Australian Government

Department of Education, Employment and Workplace Relations

CUV11 Visual Arts, Crafts and Design Training Package

Release: 1.0

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

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CUV11 Visual Arts, Crafts and Design Training Package

Modification History

Version	Release Date	Comments
1		Primary release

CUV11 Visual Arts, Craft and Design Training Package

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Training Package Details

Training Package Code: CUV11

Training Package Name: Visual Arts, Craft and Design

First Published: 2011

Print Version Number: 1

Endorsed Date: 23 June 2011

Copyright Year: 2011

Training Package Review Date: 23 June 2014

ISC Name: Innovation and Business Skills Australia (IBSA)

ISC Website URL: www.ibsa.org.au

Training Package Volume Number	Training Package Volume Name

Training Package Volume Number	Training Package Volume Statement

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

Preliminary Information

Important note to users

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

Check the version number before commencing training or assessment

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

Explanation of version number conventions

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

Explanation of the review date

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

Version modification history

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

Version	Release Date	Comments
1	October 2011	Primary release

History

The original Visual Arts, Craft and Design Training Package (CUV03) included qualifications up to Certificate IV level, except in the area of Arts Administration where there was an Advanced Diploma of Arts Management. Higher-level qualifications had always been envisaged as part of the Training Package, and were seen by many to be the qualifications that reflect skill levels required for professional practice.

A 2005 study by Innovation and Business Skills Australia (IBSA) made recommendations for the development of a range of Diploma and Advanced Diploma qualifications in various design disciplines: Visual Arts and Craft, Ceramics and Photo Imaging. Two qualifications were subsequently developed and included in CUV03 – a Diploma of Photo Imaging and an Advanced Diploma of Creative Product Development.

Since 2005, Manufacturing Skills Australia (MSA) has also developed several qualifications in design for inclusion in Training Packages. This includes qualifications in the areas of fashion design, interior design and furniture design.

Based on continuing stakeholder feedback, IBSA has now developed other qualifications recommended in 2005 and updated the Training Package.

CUV11 therefore incorporates both new and revised content.

For the first time, there are national qualifications at Diploma and/or Advanced Diploma level in the areas of:

- visual arts
- ceramics
- jewellery design
- graphic design.

The Training Package also includes revised or updated qualifications in the areas of:

- visual arts
- Aboriginal or Torres Strait Islander cultural arts
- opal cutting and polishing
- arts administration
- design
- photo imaging
- creative product development.

Acknowledgments

Many people helped make this Training Package a reality. Thank you to members of the National Project Reference Group, to members of Expert Working Groups, and to all those individuals and organisations across the visual arts, craft and design industries, who donated their valuable time so generously to help develop this Training Package.
IBSA would also like to acknowledge those States and Territories who provided copies of their existing state curriculum to support the development of the new qualifications in the Training Package – ACT, Queensland, South Australia, Tasmania, Western Australia and Victoria. Information from the National Association for the Visual Arts was also used to inform professional practice content.

Summary of AQF Qualifications in this Training Package

Qualification code   **Title**

Visual arts qualifications

CUV10111   Certificate I in Visual Arts

CUV20111   Certificate II in Visual Arts

CUV30111   Certificate III in Visual Arts

CUV40111   Certificate IV in Visual Arts

CUV50111   Diploma of Visual Arts

CUV50211   Diploma of Ceramics

CUV60211   Advanced Diploma of Visual Arts

Aboriginal and Torres Strait Islander Cultural Arts qualifications

CUV10211   Certificate I in Aboriginal or Torres Strait Islander Cultural Arts

CUV20211   Certificate II in Aboriginal or Torres Strait Islander Cultural Arts

CUV30211   Certificate III in Aboriginal or Torres Strait Islander Cultural Arts

CUV40211   Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts

Qualification code	Title
Visual arts qualifications	
CUV10111	Certificate I in Visual Arts
Opal cutting and polishing qualifications	
CUV20311	Certificate II in Opal Cutting and Polishing
CUV40611	Certificate IV in Opal Cutting and Polishing
Design qualifications	
CUV30311	Certificate III in Design Fundamentals
CUV40311	Certificate IV in Design
CUV50311	Diploma of Graphic Design
CUV60411	Advanced Diploma of Graphic Design
Photo imaging qualifications	
CUV40411	Certificate IV in Photo Imaging
CUV50411	Diploma of Photo Imaging
Arts administration qualifications	
CUV30411	Certificate III in Arts Administration
CUV40511	Certificate IV in Arts Administration
Creative product development qualifications	
CUV60311	Advanced Diploma of Creative Product Development

Whole of industry qualification information

Overall approach to qualifications

Industry identified a number of key requirements to ensure that qualifications reflect the nature of practice in the visual arts, craft and design sectors. Specifically, the qualifications:

- recognise professional practice skills as vital to creative practice, and include these as core requirements in many qualifications
- explicitly include sustainability in all its forms – environmental, economic and social
- include units that reflect and support the holistic and integrated nature of creative practice
- incorporate time-neutral terminology in all content
- allow for both specialisation and cross-disciplinary approaches
- maximise opportunities to draw units from other relevant Training Packages to increase pathways and recognition.

Work outcomes

The Visual Arts, Craft and Design Training Package supports the many different ways that people currently work in the creative sectors. The draft components apply a deliberately broad interpretation of terms like 'work', 'jobs', 'employment' and 'industry' to reflect the nature of art and design practice and its relationship to the workplace. Graphic design is a business and there are very direct links between qualifications and an ever-changing range of workplace opportunities. Often there are no such direct connections between qualifications and a particular job in the visual arts and craft sector. While some artists, and a lot of graphic designers, may be traditionally 'employed', in reality many work as sole practitioners, as freelancers or even produce their work outside of other paid employment. People with qualifications in visual arts, craft or design also apply their skills in different industry contexts and across all sectors of the economy.

For the most part, income-earning outcomes in visual arts only exist at the higher levels. Even at Diploma level, the arts practitioner is at the beginning of professional practice and this was a strong message during project consultations. CUV50311 Diploma of Graphic Design is also an entry-level qualification.

Lower level qualifications (up to Certificate IV), both in visual arts and design, are essentially pathway qualifications and remain vital in terms of skill development for the sector. Of course, other qualifications, such as those in arts administration and opal cutting and polishing directly reflect particular work outcomes. It is also true that there are some contexts in which outcomes from Certificate qualifications reflect the activities of working artists. An example of this would be the significant level of economic activity generated through Indigenous arts practice.

Context for visual arts qualifications

It is well known that many visual artists and craftspeople do not make a substantial living from their artwork alone. They work under variable employment arrangements: unemployed, self-employed, employed on contract or commission, or salaried on a full-time or part-time basis. Creative practitioners also face difficult working conditions and issues. They often work in isolation under relatively poor health and safety conditions. They must be vigilant about copyright and take responsibility for much of their own business management, including marketing and taxation.

In this environment, the range of skills needed by visual artists and craftspeople is extremely broad. All practitioners share skills in creativity, professional and industry practice, communication and visual literacy. But most importantly they have well developed expertise in their chosen creative form. A key challenge has been to effectively articulate these specialised skills in a flexible, workable framework. On the one hand, the framework needs to allow for difference and diversity; on the other it needs to set a benchmark for the expertise described above – with a direct relationship to professional practice at the higher levels.

Context for CUV50211 Diploma of Ceramics

A 2005 IBSA study found that there was strong support for separate ceramics qualifications, in particular in states and territories with a history of dedicated ceramics programs. The Australian Ceramics Association also strongly supports the proposed new Diploma of Ceramics.

The key difference in outcome between a ceramicist who undertakes a broader visual arts program and one who undertakes a dedicated ceramics qualification relates to the depth and complexity of technical skills and knowledge in areas such glaze technology, clay, handbuilding, throwing, casting and mould-making. This forms the basis of the individual's ability to establish a viable ceramics practice. In terms of developing a qualification, this led to a structure with a more extensive range of core requirements, incorporating specific technical units with greater depth.

Context for graphic design qualifications

Like all design, graphic design is business, and there is a need for highly skilled graduates to meet the professional demands of the workplace. The work of designers embodies the full range of problem-solving applications, ranging from those that are strictly rational, analytical and objective to those that are inspirational, artistic and subjective.

In terms of developing the new qualifications, many stakeholders emphasised the need for an appropriate combination of strong technical skills alongside creative and conceptual ability. The Australian Graphic Design Association has been closely involved in the development of the CUV11 graphic design qualifications to ensure that current industry requirements are met. Given the scope of potential areas of employment and the pace of change in terms of technology, the qualifications also needed to include a significant level of flexibility where individuals and training organisations are able to 'cherry pick' units from a broad range. Forcing people to specialise was considered counterproductive. However, flexibility sits on top of a core requirement that ensures the rigour and integrity of the qualification.

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 www.aqf.edu.au.

Qualifications in CUV11 Visual Arts, Craft and Design Training Package have broad descriptors only. There is no provision for nominating an occupational or functional stream in brackets as this 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. For example, the transcript of units completed could be preceded by a short statement such as 'the chosen art form for this qualification was sculpture'.
Descriptive statements on certificates should always be written with reference to the overall guidelines in the *AQF Implementation Handbook*.

Units of Competency in this Training Package

List of all CUV units in CUV11 Training Package

Unit code   **Unit title**

Art, craft and design

CUVACD101A   Use basic drawing techniques

CUVACD201A   Develop drawing skills to communicate ideas

CUVACD301A   Produce drawings to communicate ideas

CUVACD302A   Produce computer-aided drawings

CUVACD303A   Produce technical drawings

CUVACD304A   Make scale models

CUVACD401A   Integrate colour theory and design processes

CUVACD402A   Experiment with moulding and casting techniques

CUVACD501A   Refine drawing and other visual representation tools

CUVACD502A   Create observational drawings

CUVACD503A   Select and refine a specialised drawing technique

CUVACD504A   Research and apply light and colour

CUVACD505A   Work with the human form in creative practice

CUVACD506A   Refine 2-D design ideas and processes

CUVACD507A   Refine 3-D design ideas and processes

CUVACD508A   Refine model making skills

CUVACD509A   Develop and refine metal-working techniques

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List of all CUV units in CUV11 Training Package

CUVACD510A   Manage kiln operations

CUVACD511A   Make moulds and casts

CUVACD512A   Work with photomedia in creative practice

CUVACD513A   Make mixed media artworks

CUVACD514A   Refine carving techniques for creative work

CUVACD515A   Manage specialised finishing processes

CUVACD601A   Extend professional expertise with drawing and other visual representation tools

CUVACD602A   Extend professional expertise across new art forms and media

Business development: public relations

CUVPUB501A   Develop and manage public relations strategies

Community and cultural heritage: Aboriginal and Torres Strait Islander cultural arts

CUVATS101A   Develop understanding of own Aboriginal or Torres Strait Islander identity

CUVATS301A   Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts

CUVATS302A   Produce work that expresses own Aboriginal or Torres Strait Islander identity

Design: design process

CUVDES403A   Research and apply techniques for the design of wearable objects

CUVDES404A   Research and apply techniques in product design

CUVDES405A   Research and apply techniques in spatial design

CUVDES601B   Design innovative products

Finance: financial management

CUVFIM401A   Obtain revenue to support operations

Industry context

CUVIND401A   Communicate effectively with arts professionals

List of all CUV units in CUV11 Training Package

CUVIND501B   Maintain and apply creative arts industry knowledge

Opal cutting and polishing

CUVOPA201A   Identify and assess opal

CUVOPA202A   Handle and store rough and cut opal

CUVOPA203A   Complete pre-cutting processes for solid opals

CUVOPA204A   Cut and polish solid opals

CUVOPA205A   Complete pre-cutting processes for opal doublets and triplets

CUVOPA206A   Cut and polish opal doublets and triplets

CUVOPA401A   Use opal carving tools

CUVOPA402A   Production cut and polish opal

CUVOPA403A   Use a faceting machine

CUVOPA404A   Cut opal spheres and beads

CUVOPA405A   Obtain opal

CUVOPA406A   Identify the requirements for establishing an opal-cutting workshop

CUVOPA407A   Apply advanced pre-cutting processes to complex opals

CUVOPA408A   Undertake routine operational maintenance of machinery

Professional practice

CUVPRP101A   Use ideas and techniques for creative work

CUVPRP201A   Make simple creative work

CUVPRP202A   Participate in planning work for nominated sites

CUVPRP203A   Store finished creative work

CUVPRP301A   Produce creative work

CUVPRP302A   Document the work progress

CUVPRP303A   Select and prepare creative work for exhibition

CUVPRP304A   Participate in collaborative creative projects

List of all CUV units in CUV11 Training Package

CUVPRP401A	Realise a creative project
CUVPRP402A	Select sites for creative projects and plan work
CUVPRP403A	Select and organise finished work for storage
CUVPRP404A	Develop self as artist
CUVPRP405A	Develop and discuss ideas for own creative work
CUVPRP406A	Plan work space
CUVPRP501A	Realise a body of creative work
CUVPRP502A	Prepare for sustainable professional practice
CUVPRP503A	Present a body of own creative work
CUVPRP504A	Establish and maintain environmentally sustainable creative practice
CUVPRP505A	Establish and maintain safe professional practice
CUVPRP601A	Originate a body of independent creative work
CUVPRP602A	Collaborate in professional creative projects
CUVPRP603A	Engage in the business of creative practice
CUVPRP604A	Publicly present a body of own creative work
CUVPRP605A	Evolve ideas for professional creative work
CUVPRP606A	Extend expertise in a specialised art form to professional level

Research

CUVRES201A	Source and use information relevant to own arts practice
CUVRES301A	Apply knowledge of history and theory to own arts practice
CUVRES401A	Research history and theory to inform own arts practice
CUVRES501A	Critique cultural works
CUVRES502A	Analyse cultural history and theory
CUVRES601A	Extend cultural research expertise

Visual communication: calligraphy

List of all CUV units in CUV11 Training Package

CUVCAL301A	Produce calligraphy
CUVCAL401A	Experiment with techniques to produce calligraphy

Visual communication: ceramics

CUVCER201A	Develop ceramic skills
CUVCER301A	Produce ceramics
CUVCER401A	Experiment with techniques to produce ceramics
CUVCER402A	Experiment with throwing techniques
CUVCER403A	Experiment with ceramic surface treatments
CUVCER501A	Refine ceramics techniques
CUVCER502A	Investigate ceramic materials and processes
CUVCER503A	Refine throwing techniques
CUVCER504A	Refine handbuilding techniques
CUVCER505A	Develop and apply ceramic glazes

Visual communication: digital content and imaging

CUVDIG201A	Develop digital imaging skills
CUVDIG202A	Develop video art skills
CUVDIG301A	Produce digital images
CUVDIG302A	Produce video art
CUVDIG401A	Experiment with techniques to enhance digital images
CUVDIG402A	Experiment with techniques to produce video art
CUVDIG501A	Refine digital art techniques
CUVDIG502A	Investigate technologies for the creation of digital art

Visual communication: drawing

CUVDRA201A	Develop drawing skills
CUVDRA301A	Produce drawings

List of all CUV units in CUV11 Training Package

CUVDRA401A   Experiment with techniques to produce drawings

CUVDRA501A   Refine drawing techniques

CUVDRA502A   Investigate drawing materials and processes

Visual communication: glass

CUVGLA201A   Develop glassworking skills

CUVGLA301A   Produce glasswork

CUVGLA401A   Experiment with techniques to produce glasswork

CUVGLA501A   Refine glassworking techniques

CUVGLA502A   Investigate glassworking materials and processes

CUVGLA503A   Refine kiln cast glass techniques

Visual communication: graphic design

CUVGRD301A   Prepare files for publication

CUVGRD302A   Use typography techniques

CUVGRD401A   Research and apply graphic design techniques

CUVGRD501A   Research visual communication history and theory

CUVGRD502A   Produce graphic designs for 2-D and 3-D applications

CUVGRD503A   Produce typographic design solutions

CUVGRD504A   Create and manipulate graphics

CUVGRD505A   Design and manipulate complex layouts

CUVGRD506A   Develop graphic design practice to meet industry needs

CUVGRD601A   Engage in the business of graphic design

CUVGRD602A   Originate graphic designs for complex briefs

CUVGRD603A   Extend typographic design expertise

CUVGRD604A   Develop and execute advertising concepts

CUVGRD605A   Develop graphic designs for the built environment

List of all CUV units in CUV11 Training Package

CUVGRD606A   Develop graphic designs for packaging

CUVGRD607A   Develop graphic designs for branding and identify

Visual communication: illustration

CUVILL401A   Research and apply techniques for illustrative work

CUVILL501A   Develop professional illustrations

CUVILL502A   Refine illustration techniques

Visual communication: installation

CUVINS601A   Realise an installation work

Visual communication: jewellery

CUVJWL201A   Develop jewellery-making skills

CUVJWL301A   Produce jewellery

CUVJWL401A   Experiment with techniques to produce jewellery

Visual communication: painting

CUVPAI201A   Develop painting skills

CUVPAI301A   Produce paintings

CUVPAI401A   Experiment with techniques to produce paintings

CUVPAI501A   Refine painting techniques

CUVPAI502A   Investigate painting materials and processes

Visual communication: performance art

CUVPER401A   Experiment with techniques to produce performance art

Visual communication: photo imaging

CUVPHI301A   Develop and apply photo imaging industry knowledge

CUVPHI302A   Capture photographic images

CUVPHI303A   Process photo images to work-print and file stage

CUVPHI304A   Process colour materials in a wet darkroom context

List of all CUV units in CUV11 Training Package

CUVPHI305A	Use wet darkroom techniques to produce monochrome photographs
CUVPHI401A	Capture images in response to a brief
CUVPHI402A	Research and apply information on the traditions that inform photo imaging practice
CUVPHI403A	Apply photo imaging lighting techniques
CUVPHI404A	Enhance, manipulate and output photo images
CUVPHI405A	Develop self for photo imaging industry
CUVPHI516A	Research the role and use of the photo image in visual communication
CUVPHI517A	Research and exploit photo imaging trends
CUVPHI518A	Explore the descriptive and emotive nature of photo lighting
CUVPHI519A	Investigate and exploit innovative imaging options
CUVPHI520A	Produce an innovative presentation of professional work
CUVPHI521A	Produce commercial photo images
CUVPHI522A	Provide domestic portrait services
CUVPHI523A	Produce media photo images
CUVPHI524A	Make wedding photo imaging products
CUVPHI525A	Plan, capture and exploit visual art photo images
CUVPHI526A	Produce technical photo images
CUVPHI527A	Make illustrative images for publication and display
CUVPHI528A	Plan, capture and exploit stock photo images
CUVPHI529A	Employ colour management in a digital imaging workplace
CUVPHI530A	Prepare digital images for pre-press processing
CUVPHI531A	Investigate and refine alternative approaches to photomedia

Visual communication: printmaking

CUVPRI201A	Develop printmaking skills

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List of all CUV units in CUV11 Training Package

CUVPRI301A   Produce prints

CUVPRI401A   Experiment with techniques to produce prints

CUVPRI501A   Refine printmaking techniques

CUVPRI502A   Investigate printmaking materials and processes

Visual communication: public art

CUVPUA501A   Create works of art for public spaces

CUVPUA601A   Realise a public art project

Visual communication: sculpture

CUVSCU201A   Develop sculptural skills

CUVSCU301A   Produce sculpture

CUVSCU401A   Experiment with techniques to produce sculpture

CUVSCU501A   Refine sculptural techniques

CUVSCU502A   Investigate sculptural materials and processes

Visual communication: textiles

CUVTEX201A   Develop skills in textile work

CUVTEX301A   Produce textile work

CUVTEX401A   Experiment with techniques to produce textile work

CUVTEX501A   Refine techniques for textile work

CUVTEX502A   Investigate materials and processes for textile work

Visual communication: wood

CUVWOO201A   Develop woodworking skills

CUVWOO301A   Produce wood objects

CUVWOO401A   Experiment with techniques to produce wood objects

CUVWOO501A   Refine woodworking techniques

CUVWOO502A   Investigate woodworking materials and processes

Imported units of competency

Unit code	Unit title	Origin
BSBADM307B	Organise schedules	BSB07
BSBADM311A	Maintain business resources	BSB07
BSBADM405B	Organise meetings	BSB07
BSBADM407B	Administer projects	BSB07
BSBADV509A	Create mass print media advertisements	BSB07
BSBADV510A	Create mass electronic media advertisements	BSB07
BSBCCO201A	Action customer contact	BSB07
BSBCOM501B	Identify and interpret compliance requirements	BSB07
BSBCOM502B	Evaluate and review compliance	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
BSBCRT403A	Explore the history and social impact of creativity	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
BSBCUS402A	Address customer needs	BSB07
BSBCMM101A	Apply basic communication skills	BSB07
BSBCMM301A	Process customer complaints	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBDES201A	Follow a design process	BSB07

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Imported units of competency

Unit code	Unit title	Origin
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07
BSBDES301A	Explore the use of colour	BSB07
BSBDES302A	Explore and apply the creative design process to 2D forms	BSB07
BSBDES303A	Explore and apply the creative design process to 3D forms	BSB07
BSBDES304A	Source and apply design industry knowledge	BSB07
BSBDES305A	Source and apply information on the history and theory of design	BSB07
BSBDES401A	Generate design solutions	BSB07
BSBDES402A	Interpret and respond to a design brief	BSB07
BSBDES403A	Develop and extend design skills and practice	BSB07
BSBDES501A	Implement design solutions	BSB07
BSBDES502A	Establish, negotiate and refine a design brief	BSB07
BSBDES601A	Manage design realisation	BSB07
BSBDES602A	Research global design trends	BSB07
BSBDES701A	Research and apply design theory	BSB07
BSBDIV301A	Work effectively with diversity	BSB07
BSBDIV701A	Develop cross-cultural communication and negotiation strategies	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

Imported units of competency

Unit code	Unit title	Origin
BSBFIA303A	Process accounts payable and receivable	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBFIM601A	Manage finances	BSB07
BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBINM401A	Implement workplace information system	BSB07
BSBINM601A	Manage knowledge and information	BSB07
BSBINN201A	Contribute to workplace innovation	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
BSBINN601B	Manage organisational change	BSB07
BSBINN801A	Lead innovative thinking and practice	BSB07
BSBIPR401A	Use and respect copyright	BSB07
BSBIPR404A	Protect and use innovative designs	BSB07
BSBIPR405A	Protect and use intangible assets in small business	BSB07
BSBIPR501A	Manage intellectual property to protect and grow business	BSB07
BSBITU101A	Operate a personal computer	BSB07
BSBITU102A	Develop keyboard skills	BSB07
BSBITU201A	Produce simple word processed documents	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBITU301A	Create and use databases	BSB07
BSBITU302A	Create electronic presentations	BSB07

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Imported units of competency

Unit code	Unit title	Origin
BSBITU303A	Design and produce text documents	BSB07
BSBITU304A	Produce spreadsheets	BSB07
BSBITU305A	Conduct online transactions	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
BSBLED401A	Develop teams and individuals	BSB07
BSBLED501A	Develop a workplace learning environment	BSB07
BSBMED301B	Interpret and apply medical terminology appropriately	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT403A	Implement continuous improvement	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT608C	Manage innovation and continuous improvement	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
BSBMKG408B	Conduct market research	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBMKG414B	Undertake marketing activities	BSB07
BSBMKG415A	Research international markets	BSB07

Imported units of competency

Unit code	Unit title	Origin
BSBMKG416A	Market goods and services internationally	BSB07
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07
BSBMKG514A	Implement and monitor marketing activities	BSB07
BSBMKG603B	Manage the marketing process	BSB07
BSBMKG605B	Evaluate international marketing opportunities	BSB07
BSBMKG607B	Manage market research	BSB07
BSBMKG609A	Develop a marketing plan	BSB07
BSBOHS201A	Participate in OHS processes	BSB07
BSBOHS407A	Monitor a safe workplace	BSB07
BSBOHS509A	Ensure a safe workplace	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
BSBPUB402A	Develop public relations campaigns	BSB07
BSBPUB403A	Develop public relations documents	BSB07
BSBREL401A	Establish networks	BSB07
BSBREL402A	Build client relationships and business networks	BSB07
BSBREL701A	Develop and cultivate collaborative partnerships and relationships	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBRES801A	Initiate and lead applied research	BSB07
BSBRKG403B	Set up a business or records system for a small office	BSB07

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Imported units of competency

Unit code	Unit title	Origin
BSBRKG506A	Develop and maintain terminology and classification schemes	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
BSBSMB406A	Manage small business finances	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBSMB408B	Manage personal, family, cultural and business obligations	BSB07
BSBSMB409A	Build and maintain relationships with small business stakeholders	BSB07
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07

Imported units of competency

Unit code	Unit title	Origin
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR202A	Organise and complete daily work activities	BSB07
BSBWOR203A	Work effectively with others	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR301A	Organise personal work priorities and development	BSB07
BSBWOR401A	Establish effective workplace relationships	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR403A	Manage stress in the workplace	BSB07
BSBWOR404B	Develop work priorities	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
BSBWOR502B	Ensure team effectiveness	BSB07
BSBWRT301A	Write simple documents	BSB07
BSBWRT401A	Write complex documents	BSB07
BSBWRT501A	Write persuasive copy	BSB07
CHCCD307C	Support community resources	CHC08
CHCCD401D	Support community participation	CHC08
CHCCD413D	Work within specific communities	CHC08
CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander communities	CHC08
CHCDIS301A	Work effectively with people with a disability	CHC08
CUAADM401A	Contribute to the organisation of productions	CUA11

Imported units of competency

Unit code	Unit title	Origin
CUACHR301A	Develop basic dance composition skills	CUA11
CUADAN101A	Develop foundation dance techniques	CUA11
CUADAN106A	Develop foundation cultural dance techniques	CUA11
CUADAN201A	Develop basic dance techniques	CUA11
CUADAN202A	Incorporate artistic expression into basic dance performances	CUA11
CUADAN204A	Perform basic Aboriginal or Torres Strait Islander dance technique	CUA11
CUADAN302A	Increase depth of Aboriginal and/or Torres Strait Islander dance techniques	CUA11
CUAIND301A	Work effectively in the creative arts industry	CUA11
CUAIND401A	Extend expertise in specialist field	CUA11
CUAOHS101A	Follow basic safe dance practices	CUA11
CUECOR01C	Manage own work and learning	CUE03
CUECOR02C	Work with others	CUE03
CUECOR03B	Provide quality service to customers	CUE03
CUEFIN02C	Manage a budget	CUE03
CUEFIN03C	Obtain sponsorship	CUE03
CUEFOH03C	Provide seating and ticketing advice	CUE03
CUEFOH08B	Process incoming customer orders	CUE03
CUEFOH09B	Provide venue information and assistance	CUE03
CUEIND03B	Integrate accessibility principles into work practices	CUE03
CUEMAR01C	Assist with marketing activities	CUE03
CUEMAR02C	Undertake market research	CUE03

Innovation and Business Skills Australia

Imported units of competency

Unit code	Unit title	Origin
CUEMAR03C	Undertake marketing activities	CUE03
CUETEM03C	Establish and manage production requirements and resources	CUE03
CUFANM302A	Create 3D digital animations	CUF07
CUFANM303A	Create 3D digital models	CUF07
CUFANM503A	Design animation and digital visual effects	CUF07
CUFCMP301A	Implement copyright arrangements	CUF07
CUFCMP501A	Manage and exploit copyright arrangements	CUF07
CUFDIG201A	Maintain interactive content	CUF07
CUFDIG301A	Prepare video assets	CUF07
CUFDIG302A	Author interactive sequences	CUF07
CUFDIG303A	Produce and prepare photo images	CUF07
CUFDIG304A	Create visual design components	CUF07
CUFDIG401A	Author interactive media	CUF07
CUFDIG402A	Design user interfaces	CUF07
CUFDIG403A	Create user interfaces	CUF07
CUFDIG404A	Apply scripting language in authoring	CUF07
CUFDIG501A	Coordinate the testing of interactive media products	CUF07
CUFDIG502A	Design web environments	CUF07
CUFDIG503A	Design e-learning resources	CUF07
CUFDIG506A	Design interaction	CUF07
CUFDIG507A	Design digital simulations	CUF07
CUFIND201A	Develop and apply creative arts industry knowledge	CUF07

Imported units of competency

Unit code	Unit title	Origin
CUFIND301A	Work effectively in the screen and media industries	CUF07
CUFIND401A	Provide services on a freelance basis	CUF07
CUFLGT501A	Conceive and develop lighting designs	CUF07
CUFPOS402A	Manage media assets	CUF07
CUFRES401A	Conduct research	CUF07
CUFSOU301A	Prepare audio assets	CUF07
CUFWRT301A	Write content for a range of media	CUF07
CUFWRT302A	Write simple stories	CUF07
CUFWRT601A	Write scripts	CUF07
CULLB001B	Develop and apply knowledge of the library/information services industry	CUL04
CULLB203C	Develop and use information literacy skills	CUL04
CULLB206C	Assist with circulation services	CUL04
CULLB510C	Develop and maintain community/stakeholder relationships	CUL04
CULMS001B	Work with Aboriginal and Torres Strait Islander cultural material	CUL04
CULMS002B	Research and evaluate Aboriginal and Torres Strait Islander cultural material	CUL04
CULMS004B	Integrate knowledge of education and learning into museum activities	CUL04
CULMS005B	Research and generate ideas for exhibition concepts	CUL04
CULMS008B	Conceive, develop and realise exhibition designs	CUL04
CULMS009B	Implement preventive conservation activities	CUL04
CULMS010B	Contribute to the preservation of cultural material	CUL04

Imported units of competency

Unit code	Unit title	Origin
CULMS201C	Develop and apply knowledge of the museum industry	CUL04
CULMS202C	Provide visitors with venue information and assistance	CUL04
CULMS205C	Observe and report basic condition of collection	CUL04
CULMS207C	Assist with the presentation of public activities and events	CUL04
CULMS406C	Deliver information, activities and events	CUL04
CULMS407C	Install and dismantle exhibition elements	CUL04
CULMS506C	Plan and develop activities, events and programs	CUL04
CULMS412C	Record and maintain collection information	CUL04
CUSADM301A	Administer operations for rehearsals and performances	CUS09
CUSEVT301A	Book performance venues	CUS09
CUSFIM501A	Secure funding for projects	CUS09
CUSIND301B	Work effectively in the music industry	CUS09
CUSIND302A	Plan a career in the creative arts industry	CUS09
CUSMKG301A	Assist with the promotion of creative acts	CUS09
HLTCOM408B	Use specific health terminology to communicate effectively	HLT07
HLTDA417A	Take a clinical photograph	HLT07
HLTHIR403B	Work effectively with culturally diverse clients and co-workers	HLT07
HLTIN301B	Comply with infection control policies and procedures	HLT07
HLTIN302A	Process reusable instruments and equipment in health work	HLT07
HLTOPD401A	Work effectively in the ophthalmic industry	HLT07
ICAICT103A	Use, communicate and search securely on the internet	ICA11

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Imported units of competency

Unit code	Unit title	Origin
ICAICT104A	Use digital devices	ICA11
ICAICT203A	Operate application software packages	ICA11
ICAICT204A	Operate a digital media technology package	ICA11
ICAICT308A	Use advanced features of computer applications	ICA11
ICAICT306A	Migrate to new technology	ICA11
ICAWEB302A	Build simple websites using commercial programs	ICA11
ICAWEB403A	Transfer content to a website using commercial packages	ICA11
ICAWEB404A	Maintain website performance	ICA11
ICAWEB501A	Build a dynamic website	ICA11
ICAWEB505A	Develop complex web page layouts	ICA11
ICAWEB506A	Develop complex cascading style sheets	ICA11
ICAWEB508A	Develop website information architecture	ICA11
ICAWEB516A	Research and apply emerging web technology trends	ICA11
ICPPP221C	Select and apply type	ICP10
ICPPP224C	Produce pages using a page layout application	ICP10
ICPPP284A	Produce PDF files for online or screen display	ICP10
ICPPP322C	Digitise images for reproduction	ICP10
ICPPP324C	Create pages using a page layout application	ICP10
ICPPP325C	Create graphics using a graphics application	ICP10
ICPPP333C	Electronically combine complex images	ICP10
ICPPP382C	Produce computer image for screen printing	ICP10
ICPPP396A	Generate high-end PDF files	ICP10
ICPPP421C	Compose and evaluate typography	ICP10

Imported units of competency

Unit code	Unit title	Origin
ICPPP422C	Digitise complex images for reproduction	ICP10
ICPPP430C	Manage colour	ICP10
ICPPP435C	Generate complex imposition	ICP10
ICPPP484C	Set up and operate automated workflow	ICP10
ICPPR384A	Set up and produce basic digital print	ICP10
ICPPR496A	Set up and produce complex digital print	ICP10
LMFCR0003B	Carry out measurements and calculations	LMF02
LMFFDT4001A	Apply finishing techniques to custom furniture	LMF02
LMFFDT4002A	Assemble custom furniture	LMF02
LMFFDT4003A	Assess and record the lifecycle of a product	LMF02
LMFFDT4004A	Assess environmental impact of a design	LMF02
LMFFDT4005A	Construct and evaluate furniture prototypes and samples	LMF02
LMFFDT4006A	Establish and maintain a safe furniture making work environment	LMF02
LMFFDT4007A	Establish the design brief	LMF02
LMFFDT4008A	Determine occupational health and safety implications of designs	LMF02
LMFFDT4009A	Prepare and present furniture design information	LMF02
LMFFDT4010A	Produce and evaluate developmental furniture models to scale	LMF02
LMFFDT4011A	Set up, operate and maintain basic static woodworking machines for furniture designs	LMF02
LMFFDT4012A	Produce ideation drawings	LMF02
LMFFDT4013A	Research and select furniture finishes	LMF02
LMFFDT4014A	Research and select furniture materials and technology	LMF02

Imported units of competency

Unit code	Unit title	Origin
LMFFDT4015A	Research furniture styles and movements	LMF02
LMFFDT4016A	Select, use and maintain hand tools for the creation of custom furniture	LMF02
LMFFDT5005A	Construct custom furniture using advanced techniques	LMF02
LMFFM4005A	Hand carve wood to custom design	LMF02
LMFGG2001B	Use glass and glazing sector hand and power tools	LMF02
LMFGG3007B	Form glass	LMF02
LMFGG3008B	Apply patterns and designs to glass	LMF02
LMFID3002A	Source and specify decoration products	LMF02
LMFID4001A	Research, analyse and apply colour for interior spaces	LMF02
LMFID4002A	Decorate residential interiors	LMF02
LMFID4003A	Prepare a materials board for client presentation	LMF02
LMFID4004A	Research and recommend furniture and accessories	LMF02
LMFID4005A	Research and recommend soft furnishings for interiors	LMF02
LMFID4006A	Research and recommend hard materials and finishes for interiors	LMF02
LMFID4007A	Identify building materials, construction techniques and methods used in interiors	LMF02
LMFKB3001A	Identify processes in kitchen and bathroom projects	LMF02
LMFKB3008A	Identify cabinet construction and installation methods	LMF02
LMFKB4003A	Identify and document services required to support fitted furniture designs	LMF02
LMFKB4006A	Prepare quotation and contract documentation for design project	LMF02
LMFKB4007A	Design ancillary residential cabinetry	LMF02

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Imported units of competency

Unit code	Unit title	Origin
LMFPF1001B	Frame a simple artwork	LMF02
LMFPF2007B	Assemble artwork package (basic)	LMF02
LMFSL3002A	Paint glass	LMF02
LMFSL3003A	Fire glass	LMF02
LMFSL5005A	Apply innovation in contemporary lead light and stained glass	LMF02
LMTCL1001B	Produce a simple garment	LMT07
LMTCL2001B	Use a sewing machine	LMT07
LMTCL2003B	Identify fibres and fabrics	LMT07
LMTCL2011B	Draw and interpret a basic sketch	LMT07
LMTFD2001B	Design and produce a simple garment	LMT07
LMTFD2002B	Apply printing techniques to produce indigenous textile designs	LMT07
LMTFD2003B	Apply dyeing techniques to produce indigenous textile designs	LMT07
LMTFD2004B	Work within an indigenous cultural framework	LMT07
LMTFD2005B	Identify design process for fashion designs	LMT07
LMTFD3001B	Market design product to local outlets	LMT07
LMTFD3002B	Design and produce Indigenous textiles to a brief	LMT07
LMTFD3003B	Prepare design concept for a simple garment	LMT07
LMTFD3004B	Draw a trade drawing for fashion design	LMT07
LMTFD4001B	Apply design studio process	LMT07
LMTFD4002B	Apply principles of colour theory to fashion design development	LMT07
LMTFD4003B	Assist in preparation of preliminary design concepts	LMT07

Imported units of competency

Unit code	Unit title	Origin
LMTFD4005B	Communicate and sell design concepts	LMT07
LMTFD4006B	Interact and network with fashion industry participants	LMT07
LMTFD4007B	Conduct quality assurance for garments	LMT07
LMTFD4008B	Construct stock size block for garment to meet size and fit specifications	LMT07
LMTFD4011B	Cut fabrics for prototype designs	LMT07
LMTTD4013A	Prepare stencils and screens for textile printing	LMT07
LMTFD4014B	Identify contemporary fashion influences and construction techniques	LMT07
LMTFD4016B	Sew design prototypes	LMT07
LMTFD4017B	Source materials and resources for production of fashion design	LMT07
LMTFD4020B	Use electronic fashion design tools	LMT07
LMTTD4004A	Produce woven tapestry samples	LMT07
LMTTD4005A	Produce screen printed textiles	LMT07
LMTTD4006A	Source textile materials and resources	LMT07
LMTTD4007A	Analyse textile design influences	LMT07
LMTTD4010A	Apply manipulation techniques to create experimental textile samples	LMT07
LMTTD4012A	Analyse use of colour in textiles	LMT07
LMTTD4013A	Prepare stencils and screens for textile printing	LMT07
LMTTD5002A	Design and produce woven tapestry products	LMT07
LMTTD5004A	Design and produce experimental textiles	LMT07
LMTTD5005A	Design and produce printed textiles	LMT07
LMTTD5007A	Develop textile designs using computer based design	LMT07

Imported units of competency

Unit code	Unit title	Origin
	programs	
LMTTD6001A	Research commercial development of textiles	LMT07
LMTTD6004A	Create and produce textile designs for commercial production	LMT07
MCMC614A	Develop a communications strategy to support production	MCM04
MCMS600A	Develop a competitive manufacturing system	MCM04
MCMT675A	Facilitate the development of a new product	MCM04
MEM05006B	Perform brazing and/or silver soldering	MEM05
MEM05050B	Perform routine gas metal arc welding	MEM05
MEM05051A	Select welding processes	MEM05
MEM06001B	Perform hand forging	MEM05
MEM06007B	Perform basic incidental heat/quenching, tempering and annealing	MEM05
MEM08002C	Pre-treat work for subsequent surface coating	MEM05
MEM08006B	Produce clear and/or coloured and/or sealed anodised films on aluminium	MEM05
MEM08010B	Manually finish/polish materials	MEM05
MEM08011B	Prepare surfaces using solvents and/or mechanical means	MEM05
MEM12023A	Perform engineering measurements	MEM05
MEM12024A	Perform computations	MEM05
MEM13003B	Work safely with industrial chemicals and materials	MEM05
MEM13004B	Work safely with molten metals/glass	MEM05
MEM16006A	Organise and communicate information	MEM05
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools/hand held operations	MEM05

Imported units of competency

Unit code	Unit title	Origin
MEM18003C	Use tools for precision work	MEM05
MEM19001B	Perform jewellery metal casting	MEM05
MEM19002B	Prepare jewellery illustrations	MEM05
MEM19003B	Handle gem materials	MEM05
MEM19007B	Perform gemstone setting	MEM05
MEM19009B	Perform investment procedures for lost wax casting process	MEM05
MEM19010B	Produce rubber moulds for lost wax casting process	MEM05
MEM19011B	Perform wax injection of moulds for lost wax casting process	MEM05
MEM19012B	Produce jewellery wax model	MEM05
MEM19013B	Produce jewellery metal masters	MEM05
MEM19014B	Perform hand engraving	MEM05
MEM19015B	Perform jewellery enamelling	MEM05
MEM19016B	Construct jewellery components	MEM05
MEM19017B	Fabricate jewellery items	MEM05
MEM19023A	Apply drawing and rendering techniques to jewellery or object design	MEM05
MEM19025A	Create and present designs for jewellery and other 3D objects	MEM05
MEM19026A	Investigate quality and application of jewellery materials	MEM05
MEM19027A	Produce life drawings for presenting jewellery and object designs	MEM05
MEM19028A	Select materials and new technologies for jewellery and 3D object design applications	MEM05
MEM19030A	Research and design sustainable objects	MEM05

Imported units of competency

Unit code	Unit title	Origin
MEM19031A	Produce renderings and technical drawings for jewellery and object design construction	MEM05
MEM19033A	Create silversmithing objects	MEM05
MEM19035A	Plan and apply casting techniques for jewellery and object designs	MEM05
MEM19036A	Use specialised techniques to produce jewellery and objects	MEM05
MEM19038A	Apply traditional techniques to jewellery and 3D object production	MEM05
MEM19039A	Plan, conduct and supervise a jewellery and object exhibition	MEM05
MEM19043A	Oversee jewellery or object design production	MEM05
MEM30023A	Prepare a simple cost estimate for a manufactured product	MEM05
MSAPCII295A	Operate manufacturing equipment	MSA07
MSAPCII296A	Make a small furniture item from timber	MSA07
MSAPCII297A	Make an object from cloth using an existing pattern	MSA07
MSAPCII298A	Make an object from metal	MSA07
MSAPCII299A	Make an object from plastic	MSA07
MSATCM305A	Demonstrate basic knowledge of casting operations	MSA07
MSL974008A	Capture and manage scientific images	MSL09
PMBPREP206C	Prepare materials to formulae	PMB07
PMBPREP301C	Set up and prepare for production	PMB07
PMBPROD330A	Make moulds for formed products	PMB07
PMBPROD356C	Construct moulds for composite products	PMB07
PMBPROD358C	Develop patterns	PMB07

Imported units of competency

Unit code	Unit title	Origin
PMC552002C	Operate equipment to blend/mix materials	PMC10
PMC552004C	Prepare for production	PMC10
PMC552005C	Process greenware/green products	PMC10
PMC552020C	Operate slip casting equipment	PMC10
PMC552021C	Operate manual glazing equipment	PMC10
PMC552023C	Finish products after firing	PMC10
PMC552024C	Hand mould products	PMC10
PMC552030C	Operate a firing kiln	PMC10
PMC553020C	Prepare moulds and dies	PMC10
PMC554090B	Undertake simple refractory design	PMC10
PSPPM402B	**Manage simple projects**	PSP04
PSPPM405A	**Administer simple projects**	PSP04
PSPPROC602B	Direct the management of contracts	PSP04
RTD4804A	Develop community networks	RTD02
SIBXFAS202A	Design and apply make-up for photography	SIB10
SIRRMER016A	Style merchandise for photography	SIR07
SIRRRPK014A	Recommend specialised products and services	SIR07
SIRXCCS002A	Interact with customers	SIR07
SIRXIND001A	Work effectively in a retail environment	SIR07
SIRXSLS001A	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
SIRXSLS004A	Build relationships with customers	SIR07
SITTGDE006A	Prepare and present tour commentaries or activities	SIT07

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Imported units of competency

Unit code	Unit title	Origin
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides	SIT07
SITTGDE008A	Research and share general information on Australian Indigenous cultures	SIT07
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	SIT07
SITTVAF002A	Provide a briefing or scripted commentary	SIT07
SITXCCS001B	Provide visitor information	SIT07
SITXICT001A	Build and launch a website for a small business	SIT07
SITXEVT001A	Develop and update event industry knowledge	SIT07
SITXEVT002A	Provide event staging support	SIT07
SITXEVT003A	Process and monitor event registrations	SIT07
SITXEVT004A	Coordinate on-site event registrations	SIT07
SITXEVT005A	Organise in-house events or functions	SIT07
SITXEVT015A	Manage exhibitions	SIT07
SITXFIN007A	Manage physical assets	SIT07
TAEDEL301A	Provide work skill instruction	TAE10
TAEDEL401A	Plan, organise and deliver group-based learning	TAE10

Mapping to previous Training Package

1. Mapping of qualifications

The following changes apply across many or all qualifications:

- code and title changes
- elective units now listed with some restrictions in higher level qualifications
- reduction in number of units required (essentially the result of moving to discrete rather than embedded core requirements and / or the creation of holistic studio practice units).

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
CUV10103 Certificate I in Visual Arts and Contemporary Craft	CUV10111 Certificate I in Visual Arts	Name of qualification simplified *CUVCOR01B Source concept for own work* deleted with content integrated into holistic basic studio practice unit *CUVPRP101A Use ideas and techniques for creative work*	N
CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	CUV10211 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	*CUVCOR01B Source concept for own work* deleted with content integrated into holistic basic studio practice unit *CUVPRP101A Use ideas and techniques for creative work*	N
Certificate II			
CUV20103 Certificate II in Visual Arts and Contemporary Craft	CUV20111 Certificate II in Visual Arts	Title of qualification simplified *CUVCOR02B Develop and articulate concept for own work* deleted with content integrated into holistic studio practice unit *CUVPRP201A Make simple creative work* Number of units reduced from 11 to 9	N
CUV20203 Certificate II in	CUV20211 Certificate II in	*CUVCOR02B Develop and articulate concept for own work*	N

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
Aboriginal or Torres Strait Islander Cultural Arts	Aboriginal or Torres Strait Islander Cultural Arts	deleted with content integrated into holistic studio practice unit *CUVPRP201A Make simple creative work* Number of units reduced from 11 to 10	
CUV20303 Certificate II in Opal Cutting and Polishing	CUV20311 Certificate II in Opal Cutting and Polishing	Minor updates only	E
Certificate III			
CUV30103 Certificate III in Visual Arts and Contemporary Craft	CUV30111 Certificate III in Visual Arts	Title of qualification simplified *CUVCOR03B Develop, refine and communicate concept for own work* deleted with content integrated into holistic studio practice unit *CUVPRP301A Produce creative work* Number of units reduced from 14 to 12	N
CUV30203 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	CUV30211 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	*CUVCOR03B Develop, refine and communicate concept for own work* deleted with content integrated into holistic studio practice unit *CUVPRP301A Produce creative work* Number of units reduced from 14 to 12	N
CUV30303 Certificate III in Design Fundamentals	CUV30311 Certificate III in Design Fundamentals	Significant changes made to facilitate greater differentiation between this qualification and	N

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
		the Certificate IV in Design Overall number of units reduced from 14 to 12; core units changed and reduced by 2 Cross industry design unit BSBDES201A Follow a design process added to the core BSBDES305A Source and apply information on the history and theory of design moved from core to elective CUVCOR03B Develop, refine and communicate concept for own work deleted, with holistic creative practice unit CUVPRP301A Produce creative work now included as an elective option	
CUV30403 Certificate III in Arts Administration	CUV30411 Certificate III in Arts Administration	Number of units reduced from 14 to 12	N
Certificate IV			
CUV40103 Certificate IV in Visual Arts and Contemporary Craft	CUV40111 Certificate IV in Visual Arts	Title of qualification simplified *CUVCOR04B Originate concept for own work and conduct critical discourse* changed to be *CUVPRP405A Develop and discuss ideas for own creative work* New holistic studio practice unit *CUVPRP401A Realise a creative project* included in	N

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
		core *CUVPRP404A Develop self as artist* included in core Core units increased from 4 to 6 Overall number of units reduced from 18 to 15	
CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	CUV40211 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	New holistic studio practice unit *CUVPRP401A Realise a creative project* included in core Overall number of units reduced from 18 to 15	N
CUV40303 Certificate IV in Design	CUV40311 Certificate IV in Design	Significant changes made to facilitate greater differentiation between this qualification and the Certificate III in Design Fundamentals Overall number of units reduced from 18 to 15 Core units substantially changed and reduced from 10 to 7 New units in the core include: • *BSBCRT301A Develop and extend critical and creative thinking skills* • *BSBDES401A Generate design solutions* • *CUVPRP401A Realise a*	N

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Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
		creative project Units deleted from the core include units already in Certificate III in Design Fundamentals: • *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*	
CUV40403 Certificate IV in Photoimaging	CUV40411 Certificate IV in Photo Imaging	*CUECOR02C Work with others* removed from the core Electives reduced by two Overall number of units reduced from 18 to 15	N
CUV40503 Certificate IV in Arts Administration	CUV40511 Certificate IV in Arts Administration	Some change to core to remove embedding Overall number of units reduced from 19 to 14	N
CUV40603 Certificate IV in Opal Cutting and Polishing	CUV40611 Certificate IV in Opal Cutting and Polishing	Minor updates only	E
Diploma			
	CUV50111 Diploma of Visual Arts	New qualification	
	CUV50211 Diploma	New qualification	

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
	of Ceramics		
	CUV50311 Diploma of Graphic Design	New qualification	
CUV50407 Diploma of Photoimaging	CUV50411 Diploma of Photo Imaging	Qualification changed due to removal of prerequisites from many units An entry requirement now included to protect the integrity of the qualification Vocational outcomes remain unchanged Electives updated to incorporate new options from work being undertaken in Visual Arts and Graphic Design	N
Advanced Diploma			
CUV60103 Advanced Diploma of Arts Management		Qualification deleted	
	CUV60211 Advanced Diploma of Visual Arts	New qualification	
CUV60307 Advanced Diploma of Creative Product Development	CUV60311 Advanced Diploma of Creative Product Development	No change to core requirements or packaging rules Elective units have been updated and expanded and minor changes made to other aspects of the qualification	E

Qualification code and title in CUV03 V3	Qualification code and title in CUV11	Mapping details	Equivalence E= Equivalent N = Not equivalent
Certificate I			
	CUV60411 Advanced Diploma of Graphic Design	New qualification	
Skill sets			
Technical/Scientific Field-Based Photoimaging Skill Set	Technical/Scientific Field-Based Photo Imaging Skill Set	Updated and additional project management option added	E
	Preparatory Skill Set for Professional Graphic Design Practice	New skill set	
	Preparatory Skill Set for Professional Photo Imaging Practice	New skill set	

2. Mapping of units of competency

Please note that all unit codes have been changed to comply with the current IBSA coding protocol and national policy requirements.

There are no prerequisite unit requirements in any of the CUV11 units of competency.

Where the mapping details column says 'updated', this means that the following changes have been made:

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- inclusion of an application statement
- updating and streamlining of language, which in many cases involved changes to the order and wording of elements and performance criteria
- explicit inclusion of required skills, including relevant literacy, numeracy and employability skills
- inclusion of sustainability.

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
Art, craft and design			
CUVCOR07B Use drawing techniques to represent the object or idea	CUVACD101A Use basic drawing techniques	Updated	E
CUVCOR08B Produce drawings to represent and communicate the concept	CUVACD201A Develop drawing skills to communicate ideas	Updated	E
CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept	CUVACD301A Produce drawings to communicate ideas	Updated	E
CUVCRS03B Produce computer-aided drawings	CUVACD302A Produce computer-aided drawings	Updated	E
CUVCRS04B Produce technical drawings	CUVACD303A Produce technical drawings	Updated	E
CUVCRS06B Make scale models	CUVACD304A Make scale models	Updated	E
CUVDES04B Integrate colour theory and design processes in response to a brief	CUVACD401A Integrate colour theory and design processes	Updated	E
	CUVACD402A Experiment with moulding and casting techniques	New unit	
	CUVACD501A Refine drawing and other visual	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	representation tools		
	CUVACD502A Create observational drawings	New unit	
	CUVACD503A Select and refine a specialised drawing technique	New unit	
	CUVACD504A Research and apply light and colour	New unit	
	CUVACD505A Work with the human form in creative practice	New unit	
	CUVACD506A Refine 2-D design ideas and processes	New unit	
	CUVACD507A Refine 3-D design ideas and processes	New unit	
	CUVACD508A Refine model making skills	New unit	
	CUVACD509A Develop and refine metal-working techniques	New unit	
	CUVACD510A Manage kiln operations	New unit	
	CUVACD511A Make moulds and casts	New unit	
	CUVACD512A Work with photomedia in creative practice	New unit	
	CUVACD513A Make mixed media artworks	New unit	
	CUVACD514A Refine carving techniques for	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	creative work		
	CUVACD515A Manage specialised finishing processes	New unit	
	CUVACD601A Extend professional expertise with drawing and other visual representation tools	New unit	
	CUVACD602A Extend professional expertise across new art forms and media	New unit	
Business development: public relations			
CUVADM08B Develop and manage public relations strategies	CUVPUB501A Develop and manage public relations strategies	Updated	E
Community and cultural heritage: Aboriginal and Torres Strait Islander cultural arts			
CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity	CUVATS101A Develop understanding of own Aboriginal or Torres Strait Islander identity	Updated	E
CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	CUVATS301A Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts	Updated	E
CUVPRP04B Produce work which expresses own Aboriginal or Torres Strait Islander identity	CUVATS302A Produce work that expresses own Aboriginal or Torres Strait Islander identity	Updated	E
Creative thinking			
CUVICS03B Develop innovative ideas at work	BSBCRT301A Develop and extend critical and creative thinking skills	Unit deleted and replaced with more current BSB unit from BSB07	N

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVICS04B Originate and develop a concept	BSBCRT501A Originate and develop concepts	Unit deleted and replaced with more current BSB unit from BSB07	E
Design: design process			
CUVDSP13B Research and apply techniques for the design of wearable objects	CUVDES403A Research and apply techniques for the design of wearable objects	Updated	E
CUVDSP14B Research and apply techniques for the design of products	CUVDES404A Research and apply techniques in product design	Updated	E
CUVDSP15B Research and apply techniques for application to spatial design	CUVDES405A Research and apply techniques in spatial design	Updated	E
CUVDES601A Design innovative products	CUVDES601B Design innovative products	Updated Changes made to clearly identify that scope of 'products' includes any creative work	E
Finance: financial management			
CUVADM10B Research and utilise revenue and funding opportunities	CUVFIM401A Obtain revenue to support operations	Updated	E
Industry context			
CUVADM11B Work within an arts organisation context	CUFIND201A Develop and apply creative arts industry knowledge	Unit deleted and replaced with more current CUF unit from CUF07	N
CUVADM12B Work with arts professionals in an arts organisation	CUVIND401A Communicate effectively with arts professionals	Context broadened to encompass any organisation needing to communicate with	N

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
		arts professionals Emphasis on communication skills strengthened	
CUVIND501A Maintain and apply creative arts industry knowledge	CUVIND501B Maintain and apply creative arts industry knowledge	Minor editorial changes throughout unit	E
Innovation			
CUVICS01B Contribute to workplace improvements	BSBINN201A Contribute to workplace innovation	Unit deleted and replaced with more current BSB unit from BSB07	E
CUVICS02B Share ideas in the workplace	BSBINN301A Promote innovation in a team environment	Unit deleted and replaced with more current BSB unit from BSB07	N
CUVICS05B Lead a team to foster innovation	BSBINN502A Build and sustain an innovative work environment	Unit deleted and replaced with more current BSB unit from BSB07	E
CUVICS06B Create an innovative work environment	BSBINN502A Build and sustain an innovative work environment	Unit deleted and replaced with more current BSB unit from BSB07	E
CUVICS07B Set up systems that support innovation	BSBINN501A Establish systems that support innovation	Unit deleted and replaced with more current BSB unit from BSB07	E
Opal cutting and polishing			
CUVOPA01B Identify and describe opal	CUVOPA201A Identify and assess opal	Updated	E
CUVOPA02B Handle and store rough and cut opal	CUVOPA202A Handle and store rough and cut opal	Updated	E

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVOPA03B Complete precutting processes for solid opals	CUVOPA203A Complete pre-cutting processes for solid opals	Updated	E
CUVOPA04B Cut and polish an opal solid	CUVOPA204A Cut and polish solid opals	Updated	E
CUVOPA05B Complete pre-cutting processes for opal doublets and triplets	CUVOPA205A Complete pre-cutting processes for opal doublets and triplets	Updated	E
CUVOPA06B Cut and polish an opal doublet/triplet	CUVOPA206A Cut and polish opal doublets and triplets	Updated	E
CUVOPA07B Use opal carving tools	CUVOPA401A Use opal carving tools	Updated	E
CUVOPA08B Production cut and polish opal	CUVOPA402A Production cut and polish opal	Updated	E
CUVOPA09B Use a faceting machine	CUVOPA403A Use a faceting machine	Updated	E
CUVOPA10B Cut opal spheres and beads	CUVOPA404A Cut opal spheres and beads	Updated	E
CUVOPA11B Obtain opal	CUVOPA405A Obtain opal	Updated	E
CUVOPA12B Identify the requirements for establishing an opal-cutting workshop	CUVOPA406A Identify the requirements for establishing an opal-cutting workshop	Updated	E
CUVOPA13B Apply advanced pre-cutting processes to complex opals	CUVOPA407A Apply advanced pre-cutting processes to complex opals	Updated	E
CUVOPA14B Undertake operational maintenance of machinery	CUVOPA408A Undertake routine operational maintenance of machinery	Updated	E

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
Professional practice			
CUVCOR01B Source concept for own work	CUVPRP101A Use ideas and techniques for creative work	New unit incorporates old content but is now much broader to encompass holistic nature of creative practice	N
CUVCOR02B Develop and articulate concept for own work	CUVPRP201A Make simple creative work	New unit incorporates old content but is now much broader to encompass holistic nature of creative practice	N
CUVCRS01B Plan work for a nominated site	CUVPRP202A Participate in planning work for nominated sites	Updated	E
CUVCRS13B Store finished work	CUVPRP203A Store finished creative work	Updated	E
CUVCOR03B Develop, refine and communicate concept for own work	CUVPRP301A Produce creative work	New unit incorporates old content but is now much broader to encompass holistic nature of creative practice	N
CUVCRS08B Document the work progress	CUVPRP302A Document the work progress	Updated	E
CUVCRS11B Select and prepare work for exhibition	CUVPRP303A Select and prepare creative work for exhibition	Updated	E
	CUVPRP304A Participate in collaborative creative projects	New unit	
	CUVPRP401A Realise a	New unit	

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Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	creative project		
CUVCRS02B Select sites and plan work	CUVPRP402A Select sites for creative projects and plan work	Updated	E
CUVCRS14B Prepare, store and maintain finished work	CUVPRP403A Select and organise finished work for storage	Updated	E
CUVPRP01B Develop self as artist	CUVPRP404A Develop self as artist	Updated	E
CUVCOR04B Originate concept for own work and conduct critical discourse	CUVPRP405A Develop and discuss ideas for own creative work	Updated	E
CUVADM02B Plan work space	CUVPRP406A Plan work space	Updated	E
	CUVPRP501A Realise a body of creative work	New unit	
	CUVPRP502A Prepare for sustainable professional practice	New unit	
	CUVPRP503A Present a body of own creative work	New unit	
	CUVPRP504A Establish and maintain environmentally sustainable creative practice	New unit	
	CUVPRP505A Establish and maintain safe professional practice	New unit	
	CUVPRP601A Originate a body of independent creative work	New unit	
	CUVPRP602A Collaborate in	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	professional creative projects		
	CUVPRP603A Engage in the business of creative practice	New unit	
	CUVPRP604A Publicly present a body of own creative work	New unit	
	CUVPRP605A Evolve ideas for professional creative work	New unit	
	CUVPRP606A Extend expertise in a specialised art form to professional level	New unit	
Research			
CUVCOR11B Source information on history and theory and apply to own area of work	CUVRES201A Source and use information relevant to own arts practice	Updated	E
CUVCOR12B Review history and theory for application to artistic practice	CUVRES301A Apply knowledge of history and theory to own arts practice	Updated	E
CUVCOR13B Research and critically analyse history and theory to inform artistic practice	CUVRES401A Research history and theory to inform own arts practice	Updated	E
CUVADM13B Research and critique cultural works	CUVRES501A Critique cultural works	Updated	E
	CUVRES502A Analyse cultural history and theory	New unit	
	CUVRES601A Extend cultural research expertise	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
Visual communication: calligraphy			
CUVVSP01B Produce calligraphy	CUVCAL301A Produce calligraphy	Updated	E
CUVVSP02B Research and experiment with techniques to produce calligraphy	CUVCAL401A Experiment with techniques to produce calligraphy	Updated	E
Visual communication: ceramics			
CUVVSP04B Apply techniques to produce ceramics	CUVCER201A Develop ceramic skills	Updated	E
CUVVSP05B Produce ceramics	CUVCER301A Produce ceramics	Updated	E
CUVVSP06B Research and experiment with techniques to produce ceramics	CUVCER401A Experiment with techniques to produce ceramics	Updated	E
CUVVSP07B Apply techniques in wheel-formed ceramics	CUVCER402A Experiment with throwing techniques	Updated	E
	CUVCER403A Experiment with ceramic surface treatments	New unit	
	CUVCER501A Refine ceramics techniques	New unit	
	CUVCER502A Investigate ceramic materials and processes	New unit	
	CUVCER503A Refine throwing techniques	New unit	
	CUVCER504A Refine handbuilding techniques	New unit	
	CUVCER505A Develop	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	and apply ceramic glazes		
Visual communication: digital content and imaging			
CUVVSP11B Apply techniques to produce digital images	CUVDIG201A Develop digital imaging skills	Updated	E
CUVVSP18B Apply techniques to produce video art	CUVDIG202A Develop video art skills	Updated	E
CUVVSP12B Produce digital images	CUVDIG301A Produce digital images	Updated	E
CUVVSP19B Produce video art	CUVDIG302A Produce video art	Updated	E
CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation	CUVDIG401A Experiment with techniques to enhance digital images	Updated	E
CUVVSP20B Research and experiment with techniques to produce video art	CUVDIG402A Experiment with techniques to produce video art	Updated	E
	CUVDIG501A Refine digital art techniques	New unit	
	CUVDIG502A Investigate technologies for the creation of digital art	New unit	
Visual communication: drawing			
CUVVSP14B Apply techniques to produce drawings	CUVDRA201A Develop drawing skills	Updated	E
CUVVSP15B Produce drawings	CUVDRA301A Produce drawings	Updated	E
CUVVSP16B Research	CUVDRA401A	Updated	E

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Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
and experiment with techniques to produce drawings	Experiment with techniques to produce drawings		
	CUVDRA501A Refine drawing techniques	New unit	
	CUVDRA502A Investigate drawing materials and processes	New unit	
Visual communication: glass			
CUVVSP17B Apply techniques to produce glass work	CUVGLA201A Develop glassworking skills	Updated	E
CUVVSP21B Produce glass work	CUVGLA301A Produce glasswork	Updated	E
CUVVSP22B Research and experiment with techniques to produce glass work	CUVGLA401A Experiment with techniques to produce glasswork	Updated	E
	CUVGLA501A Refine glassworking techniques	New unit	
	CUVGLA502A Investigate glassworking materials and processes	New unit	
	CUVGLA503A Refine kiln cast glass techniques	New unit	
Visual communication: graphic design			
CUVCRS16B Prepare text and graphic files for print processing	CUVGRD301A Prepare files for publication	Updated	E
CUVCRS05B Use typography techniques for design work	CUVGRD302A Use typography techniques	Updated	E
CUVDSP07B Research	CUVGRD401A Research	Updated	E

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
and apply techniques for graphic design	and apply graphic design techniques		
	CUVGRD501A Research visual communication history and theory	New unit	
	CUVGRD502A Produce graphic designs for 2-D and 3-D applications	New unit	
	CUVGRD503A Produce typographic design solutions	New unit	
	CUVGRD504A Create and manipulate graphics	New unit	
	CUVGRD505A Design and manipulate complex layouts	New unit	
	CUVGRD506A Develop graphic design practice to meet industry needs	New unit	
	CUVGRD601A Engage in the business of graphic design	New unit	
	CUVGRD602A Originate graphic designs for complex briefs	New unit	
	CUVGRD603A Extend typographic design expertise	New unit	
	CUVGRD604A Develop and execute advertising concepts	New unit	
	CUVGRD605A Develop graphic designs for the built environment	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	CUVGRD606A Develop graphic designs for packaging	New unit	
	CUVGRD607A Develop graphic designs for branding and identity	New unit	
Visual communication: illustration			
CUVDSP11B Research and apply techniques for illustrative work	CUVILL401A Research and apply techniques for illustrative work	Updated	E
	CUVILL501A Develop professional illustrations	New unit	
	CUVILL502A Refine illustration techniques	New unit	
Visual communication: installation			
CUVVSP24B Research and experiment with techniques to produce installation	CUVINS601A Realise an installation work	Revised unit is pitched at much higher level to reflect fact that installation work is undertaken by experienced artists	N
Visual communication: jewellery			
CUVVSP26B Apply techniques to produce jewellery	CUVJWL201A Develop jewellery-making skills	Updated	E
CUVVSP27B Produce jewellery	CUVJWL301A Produce jewellery	Updated	E
CUVVSP28B Research and experiment with techniques to produce jewellery	CUVJWL401A Experiment with techniques to produce jewellery	Updated	E
Visual communication: painting			

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVVSP34B Apply techniques to produce paintings	CUVPAI201A Develop painting skills	Updated	E
CUVVSP35B Produce paintings	CUVPAI301A Produce paintings	Updated	E
CUVVSP36B Research and experiment with techniques to produce paintings	CUVPAI401A Experiment with techniques to produce paintings	Updated	E
	CUVPAI501A Refine painting techniques	New unit	
	CUVPAI502A Investigate painting materials and processes	New unit	
Visual communication: performance art			
CUVVSP38B Research and experiment with techniques to produce performance art	CUVPER401A Experiment with techniques to produce performance art	Updated	E
Visual communication: photo imaging			
CUVPHI01B Source and apply photoimaging industry knowledge	CUVPHI301A Develop and apply photo imaging industry knowledge	Updated	E
CUVPHI05B Use a 35mm SLR camera or digital equivalent	CUVPHI302A Capture photographic images	Updated	E
CUVPHI07B Process photoimages to work print/file stage	CUVPHI303A Process photo images to work-print and file stage	Updated	E
CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context	CUVPHI304A Process colour materials in a wet darkroom context	Updated	E

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVPHI10B Use and extend wet darkroom techniques to produce monochrome photographs	CUVPHI305A Use wet darkroom techniques to produce monochrome photographs	Updated	E
CUVPHI06B Plan and carry out image capture in response to a brief	CUVPHI401A Capture images in response to a brief	Updated	E
CUVPHI03B Research and apply information on the traditions which inform photoimaging practice	CUVPHI402A Research and apply information on the traditions that inform photo imaging practice	Updated	E
CUVPHI04B Apply photoimaging lighting techniques	CUVPHI403A Apply photo imaging lighting techniques	Updated	E
CUVPHI08B Enhance, manipulate and output photoimages	CUVPHI404A Enhance, manipulate and output photo images	Updated	E
CUVPHI02B Develop self for photoimaging industry	CUVPHI405A Develop self for photo imaging industry	Updated	E
CUVPHI501A Research role and use of the photoimage in visual communication	CUVPHI516A Research the role and use of the photo image in visual communication	Prerequisite units removed	N
CUVPHI502A Research and exploit photoimaging trends	CUVPHI517A Research and exploit photo imaging trends	Prerequisite units removed	N
CUVPHI503A Explore the descriptive and emotive nature of photo lighting	CUVPHI518A Explore the descriptive and emotive nature of photo lighting	Prerequisite units removed	N
CUVPHI504A Investigate and exploit innovative imaging options	CUVPHI519A Investigate and exploit innovative imaging options	Prerequisite units removed	N

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVPHI505A Produce an innovative presentation of professional work	CUVPHI520A Produce an innovative presentation of professional work	Prerequisite units removed	N
CUVPHI506A Produce commercial photoimages	CUVPHI521A Produce commercial photo images	Prerequisite units removed	N
CUVPHI507A Provide domestic portrait services	CUVPHI522A Provide domestic portrait services	Prerequisite units removed	N
CUVPHI508A Produce media photoimages	CUVPHI523A Produce media photo images	Prerequisite units removed	N
CUVPHI509A Make wedding photoimaging products	CUVPHI524A Make wedding photo imaging products	Prerequisite units removed	N
CUVPHI510A Plan, capture and exploit art photoimages	CUVPHI525A Plan, capture and exploit visual art photo images	Prerequisite units removed	N
CUVPHI511A Produce technical photoimages	CUVPHI526A Produce technical photo images	Prerequisite units removed	N
CUVPHI512A Make illustrative images for publication and display	CUVPHI527A Make illustrative images for publication and display	Prerequisite units removed	N
CUVPHI513A Plan, capture and exploit stock photoimages	CUVPHI528A Plan, capture and exploit stock photo images	Prerequisite units removed	N
CUVPHI514A Employ colour management in a digital imaging workplace	CUVPHI529A Employ colour management in a digital imaging workplace	Prerequisite units removed	N
CUVPHI515A Prepare digital images for pre-press printing	CUVPHI530A Prepare digital images for pre-press processing	Prerequisite units removed	N
	CUVPHI531A Investigate and refine alternative approaches to photomedia	New unit	
Visual communication: printmaking			

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
CUVVSP44B Apply techniques to produce prints	CUVPRI201A Develop printmaking skills	Updated	E
CUVVSP45B Produce prints	CUVPRI301A Produce prints	Updated	E
CUVVSP46B Research and experiment with techniques to produce prints	CUVPRI401A Experiment with techniques to produce prints	Updated	E
	CUVPRI501A Refine printmaking techniques	New unit	
	CUVPRI502A Investigate printmaking materials and processes	New unit	
Visual communication: public art			
CUVVSP48B Research and experiment with techniques to produce public art	CUVPUA501A Create works of art for public spaces	Revised unit is pitched at higher level to reflect fact that public art work is undertaken by more experienced artists	N
	CUVPUA601A Realise a public art project	New unit	
Visual communication: sculpture			
CUVVSP50B Apply techniques to produce sculpture	CUVSCU201A Develop sculptural skills	Updated	E
CUVVSP51B Produce sculpture	CUVSCU301A Produce sculpture	Updated	E
CUVVSP52B Research and experiment with techniques to produce sculpture	CUVSCU401A Experiment with techniques to produce sculpture	Updated	E

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	CUVSCU501A Refine sculptural techniques	New unit	
	CUVSCU502A Investigate sculptural materials and processes	New unit	
Visual communication: textiles			
CUVVSP54B Apply techniques to produce textile/fibre work	CUVTEX201A Develop skills in textile work	Updated	E
CUVVSP55B Produce textile/fibre work	CUVTEX301A Produce textile work	Updated	E
CUVVSP56B Research and experiment with techniques to produce textile/fibre work	CUVTEX401A Experiment with techniques to produce textile work	Updated	E
	CUVTEX501A Refine techniques for textile work	New unit	
	CUVTEX502A Investigate materials and processes for textile work	New unit	
Visual communication: wood			
CUVVSP57B Apply techniques to produce wood objects	CUVWOO201A Develop woodworking skills	Updated	E
CUVVSP58B Produce wood objects	CUVWOO301A Produce wood objects	Updated	E
CUVVSP59B Research and experiment with techniques to produce wood objects	CUVWOO401A Experiment with techniques to produce wood objects	Updated	E
	CUVWOO501A Refine woodworking techniques	New unit	
	CUVWOO502A	New unit	

Unit code and title in CUV03 Version 3	Unit code and title in CUV11 Version 1	Mapping details	Equivalence
	Investigate woodworking materials and processes		
Deleted units			
CUVADM01B Develop and implement arts administration systems and procedures	Unit deleted		
CUVADM05B Plan and develop information management systems	Unit deleted		
CUVCON06B Develop concepts for arts organisations or projects	Unit deleted		
CUVDSP04B Research and apply the history and theory of design to design practice	Unit deleted		

Overview

What is a Training Package?

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

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

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

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.
Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.
With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

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

Training Package Components

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

Training Package Endorsed Components

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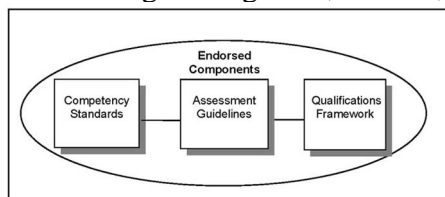
Competency Standards

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

Assessment Guidelines

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

Qualifications Framework

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

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.
Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
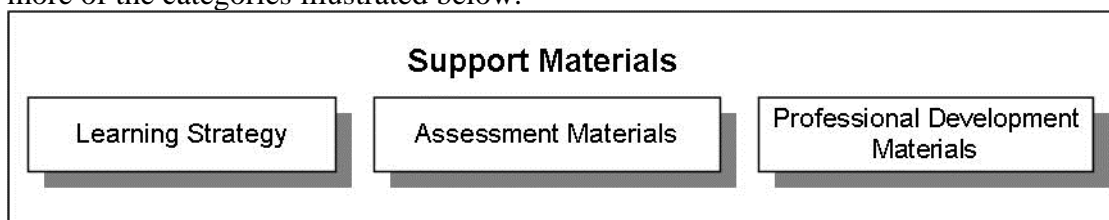
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

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

Training Package Codes

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

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUV10111. 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 10 characters, normally a mixture of uppercase letters and numbers, as in CUVDIG201A;
- the first three characters signify the Training Package – Visual Arts, Craft and Design CUV11 – in the above example and up to seven 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:

- CUV10111 Certificate I in Visual Arts.

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:

- CUVDIG201A Develop digital imaging skills.

Historical and general information

Introduction to the industry
Innovation and Business Skills Australia (IBSA) works in partnership with industry and key stakeholders in the vocational education and training (VET) sector to develop the business and innovation skills that are critical to the success of Australian industries, enterprises and their workforce.

IBSA covers the industry sectors of:

- business services
- cultural industries
- education
- financial services
- information and communications technologies, and
- printing and graphic arts.

The cultural industries comprise screen and media, live performance, music and entertainment, museum and library/information services, and visual arts, craft and design.

Like many of the creative industries, the visual arts, craft and design industry in Australia is characterised by the diversity of ways in which practitioners apply their skills. A large proportion of those working within the arts are not employees. Sole practitioners and employers make up over 50% of people in artist occupations overall. This is five times the rate of the total workforce, in which only 10 percent are not employees. Of these, 87% of visual arts and 92% craft practitioners are freelance or self-employed.

Visual arts and craft

The 2010 David Throsby and Anita Zednik report D*o you really expect to get paid? An economic study of professional artists in Australia e*stimated the number of practising professional artists in Australia in 2009 to be around 44,000, with 12,800 artists and craftspeople. Informally, the National Association for the Visual Arts (NAVA) believes these figures underestimate the number of professional practising artists and do not include Indigenous artists (around 6000). NAVA thinks that 25,000 is closer to the real figure.

Research in 2010 by Stuart Cunningham and Peter Higgs called *What's Your Other Job?,* a census analysis of arts employment in Australia, articulates the diverse ways in which the cultural contribution to the economy should be accounted for. It provides data about the work of artists within the creative industries, non-artists who may be taking on management and technical support roles within creative industries and artists' roles in other non-creative industries.

Cunningham and Higgs' analysis shows that of all artists, visual arts and craft practitioners had the highest rate of application of their skills in wider cultural and related industries at 48% (as designer, drawer or illustrator around 40%), while 21% of visual artists and 17% of craftspeople were engaged in non-cultural industries. One explanation might be that people with these skills have the most diverse options for earning income both in related areas (such as design in the fields of fashion, graphics and interior design, as well as in illustration, teaching and picture framing) and more broadly where the application of visual tools is increasing exponentially, especially in the digital world. Artists strongly believe that new technologies will open up more creative opportunities in the future and believe these technologies are likely also to improve their income-earning position.

Artists on average are highly educated, with 65% holding a tertiary qualification, compared to 25% educated to this level in the general workforce. Ninety percent of visual artists have had formal training and have the highest level of training of all artists. Of all art forms after writers, visual artists and craft practitioners take the longest to get established – not until their mid-30s – compared with people in the performing arts who are off and running in their 20s.

In Australia, contemporary artists are supported through a network of public galleries, contemporary art spaces, commercial galleries, festivals, international biennial and triennial events, art fairs, artist-run initiatives and service organisations. The visual arts sector infrastructure has strengthened over the past decade and is underpinned by a core of outstanding artists, curators, writers, arts administrators and arts workers.

Effective and continued government support is considered critical for ongoing sustainability. The foremost challenge is meeting rising costs. There is also a lack of support for artists with disabilities and poor career paths for independent and Indigenous curators. Digital technology

poses its own set of challenges, with access to technology and skills development seen as vital to its ongoing success.

While the sector faces challenges, there are still many opportunities. International presentation opportunities for contemporary Indigenous artists are increasing. With the evolution of publishing, new strategies can be developed to increase book and catalogue distribution. There are new sources of support for artists through national and international private and public partnerships. Local government contemporary art galleries are increasing in number and professionalism; and the design sector in Australia has an opportunity to forge a place of prominence in the international world of innovation and design.

Sources: The Australia Council, Tamara Winikoff in Arts Hub and the National Association for the Visual Arts

Design
From a design perspective, 27,409 people identified their occupation as graphic designer in the 2006 census, which was more than double the 1996 census figure (13,086).

The Australian Bureau of Statistics reports that in the wider Australian population the proportion of people with a Bachelor Degree or above has increased from 17% in May 2001, to 23% in May 2010. Over the same period the proportion of people with an Advanced Diploma increased from 29% to 31%. This points to a likely increase in the population of designers also holding these qualifications.

The majority of designers hold an Advanced Diploma or Bachelor Degree, and in recent years it has become uncommon for designers to be employed without a formal design education. An increasing number of Bachelor Degrees now allow direct articulation from Advanced Diploma into their degree courses, making it easier for students to continue their education to a higher level. Graphic design continues to be a very popular subject at college, TAFE and university level.

Graphic designers are defined as visual communicators who have a sound understanding of communication strategies. They use their creative skills and experience to create visual solutions for their clients. Designers can work in a diverse range of environments, from high profile studios and advertising agencies with national and international reputations, through to smaller independent boutique studios. There are also opportunities for designers to work in-house for large corporations and government departments that have their own communication, marketing, web, multimedia and publication teams.

The work undertaken by designers is also quite diverse and can include logo development, corporate identity collateral, stationery, advertising, communication and publicity material, books, magazines, newspapers, e-learning projects, website development, interactive and static exhibition design, packaging, building and street signage, staff uniforms, vehicle livery and any other form of visual communication.

Designers can work as sole practitioners or in small or large teams, depending on their clients' requirements. Some designers choose to work as freelancers picking up short or long-term contracts or specific projects, either independently from studios and agencies, or from graphic

design employment agencies. Graduate designers will usually benefit from some time working in a studio environment where they can learn quickly from their colleagues, and can then move on to other opportunities.

Some of the job titles held by designers in the workplace are defined in *The Aquent Orange Book: Salary Survey and Industry Monitor for the Marketing, Communications and Creative Industries, Asia Pacific Edition 2008-2009*, and include: creative director, senior art director, mid-weight art director, production manager, senior designer, mid-weight designer, junior designer, studio manager, and finished artist. To this list can be added junior, mid-weight and senior web designer, web manager, illustrator, typesetter, desktop publisher and pre-press or Mac operator.

A designer usually needs three to five years of experience in a studio-like environment, to graduate to mid-weight or senior designer. For employers, the emphasis is on a candidate having a suitable portfolio of work and knowledge of the relevant software, their ability to work independently when required but harmoniously with their colleagues at all times, and also to be responsive to the needs of their clients and the business.

Having acquired skills in problem-solving processes along with substantial creative, innovative and technical expertise, designers will be ready to participate in new ways of delivering their work and taking advantage of advances in technology, which will eventually revolutionise client expectations and the way managers run their businesses.

Recent shortages of skilled, experienced senior and mid-level designers in the Australian market has led to more flexible work practices as businesses work to retain their investment in staff.

Thanks to the Australian Graphic Design Association for the above industry snapshot.

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 section of equipment, services or contingency measures and within known time constraints.
- Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma

Characteristics of Learning Outcomes

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of Competencies or Learning Outcomes

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

Distinguishing Features of Learning Outcomes

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

Vocational Graduate Diploma

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.

- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

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

Qualification pathways

CUV11 Visual Arts, Craft and Design Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of registered training organisations (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 qualification structure allows them to decide what, when and how they will teach. It describes the outcomes of training but leaves the detailed decision-making and implementation to RTOs.

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.

CUV11 Visual Arts, Craft and Design Qualification Pathways
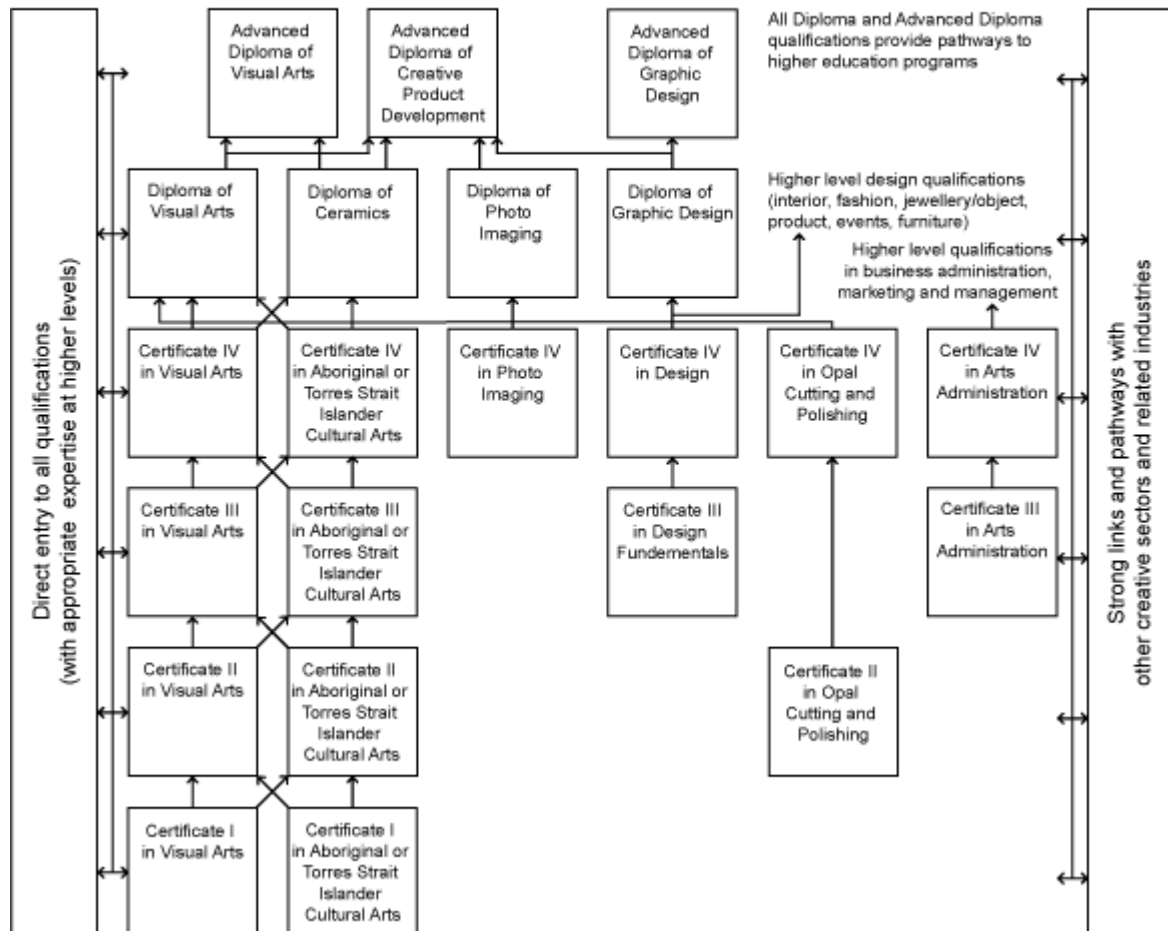
Definition

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 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. *http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf*

Skill Set Structures

Skill sets are designed to be available to industry to train participants in a particular skill set. They contain units of competency that will be awarded with a Statement of Attainment and are able to be counted towards a qualification. Where possible, Skill Sets are aligned to a range of vendor training programs that are used as a basis for industry certifications. Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Technical/Scientific Field-Based Photo Imaging Skill Set

Preparatory Skill Set for Professional Graphic Design Practice

Preparatory Skill Set for Professional Photo Imaging Practice

Employability Skills

Employability Skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills have replaced 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 in 2002, copies of the report are available from the DEST website at: *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 the following eight employability skills:

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

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

Employability Skills Framework

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

Skill	Facets
	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:	- listening and understanding - speaking clearly and directly - writing to the needs of the audience - negotiating responsively - reading independently - empathising - using numeracy effectively - understanding the needs of internal and external customers - persuading effectively - establishing and using networks - being assertive - sharing information

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.
	• speaking and writing in languages other than English.
Teamwork that contributes to productive working relationships and outcomes:	• 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. future planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback.
Problem solving that contributes to productive outcomes:	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues.
Initiative and enterprise that contribute to innovative outcomes:	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions.
Planning and organising that contribute to long and short-term strategic planning:	• 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

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.
	• participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships.
Self-management that contributes to employee satisfaction and growth:	• 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:	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change.
Technology that contributes to the effective carrying out of tasks:	• 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.

Innovation and Business Skills Australia

Employability Skills summary

An employability skills summary is included 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 the 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

CUV11 Visual Arts, Craft and Design Training Package explicitly embeds employability skills 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.

Assessment Guidelines

Introduction

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

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.
Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

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

Assessment must be carried out in accordance with the:

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

Benchmarks for Assessment

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

Principles of Assessment

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

- validity
- reliability
- flexibility
- fairness
- sufficiency.

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

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

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

Reliability

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

Flexibility

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

Fairness

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

Sufficiency

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

Rules of Evidence

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

Valid

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

Sufficient

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

Current

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

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work. Assessment Requirements of the Australian Quality Training Framework
Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.
The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from *<www.training.com.au>*.
The following points summarise the assessment requirements.

Registration of Training Organisations

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

Quality Training and Assessment

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

Assessor Competency Requirements

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

Assessment Requirements

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

Assessment Strategies

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

National Recognition

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

Access and Equity and Client Outcomes

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

Monitoring Assessments

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

Recording Assessment Outcomes

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

Issuing AQF qualifications and 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)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook – available on the AQF Council website *<www.aqf.edu.au>*.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for CUV11 Visual Arts, Craft and Design Training Package, with the following important disclaimer.

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

Requirements for Assessors

Assessor Competencies

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

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

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

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

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 CUV11 Visual Arts, Craft and Design 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 units of competency provide more detailed guidance for training and assessment purposes, as well as examples relevant to each unit, 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 C.

Assessment of units related to Indigenous arts practice

Units directly related to Indigenous arts practice contain the following statement:
'Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.'
Operation of the reference group would vary depending on local community needs, but typically a reference group might provide advice about and be involved in:

- participant selection
- staff selection
- negotiation for involvement of Elders, custodians, mentors and advisers
- policy guidelines
- delivery and assessment issues
- training and professional development resources.

Assessment in a simulated environment

Units of competency in CUV11 Visual Arts, Craft and Design Training Package may be assessed in the workplace or in a simulated environment. Given the nature of the sector, it is most likely that units in this Training Package will not be assessed in the workplace.
In order to be valid and reliable, simulation where used must closely represent what actually occurs in art and design workplaces, 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 unit of 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?
- prioritise among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team when appropriate?
- 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?

Industry Assessment Contextualisation 1 – Assessment for Indigenous organisations

Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes.
There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

The word '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 or Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

The word 'culture' is used in a broad sense and refers to:

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

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

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

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

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

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

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

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

Community control

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

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

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

It is important that training providers and assessors respect and conform to the practice of community control.

Accreditation

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

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

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

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

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals.

Assessment in Aboriginal and Torres Strait Islander communities

The guiding principles that underpin assessment include:

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

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

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

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

It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters.

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

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

Industry Assessment Contextualisation 2 – Training and assessment for people with specific needs

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

The Department of Education, Employment and Workplace Relations (DEEWR) provides further information in the *Disability Standards for Education 2005 Guidance Notes,* accessible via the DEEWR website *(http://www.deewr.gov.au/schooling/ programs/pages/disabilitystandardsforeducation.aspx).*

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	- Memory aids (posters, notes, etc.) - Reflective listening skills - Stress minimisation - Time and patience.
Hearing impairment	- Audio loops for people using hearing aids - Plain English documents - Fire and alarm systems with flashing lights - Sign language interpreters - Telephone typewriters.

Type of disability	Reasonable adjustment
Intellectual disability	• 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	• Access to aids, such as for holding documents • Adjustable tables • Lifting limits • Note-taking support • Verbal rather than written presentations • Personal computers • Wheelchair access.
Psychiatric disability	• Identification and avoidance of stresses • Ongoing rather than formal assessments • Reflective listening skills • 'Time-out' breaks in assessment.
Speech impairment	• Information summaries • Stress minimisation • Time and patience • Written rather than verbal opportunities
Vision impairment	• Additional writing time for assignments and tests • Audiotapes • Braille translations • Enlarged computer screen images • Enlarged text and images • Good lighting or reading lamps • Guide dog provision • Informing the person before moving furniture • Voice synthesisers on computers.

Designing assessment tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

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

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

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

Language, Literacy and Numeracy

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

Conducting Assessment

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

Mandatory Assessment Requirements

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

- Assessment, including Recognition of Prior Learning (RPL):
- meets the requirements of the relevant Training Package or accredited course
- is conducted in accordance with the principles of assessment and the rules of evidence
- meets workplace and, where relevant, regulatory requirements
- is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
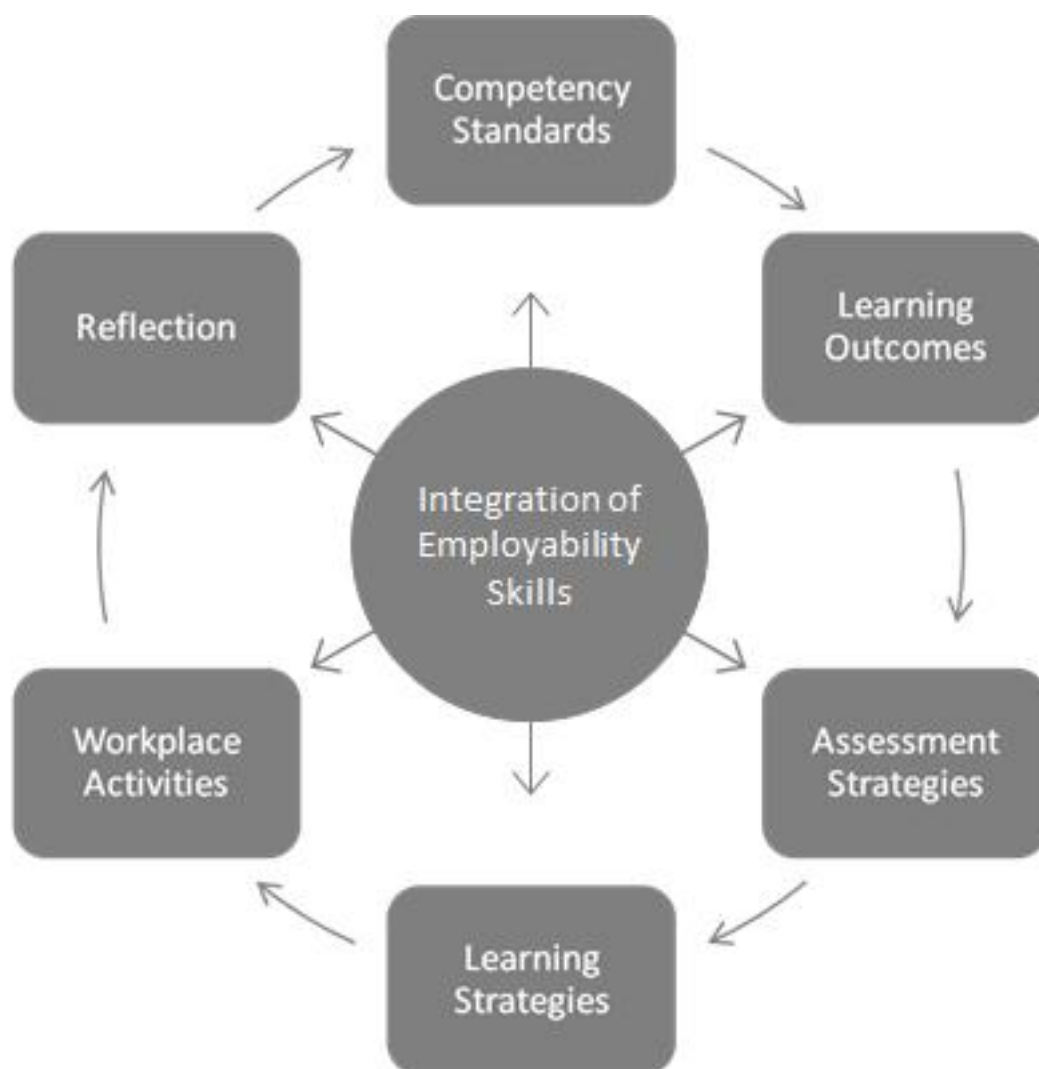
Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

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

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

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

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

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

Access and Equity

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

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

Reasonable Adjustments

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

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

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

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

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to *http://www.deewr.gov.au/tpdh/Pages/home.aspx.*

Further Sources of Information

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

Contacts

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

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

For information on the *TAE10 Training and Education Training Package* contact:
Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: *virtual@ibsa.org.au*
Website: *www.ibsa.org.au*

General resources

Refer to *<http://antapubs.dest.gov.au/publications/search.asp>* to locate the following publications.
AQF Implementation Handbook, fourth edition. Australian Qualifications Framework Advisory Board, 2007, *<www.aqf.edu.au>*.
Australian Quality Training Framework (AQTF) – for information and resources go to *<www.training.com.au>*.
AQTF Essential Conditions and Standards. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.
TAE10 Training and Education Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business Industry Skills Council, and can be viewed and components downloaded, from Training.gov.au (TGA).
Training.gov.au, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses (*http://training.gov.au*).
Training Package Development Handbook can be downloaded from *www.deeewr.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.
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:

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last

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

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*

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

As indicated elsewhere, RTOs may contextualise units of competency imported from other Training Packages to reflect outcomes relevant to the ICA11 Information and Communications Technology Training Package industry.

The units from the Training Packages detailed above have been imported into these qualifications to support those units which address specific aspects of the ICT industry, such as computer networking and security, project management, small business needs and customer service.

Using 'BSBSUS501A Develop workplace policy and procedures for sustainability' as an example, RTOs could add the development of policies and procedures in sustainability while formulating planning and design specifications to ICT projects.

Components of Units of Competency

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

Unit Title

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

Unit Descriptor

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

Employability Skills

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

Pre-requisite Units (optional)

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

Application of the Unit

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

Competency Field (Optional)

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

Sector (optional)

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

Elements of Competency

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

Performance Criteria

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

Required Skills and Knowledge

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

Range Statement

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

Evidence Guide

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

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

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.
Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

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

Employability Skills	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

Employability Skills	Mayer Key Competencies
Self-management	
Learning	
Technology	Using technology

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

Explicitly embedding Employability Skills in units of competency

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

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

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

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.
Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Examples from this Training Package of employability skills embedded within unit components

Unit component	Example of embedded employability skill
Unit title	Present a body of own creative work (communication)
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use creative, technical and project management skills to develop a professional and innovative presentation of own creative work (initiative and enterprise, planning and organisation)

Unit component	Example of embedded employability skill
Element	Evaluate and select presentation options (problem-solving, communication)
Performance criteria	Identify and consult with relevant people when developing presentation options (teamwork, communication)
Required skills and knowledge	• initiative and enterprise skills to identify and act on new ideas for presenting work (initiative and enterprise) • learning and self-management skills to keep up-to-date with emerging and innovative practice in professional presentation of work (learning, self-management) • planning and organising skills to manage the workflow for the production of a portfolio of work (planning and organising) • visual communication formats relevant to the presentation of creative work (communication)
Range statement	New and innovative ways may include: • interactivity • media not used before • new distribution mechanisms • storytelling or other interpretive techniques • (technology, communication, initiative and enterprise, problem-solving)
Evidence guide	Evidence of the ability to: • research industry-standard presentation methodologies • design and realise presentation concepts • present creative products in a manner suited to the intended audience and purpose • (communication, planning and organising)

Employability Skills Summaries and units of competency

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

Competency standards – industry contextualisation

All units in CUV11 have been written to support broad application and may be contextualised for different specialisations. This includes those related to:

- 2-D design
- 3-D design
- drawing as a visual representation tool
- computer-aided drawing
- observational drawing
- technical drawing
- model making
- presentation and exhibition of work
- safe professional practice
- sustainable creative practice
- technical processes that apply across art forms (e.g. moulding and casting, carving, kiln work and metalwork).

CUV11 also imports many units that allow contextualisation from other Training Packages:

- BSB07 Business Service
- CHC08 Community Services
- CUA11 Performing Arts
- CUE03 Entertainment
- CUF07 Screen and Media
- CUL04 Museum and Library/Information Services
- CUS09 Music
- HLT07 Health
- ICA11 Information and Communications Technology
- ICP10 Printing and Graphic Arts
- LMF02 Furnishing
- LMT07 Textiles, Clothing and Footwear
- MCM04 Competitive Manufacturing
- MEM05 Metal and Engineering
- MSA07 Manufacturing
- MSL09 Laboratory Operations
- PMB07 Plastics, Rubber and Cablemaking
- PMC10 Manufactured Mineral Products
- PSP04 Public Sector
- RTD02 Conservation and Land Management
- SIB10 Beauty
- SIR07 Retail
- SIT07 Tourism, Hospitality and Events
- TAE10 Training and Education.
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