



Australian Government

Department of Education, Employment and Workplace Relations

CUS09 Music

Release: 1.2

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Modification History

Version Modification History

| Version | Release Date | Comments |
|---------|---------------|--|
| 1.2 | November 2011 | <p>Inclusion of additional elective units to:</p> <ul style="list-style-type: none"> • CUS30109 Certificate III in Music • CUS40109 Certificate IV in Music • CUS50109 Diploma of Music <p>Minor amendment of terminology in packaging rules in all qualifications to reflect original intent which was erroneously interpreted when applying NQC flexibility rules.</p> |
| 1.1 | November 2010 | <p>Inclusion of the NQC flexibility rules relating to the mix of importable units and provision for access to accredited courses to the following qualifications:</p> <p>CUS20109 Certificate II in Music</p> <p>CUS30109 Certificate III in Music</p> <p>CUS30209 Certificate III in Technical Production</p> <p>CUS30309 Certificate III in Music Business</p> <p>CUS40109 Certificate IV in Music</p> <p>CUS40209 Certificate IV in Sound Production</p> <p>CUS40309 Certificate IV in Music Business</p> <p>CUS50109 Diploma of Music</p> <p>CUS50209 Diploma of Sound Production</p> <p>CUS50309 Diploma of Music Business</p> <p>CUS60109 Advanced Diploma of Music</p> <p>CUS60209 Advanced Diploma of Sound Production</p> <p>CUS60309 Advanced Diploma of Music</p> |

| Version | Release Date | Comments |
|----------------|---------------------|---|
| | | Business |
| | | Inclusion of business continuity units into the elective pool for the following qualifications: |
| | | CUS30109 Certificate III in Music |
| | | CUS40209 Certificate IV in Sound Production |
| | | CUS40309 Certificate IV in Music Business |
| | | CUS50109 Diploma of Music |
| | | CUS50209 Diploma of Sound Production |
| | | CUS50309 Diploma of Music Business |
| | | CUS60209 Advanced Diploma of Sound Production |
| | | CUS60309 Advanced Diploma of Music Business |
| | | Inclusion of appropriate sustainability unit from Business Services training package into the elective pool of: |
| | | CUS20109 Certificate II in Music |
| | | CUS30109 Certificate III in Music |
| | | CUS30209 Certificate III in Technical Production |
| | | CUS30309 Certificate III in Music Business |
| | | CUS40109 Certificate IV in Music |
| | | CUS40209 Certificate IV in Sound Production |
| | | CUS40309 Certificate IV in Music Business |
| | | CUS50109 Diploma of Music |
| | | CUS50209 Diploma of Sound Production |
| | | CUS50309 Diploma of Music Business |
| | | CUS60109 Advanced Diploma of Music |

| Version | Release Date | Comments |
|----------------|---------------------|--|
| | | CUS60209 Advanced Diploma of Sound Production |
| | | CUS60309 Advanced Diploma of Music Business |
| | | Inclusion of specific reference to knowledge relating to sustainability issues in screen and media in the following units: CUSIND301B Work effectively in the music industry |
| | | This affects the following qualifications: CUS30109 Certificate III in Music CUS30209 Certificate III in Technical Production CUS30309 Certificate III in Music Business CUS40109 Certificate IV in Music CUS40309 Certificate IV in Music Business |
| | | Unit BSBSMB408B Manage personal, family, cultural and business obligations has been upgraded to the most recent version, this affects: CUS40109 Certificate IV in Music CUS40209 Certificate IV in Sound Production CUS40309 Certificate IV in Music Business |
| | | Unit codes corrected in the following electives shown in CUS30209: CUELGT03C to CUFLGT303A CUELGT05C to CUFLGT302A CUELGT04C to CUFLGT304A |

| Version | Release Date | Comments |
|---------|--------------|--|
| | | Unit title for CUSSOU404A changed to "Edit dialogue", this affects the following: CUS50209 Diploma of Sound Production CUS40209 Certificate IV in Sound Production |
| | | Addition of imported qualification: CUF10107 Certificate I in Creative Industries |
| 1 | 2009 | Primary release |

Imprint

CUS09 Music Training Package

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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 1.2 - check whether this is the latest version by going to [Training.gov.au](http://www.training.gov.au) (<http://www.training.gov.au>) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at <http://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 Packages national code (which remains the same during its period of endorsement).

History

CUS09 Music Training Package is a revision of CUS01 Music Industry Training Package, developed by the now defunct CREATE Australia.

Version 1 of CUS01 was endorsed on 5 April 2001 and, for the first time in Australia, provided national qualifications for vocational education and training in the music industry. The Training Package covered diverse occupations in the music industry across music business, sound production, and performing and composing music.

A review of the Training Package in 2002 resulted in some minor typographical changes to units of competency listed within qualifications.

CUS09 has involved a number of changes to the Training Package. The industry coverage remains the same as for CUS01, namely music business, sound production, music performance and music composition. However, sound production has been expanded to encompass a broad range of industry production contexts – from live music concerts and stage productions to sound recording, mixing and editing in the screen, media and interactive games industries.

CUS09 also sees the introduction of a music tutor skill set, which provides pathways into qualifications in the BSB07 Business Services Training Package and the TAA04 Training and Assessment Training Package.

List of AQF Qualifications

| Qualification Code | Title |
|---|--------------------------------------|
| Preparatory pathway qualifications | |
| CUF10107 | Certificate I in Creative Industries |
| CUS20109 | Certificate II in Music |
| Music performance qualifications | |
| CUS30109 | Certificate III in Music |
| CUS40109 | Certificate IV in Music |

| Qualification Code | Title |
|---------------------------|--------------|
|---------------------------|--------------|

Preparatory pathway qualifications

| | |
|----------|--------------------------------------|
| CUF10107 | Certificate I in Creative Industries |
| CUS50109 | Diploma of Music |
| CUS60109 | Advanced Diploma of Music |

Sound production qualifications

| | |
|----------|---|
| CUS30209 | Certificate III in Technical Production |
| CUS40209 | Certificate IV in Sound Production |
| CUS50209 | Diploma of Sound Production |
| CUS60209 | Advanced Diploma of Sound Production |

Music business qualifications

| | |
|----------|------------------------------------|
| CUS30309 | Certificate III in Music Business |
| CUS40309 | Certificate IV in Music Business |
| CUS50309 | Diploma of Music Business |
| CUS60309 | Advanced Diploma of Music Business |

List of all CUS units in CUS09 Training Package

Note – the prerequisite column is only displayed if prerequisites exist.

| Code | Title |
|-------------|---|
| CUSADM301A | Administer operations for rehearsals and performances |
| CUSEVT301A | Book performance venues |
| CUSFIM501A | Secure funding for projects |
| CUSIND301B | Work effectively in the music industry |
| CUSIND302A | Plan a career in the creative arts industry |

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|------------|--|
| CUSIND401A | Develop specialist expertise in the music industry |
| CUSIND501A | Apply music knowledge and artistic judgement |
| CUSLED501A | Provide instrumental or vocal tuition |
| CUSLED502A | Provide tuition for composition |
| CUSMCP301A | Compose simple songs or musical pieces |
| CUSMCP302A | Write song lyrics |
| CUSMCP303A | Develop simple musical pieces using electronic media |
| CUSMCP401A | Develop techniques for arranging music |
| CUSMCP402A | Develop techniques for composing music |
| CUSMCP501A | Compose music using electronic media |
| CUSMCP502A | Compose music for screen |
| CUSMCP503A | Prepare compositions for publishing |
| CUSMCP601A | Extend techniques for composing music |
| CUSMCP602A | Extend techniques for arranging music |
| CUSMGT401A | Manage distribution of music and associated products |
| CUSMGT402A | Administer music publishing income |
| CUSMGT403A | Manage licensing of music |
| CUSMGT404A | Administer artists' royalty income |
| CUSMGT502A | Manage artists and their careers |
| CUSMGT503A | Develop artists and repertoire |
| CUSMKG301A | Assist with the promotion of creative acts |
| CUSMKG501A | Manage the promotion of creative acts |
| CUSMLT201A | Develop and apply musical ideas and listening skills |
| CUSMLT202A | Apply knowledge of music culture to music making |
| CUSMLT301A | Apply knowledge of genre to music making |

| | |
|------------|---|
| CUSMLT302A | Develop and apply aural-perception skills |
| CUSMLT303A | Notate music |
| CUSMLT401A | Notate music for performance |
| CUSMLT402A | Articulate ideas about music |
| CUSMLT403A | Analyse functional harmony |
| CUSMLT501A | Refine aural-perception skills |
| CUSMLT502A | Apply concepts about the impact of music to professional practice |
| CUSMLT601A | Analyse music |
| CUSMLT602A | Analyse harmony |
| CUSMPF101A | Develop skills to play or sing music |
| CUSMPF102A | Develop ensemble skills to perform simple musical parts |
| CUSMPF201A | Play or sing simple musical pieces |
| CUSMPF202A | Incorporate music technology into performance |
| CUSMPF203A | Develop ensemble skills for playing or singing music |
| CUSMPF204A | Play music from simple written notation |
| CUSMPF301A | Develop technical skills in performance |
| CUSMPF302A | Prepare for performances |
| CUSMPF303A | Contribute to backup accompaniment |
| CUSMPF304A | Make a music demo |
| CUSMPF305A | Develop improvisation skills |
| CUSMPF401A | Rehearse music for group performances |
| CUSMPF402A | Develop and maintain stagecraft skills |
| CUSMPF403A | Develop repertoire as part of a backup group |
| CUSMPF404A | Perform music as part of a group |

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| CUSMPF405A | Develop instrumental techniques |
| CUSMPF406A | Perform music as a soloist |
| CUSMPF407A | Develop vocal techniques |
| CUSMPF408A | Develop performance techniques on a second instrument |
| CUSMPF409A | Perform music using digital media |
| CUSMPF410A | Perform music from written notation |
| CUSMPF501A | Prepare a program for performance |
| CUSMPF502A | Incorporate interactive technology into performance |
| CUSMPF503A | Perform accompaniment |
| CUSMPF505A | Perform improvisation for audiences |
| CUSMPF506A | Develop technical skills and expand repertoire |
| CUSMPF507A | Present live audition programs |
| CUSMPF508A | Provide musical leadership in performance |
| CUSMPF601A | Present a music performance |
| CUSMPF602A | Manage stagecraft aspects of performances |
| CUSMPF603A | Refine performance techniques and expand repertoire |
| CUSMPF604A | Extend improvisation techniques |
| CUSMPF605A | Develop advanced vocal techniques |
| CUSMPF606A | Conduct musical performances |
| CUSMPF607A | Lead music rehearsals |
| CUSOHS301A | Follow occupational health and safety procedures |
| CUSPUR501A | Establish and manage recording contracts |
| CUSSOU201A | Assist with sound recordings |
| CUSSOU202A | Mix sound in a broadcasting environment |
| CUSSOU301A | Provide sound reinforcement |

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| CUSSOU302A | Record and mix a basic music demo |
| CUSSOU303A | Set up and disassemble audio equipment |
| CUSSOU304A | Restore audio tracks |
| CUSSOU305A | Analyse soundtracks |
| CUSSOU401A | Record sound |
| CUSSOU402A | Develop and implement sound plans |
| CUSSOU403A | Perform advanced sound editing |
| CUSSOU404A | Edit dialogue |
| CUSSOU405A | Mix recorded music |
| CUSSOU406A | Record sound on location |
| CUSSOU407A | Coordinate location sound recording |
| CUSSOU501A | Develop sound designs |
| CUSSOU502A | Produce sound recordings |
| CUSSOU503A | Implement sound designs |
| CUSSOU504A | Create a final sound balance |
| CUSSOU505A | Compile music for soundtracks |
| CUSSOU601A | Manage production of sound designs |
| CUSSOU602A | Manage production of sound recordings |
| CUSWRT501A | Write about music |

Imported units of competency in this Training Package

| Code | Title | Origin |
|------------|-----------------------------|--------|
| BSBADM307B | Organise schedules | BSB07 |
| BSBADM311A | Maintain business resources | BSB07 |
| BSBADM502B | Manage meetings | BSB07 |

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|------------|--|-------|
| BSBADM506B | Manage business document design and development | BSB07 |
| BSBADV405A | Perform media calculations | BSB07 |
| BSBADV406A | Buy and monitor media | BSB07 |
| BSBADV407A | Apply media analysis and processing tools | BSB07 |
| BSBADV507B | Develop a media plan | BSB07 |
| BSBADV509A | Create mass print media advertisements | BSB07 |
| BSBADV510A | Create mass electronic media advertisements | BSB07 |
| BSBADV511A | Evaluate and recommend advertising media options | BSB07 |
| BSBCMM301A | Process customer complaints | 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 |
| BSBCRT601A | Research and apply concepts and theories of creativity | BSB07 |
| BSBCUS301A | Deliver and monitor a service to customers | BSB07 |
| BSBCUS401A | Coordinate implementation of customer service strategies | BSB07 |
| BSBCUS501A | Manage quality customer service | BSB07 |
| BSBDES201A | Follow a design process | BSB07 |
| BSBDES202A | Evaluate the nature of design in a specific industry context | BSB07 |
| BSBDES305A | Source and apply information on the history and theory of design | BSB07 |
| BSBDES401A | Generate design solutions | BSB07 |
| BSBDES501A | Implement design solutions | BSB07 |
| BSBDES601A | Manage design realisation | BSB07 |

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| BSBDES602A | Research global design trends | BSB07 |
| BSBDIV301A | Work effectively with diversity | BSB07 |
| BSBDIV601A | Develop and implement diversity policy | BSB07 |
| BSBEBU401A | Review and maintain a website | BSB07 |
| BSBEBU501A | Investigate and design e business solutions | BSB07 |
| BSBEBU502A | Implement e business solutions | BSB07 |
| BSBFIA301A | Maintain financial records | BSB07 |
| BSBFIA401A | Prepare financial reports | BSB07 |
| BSBFIA402A | Report on financial activity | BSB07 |
| BSBFIM501A | Manage budgets and financial plans | BSB07 |
| BSBFIM601A | Manage finances | BSB07 |
| BSBHRM402A | Recruit, select and induct staff | BSB07 |
| BSBHRM503A | Manage performance management systems | BSB07 |
| BSBHRM506A | Manage recruitment selection and induction processes | BSB07 |
| BSBHRM602A | Manage human resources strategic planning | BSB07 |
| BSBINM201A | Process and maintain workplace information | BSB07 |
| BSBINM301A | Organise workplace information | BSB07 |
| BSBINM302A | Utilise a knowledge management system | BSB07 |
| BSBINM501A | Manage an information or knowledge management system | BSB07 |
| BSBINM601A | Manage knowledge and information | BSB07 |
| BSBINN301A | Promote innovation in a team environment | BSB07 |
| BSBINN501A | Establish systems that support innovation | BSB07 |
| BSBINN502A | Build and sustain an innovative work environment | BSB07 |
| BSBINN601A | Manage organisational change | BSB07 |
| BSBITU201A | Produce simple word processed documents | BSB07 |

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|------------|---|-------|
| BSBITU202A | Create and use spreadsheets | BSB07 |
| BSBITU203A | Communicate electronically | BSB07 |
| BSBITU301A | Create and use databases | BSB07 |
| BSBITU302A | Create electronic presentations | BSB07 |
| BSBITU303A | Design and produce text documents | BSB07 |
| BSBITU304A | Produce spreadsheets | BSB07 |
| BSBITU306A | Design and produce business documents | BSB07 |
| BSBITU309A | Produce desktop published documents | BSB07 |
| BSBITU401A | Design and develop complex text documents | BSB07 |
| BSBITU402A | Develop and use complex spreadsheets | BSB07 |
| BSBITU404A | Produce complex desktop published documents | BSB07 |
| BSBLED101A | Plan skills development | BSB07 |
| BSBLED401A | Develop teams and individuals | BSB07 |
| BSBMGT402A | Implement operational plan | BSB07 |
| BSBMGT403A | Implement continuous improvement | BSB07 |
| BSBMGT502B | Manage people performance | BSB07 |
| BSBMGT515A | Manage operational plan | BSB07 |
| BSBMGT516C | Facilitate continuous improvement | BSB07 |
| BSBMGT605B | Provide leadership across the organisation | BSB07 |
| BSBMGT608B | Manage innovation and continuous improvement | BSB07 |
| BSBMGT615A | Contribute to organisation development | BSB07 |
| BSBMGT616A | Develop and implement strategic plans | BSB07 |
| BSBMGT617A | Develop and implement a business plan | BSB07 |
| BSBMKG401B | Profile the market | BSB07 |
| BSBMKG402B | Analyse consumer behaviour for specific markets | BSB07 |

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|------------|---|-------|
| BSBMKG408B | Conduct market research | BSB07 |
| BSBMKG413A | Promote products and services | BSB07 |
| BSBMKG414A | Undertake marketing activities | BSB07 |
| BSBMKG415A | Research international markets | BSB07 |
| BSBMKG416A | Market goods and services internationally | BSB07 |
| BSBMKG501B | Identify and evaluate marketing opportunities | BSB07 |
| BSBMKG502B | Establish and adjust the marketing mix | BSB07 |
| BSBMKG506B | Plan market research | BSB07 |
| BSBMKG507A | Interpret market trends and developments | BSB07 |
| BSBMKG511A | Analyse data from international markets | BSB07 |
| BSBMKG513A | Promote products and services to international markets | BSB07 |
| BSBMKG514A | Implement and monitor marketing activities | BSB07 |
| BSBMKG516A | Profile international markets | TBA |
| BSBMKG517A | Analyse consumer behaviour for specific international markets | BSB07 |
| BSBMKG603B | Manage the marketing process | BSB07 |
| BSBMKG605B | Evaluate international marketing opportunities | BSB07 |
| BSBMKG606B | Manage international marketing programs | BSB07 |
| BSBMKG607B | Manage market research | BSB07 |
| BSBMKG608A | Develop organisational marketing objectives | BSB07 |
| BSBMKG609A | Develop a marketing plan | BSB07 |
| BSBMKG610A | Develop, implement and monitor a marketing campaign | TBA |
| BSBOHS201A | Participate in OHS processes | BSB07 |
| BSBOHS407A | Monitor a safe workplace | BSB07 |
| BSBOHS509A | Ensure a safe workplace | BSB07 |
| BSBPMG401A | Apply project scope management techniques | BSB07 |

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| BSBPMG402A | Apply time management techniques | BSB07 |
| BSBPMG501A | Manage application of project integrative processes | BSB07 |
| BSBPMG503A | Manage project time | BSB07 |
| BSBPMG510A | Manage projects | BSB07 |
| BSBPMG601A | Direct the integration of projects | BSB07 |
| BSBPRO301A | Recommend products and services | BSB07 |
| BSBPUB401A | Develop and apply knowledge of public relations industry | BSB07 |
| BSBPUB502A | Develop and manage complex public relations campaigns | BSB07 |
| BSBPUB503A | Manage fundraising and sponsorship activities | BSB07 |
| BSBPUB504A | Develop and implement crisis management plans | BSB07 |
| BSBPUR301B | Purchase goods and services | BSB07 |
| BSBPUR401B | Plan purchasing | BSB07 |
| BSBPUR402B | Negotiate contracts | BSB07 |
| BSBRES401A | Analyse and present research information | BSB07 |
| BSBRES801A | Initiate and lead applied research | BSB07 |
| BSBRSK401A | Identify risk and apply risk management processes | BSB07 |
| BSBRSK501A | Manage risk | BSB07 |
| BSBSMB201A | Identify suitability for micro business | BSB07 |
| BSBSMB301A | Investigate micro business opportunities | BSB07 |
| BSBSMB302A | Develop a micro business proposal | BSB07 |
| BSBSMB303A | Organise finances for the micro business | BSB07 |
| BSBSMB304A | Determine resource requirements for the micro business | BSB07 |
| BSBSMB305A | Comply with regulatory, taxation and insurance requirements for the micro business | BSB07 |
| BSBSMB306A | Plan a home based business | BSB07 |

| | | |
|------------|---|-------|
| BSBSMB307A | Set up information and communications technology for the micro business | BSB07 |
| BSBSMB401A | Establish legal and risk management requirements of small business | BSB07 |
| BSBSMB402A | Plan small business finances | BSB07 |
| BSBSMB403A | Market the small business | BSB07 |
| BSBSMB404A | Undertake small business planning | BSB07 |
| BSBSMB405A | Monitor and manage small business operations | BSB07 |
| BSBSMB408B | Manage personal, family, cultural and business obligations | BSB07 |
| BSBSUS201A | Participate in environmentally sustainable work practices | BSB07 |
| BSBWOR201A | Manage personal stress in the workplace | BSB07 |
| BSBWOR202A | Organise and complete daily work activities | BSB07 |
| BSBWOR203A | Work effectively with others | BSB07 |
| BSBWOR204A | Use business technology | BSB07 |
| BSBWOR401A | Establish effective workplace relationships | BSB07 |
| BSBWOR402A | Promote team effectiveness | BSB07 |
| BSBWOR403A | Manage stress in the workplace | BSB07 |
| BSBWOR502B | Ensure team effectiveness | BSB07 |
| BSBWRT301A | Write simple documents | BSB07 |
| BSBWRT401A | Write complex documents | BSB07 |
| BSBWRT501A | Write persuasive copy | BSB07 |
| CUEAUD02C | Prepare, rig, test and modify vision systems | CUE03 |
| CUEAUD03C | Operate vision systems | CUE03 |
| CUEAUD06B | Apply a general knowledge of vision systems to work activities | CUE03 |
| CUECOR01C | Manage own work and learning | CUE03 |

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| CUEFIN03C | Obtain sponsorship | CUE03 |
| CUEFOH04C | Usher patrons | CUE03 |
| CUEFOH06C | Manage venue services | CUE03 |
| CUEIND01C | Source and apply entertainment industry knowledge | CUE03 |
| CUELGT03C | Install and operate follow spots | TBA |
| CUELGT04C | Operate floor electrics | TBA |
| CUELGT05C | Record and operate standard lighting cues | TBA |
| CUELGT07B | Record and operate lighting using advanced techniques | TBA |
| CUELGT09B | Apply a general knowledge of lighting to work activities | TBA |
| CUEPRP03B | Apply a general knowledge of props construction | CUE03 |
| CUESCE05B | Apply a general knowledge of scenic art | CUE03 |
| CUESET05C | Apply set construction techniques | CUE03 |
| CUESMT06C | Plot technical requirements from scores | CUE03 |
| CUESOU01C | Repair and maintain audio equipment | CUE03 |
| CUESOU03C | Operate professional audio equipment | CUE03 |
| CUESOU04C | Mix live audio | 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 |
| CUESOU10B | Operate wireless audio equipment | CUE03 |
| CUESOU11B | Set up and operate stage monitor systems | CUE03 |
| CUESOU12B | Set up and operate audio system control networks | CUE03 |
| CUESOU13B | Specify, install and operate audio for an outdoor event | CUE03 |
| CUESTA01C | Install staging elements | CUE03 |
| CUESTA02C | Operate staging elements | CUE03 |

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| CUESTA03C | Operate flying systems | CUE03 |
| CUESTA05C | Apply a general knowledge of staging to work activities | CUE03 |
| CUESTA06B | Apply a general knowledge of theatrical rigging | CUE03 |
| CUETEM03C | Establish and manage production requirements and resources | CUE03 |
| CUETEM07B | Tour the production | CUE03 |
| CUETGE15B | Handle physical elements during bump in/bump out | CUE03 |
| CUFCMP301A | Implement copyright arrangements | CUF07 |
| CUFCMP501A | Manage and exploit copyright arrangements | CUF07 |
| CUFDIG201A | Maintain interactive content | CUF07 |
| CUFDIG302A | Author interactive sequences | CUF07 |
| CUFDIG303A | Produce and prepare photo images | CUF07 |
| CUFDIG401A | Author interactive media | CUF07 |
| CUFDIG402A | Design user interfaces | CUF07 |
| CUFDIG403A | Create user interfaces | CUF07 |
| CUFDIG502A | Design web environments | CUF07 |
| CUFGMT301A | Repair and maintain production equipment | CUF07 |
| CUFIND201A | Develop and apply creative arts industry knowledge | CUF07 |
| CUFIND301A | Work effectively in the screen and media industries | TBA |
| CUFIND401A | Provide services on a freelance basis | CUF07 |
| CUFIND402A | Develop screen and media specialist expertise | CUF07 |
| CUFLGT101A | Apply a general knowledge of lighting to work activities | CUF07 |
| CUFLGT301A | Prepare, install and test lighting equipment | CUF07 |
| CUFPOS201A | Perform basic vision and sound editing | CUF07 |
| CUFPOS402A | Manage media assets | CUF07 |
| CUFPPM602A | Plan and manage film and media post-production | CUF07 |

| | | |
|--------------|--|-------|
| CUFRES201A | Collect and organise content for broadcast or publication | CUF07 |
| CUFRES401A | Conduct research | CUF07 |
| CUFSOU204A | Perform basic sound editing | CUF07 |
| CUFSOU301A | Prepare audio assets | CUF07 |
| CUFSOU302A | Compile audio material for broadcast | CUF07 |
| CUFWRT301A | Write content for a range of media | CUF07 |
| CUFWRT401A | Edit texts | CUF07 |
| CUVADM08B | Develop and manage public relations strategies | CUV03 |
| CUVADM10B | Research and utilise revenue and funding opportunities | CUV03 |
| CUVADM13B | Research and critique cultural work(s) | CUV03 |
| CUVCOR02B | Develop and articulate concept for own work | CUV03 |
| CUVPHI514A | Employ colour management in a digital imaging workplace | CUV03 |
| CUVPRP02B | Develop understanding of own Aboriginal or Torres Strait Islander identity | CUV03 |
| CUVVSP14B | Apply techniques to produce drawings | CUV03 |
| FNSICGEN402B | Participate in negotiations | FNS04 |
| FNSICORG501B | Develop a budget | FNS04 |
| FNSICORG502B | Manage a budget | FNS04 |
| FNSICORG609B | Develop and manage financial systems | FNS04 |
| HLTFA201A | Provide basic emergency life support | HLT07 |
| HLTFA301B | Apply first aid | HLT07 |
| ICAA5144B | Determine best-fit topology for a local network | ICA05 |
| ICAI5172B | Implement backbone technologies in a local area network | ICA05 |
| ICAS4191B | Maintain website performance | ICA05 |
| ICAS5199B | Manage business websites and servers | ICA05 |

| | | |
|-------------|--|-------|
| ICAS5203B | Evaluate and select a web hosting service | ICA05 |
| ICAT4221B | Locate equipment, system and software faults | ICA05 |
| ICAU1128B | Operate a personal computer | ICA05 |
| ICAU1133B | Send and retrieve information using web browsers and email | ICA05 |
| ICAU1204B | Locate and use relevant on-line information | ICA05 |
| ICAU2005B | Operate computer hardware | ICA05 |
| ICAU2006B | Operate computing packages | ICA05 |
| ICAU3019B | Migrate to new technology | ICA05 |
| ICAU3126B | Use advanced features of computer applications | ICA05 |
| ICPMM296A | Create and test a CD-ROM / DVD | TBA |
| MEM18001C | Use hand tools | TBA |
| MEM18002B | Use power tools/hand held operations | TBA |
| PSPPROC602B | Direct the management of contracts | TBA |
| SITTVAF001A | Provide venue information and assistance | SIT07 |
| SITXEVT002A | Provide event staging support | SIT07 |
| SITXEVT003A | Process and monitor event registrations | SIT07 |
| SITXEVT004A | Coordinate on-site event registrations | SIT07 |
| SITXEVT009A | Develop event concepts | SIT07 |
| SITXEVT010A | Evaluate and address event regulatory requirements | SIT07 |
| SITXEVT011A | Develop crowd control plans and procedures | SIT07 |
| SITXEVT012A | Select event venues and sites | SIT07 |
| SITXEVT013A | Manage event staging | SIT07 |
| SITXEVT014A | Develop conference programs | SIT07 |
| SITXEVT015A | Manage exhibitions | SIT07 |
| SITXEVT016A | Organise and monitor event infrastructure | SIT07 |

| | | |
|-------------|--|-------|
| SITXEVT017A | Provide on-site event management services | SIT07 |
| SITXEVT019A | Manage multi-venue events | SIT07 |
| SITXFIN007A | Manage physical assets | SIT07 |
| SITXHRM004A | Manage volunteers | SIT07 |
| SITXMPR001A | Coordinate production of brochures and marketing materials | SIT07 |
| SRXFAC009B | Plan, develop and commission facility development | TBA |
| TAAASS401C | Plan and organise assessment | TAA04 |
| TAAASS402C | Assess competence | TAA04 |
| TAADEL401B | Plan and organise group-based delivery | TAA04 |
| TAADEL402B | Facilitate group-based learning | TAA04 |
| TAADEL403B | Facilitate individual learning | TAA04 |
| TAADES501B | Design and develop learning strategies | TAA04 |
| TAADES502B | Design and develop learning resources | TAA04 |
| TAAENV501B | Maintain and enhance professional practice | TAA04 |

Mapping to Previous Training Package

Mapping to Previous Training Package

Mapping for previous version of *CUS09 Music Training Package* can be found on the IBSA website: <http://www.ibsa.org.au>

1. Mapping of qualifications

| Qualification code and title CUS09 Version 1.1 | Qualification code and title CUS09 Version 1.2 | Mapping details | |
|--|--|---|---|
| CUS20109 Certificate II in Music | CUS20109 Certificate II in Music | Minor amendment of terminology in packaging rules | E |
| CUS30109 | CUS30109 | Minor amendment of terminology in | E |

| Qualification code and title CUS09 Version 1.1 | Qualification code and title CUS09 Version 1.2 | Mapping details | |
|---|---|---|---|
| Certificate III in Music | Certificate III in Music | packaging rules Inclusion of elective units: <ul style="list-style-type: none"> • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF404A Perform music as part of a group • CUSMPF306A Perform music as a soloist | |
| CUS30209 Certificate III in Technical Production | CUS30209 Certificate III in Technical Production | Minor amendment of terminology in packaging rules | E |
| CUS30309 Certificate III in Music Business | CUS30309 Certificate III in Music Business | Minor amendment of terminology in packaging rules | E |
| CUS40109 Certificate IV in Music | CUS40109 Certificate IV in Music | Minor amendment of terminology in packaging rules Inclusion of elective unit: <ul style="list-style-type: none"> • CUSMLT303A Notate music | E |
| CUS40209 Certificate IV in Sound Production | CUS40209 Certificate IV in Sound Production | Minor amendment of terminology in packaging rules | E |
| CUS40309 Certificate IV in Music Business | CUS40309 Certificate IV in Music Business | Minor amendment of terminology in packaging rules | E |
| CUS50109 Diploma of Music | CUS50109 Diploma of Music | Minor amendment of terminology in packaging rules <ul style="list-style-type: none"> • CUSMPF408A Develop performance techniques on a second instrument | E |
| CUS50209 Diploma of Sound Production | CUS50209 Diploma of Sound Production | Minor amendment of terminology in packaging rules | E |

| Qualification code and title CUS09 Version 1.1 | Qualification code and title CUS09 Version 1.2 | Mapping details | |
|--|--|---|---|
| CUS50309 Diploma of Music Business | CUS50309 Diploma of Music Business | Minor amendment of terminology in packaging rules | E |
| CUS60109 Advanced Diploma of Music | CUS60109 Advanced Diploma of Music | Minor amendment of terminology in packaging rules | E |
| CUS60209 Advanced Diploma of Sound Production | CUS60209 Advanced Diploma of Sound Production | Minor amendment of terminology in packaging rules | E |
| CUS60309 Advanced Diploma of Music Business | CUS60309 Advanced Diploma of Music Business | Minor amendment of terminology in packaging rules | E |

2. Mapping of units of competency

No units have undergone changes during the upgrade from CUS09 version 1.1 to CUS09 version 1.2.

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 2007 (AQTF 2007), 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?

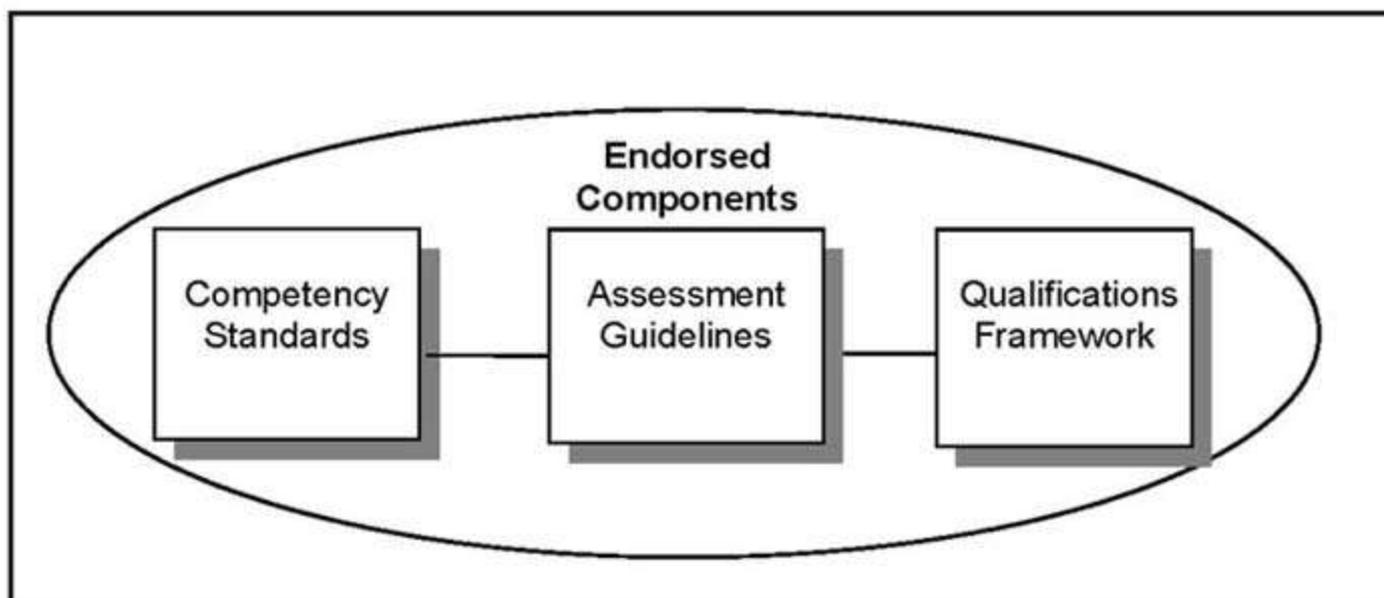
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

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 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

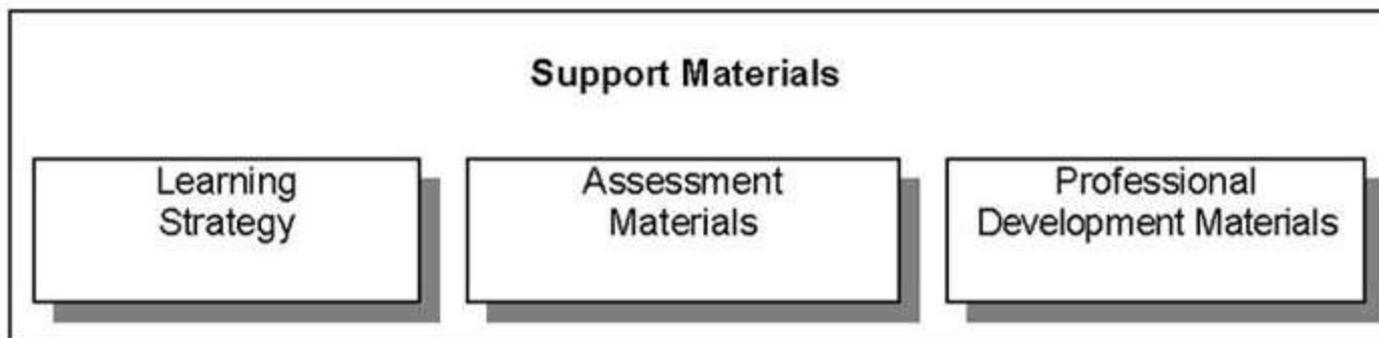
Qualifications Framework

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.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au >



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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 CUS09. 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 CUS20109. 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 CUSADM301A;
- the first three characters signify the Training Package - CUS09 - 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:

- CUS20109 Certificate II in Music

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:

- CUSADM301A Administer operations for rehearsals and performances

Historical and General Information

The Music Training Package is one of a suite of Training Packages within the cultural industries. The cultural industries comprise the following sectors:

- community cultural development
- entertainment
- interactive digital media
- library and information services
- museums, galleries and cultural heritage sites
- screen and media
- visual arts, craft and design.

The Music Training Package was first developed and endorsed in 2001 under the original title of CUS01 Music Industry Training Package.

This revised CUS09 version is based on a comprehensive review of industry trends and feedback on CUS01 from both industry and training providers. It also takes into account Training Package development requirements as outlined in the *Training Package Development Handbook* which can be accessed online at www.tpdh.deewr.gov.au.

The review and redevelopment of the national music qualifications were undertaken within a context of consultation and feedback from industry and training providers. A number of principles, which reflect IBSA guiding design principles for qualifications, underpin the revisions, including:

- maximising flexibility to ensure the qualifications can 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 coverage to increase flexibility, pathways and recognition

- importing units from Training Packages outside IBSA coverage, e.g. a range of units from the SIT07 Tourism, Hospitality and Events Training Package to address event management skill requirements
- developing qualifications that can be used within other Training Packages, e.g. technical production which is relevant to the CUE03 Entertainment Training Package, and sound production which is relevant to both the CUE03 Entertainment Training Package and the CUF07 Screen and Media Training Package.

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, registered training organisations (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, when and how. It describes the outcomes of training but leaves the detailed decision making and implementation to RTOs.

Introduction to the Industry

Acting on behalf of the Australian government, and working within the scope of vocational education and training (VET), the Department of Education, Employment and Workplace Relations (DEEWR) works to ensure that Australian industries have access to the people and skills they need, both to maintain existing operations, and to achieve competitive and opportunity-led change.

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. These industry sectors include:

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

The cultural industries comprise screen and media, music and entertainment, museum and library/information services, and visual arts, craft and design. As with many other sectors, technological convergence is affecting the way people work in the creative industries. In a study for IBSA, the Centre for International Economics stated that ‘convergence is redefining the boundaries between industries – many of the cultural and creative industries that were once separate now need similar skills’. (**Source:** *Cultural Industries Research Project report* prepared for IBSA by the Centre for International Economics, p. 23)

Advances in digital technology and the internet as a mass, global communication

network have had a dramatic effect on the way music is performed, recorded, promoted and distributed. Significant shifts include:

- the proliferation of home studios equipped with digital audio workstations that enable musicians and bands to record and mix their own singles and albums
- a decline in sales of physical products such as CDs, countered by a dramatic rise in digital sales through outlets such as iTunes and mobile phone companies
- new business models which extend the range of services and products covered in contracts with performers
- new approaches to music distribution through the internet
- new forms of online marketing which tap into social networking sites that allow musicians to communicate directly with fans
- entry of new participants in the music industry, such as mobile phone companies.

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.
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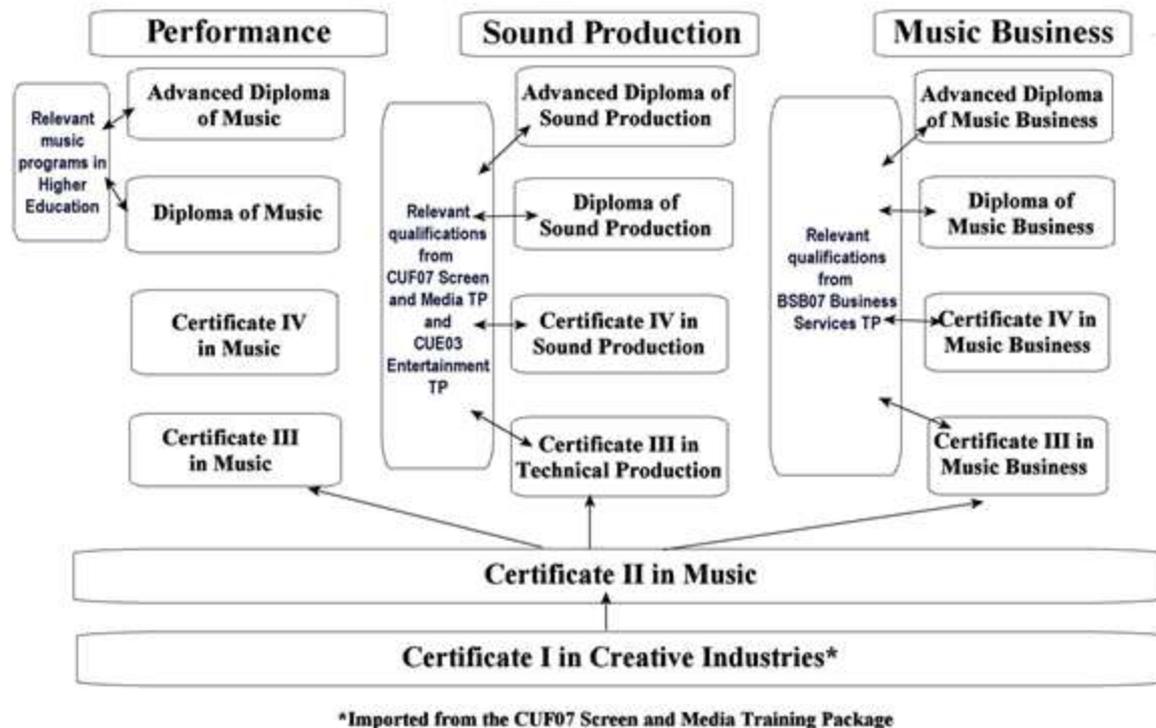
Qualification Pathways

CUS09 Music 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 sequences to meet the needs of their students and customers.

The following pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia.

CUS09 Music Training Package - qualification pathways

There are no prerequisite requirements for any qualification and vocational experience provides a pathway into all qualifications.



Skill Sets in this Training Package

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 need or industry outcome. Skill sets are not qualifications.

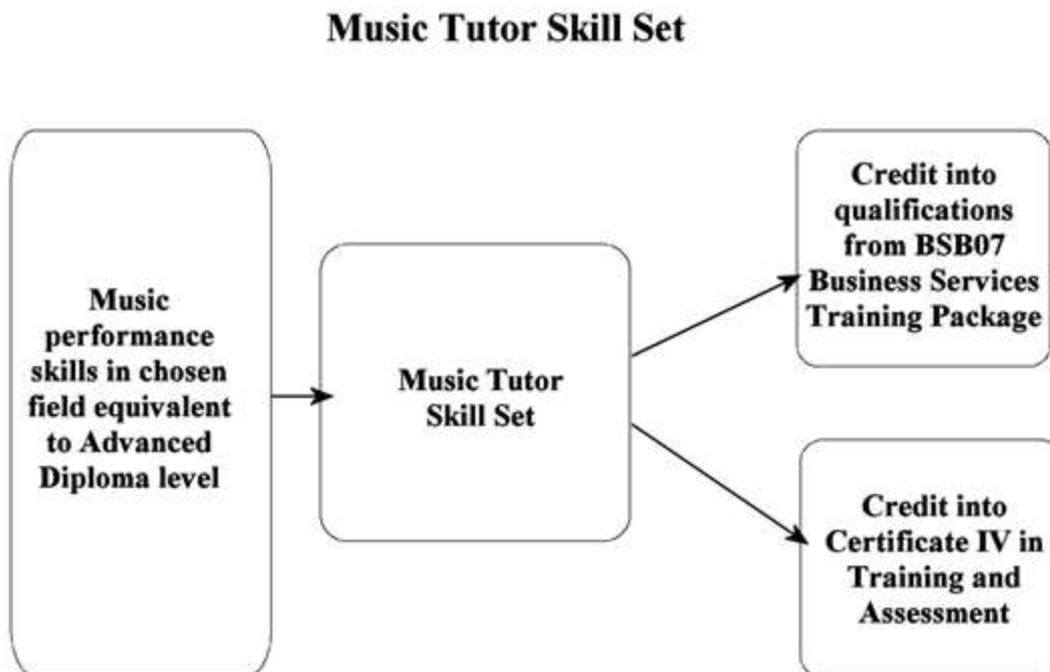
Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment the updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

In response to issues raised in the first phase of the CUS01 Music Training Package review in 2005, a music tutor skill set has been developed. This contains a cluster of units addressing the small business and teaching skills required by music teachers who offer private music tuition.

Music tutor skill set

The following pathways chart is provided to show the types of pathways into and from the music tutor skill set.



Industry Requirements for 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.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

| Skill | Facets |
|---|--|
| | Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. |
| 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 |

| | |
|--|---|
| | <ul style="list-style-type: none"> • 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 |
| <p>Teamwork that contributes to productive working relationships and outcomes</p> | <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 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 |
| <p>Problem solving that contributes to productive outcomes</p> | <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 |
| <p>Initiative and enterprise that contribute to innovative outcomes</p> | <ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision |

| | |
|---|--|
| | <ul style="list-style-type: none"> • 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 management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it |
| | <ul style="list-style-type: none"> • 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 |

| | |
|--|---|
| | <ul style="list-style-type: none"> • 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 |
| <p>Technology that contributes to the effective carrying out of tasks</p> | <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

CUS09 Music 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 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.

CUS09 Music 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.

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Whole of Industry Qualification Information

CUS09 at a glance

The revised units in CUS09 address key concerns raised during the Phase One review of CUS01 in 2005. Namely:

- Restricting the number of AQF levels at which units can be packaged. With a few exceptions, all units are now recommended for packaging at no more than two AQF levels.
- Eliminating duplication of content between units.
- Broadening the scope of units to include a range of industry contexts where appropriate.
- Using plain English and accepted industry terminology.
- Providing clear guidance on required skills and knowledge and the critical aspects of evidence.
- Embedding relevant employability skills in elements and performance criteria, as well as in the required skills and knowledge sections of all units.
- ‘Future-proofing’ units against technological change. This has been done by using terms such as ‘source media’, ‘relevant format’ and ‘relevant equipment’ in elements and performance criteria and providing current examples in range statements.

Units of competency that cover business skills specific to the music industry have been written to accommodate the digital age in which new approaches to music distribution and marketing continue to emerge. The expansion of the former music technology qualifications into qualifications that embrace the screen and media industries reflects the cross-sector nature of sound production.

Work outcome

All VET qualifications must lead to a work outcome. The flexibility of CUS09 Music Training Package qualifications allows RTOs to vary programs to meet:

- the specific needs of learners and industry clients
- the needs of a locality or a particular industry application of skills
- greater employability of a group of students or an individual.

Maximising employability

In all cases, when packaging qualifications in CUS09 Music 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 Music Training Package or among other Training Packages.

Titles of qualifications

Guidelines on issuing qualifications and the protocol defining the form of qualifications are contained in the *Australian Qualifications Framework (AQF) Implementation Handbook* which can be accessed on the AQF website at

<http://www.aqf.edu.au/implem.htm>

Qualifications in the CUS09 Music Training Package have industry descriptors only. There is no provision for nominating an occupational or functional stream in brackets after a title such as CUF40107 Certificate IV in Music. In the context of music performance, a functional stream could be seen as music styles or genres. However to specify such streams would narrow the focus of what students can achieve and would result in the addition of numerous qualifications to the Training Package without any actual change in their structure.

However, RTOs issuing qualifications may wish to describe the specialisation in which individuals achieve competence in performance or composition. For example, the transcript of units completed could be preceded by a short statement such as:

‘The chosen musical style for this qualification was jazz and the primary instrument was saxophone.’

The main specialisations which apply, either individually or in combination, are:

- classical
- contemporary
- jazz
- world.

Any descriptive statement may nominate the individual instrument (e.g. violin, drums, piano, guitar, etc.) where competence has been achieved. Note that candidates may achieve competence in one or more instruments and that a specialisation may combine the style of music with the nominated instrument.

Descriptive statements on certificates should always be written with reference to the overall guidelines in the *AQF Implementation Handbook*.

Technical terms and abbreviations

A glossary of technical terms and abbreviations used in units of competency is provided as Appendix B.

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 AQTF 2007. 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 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments 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.

In the areas of work covered by this Training Package, the endorsed units of competency 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).

Australian Quality Training Framework Assessment Requirements

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 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise 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/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. 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 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

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 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

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 2007 *Essential Standards for Registration*, Standard 2.

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 Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF Qualifications and Statements 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)/course(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < www.aqf.edu.au>.

This section provides information on licensing/registration requirements for CUS09 Music Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no licensing or 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 licensing or registration requirements with which you must comply. For further information on this topic contact IBSA at www.ibsa.org.au .

The following guidance is provided in relation to regulatory requirements that may apply to people working in technical production areas of the entertainment industry.

National Standard for Licensing Persons Performing High Risk Work

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels.

- CPCCLDG3001A Licence to perform dogging
- CPCCLRG3001A Licence to perform rigging basic level
- CPCCLRG3002A Licence to perform rigging intermediate level
- CPCCLRG4001A Licence to perform rigging advanced level

Information on occupational licensing and its intersection with vocational education and training can be found in *Licensing Line News* at www.licensingline.com .

National Code of Practice for Induction for Construction Work

"This Code of Practice provides guidance to persons working in the general and residential construction sectors on the types of induction training that may be needed to provide construction workers with an awareness and understanding of common hazards on construction sites and how they should be managed." (Source: *Licensing Line News* at www.licensingline.com).

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction, Plumbing and Services Integrated Framework Training Package fulfils this requirement.

Contact state or territory OHS authorities for information on RTOs approved to deliver the general induction training program.

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 CUS09 Music 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 in a simulated environment

Units of competency in CUS09 Music 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 within the CUS09 Music 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?

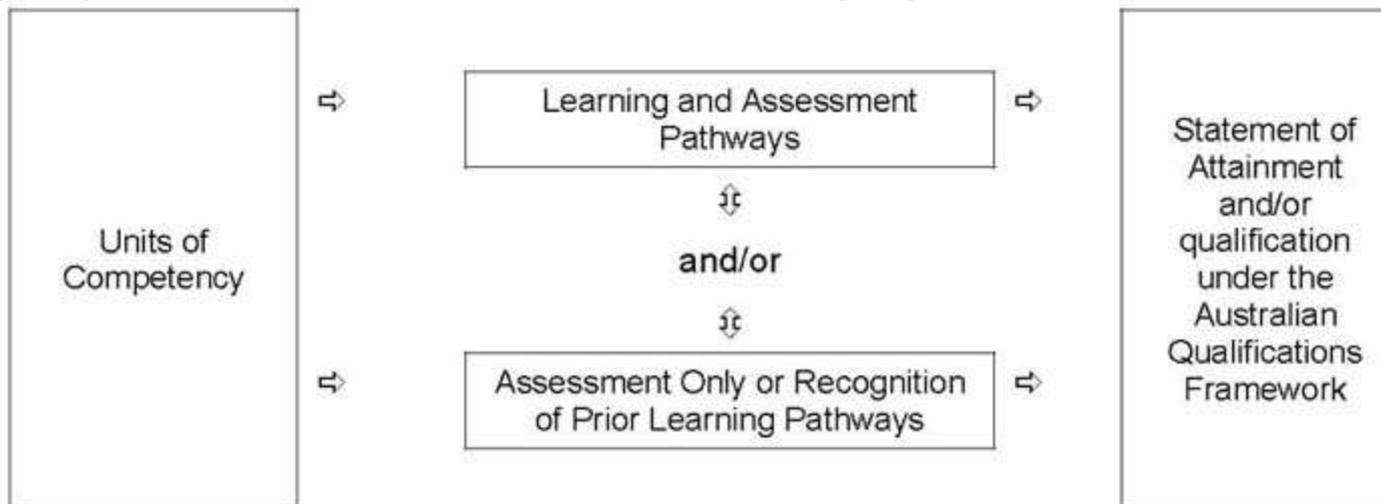
- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- 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, an assessment-only or 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 and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment 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.

Assessment-Only or Recognition of Prior Learning Pathway

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 achieved.

In an assessment-only or 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, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

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, and work samples. 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).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- 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.

Combination of Pathways

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 mandatory competencies for assessors, 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 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

| | | |
|-----|----|--|
| 1.4 | | <i>Training and assessment is delivered by trainers and assessors who:</i> |
| | a) | <i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i> |
| | b) | <i>have the relevant vocational competencies at least to the level being delivered or assessed</i> |
| | c) | <i>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO"s services.</i> |

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 term 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 e.g. 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 communications 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 recognises, adopts and practises 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 CUS09 Music 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 under-utilised.

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 the CUS09 Music 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 2007
- 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.

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 judgments 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 are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service < www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Assessment Requirements

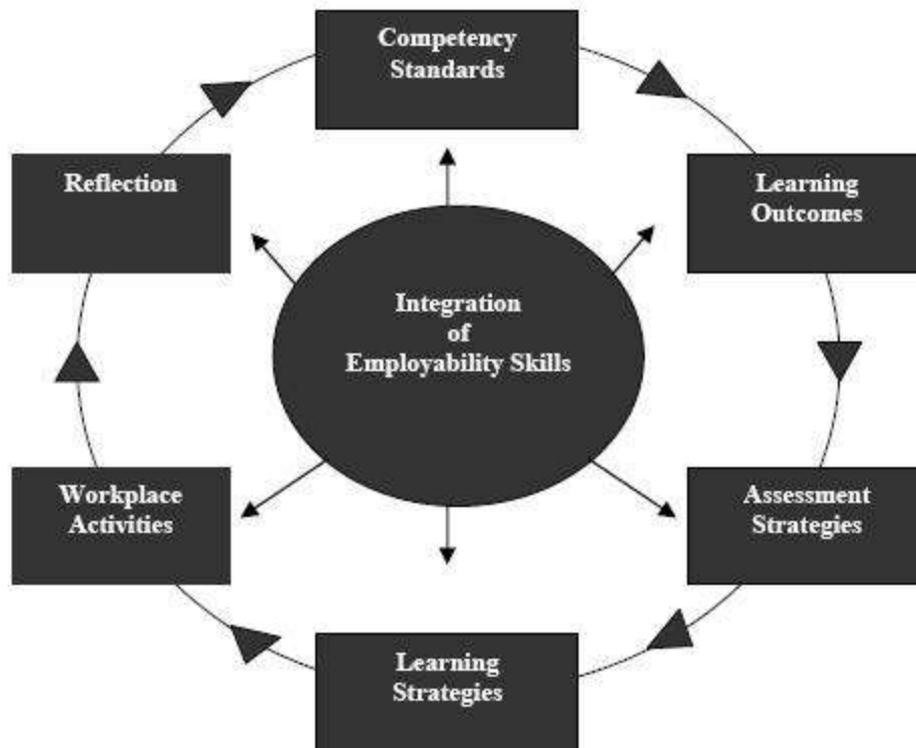
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

| | |
|-----|--|
| 1.5 | Assessment, including Recognition of Prior Learning: |
| | a) meets the requirements of the relevant Training Package or accredited course, |
| | b) is conducted in accordance with the principles of assessment and the rules of evidence, and |
| | c) meets workplace and, where relevant, regulatory requirements. |

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 and explicit within each unit of competency. 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.

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>.

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.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

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 |

| | |
|------------------------|--|
| | <ul style="list-style-type: none"> • 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 • 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 |

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

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.

Innovation and Business Skills Australia Building B, Level 2 192 Burwood Road Hawthorn VIC

3122 Tel: 03 9815 7000 Fax: 03 9815 7001 Web: www.ibsa.org.au Email: reception@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

Tel: 03 9832 8100

Fax: 03 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

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

Innovation and Business Skills Australia

Level 2, Building B, 192 Burwood Road

Hawthorn VIC 3122

Tel: 03 9815 7000

Fax: 03 9815 7001

Web: www.ibsa.org.au

Email: virtual@ibsa.org.au

General resources

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

AQF Implementation Handbook, third edition. Australian Qualifications Framework Advisory Board, 2002, www.aqf.edu.au.

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007.

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration.

AQTF 2007 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 2007 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.

TAA04 Training and Assessment 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 (DEST, August 2007). 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

Email: info@acenational.org.au

Website: www.acenational.org.au

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

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: ACT: 02 6274 5206

New South Wales: 02 263 3818

Northern Territory: 08 8946 3555

Queensland: 07 3360 2800

South Australia: 08 8236 6111

Tasmania: 03 6221 1411

Victoria: 03 9285 8523

Western Australia: 08 9346 5311

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**

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 Council on Intellectual 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

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

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 **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 **SAI Global**

Standards Australia publications distributor. Tel: 131 242

Fax: 1300 65 49 49

Email: sales@sai-global.com Website: www.saiglobal.com **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

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

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

Web: www.tvetaustralia.com.au

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

Innovation & Business Skills Australia Level 2, Building B, 192 Burwood Road

HAWTHORN VIC 3122

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

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

Assessor Training

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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 (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government

Publishing Service, Canberra.

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 Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. 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 endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but 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 statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite 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 expectations at the AQF qualification level involved

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 | Mayer 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.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

| Unit component | Example of embedded Employability Skill |
|-----------------------------|--|
| Unit Title | Rehearse music for group performance (Learning) |
| Unit Descriptor | This unit describes the performance outcomes, skills and knowledge required to rehearse for a group performance. (Learning, teamwork) |
| Element | Participate in rehearsals (Learning, teamwork) |
| Performance Criteria | Discuss and resolve technical or other problems in a positive and appropriate manner (Communication, problem solving, teamwork) |
| Range Statement | <p><i>Listening skills</i> may include:</p> <ul style="list-style-type: none"> • tuning instrument • aural imagination to explore interpretation options • pattern and sequence recognition and memory in selected area of specialisation • reproducing sequences from memory • recognising music systems and practices in selected area of specialisation • chords and keys in tonal or other musical systems in selected area of |
| | <p>specialisation</p> <ul style="list-style-type: none"> • listening to own and others' performance in an ensemble to guide and adjust own work |

| | |
|--------------------------------------|---|
| | <ul style="list-style-type: none"> • effective musical interaction with other members of the ensemble. <p>(Technology, communication, initiative and enterprise, teamwork, problem solving)</p> |
| Required Skills and Knowledge | <ul style="list-style-type: none"> • interpret music appropriately for rehearsals and performances (Communication) • collaborate effectively with other artists during rehearsals according to agreed schedule (Teamwork) • tune instrument to achieve intonation (Problem solving, technology) • experiment with a variety of musical interpretations (Initiative and enterprise) • plan practice time prior to rehearsals (Planning and organising) • arrive punctually at rehearsals (Self-management) • improve music performance skills and expression through rehearsal and performance (Learning) |
| Evidence Guide | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • perform proficiently on chosen instrument in at least three rehearsals (Technology) • listen effectively for and adjust intonation and nuance in performance (Communication, initiative and enterprise) • apply interpretation and expression skills (Initiative and enterprise) • communicate effectively with other performers to achieve the required standard of performance (Communication, teamwork) |

Competency Standards - Industry Contextualisation

As indicated elsewhere in this volume of the Training Package, RTOs may contextualise units of competency imported from other Training Packages to reflect outcomes relevant to the music industry. Many units from the BSB07 Business Services Training Package have been imported into the music business qualifications to support those units which address specific aspects of doing business in the music industry, such as managing artists, distributing royalty income and managing the distribution of music.

Using 'BSBPUR402B Negotiate contracts' as an example, RTOs could add music-industry specific examples of what contracts with artists might cover, e.g. all rights under one deal, passive rights deal, and so on. The list of 'relevant personnel' could be extended to include people such as artist managers, artists, publicists and promoters.

If 'BSBEBU501A Investigate and design ebusiness solutions' were imported, examples of 'ebusiness models' in the context of the music industry could be added. Similarly, the term 'business to consumer' could be expanded to embrace music industry terminology and concepts.

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 2007 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 2007 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 on Education, Employment, Training and Youth Affairs (MCEETYA) 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 MCEETYA 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 forms 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 MCEETYA 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 identified 10 characteristics of high quality workplace learning programs. These are:

1. Work placements that are long enough for real learning to take place.
2. Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.
3. 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.
4. Employer involvement in student selection for work placements.
5. The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.
6. The use of qualified, highly competent workers as workplace trainers or mentors.
7. Regular face-to-face contact between the coordinators and employers and in-firm supervisors.
8. Monitoring of the students on the job by the program coordinator.
9. 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.
10. Deliberate efforts by schools to relate what has been learned at work to students' school-based learning. (source: OECD, 2000, *From Initial Education to Working Life: Making Transitions Work*. Organisation for Economic Cooperation and Development, Paris.)

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.

- 1 That the RTO assume responsibility for finding placements and validating the arrangements.
 - 2 That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements.
 - 3 That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF 2007 standards.
 - 4 That a student on work placement must be covered by injury insurance.
 - 5 That there is a formal contract setting out each party's responsibilities and obligations.
 - 6 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').
 - 7 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).
 - 8 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.
 - 9 That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.
 - 10 That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.
 - 11 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.
 - 12 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.
 - 13 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: Glossary of terms

| | |
|-----|-----------------------|
| AAC | advanced audio coding |
| A&R | artist and repertoire |

| | |
|-------|--|
| ACC | Australian Copyright Council |
| ADR | additional dialogue recording |
| AIFF | audio interchange file format |
| APRA | Australasian Performing Rights Association |
| AMCOS | Australasian Mechanical Copyright Owners Society |
| AMPAL | Australasian Music Publishers Association |
| APRA | Australasian Performing Rights Association |
| ARIA | Australian Recording Industry Association |

Appendix C: 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 skill/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 are 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 (source: 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 (Hoffert). (Source: Imagine Australia: The Role of Creativity in the Innovation Economy. Hoffert, PMSEIC, 2005)

Innovation is? (source: Ithaca Group report on innovation, Rod McDonald, 2005)

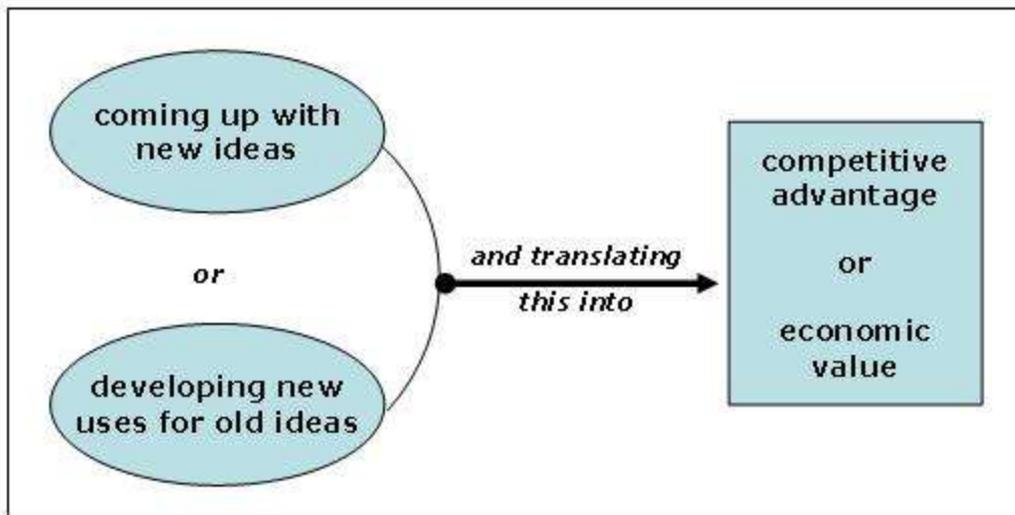
Coming up with new ideas which embrace invention and everything that would emerge from R&D activities.

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.

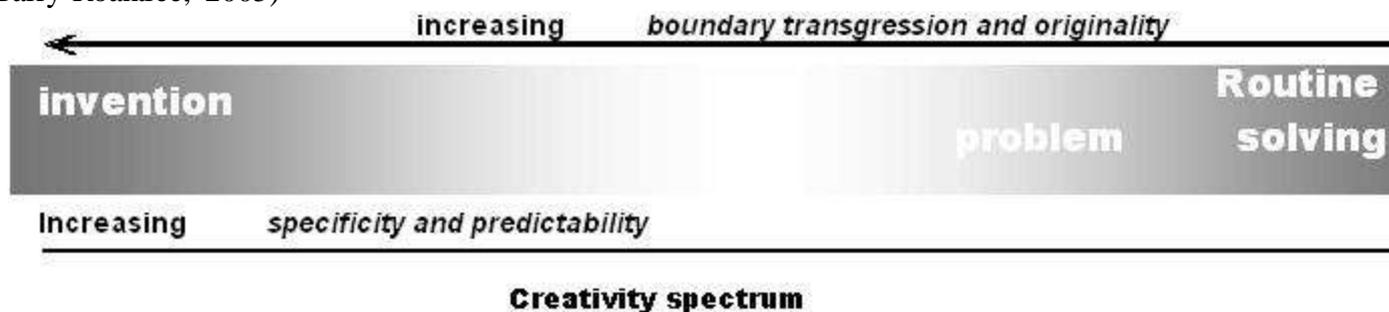
Design is?

Design is the deliberate and considered creative process of devising and producing by independent investigation, experimentation and mental activity something that is useful. (Source: Ithaca Group report on innovation, Rod McDonald, 2005)

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. (source: Enhancing Creativity and Innovation through Training. A think piece on the future Training Package development to address creativity and innovation, Barry Roantree, 2005)



Creativity spectrum

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 national 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.