debate ideas	BSB07
BSBCRT402A	Collaborate in a creative process	BSB07
BSBCRT501A	Originate and develop concepts	BSB07
BSBDIV301A	Work effectively with diversity	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBIND301A	Work effectively in an educational environment	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBITU202A	Create and use spreadsheets	BSB07
BSBITU402A	Develop and use complex spreadsheets	BSB07
BSBLED101A	Plan skills development	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBMKG415A	Research international markets	BSB07

Code	Unit title	Origin
BSBOHS201A	Participate in OHS processes	BSB07
BSBOHS407A	Monitor a safe workplace	BSB07
BSBOHS509A	Ensure a safe workplace	BSB07
BSBPMG510A	Manage projects	BSB07
BSBPUB503A	Manage fundraising and sponsorship activities	BSB07
BSBPUR402B	Negotiate contracts	BSB07
BSBSMB301A	Investigate micro business opportunities	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR201A	Manage personal stress in the workplace	BSB07
BSBWOR203A	Work effectively with others	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR404B	Develop work priorities	BSB07
BSBWRT401A	Write complex documents	BSB07
CHCCD307C	Support community resources	CHC08
CHCCD401D	Support community participation	CHC08
CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander communities	CHC08

Code	Unit title	Origin
CHCCHILD301A	Support behaviour of children and young people	CHC08
CHCCHILD401A	Identify and respond to children and young people at risk	CHC08
CHCDIS301B	Work effectively with people with a disability	CHC08
CUEAUD06B	Apply a general knowledge of vision systems to work activities	CUE03
CUECOR04B	Deal with conflict and resolve complaints	CUE03
CUECOS09B	Develop and apply knowledge of costume	CUE03
CUEEVT03B	Integrate knowledge of creative and technical production into management processes	CUE03
CUEFOH03C	Provide seating and ticketing advice	CUE03
CUEFOH04C	Usher patrons	CUE03
CUEIND01D	Source and apply entertainment industry knowledge	CUE03
CUEMAR02C	Undertake market research	CUE03
CUEMAR03C	Undertake marketing activities	CUE03
CUESCE05B	Apply a general knowledge of scenic art	CUE03
CUESMT10B	Organise and facilitate rehearsals	CUE03
CUESOU07B	Apply a general knowledge of audio to work activities	CUE03
CUESOU08B	Select and manage microphone and other audio input sources	CUE03
CUESOU09B	Manage and compile audio replay material	CUE03
CUESTA05C	Apply a general knowledge of staging to work activities	CUE03
CUETEM01C	Coordinate production operations	CUE03
CUETEM03C	Establish and manage production requirements and resources	CUE03
CUETEM09B	Manage diversity	CUE03

Code	Unit title	Origin
CUETGE15B	Handle physical elements safely during bump in/bump out	CUE03
CUFCMP301A	Implement copyright arrangements	CUF07
CUFCMP501A	Manage and exploit copyright arrangements	CUF07
CUFDIG201A	Maintain interactive content	CUF07
CUFDIG303A	Produce and prepare photo images	CUF07
CUFDRT501A	Direct rehearsals of performers	CUF07
CUFGMT301A	Repair and maintain production equipment	CUF07
CUFIND201A	Develop and apply creative arts industry knowledge	CUF07
CUFIND301B	Work effectively in the screen and media industries	CUF07
CUFIND401A	Provide services on a freelance basis	CUF07
CUFLGT101A	Apply a general knowledge of lighting to work activities	CUF07
CUFLGT301A	Prepare, install and test lighting equipment	CUF07
CUFLGT302A	Record and operate standard lighting cues	CUF07
CUFWRT301A	Write content for a range of media	CUF07
CUFWRT402A	Write extended stories	CUF07
CUFWRT501A	Develop storylines and treatments	CUF07
CUSADM301A	Administer operations for rehearsals and performances	CUS09
CUSFIM501A	Secure funding for projects	CUS09
CUSIND302A	Plan a career in the creative arts industry	CUS09
CUSIND501A	Apply music knowledge and artistic judgement	CUS09
CUSMKG301A	Assist with the promotion of creative acts	CUS09
CUSMKG501A	Manage the promotion of creative acts	CUS09
CUSMLT201A	Develop and apply musical ideas and listening skills	CUS09

Code	Unit title	Origin
CUSMLT302A	Develop and apply aural-perception skills	CUS09
CUSMLT303A	Notate music	CUS09
CUSMLT501A	Refine aural-perception skills	CUS09
CUSMPF301A	Develop technical skills in performance	CUS09
CUSMPF303A	Contribute to backup accompaniment	CUS09
CUSMPF402A	Develop and maintain stagecraft skills	CUS09
CUSMPF404A	Perform music as part of a group	CUS09
CUSMPF405A	Develop instrumental techniques	CUS09
CUSMPF406A	Perform music as a soloist	CUS09
CUSMPF407A	Develop vocal techniques	CUS09
CUSMPF410A	Perform music from written notation	CUS09
CUSMPF502A	Incorporate interactive technology into performance	CUS09
CUSMPF503A	Perform accompaniment	CUS09
CUSMPF505A	Perform improvisation for audiences	CUS09
CUSMPF506A	Develop technical skills and expand repertoire	CUS09
CUSMPF602A	Manage stagecraft aspects of performances	CUS09
CUSMPF605A	Develop advanced vocal techniques	CUS09
CUSOHS301A	Follow occupational health and safety procedures	CUS09
CUSSOU303A	Set up and disassemble audio equipment	CUS09
CUSWRT501A	Write about music	CUS09
CUVATS101A	Develop understanding of own Aboriginal or Torres Strait Islander identity	CUV11
CUVATS301A	Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts	CUV11
CUVIND401A	Communicate effectively with arts professionals	CUV11

Code	Unit title	Origin
CUVPRP402A	Select sites for creative projects and plan work	CUV11
CUVPRP404A	Develop self as artist	CUV11
CUVPRP502A	Prepare for sustainable professional practice	CUV11
CUVPRP505A	Establish and maintain safe professional practice	CUV11
CUVPUA501A	Create works of art for public spaces	CUV11
CUVPUB501A	Develop and manage public relations strategies	CUV11
CUVRES201A	Source information relevant to own arts practice	CUV11
CUVRES301A	Apply knowledge of history and theory to own arts practice	CUV11
CUVRES401A	Research history and theory to inform own arts practice	CUV11
CUVPRP402A	Select sites for creative projects and plan work	CUV11
CUVRES502A	Analyse cultural history and theory	CUV11
HLTFA201A	Provide basic emergency life support	HLT07
HLTFA301B	Apply first aid	HLT07
ICAICT101A	Operate a personal computer	ICA11
MEM18001C	Use hand tools	MEM05
SISCCRO302A	Apply legal and ethical instructional skills	SIS10
SISCDAN301A	Teach recreational dance	SIS10
SISFFIT309A	Plan and deliver group exercise sessions	SIS10
SISFFIT311A	Deliver approved community fitness programs	SIS10
SITTGDE006A	Prepare and present tour commentaries or activities	SIT07
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides	SIT07
SITTGDE008A	Research and share general information on Australian Indigenous cultures	SIT07

Code	Unit title	Origin
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	SIT07
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments	SIT07
SITTPPD004A	Plan and implement minimal impact operations	SIT07
SITXEVT008A	Plan and develop event proposals and bids	SIT07
SITXEVT009A	Develop event concepts	SIT07
SITXFIN002A	Maintain financial records	SIT07
SITXHRM004A	Manage volunteers	SIT07
SITXMPR001A	Coordinate production of brochures and marketing materials	SIT07
SITXMPR005A	Develop and manage marketing strategies	SIT07
TAEASS301A	Contribute to assessment	TAE10
TAEASS401A	Plan assessment activities and processes	TAE10
TAEASS402A	Assess competence	TAE10
TAEASS403A	Participate in assessment validation	TAE10
TAEDEL301A	Provide work skill instruction	TAE10
TAEDES401A	Design and develop learning programs	TAE10

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies

- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

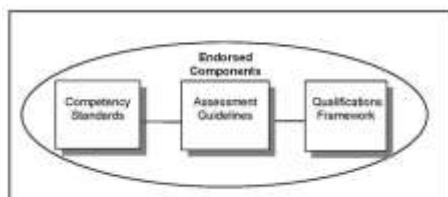
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

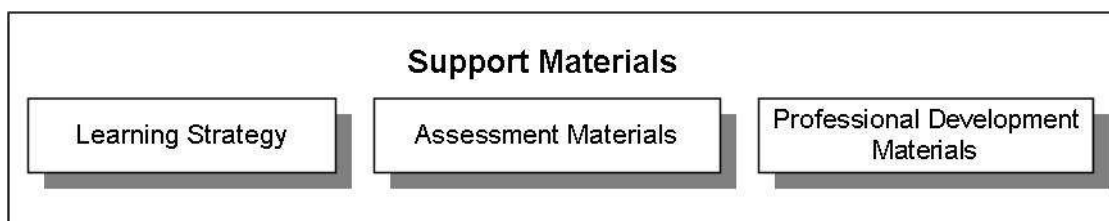
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUA20111. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CUADAN401A;
- the first three characters signify the Training Package – Live Performance CUA11 – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- CUA20111 Certificate II in Dance

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

CUADAN401A Develop on-camera dance performance skills

Historical and General Information

In July 2004, the then Australian National Training Authority (ANTA) established the Innovation and Business Industry Skills Council (which trades as Innovation and Business Skills Australia, or IBSA) to assist industry and governments to identify and coordinate activities directed towards meeting the people and skill needs of six key industry sectors of the Australian economy, including:

- business services
- cultural industries
- education
- financial services
- information and communication technologies
- printing.

The cultural industries comprise the following sectors:

- community cultural development
- live performance
- interactive digital media
- library and information services
- museums, galleries and cultural heritage sites
- screen and media

- visual arts, craft and design.

This is the primary release of the Live Performance Training Package which is one of a suite of Training Packages within the cultural industries. It reflects the Training Package development requirements outlined in the Training Package Development Handbook, which can be accessed online at www.tpdh.deewr.gov.au.

This primary release of CUA11 Live Performance Training Package contains qualifications relevant to the dance industry. Development of these qualifications was undertaken within a context of consultation and feedback from industry and training providers.

A number of principles that reflect IBSA's guiding design principles for qualifications underpin the qualifications. Namely:

- maximising flexibility to ensure the qualifications meet a range of different needs and contexts, including multi-skilling, specialisation and small or large business focus
- providing clear guidance on how to package units to meet specific job outcomes
- maximising opportunity to draw units from other Training Packages under IBSA's coverage to increase flexibility, pathways and recognition, e.g. units from:
 - CUS09 Music Training Package to address musical theatre skill requirements
 - BSB07 Business Services Training Package to address dance school management requirements
- importing units from Training Packages outside IBSA coverage, e.g. units from the SIT07 Tourism, Hospitality and Events Training Package to address event management requirements
- embedding sustainability practice and language, literacy and numeracy support into Training Packages.

The qualifications are not courses and the units of competency are not curriculum documents. Conceptually, units represent logical chunks of work and the combination of units in qualifications reflect a whole job role. Guided by the packaging rules, RTOs select units that cover the skills required in whatever job roles they wish to target in courses. The qualification structure allows them to decide what they will teach, as well as when and how. It describes the outcomes of training but leaves the detailed decision making and implementation to RTOs.

Introduction to the CUA11 Live Performance Training Package

The live performance industry includes many different styles and genres associated with:

- dance
- music
- theatre
- circus arts.

Performances take place in a wide range of contexts, such as theatres, outdoor stadiums, festivals and corporate functions.

Australians are engaging with the arts in ever-increasing numbers, which is leading to an increase in demand for artists and performers.

Research undertaken by the Australia Council for the Arts in 2009 (*More than bums on seats: Australian participation in the arts*, Research summary, Australian Council for the Arts, 2010, p. 4.) showed that:

"In the year leading up to the research nine in ten Australians aged 15 and older had creatively participated in the arts (by making something themselves), or receptively participated (by attending a live event, an exhibition or reading literature)."

"Theatre was attended by one in four (26%) with most going to traditional or contemporary theatre (19%), followed by circus or physical theatre (10%). Dance was attended by 16%, with most going to ballet or classical dance (10%), followed by social dance like ballroom or street (5%) and contemporary (5%)."

Other research undertaken by the Australia Council on artists' careers (Research findings available at http://www.australiacouncil.gov.au/research/artists/reports_and_publications/artistcareers) reveals that:

"Most artists do a range of paid work in both arts and non arts related jobs in order to make a living....less than half of artists' income comes from their creative work, with the rest earned through arts related or non arts work."

Rarely do people become professional artists for the money. They are driven by their passion and commitment to art."

Private dance studio teachers and Pilates instructors were the two most common second income streams for dancers.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

- Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.
- Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment,

services or contingency measures and within known time constraints.

- Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma***Characteristics of Learning Outcomes***

- Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.
- The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.
- Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma***Characteristics of Learning Outcomes***

- Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.
- The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.
- Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or

procedures.

- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure,

management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

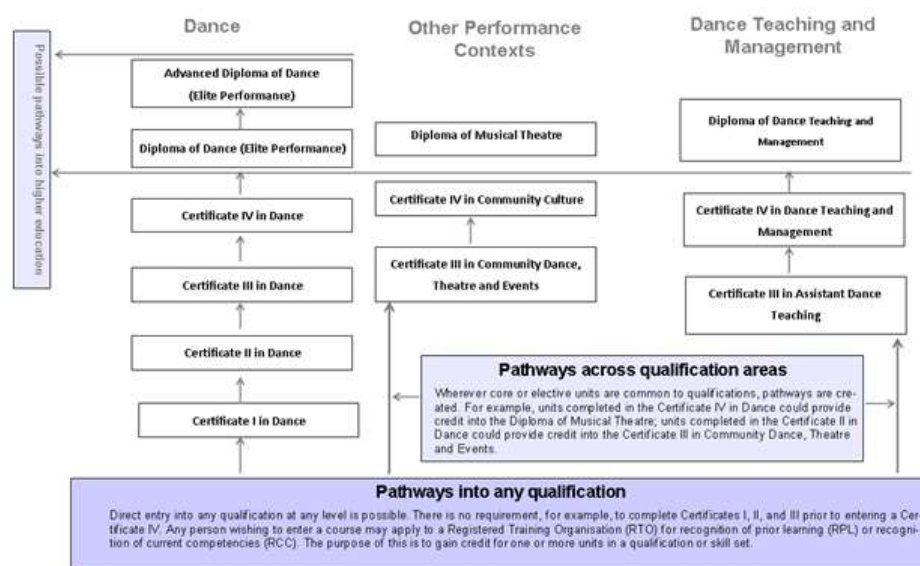
Distinguishing Features of Learning Outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are included with this Training Package. For more information about qualifications and pathways contact Innovation and Skills Australia ([IBSA Website http://www.ibsa.org.au](http://www.ibsa.org.au))

CUA11 Live Performance Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of RTOs to use the rules of the qualifications to provide the best learning programs and services to meet the needs of their students and customers.



Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies the learner has achieved in a way that is consistent and clear for employers and others. This is done by including the words 'the learner has achieved the following competencies that meet [insert skill set title or identified industry area] need' on the Statement of Attainment. This applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 AQF Implementation Handbook for advice on wording on Statements of Attainment.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

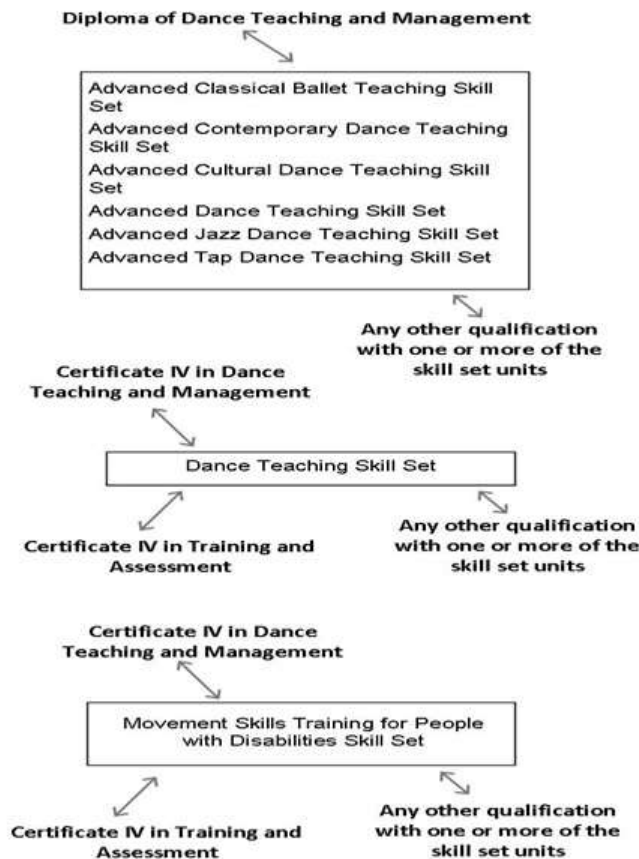
Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important details:

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

The following pathways chart shows the types of pathways into and from the skill sets in this Training Package.



SKILL SETS IN CUA11 LIVE PERFORMANCE TRAINING PACKAGE

Advanced Classical Ballet Teaching Skill Set

Advanced Contemporary Dance Teaching Skill Set

Advanced Cultural Dance Teaching Skill Set

Advanced Dance Teaching Skill Set

Advanced Jazz Dance Teaching Skill Set

Advanced Tap Dance Teaching Skill Set

Dance Teaching Skill Set

Movement Skills Training for People with Disabilities Skill Set

CUA11 at a glance

Qualifications

Work outcome

All VET qualifications must lead to a work outcome. A main vocational outcome of qualifications is ‘dancer’ at varying degrees of expertise and in a range of performance contexts.

The job profile for dancers includes the following core activities:

- developing and refining technique
- participating in daily training sessions
- maintaining peak physical fitness
- adhering to safe dance practice
- participating in rehearsals
- performing before audiences.

In terms of the proportion of time devoted to each activity, by far the largest component is developing and refining technique, which takes place in training sessions, rehearsals and private practice time. Some dancers specialise in a single dance style such as classical ballet, while others perform in a range of styles, such as jazz, contemporary, street and Latin.

Key aspects of the CUA11 qualifications that reflect this job profile include:

- a high proportion of units address aspects of developing technique
- the development of technique in a range of specified dance styles is clearly delineated at each AQF level
- there are sufficient ‘generic’ dance technique units that can be contextualised to any dance style
- qualification packaging rules allow RTOs to structure courses around a single dance style or several dance styles
- safe dance practice is addressed specifically in a suite of units at each AQF level and embedded in every dance technique and performance unit.

Another key vocational outcome is that of private dance teacher. These teachers are usually responsible for managing or providing administrative services in the private dance studio in which they teach. Because of this dual role, the TAE40110 Certificate IV in Training and Assessment falls short of addressing all of the skills and knowledge required by this sector of the dance industry workforce.

The dance teaching and management qualifications in CUA11 Live Performance Training Package address the full range of training needs in this area by including:

- units from TAE10 Training and Education Training Package
- units from BSB07 Business Services Training Package
- specialist units in areas such as safe dance practice, injury prevention strategies, and teaching strategies aimed at facilitating skills development in a range of dance styles.

The Certificate III in Assistant Dance Teaching caters for a common practice in private dance studios – that of senior students assisting with the teaching of beginners.

Dance styles and levels

Dance style specialisations in the Certificates I to IV in Dance increase as the level of the qualifications increases.

Certificate I and II qualifications are pre-vocational, therefore a limited number of specialised units are offered. Common to both levels are:

- ballet
- cultural
- jazz
- street
- tap.

Additional specialisations at Certificate II level are:

- Aboriginal or Torres Strait Islander
- contemporary.

One additional specialisation (social dance) comes in at Certificate III, with a further specialisation (bodyweather and butoh) coming in at Certificate IV.

Consistent terminology has been applied to unit titles to indicate levels:

AQF I: Develop *foundation* (dance style) techniques

AQF II: Perform *basic* (dance style) technique

AQF III: *Increase depth of* (dance style) technique

AQF IV: *Develop expertise in* (dance style) technique.

Dance societies

In Australia a number of dance societies provide dance studios with syllabi linked to a particular dance style and offer graded certification exams. Societies include Australian Dance Vision, Cecchetti Ballet Australia, ComDance and the Royal Academy of Dance. Children from the age of five participate in the dance training and examination systems offered by the various societies.

The important role of training provided through these systems is acknowledged in the following statement that appears in the 'pathways' section of each dance qualification:

"Candidates entering this qualification must demonstrate competence in the units specified in the entry requirements, or could be expected to demonstrate equivalent competence."

Dance societies wanting to map their courses to CUA11 qualifications would compare the content of their syllabi to the requirements of groups of units of competency. For example, the content of a dance society's intermediate jazz syllabus could be expected to be covered in units such as those at AQF III/IV that specialise in jazz, but also in units that can be contextualised to any dance style, e.g. units on improvisation, exploring rhythm in the context of dance, partnering techniques, and performance technique.

Maximising employability

In all cases, when packaging qualifications in CUA11 Live Performance Training Package, RTOs must follow the principle of providing groups and individuals with the broadest possible combination of skills and attributes.

When combining units, therefore, choices must be exercised so that duplication of work outcomes does not occur either within the Live Performance Training Package or among other Training Packages.

Sustainability practice

In 2009 the Ministerial Council on Training, Education and Employment acted on the Commonwealth Government's policy of embedding sustainability practice in all Training Packages. In the context of dancers and other performers, sustainability means:

- sustainability as a performer, such as:

- injury-prevention strategies
- healthy nutritional practice
- maintaining peak physical fitness
- maintenance of a sustainable environment, including:
 - measures to reduce energy consumption and recycle materials
 - reduction in water usage, such as sweeping rather than hosing
 - maintenance of biodiversity and protecting habitat from damage
 - awareness of air quality and noise.

These aspects of sustainability have been addressed through:

- a suite of units at all AQF levels on safe dance practice, injury prevention and healthy nutritional practice
- including sustainable work practices in required knowledge sections of units
- importing the following units from other Training Packages:
 - BSBSUS201A Participate in environmentally sustainable work practices
 - BSBSUS301A Implement and monitor environmentally sustainable work practices
 - BSBSUS501A Develop workplace policy and procedures for sustainability
 - CUVPRP502A Prepare for sustainable professional practice.
-

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills:

- Communication

- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report

Employability Skills for the Future.

Skill	Facets <i>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</i>
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of

	<ul style="list-style-type: none"> a team knowing how to define a role as part of the team applying teamwork to a range of situations e.g. futures planning and crisis problem solving identifying the strengths of team members coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> developing creative, innovative and practical solutions showing independence and initiative in identifying and solving problems solving problems in teams applying a range of strategies to problem solving using mathematics, including budgeting and financial management to solve problems applying problem-solving strategies across a range of areas testing assumptions, taking into account the context of data and circumstances resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> adapting to new situations developing a strategic, creative and long-term vision being creative identifying opportunities not obvious to others translating ideas into action generating a range of options initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> managing time and priorities - setting time lines, coordinating tasks for self and with others being resourceful taking initiative and making decisions adapting resource allocations to cope with contingencies establishing clear project goals and deliverables allocating people and other resources to tasks planning the use of resources, including time

	<ul style="list-style-type: none"> management participating in continuous improvement and planning processes developing a vision and a proactive plan to accompany it predicting - weighing up risk, evaluating alternatives and applying evaluation criteria collecting, analysing and organising information understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> having a personal vision and goals evaluating and monitoring own performance having knowledge and confidence in own ideas and visions articulating own ideas and visions taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> managing own learning contributing to the learning community at the workplace using a range of mediums to learn - mentoring, peer support and networking, IT and courses applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) having enthusiasm for ongoing learning being willing to learn in any setting - on and off the job being open to new ideas and techniques being prepared to invest time and effort in learning new skills acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> having a range of basic IT skills applying IT as a management tool using IT to organise data being willing to learn new IT skills having the OHS knowledge to apply technology having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry Requirements for Employability Skills

CUA11 Live Performance Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill, and the level of detail included in each part of the unit, vary according to industry requirements and the nature of the unit of competency.

Employability Skills are both explicit and embedded within units of competency. This means that Employability Skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to Employability Skills.

CUA11 Live Performance Training Package seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package

- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application
- (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.

The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook – available on the AQF Council website <www.aqf.edu.au>

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for CUA11 Live Performance Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any registration requirements with which you must comply. For further information on this topic contact IBSA at www.ibsa.org.au.

Four units were developed by Cecchetti Ballet Australia Inc. and are reproduced with permission in the CUA11 Live Performance Training Package. Any RTO wishing to deliver these units must be licensed to do so by Cecchetti Ballet Australia Inc.

The units are:

- CUADTM408A Teach Cecchetti Ballet method at introductory level
- CUADTM409A Teach Cecchetti Ballet method at junior level
- CUADTM410A Teach Cecchetti Ballet method at intermediate level
- CUADTM510A Develop teaching programs for the Advanced 1 level of the Cecchetti Ballet method.

Requirements for RTOs

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- lack of numbers preventing the establishment of traditional class sizes
- physical remoteness of some communities, where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology (e.g. email, CDs and internet) and self-paced resources.

Training and assessment issues for schools

Implementation of CUA11 Live Performance Training Package within the school sector, while encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

The competency standards provide more detailed guidance for training and assessment purposes, as well as examples relevant to each standard, and schools are encouraged to use these guidelines when planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificates I and II. For more information on VET in Schools, please refer to Appendix A.

Assessment of units related to Indigenous dance practice

Units directly related to Indigenous dance practice contain the following statement:

‘Trainers and assessors in this unit should be Aboriginal and/or Torres Strait Islander people validated by the Community Advisory Board set up to oversee implementation of this training. They must ensure that the cultural and intellectual property rights of Aboriginal and Torres Strait Islander peoples are protected.’

RTOs are required to establish an Aboriginal and Torres Strait Islander Community Advisory Board (CAB) to advise on delivery, assessment and administration of the courses. The constitution of the CAB, where possible, should be as follows:

- a community liaison person
- a minimum of two elders recognised by the appropriate community cultural groups, one male and one female
- two appropriate industry and/or community practitioners
- a practising course graduate or graduate of a similar course
- two student representatives, one male and one female
- up to two other members who may provide assistance to the CAB when required.

It is recommended that the CAB comprise only Indigenous Australians. The CAB should contain no more than 40% RTO employees, to ensure that the advice given by the CAB reflects community needs and cultural practices.

The terms of reference of the CAB are outlined below.

- Cultural protocols are to be defined by the CAB of each specific region or area. These protocols will guide the selection of the community liaison person and the content, delivery, assessment, monitoring and administration of the courses. Specifically, the protocols will assist in addressing issues of access to communities and language speakers, stories and language, kinship structures and cultural rights for men’s and women’s issues.
- The CAB has the right to veto or redefine any details of delivery of the training product thought to be culturally inappropriate for a specific region or area. This does not apply to changing or altering elements of units of competency or the structure of the courses. The CAB’s recommendation must first be negotiated with relevant staff delivering the courses. If issues cannot be resolved with this initial negotiation, they must be taken to a meeting of all similar CABs within the region. If agreement still cannot be reached, an appropriate body will arrange arbitration of a final agreement.
- Participants must have access to CAB meetings throughout their training as observers. However, only the two elected participant members will have voting rights. Other participants are invited to attend meetings to observe only.
- The CAB will work with RTO personnel to develop appropriate criteria for, and participate in, the selection of students.
- The CAB may contribute to the recognition of prior learning (RPL) process.

The CAB will provide advice about and be involved in:

- participant selection
- staff selection
- negotiation for involvement of elders, custodians, mentors and advisers
- policy guidelines

- delivery and assessment issues
- training and professional development resources.

The CAB will assist in the acquisition of physical, teaching and financial resources.

Assessment in a simulated environment

Units of competency in CUA11 Live Performance Training Package may be assessed in the workplace or in a simulated environment.

Assessment within a simulated environment may be required because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the application of the competency required
- conducting assessment within the workplace may be unacceptably disruptive to work requirements of the business
- it is sometimes appropriate to practise skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulation may be used and is often indicated as an option for assessment in CUA11 Live Performance Training Package, the following advice is provided.

In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked.

Are there opportunities to:

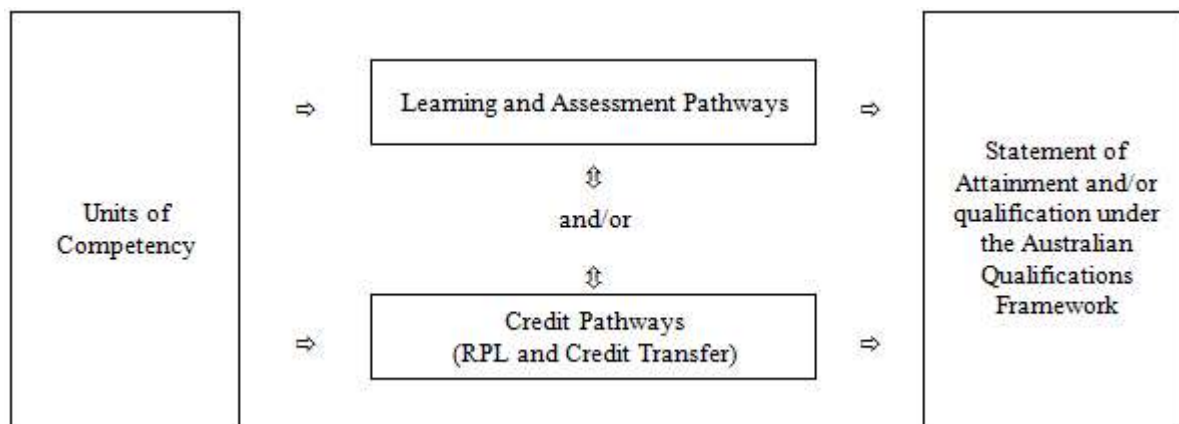
- test the full range of equipment?
- use up-to-date equipment and software?
- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- answer practically-oriented, applied knowledge questions?
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements?

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

1.1 Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2

Industry Assessment Contextualisation 1

Assessment for Indigenous organisations

Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes.

There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

The term diversity is used to emphasise the wide range of opinions, aspirations, community circumstances, cultural practices, geographic locations, and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.

One approach is to distinguish between remote, rural and urban settings. These settings suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:

- culture
- language
- history
- social make-up
- geography
- social and economic infrastructure
- economy
- political structure.

These factors suggest that training and assessment, in order to be relevant to the needs of a particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

The word ‘culture’ is used in a broad sense, it refers to:

- values, social beliefs and customs, such as Aboriginal and Torres Strait Islander law, land, and family and kinship systems
- protocols of behaviour and interaction, such as cultural authority, gender and kinship
- ways of thinking, including preferred learning styles
- language, both English and Aboriginal English
- lifestyles
- local history
- location, including region and place.

A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment.

It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communication to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognise, adopt and practise appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control

The term ‘community control’ is synonymous with such things as self-determination and self-management, and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.

The essence of control is control of decision making. In order to be able to do this, people need all relevant information, relevant competencies, and recognition of their own structures and processes.

Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in meaningful ways in all stages of planning, development, delivery and evaluation. One way to achieve this is for communities to have control of the contract for training initiatives.

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the CUA11 Live Performance Training Package.

Accreditation

Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they use in managing their organisations and delivering services to their communities have not been valued.

The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel. Secondly, until this time, recognition of current competencies (RCC) has been underutilised.

Individuals may demonstrate competence in complete units of competency through formal training, informal training, or the recognition of current competencies and skills, resulting in qualifications or statements of attainment being awarded.

In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience, which may result in diverse literacy and numeracy issues. However, literacy and numeracy skills are not a barrier to sophisticated thought, and care must be taken not to use assessment strategies that rely on a person having numeracy and literacy skills that are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within CUA11 Live Performance Training Package.

Assessment in Aboriginal and Torres Strait Islander communities

The guiding principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- members or prospective members of community management committees should have opportunities to demonstrate their competencies and skills
- activities undertaken by the candidate in a community management role may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a statement of attainment or qualification, listing the units of competency achieved
- records of candidate achievement maintained by the RTO must include the statement of attainment, listing the units of competency or qualifications achieved as required by the AQTF
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

Given the importance of the assessment to the candidate and community management committees, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

Units of competency with cultural content, including the following of local protocols, will require the assessor to have knowledge of these cultural matters. As these matters are often governed by local rules regarding access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.

Discussion must take place with the community and agreement must be reached on how these matters are assessed. For non-Aboriginal and Torres Strait Islander RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.

It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they will almost invariably have been attained through life experience.

This must also be taken into account in the assessment procedures relating to cultural matters.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.

Candidates must be informed of the right to access grievance procedures.

Industry Assessment Contextualisation 2

Training and assessment for people with specific needs

Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005. They clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.

The Department of Education, Employment and Workplace Relations (DEEWR) provides further information in the Disability Standards for Education 2005 Guidance Notes, accessible via the DEEWR website

(www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/Disability_Standards_Education_Guidance_Notes_pdf.pdf).

Good vocational training and assessment are often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

According to the Australian Bureau of Statistics (ABS), 2003, Survey of Disability, Ageing and Carers (SDAC) in the section on education and employment:

'In 2003, one in four people (24%) aged 15–64 years with a profound or severe core-activity limitation, who were living in households, had completed Year 12. This compares to half (49%) of those without a disability. People with a profound or severe core-activity limitation were less likely to have completed a diploma or higher qualification (14%) than those without a disability (28%).'

- Employment-related findings, for people aged 15–64 years living in households, from the ABS 2003 SDAC include:
- those with a profound level of core-activity limitation had a much lower labour force participation rate (15%) than people without a disability (81%)
- people with a disability who were employed were more likely to work part-time (37%) than those who were employed and did not have a disability (29%)

- people employed in agriculture, forestry and fishing (16%) had a relatively high disability rate compared to the overall rate for those employed (11%).’

Clearly there is much work still to be done to ensure that people who have a disability are able to participate in employment and vocational education and training as fully as possible.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

According to the ABS 2003 SDAC:

‘One in five people in Australia (3,958,300 or 20.0%) had a reported disability. This rate was much the same for males (19.8%) and females (20.1%). Disability was defined as any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. Examples range from hearing loss which requires the use of a hearing aid, to difficulty dressing due to arthritis, to advanced dementia requiring constant help and supervision.’

The ABS 2003 SDAC information also tells us that:

‘15.2% (600,300) of people with a disability reported that the cause of their main health condition was accident or injury, 14% (557 300) that it was disease, illness or heredity, and 11% (423,500) that it was "working conditions, work or over-work".’

Health conditions can also be acquired through sporting accidents, repetitive or over-use (through regular or sporting activities), or the daily activities of life.

There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed in the contacts section below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a ‘person who has an intellectual disability’ and an ‘intellectually disabled person’. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests, etc. However, the term ‘intellectually disabled person’ refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person’s disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become ‘natural’
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Programme, which ‘provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.deewr.gov.au).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	Reasonable Adjustment
Acquired brain injury	<ul style="list-style-type: none"> • memory aids (posters, notes, etc.) • reflective listening skills • stress minimisation • time and patience
Hearing impairment	<ul style="list-style-type: none"> • audio loops for people using hearing aids • plain English documents • fire and alarm systems with flashing lights • sign language interpreters • telephone typewriters
Intellectual disability	<ul style="list-style-type: none"> • additional time • assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) • mentors • plain English documents • practical learning sessions • repetition of learning exercises
Mobility impairment	<ul style="list-style-type: none"> • access to aids, such as for holding documents • adjustable tables • lifting limits • note-taking support • verbal rather than written presentations • personal computers • wheelchair access
Psychiatric disability	<ul style="list-style-type: none"> • identification and avoidance of stresses • ongoing rather than formal assessments • reflective listening skills • ‘time-out’ breaks in assessment
Speech impairment	<ul style="list-style-type: none"> • information summaries • stress minimisation • time and patience

Type of Disability	Reasonable Adjustment
	<ul style="list-style-type: none"> written rather than verbal opportunities
Vision impairment	<ul style="list-style-type: none"> additional writing time for assignments and tests audiotapes Braille translations enlarged computer screen images enlarged text and images good lighting or reading lamps guide dog provision informing the person before moving furniture voice synthesisers on computers

Designing Assessment Tools

Designing Assessment tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.ntis.gov.au>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF;
- and

meet the assessment requirements expressed in the AQTF 2010 Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

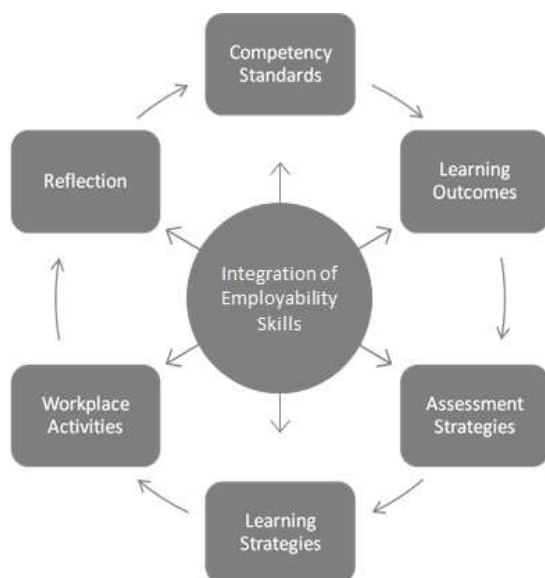
Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Initial and Continuing Registration. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration are as follows:

1.2 Assessment, including Recognition of Prior Learning (RPL):

- e) meets the requirements of the relevant Training Package or accredited course
- f) is conducted in accordance with the principles of assessment and the rules of evidence
- g) meets workplace and, where relevant, regulatory requirements
- h) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies.

This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at <http://www.ibsa.org.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: ‘A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>’

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While ‘reasonable adjustment’ and ‘unjustifiable hardship’ are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Industry Skills Council:
Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Website: www.ibsa.org.au

Technical and Vocational Education and
Training (TVET) Australia Limited
Level 21, 390 St Kilda Road
MELBOURNE VIC 3150
PO Box 12211
A'Beckett Street Post Office
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Website: www.tvetaustralia.com.au

For information on the TAA04 Training
and Assessment Training Package
contact:

Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Website: www.ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following publications.

AQF Implementation Handbook, fourth edition. Australian Qualifications Framework Advisory Board, 2007, www.aqf.edu.au.

Australian Quality Training Framework (AQTF) - for information and resources go to www.training.com.au.

AQTF Essential Conditions and Standards. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAE10 Training and Education Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business Industry Skills Council, and can be viewed and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses (www.ntis.gov.au).

Training Package Development Handbook can be downloaded from www.deewr.gov.au.

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.deewr.gov.au. Go to www.resourcegenerator.gov.au.

Printed and/or CD versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors

- Quality Assurance Guide for Assessment.

An additional guide ‘Delivery and Assessment Strategies’ has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS and Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.

Rumsey, David 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Assessor training

Australian Committee on Training Curriculum (ACTRAC) 1994, Assessor training program – learning materials, Australian Training Products, Melbourne.

Australian National Training Authority, A Guide for Professional Development, ANTA, Brisbane.

Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, Key competencies professional development package, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, The professional development CD: A learning tool, VTA, Melbourne.

Assessment system design and management

Office of Training and Further Education 1998, Demonstrating best practice in VET project - assessment systems and processes, OTFE Victoria (now ‘Skills Victoria’).

Toop, L., Gibb, J. & Worsnop, P. Assessment system designs, Australian Government Publishing Service, Canberra.

Support for employment, training and assessment of people with specific needs

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198
Alphington VIC 3078
Tel: 03 9411 4033
Fax: 03 9411 4053

Australian Disability Clearinghouse on Education and Training (ADCET)

ADCET provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET
Locked Bag 1335

Email: info@acenational.org.au
Website: www.acenational.org.au

Launceston TAS 7250
Tel: 03 6324 3787
Fax: 03 6324 3788
Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083
Stafford QLD 4053
Tel: 07 3357 8266
Fax: 07 3357 8377
TTY: 07 3357 8277
Email: aad@aad.org.au
Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060
Parramatta NSW 2124
Tel: 02 8833 3615
Fax: 02 9893 8333
TTY: 02 9893 8858

Australian Federation of Disability Organisations

247 Flinders lane
Melbourne VIC 3000
Tel: 03 9662 3324
Fax: 03 9662 3325
Email: office@afdo.org.au
Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24
Sunshine VIC 3020
Tel: 03 9372 6400
Fax: 03 9372 6466
TTY: 03 9372 9275
Freecall: 1800 033 660
Email: bca@bca.org.au
Website: www.bca.org.au

Brain Injury Australia

PO Box 82
Mawson ACT 2607
Tel: 02 6290 2253
Fax: 02 6290 2252
Email: bianational@apex.net.au

Carers Australia

PO Box 73
Deakin West ACT 2600
Tel: 02 6122 9900
Fax: 02 6122 9999
Email: caa@carersaustralia.com.au
Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone:
New South Wales/Australian Capital Territory: 1300 653 227
Northern Territory: 08 8936 6366
Queensland: 07 3004 4712
South Australia: 08 8400 2100
Tasmania: 03 6211 9300
Victoria: 03 8626 1109
Western Australia: 08 9229 1500

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Tel: 02 6262 7808
Fax: 02 6262 7810
TTY: 02 6262 7809
Email: info@deafnessforum.org.au
Website: www.deafnessforum.org.au
Website: www.hearingawareness.org.au

Mental Health Foundation Australia

National Council on Intellectual

270 Church St
Richmond VIC 3121
Tel: 03 9427 0407
Fax: 03 9427 1294
Email: admin@mhfa.org.au
Website: www.mhfa.org.au

National Ethnic Disability Alliance

PO Box 381
Harris Park NSW 2150
Tel: 02 9687 8933
Fax: 02 9635 5355
TTY: 02 9687 6325
Website: www.neda.org.au

SANE Australia

PO Box 226
South Melbourne VIC 3205
Tel: 03 9682 5933
Fax: 03 9682 5944
Freecall: 1800 18 SANE
Email: info@sane.org
Email: helpline@sane.org
Website: www.sane.org

Standards Australia

Standards Australia develops standards and codes for building access.

Standards Australia Limited
Level 10, The Exchange Centre
20 Bridge Street
Sydney NSW 2000
Tel: 1800 035 822
Email: mail@standards.org.au

Disability

PO Box 771
Mawson ACT 2607
Tel: 02 6296 4400
Fax: 02 6296 4488
Email: ncid@dice.org.au
Website: www.dice.org.au

Physical Disability Council of Australia Ltd

PO Box 77
Northgate QLD 4013
Tel: 07 3267 1057
Fax: 07 3267 1733
Email: pdca@pdca.org.au
Website: www.pdca.org.au

SAI Global

Standards Australia publications distributor.

Tel: 131 242
Fax: 1300 65 49 49
Email: sales@sai-global.com
Website: www.saiglobal.com

Women with Disabilities Australia WWDA

PO Box 605
Rosny Park TAS 7018
Tel: 03 6244 8288
Fax: 03 6244 8255
Email: wwda@ozemail.com.au
Website: www.wwda.org.au

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure – but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information

	Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Examples from this Training Package of Employability Skills embedded within unit components	
Unit component	Example of embedded Employability Skill
Unit Title	Improvise an advanced dance sequence (Initiative and enterprise, problem solving)
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to improvise an advanced dance sequence. This involves adhering to established movement boundaries and

Examples from this Training Package of Employability Skills embedded within unit components	
Unit component	Example of embedded Employability Skill
Unit Title	Improvise an advanced dance sequence (Initiative and enterprise, problem solving)
	incorporating dynamics and partner work. (Initiative and enterprise, problem solving, self-management, teamwork)
Element	Develop complex improvisational skills using a variety of stimuli (Learning)
Performance Criteria	Explore and communicate natural physical and emotional response (authentic movement) with various stimuli applying advanced dance technique (Initiative and enterprise, learning)
Range Statement	<p><i>Injury prevention techniques</i> may include:</p> <ul style="list-style-type: none"> • warming up and cooling down before and after class and performance • wearing appropriate clothing, such as form fitting clothing that allows full range of movement • footwear appropriate to the style • applying intent and focus while dancing • not overstretching • wearing appropriate bandaging and bracing where appropriate to support body • appropriate diet and rest • using appropriate equipment, such as barre, mirror and sprung floors • attention to teacher. <p>(Communication, learning, self-management)</p>

Examples from this Training Package of Employability Skills embedded within unit components	
Unit component	Example of embedded Employability Skill
Unit Title	Improvise an advanced dance sequence (Initiative and enterprise, problem solving)
Required Skills and Knowledge	<p>communicate mood and emotion of various stimuli through dance (Communication)</p> <p>work collaboratively with others in an improvisational environment (Teamwork)</p> <p>interpret and respond to stimuli, such as music, words, text or silent space (Problem solving, initiative and enterprise)</p> <p>create improvisation using various stimuli (Initiative and enterprise)</p> <p>collect information about various styles of dance and improvisation (Planning and organising)</p> <p>apply health and safety techniques to dance (Self-management)</p> <p>improve performance through experimentation and practice (Learning)</p>
Evidence Guide	<p>Evidence of the ability to:</p> <p>perform an improvised sequence within a complex dance sequence (Initiative and enterprise, problem solving)</p> <p>adhere to movement boundaries established for the improvisation (Problem solving, self-management)</p> <p>incorporate movement dynamics and partner work into performance (Initiative and enterprise, problem solving, teamwork)</p>

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Appendices

Appendix A: VET in Schools

What is VET in Schools?

VET in Schools provides for nationally recognised vocational education and training (VET) based on industry standards undertaken as part of a senior secondary certificate.

Successful completion of a VET in Schools program enables a student to gain a nationally-recognised AQF qualification, usually at the same time as the school-based qualification.

How are VET in Schools programs structured?

VET in Schools programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VET in Schools programs:

- schools can be a registered training organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.

States and territories across Australia package VET in Schools programs differently, according to their senior secondary certificate requirements. Generally schools may offer VET in Schools programs as:

- stand-alone
- embedded
- combination of stand-alone and embedded
- school-based Australian Apprenticeship.

Stand-alone refers to the delivery of a VET course or qualification outside of a school subject framework.

Embedding refers to an arrangement whereby VET units of competency are delivered within a general education course, producing both vocational and general education outcomes. This aims to minimise the assessment workload of students by avoiding unnecessary duplication. In some states and territories, embedding is necessary to provide recognition of VET within the senior secondary certificate. In others, stand-alone VET components contribute towards the senior secondary certificate.

Given the considerable variation in the manner in which qualifications and units of competency are used across Australia, the relevant authority in each state and territory will provide advice and guidance as to the specific VET in Schools programs that can be undertaken.

Appropriate qualifications for VET in Schools

IBSA acknowledges links between schools, businesses and the community, and strongly supports young people combining schooling with VET and workplace learning.

It is essential that all VET qualifications gained through a VET in Schools program are consistent with the outcomes detailed in the Training Package.

The AQTF Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools that are RTOs generally deliver Certificate I and II qualifications. Some schools, in most states and territories, may also offer part or all of Certificate III and IV qualifications. However, the delivery of these higher qualifications often requires a partnership arrangement and presents some significant challenges as detailed below.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike. Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

Certificates I and II

Certificate I and Certificate II qualifications are the most suitable for use in VET in Schools programs. These qualifications are often preparatory in nature or include skills that can be readily trained and assessed in a school setting. For example, many of the units in Certificate I and II Information Technology or Business qualifications describe skills that are considered foundation skills for any employment situation. However, even at this level, schools must ensure adequate attention is paid to the effective assessment of competencies dealing with work environment or employability skills.

Certificate III

The AQF descriptor for Certificate III qualifications includes performance expectations, such as skills transference to new environments and the prospect of potential responsibility for others. A Certificate III qualification is premised on the understanding that it provides a vocational outcome in its own right and stretches beyond 'preparation for work'. It may even reflect a trade outcome. Some Certificate III qualifications, or the units of competency packaged to make up the qualification, also require or assume prerequisite or required knowledge and skills

For these reasons, effective learning and assessment in a completely institutional environment are extremely difficult to achieve. While some ‘technical’ skills may be effectively learnt and assessed in an appropriately structured, simulated environment, work environment related competencies pose significant challenges. In these cases, statements of attainment for individual units are usually more appropriate than the award of full qualifications.

Certificate IV

At this AQF level, individuals need to demonstrate competence characterised by a degree of unpredictability, varying contexts, critical appraisal and management of diverse and perhaps questionable information and the assumption of responsibility for the quality and quantity of one’s own work and often the work of others. Some Training Packages consider their Certificate IV graduates to be ‘associate professionals and ‘supervisors’.

It is highly unlikely that a full Certificate IV qualification could be achieved in a school environment, other than through a schools-based New Apprenticeship.

Work placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.

An essential feature of school-industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job. The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs, although the nature and extent of work placement programs vary across states and territories.

The broad MCEEDYA principles are documented below.

Quality workplace learning is integrated into a program

- It operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and

- It operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and form part of a student's exit credential.

Quality workplace learning is structured

- It has a clearly articulated and documented purpose;
- There are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
- They are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
- There is a matching between the students' skills and interests and the work placements; and
- Students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

Quality workplace learning is monitored

- The learning is coordinated by personnel with appropriate expertise and adequate resources; and
- Support should be made available to students and employers throughout the course of the work placement.

Quality workplace learning is regulated

There are clearly stated procedures designed to ensure that:

- Students are protected from moral and physical danger;
- Students work in a non-discriminatory and harassment-free environment;
- Students receive appropriate training and instruction in occupational health and safety;
- Students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages; and
- Students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and other employees.

Quality workplace learning is assessed

- The assessment, according to industry standards, is of students' competencies achieved in the workplace which contributes to the overall assessment of the program; and
- There are mechanisms for the recording and reporting of students' competencies.

There is a strong correlation between these MCEEDYA quality principles and the OECD characteristics of high quality learning programs detailed below.

The major 14-country study entitled *From Initial Education to Working Life: Making Transitions Work* by the OECD (OECD, 2000, *From Initial Education to Working Life: Making Transitions Work*. Organisation for Economic Cooperation and Development, Paris.) identified 10 characteristics of high quality workplace learning programs. These are:

Work placements that are long enough for real learning to take place.

Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.

A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student's program.

Employer involvement in student selection for work placements.

The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.

The use of qualified, highly competent workers as workplace trainers or mentors.

Regular face-to-face contact between the coordinators and employers and in-firm supervisors.

Monitoring of the students on the job by the program coordinator.

The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly.

Deliberate efforts by schools to relate what has been learned at work to students' school-based learning.

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose
- development of appropriate attitudes towards work
- development of competence in designated industry skills and employability skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of 'seriousness' if the outcomes are to be valued by individuals and industry clients of the VET system.

It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles.

That the RTO assumes responsibility for finding placements and validating the arrangements.

That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements.

That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF standards.

That a student on work placement must be covered by injury insurance.

That there is a formal contract setting out each party's responsibilities and obligations.

That, where possible, the workplace has on site a qualified workplace trainer and assessor in 'direct line' control of the student (to avoid training and assessment by 'proxy').

That if the placement is for assessment-only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal).

That if the placement also includes training, then any 'academic pass' cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned.

That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.

That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.

That where more than one performance criterion (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the assessment and the performance criterion.

That the qualifications level be appropriate in context, i.e. if it is advanced programming there must be an advanced programming task observed and assessed.

That the actual variables of the performance criterion be documented for audit purposes and for verification of appropriateness of the range of activities in the work placement.

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual or simulated work placements may also be legitimate.

Appendix B: Creativity, innovation and design in IBSA Training Packages

What do we mean by creativity, innovation and design?

The terms 'creativity', 'innovation' and 'design' tend to be used very differently by different people and often without shared understanding around the meaning and application of each term. How these terms are used and applied in relation to workplace skills development or within the VET system adds additional layers of complexity.

A key finding of IBSA's research was, that while **definitions** of creativity, innovation and design were somewhat vague, there were a number of key elements that united the works of a number of educationalists and theorists, and more recently reports from business and governments, on these concepts:

- Creativity, innovation and design as skills-based concepts, behaviours and knowledge areas are concerned with a multiplicity of skills and environmental factors.
- The skills/behaviours are complex and work **together**, iteratively and organically with such things as visual thinking, collaboration, risk taking, problem solving, communication, reflection and meta-cognition. In many instances cross or interdisciplinary educational and business approaches are required for these skills to develop and be used.
- Creativity, innovation and design skills and knowledge involve **individuals** and their relationship with technologies, materials, work practices and processes, and other people, in collaborative and supportive environments.
- The value of creativity, innovation and design outputs is context-bound or context-specific. This does not mean that designers and individuals cannot work across contexts; it means that creativity, innovation and design relate in their value and usefulness to a particular set of circumstances, materials, technologies and work practices or systems, within or across a specific time period.

Below are a number of definitions and key descriptors to facilitate common understanding of creativity, innovation and design. IBSA has taken the ideas and spirit of these descriptors as a starting point for developing units of competency.

Creativity is...

Creativity involves the use of the imagination or original ideas in order to create something. (Compact Oxford English Dictionary)

Key descriptors: Creativity involves toying with ideas/and or materials, originating concepts, experimenting, conceptualising, exploring, crossing boundaries (usually done individually but often enhanced collectively) and then communicating these.

On a daily basis, our lives are enhanced and enriched by both our individual creativity and that of others. In an example close to home, we note that the very first Victa prototype, the Peach-tin, made in 1952 by Mervyn Victor Richardson, the founder of the Victa lawnmower company, was developed in his backyard in the Sydney suburb of Concord. It was aptly named the Peach-tin after its petrol tank, which was made from an empty can of peaches.

Creativity is also the way an artist or designer experiments with new ways of doing and representing the world, such as the work done by Picasso, or Australia's own Indigenous artists whose unique representation of Country and Dreaming now generate huge interest both nationally and internationally.

Creativity is enhanced when the free movement of ideas across and between different fields of knowledge is encouraged, or when individuals have their self-confidence, curiosity, flexibility and willingness to take risks facilitated. It is also likely to flourish where individuals work together in multidisciplinary teams and are taught to observe, perceive and imagine more in their thinking. (*Imagine Australia: The Role of Creativity in the Innovation Economy*. Hoffert, PMSEIC, 2005)

Innovation is...

(*Ithaca Group report on innovation, Rod McDonald, 2005*)

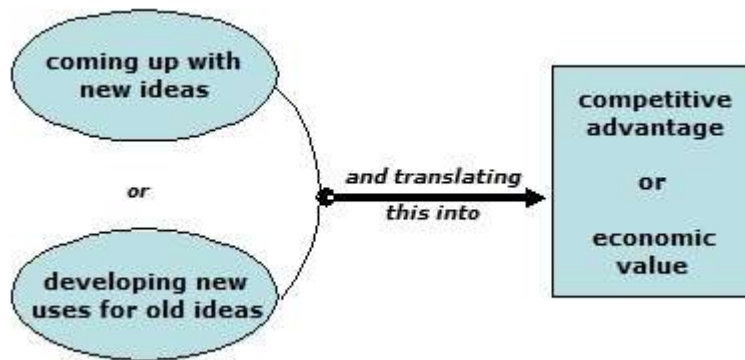
Coming up with new ideas which embrace invention and everything that would emerge from R&D activities.

Developing new uses for old ideas, which embraces notions of improvement, further development of existing ideas, and identifying existing resources and, through applying knowledge, elevating these ideas to a new level of utility and value to the customer. The changes can be either incremental (e.g. any improvement made to an existing production process) or radical (e.g. the adaptation of new technology to new ways of doing business).

Translating this into competitive advantage or economic growth, which means more than invention or R&D or simply having a good idea: It's the translation of that idea into a useful reality. This encompasses:

- the commercialisation and internationalisation of new technologies (scientific, technological, organisational, financial and business)
- all industries, including high technology, traditional manufacturing and service sectors
- *the anticipation and shaping of market needs and all activities that encourage and support any of the above.*

The diagram below shows how these concepts link to each other.



Key descriptors: the innovation process involves managing change, managing ideas, implementing new ideas, working together in communities and/or corporations, anticipating market needs with new products, being entrepreneurial with new ideas, systems, products and materials.

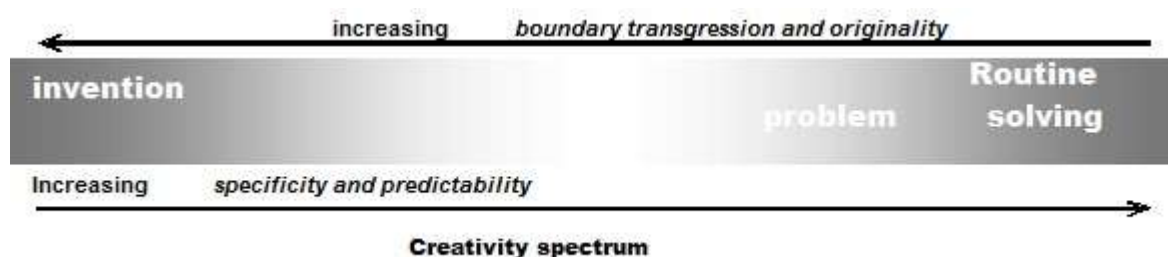
Design is...

Design is the deliberate and considered creative process of devising and producing by independent investigation, experimentation and mental activity something that is useful. (B. Roantree contribution to *Innovation, Creativity and Design workshop 2006*)

Key descriptors: the design process involves purposeful problem posing and solving with materials, technologies or systems – usually in response to briefs, researching options considering aesthetics, functions and performance, following through with ideas, sequential trialling, evaluating and reflecting, producing something useful.

The way design impacts on our lives is seen in innovations and products such as Apple computers with their unique approach to colour, shape and style; Alessi's items of everyday use; and medical interventions or inventions, such as the bionic ear.

Design is (most typically) a trained state of mind where individuals constantly examine the world around them to find improvements. In organisations, design thinking – which is really another word for innovation – can be fostered if workers are encouraged to contribute ideas in everything from product design to business processes, in a free-flowing atmosphere. Design solutions can be applied across routine as well as more inventive ways, as shown in Roantree's diagram below. (*Enhancing Creativity and Innovation through Training. A think piece on the future Training Package development to address creativity and innovation, Barry Roantree, 2005*)



Using the creativity, innovation and design units of competency

Below is a list of the units which were endorsed as part of the BSB07 Business Services Training Package.

Creative thinking

BSBCRT101A	Apply critical thinking techniques
BSBCRT301A	Develop and extend critical and creative thinking techniques
BSBCRT401A	Articulate, present and debate ideas
BSBCRT402A	Collaborate in a creative process
BSBCRT501A	Originate and develop concepts
BSBCRT601A	Research and apply concepts and theories of creativity

Innovation

BSBINN201A	Contribute to workplace innovation
BSBINN301A	Promote innovation in a team environment
BSBINN501A	Establish systems that support innovation
BSBINN502A	Build and sustain an innovative work environment
BSBINN601A	Manage organisational change
BSBINN801A	Lead innovative thinking and practice

Design

BSBDES201A	Follow a design process
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES304A	Source and apply design industry knowledge

BSBDES305A	Source and apply information on the history and theory of design
BSBDES401A	Generate design solutions
BSBDES402A	Interpret and respond to a design brief
BSBDES403A	Develop and extend design skills and practice
BSBDES501A	Implement design solutions
BSBDES502A	Establish, negotiate and refine a design brief
BSBDES601A	Manage design realisation
BSBDES602A	Research global design trends
BSBDES701A	Research and apply design theory

The units are designed for use by different people in different ways and in different contexts. A key objective is that the units provide triggers for a greater focus on developing skills in creativity, innovation and design. How this is done will depend on the needs of different individuals and groups. In fact, effective implementation of the units relies on the creativity, innovation and design skills of those who choose to use them.

Individuals, workplaces or training organisations could:

- develop short courses or programs based on one or more of the units to nurture skills in creativity, innovation and design – either in the workplace or a training institution
- link the units to other workforce development activities
- combine the units with other industry or occupation-specific content to form a ‘skill set’ that meets a specific workplace need
- select the units as electives in qualifications
- use the units to assist in identifying the nature of creativity, innovation and design skills needed by people working in different roles
- select small portions of the units as the basis for learning and development activities.

Users are encouraged to review the whole unit, and pay particular attention to information under ‘Application of the unit’ to assess relevance to particular individuals and groups.