

CUA20715 Certificate II in Visual Arts

Rosewood State High School

TAS version: **Version 1**

Delivery period: 2016 – 2021

Approval School RTO training and assessment strategy			
School RTO name	Rosewood State High School	QCAA number	131
Qualification code	CUA20715	National provider number	30347
RTO manager		Chief executive (principal)	
Name	Mrs Tonia Stocker	Name	Ms Jo Hughes
Signature or email address	tstoc12@eq.edu.au	Signature or email address	jhugh205@eq.edu.au
Date	01/12/2016	Date	01/12/2016

QCAA draft template as at October 2016

Section 1

Program overview

1.1 National requirements

School name	Rosewood State High School		
RTO ID	30347		
QCAA no.	131		
Qualification code	CUA20715		
Qualification title	Certificate II in Visual Arts		
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	CUA20715		
Current release date	15/01/2016	Release number:	1
Training package title	Creative Arts and Cultural Training Package		
National register	http://training.gov.au/Training/Details/CUA		
Companion volume	http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=14		
Qualification status	Current	<p><i>Note Standards 1.26b and 1.26a (extracts below).</i></p> <p>1.26 b) Where an AQF qualification is no longer current and has not been superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.</p> <p>1.26 a) Where a [qualification] on [the RTO's] scope of registration is superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, within a period of one year from the date the replacement [qualification] was released on the National Register.</p>	
Superseded, deleted, or no longer current date	Not applicable		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	17/11/2017		
TAS development date	1 December 2016	TAS expiry date	December 2021
Date of latest industry engagement	30 November 2016	Date of validation	30 November 2016
Delivering and assessing information			
Developed for (Select one only)	Individual student/s <input type="checkbox"/>	If yes, name/s of student/s	
	OR Class cohort <input checked="" type="checkbox"/>	If yes, current number of students enrolled	20
Total number of assessment tools for this qualification	20	Delivery period Start End	23/01/2016 31/12/2016

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<p>This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.</p> <p><i>No licensing, legislative or certification requirements apply for this qualification at the time of publication.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.2 Qualification

<http://training.gov.au/Training/Details/CUA20715>

Yes
 No

Total number of units = 9

4 core units plus

5 elective units of which:

- 2 units must be selected from the elective listed below
- 3 units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Certificate I, II or III level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid vocational outcome.

Core units

- BSBWHS201 Contribute to health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUAPPR201 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice

Elective units

- BSBCRT101 Apply critical thinking techniques
- BSBDES201 Follow a design process
- BSBDES202 Evaluate the nature of design in a specific industry context
- BSBINN201 Contribute to workplace innovation
- BSBITU101 Operate a personal computer
- BSBITU102 Develop keyboard skills
- BSBITU201 Produce simple word processed documents
- BSBITU203 Communicate electronically
- BSBSMB201 Identify suitability for micro business
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- BSBWOR203 Work effectively with others
- BSBWOR204 Use business technology
- CUAATS101 Develop understanding of own Aboriginal or Torres Strait Islander identity
- CUACER201 Develop ceramic skills
- CUADIG202 Develop digital imaging skills
- CUADIG203 Develop video art skills
- CUADRA201 Develop drawing skills
- CUAGLA201 Develop glassworking skills
- CUAIND201 Develop and apply creative arts industry knowledge
- CUAJWL201 Develop jewellery-making skills
- CUAPAI201 Develop painting skills
- CUAPPR202 Participate in planning work for proposed artwork sites
- CUAPPR203 Store finished creative work
- CUAPRI201 Develop printmaking skills
- CUASCI201 Develop sculptural skills

Packaging rules

1.2 Qualification	
Information on elective choices and mandatory requirements	<p>Units delivered by RSHS:</p> <p>Core units BSBWHS201 - Contribute to health and safety of self and others CUAACD101 – Use basic drawing techniques CUAPPR201 – Make simple creative work CUARES202 – Source and use information relevant to own arts practice</p> <p>Elective units BSBDES201 – Follow a design process BSBITU101 – Operate a personal computer BSBSUS201 – Participate in environmentally sustainable work practices CUVDIG202 – Develop digital imaging skills CUVDRA201 - Develop drawing skills CUVPAI201 – Develop painting skills BSBWOR202 – Organise and complete daily work activities BSBWOR203 – Work effectively with others</p>

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements and reasonable adjustments (Adjust as appropriate)	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student’s agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery (Adjust as appropriate)	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance and knowledge evidence • in a classroom (‘off the job’) for some components of training for knowledge evidence in a simulated artist studio environment. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location (Adjust as appropriate)	Rosewood State High School Lanefield Road Rosewood Queensland 4340	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration (Adjust as appropriate)	<p>Total program duration is 1 year of delivery and assessment over two semesters.</p> <p><i>3 x 70 minute lessons per week</i></p> <p><i>8-10 weeks per semester</i></p>	<p><i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Amount of learning	<p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The nominal volume of learning for this program is:</p> <p><input checked="" type="checkbox"/> 1 year</p> <p>This includes:</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> 110 hours of scheduled training and assessment activity • one-on-one instruction as required • personal study time, either off the job or at home <p>Total amount of learning: <input checked="" type="checkbox"/> 600–1200 hours</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • Support the number of students undertaking the training and assessment. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment resources (Adjust as appropriate)	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the performance requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> • Will be progressively gathered for groups of units simultaneously. • Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. • Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. • Will be done under the specific assessment conditions required by the units 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM
Third party arrangements (Adjust as appropriate)	No services are delivered on behalf of the RTO.	<p><i>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i></p> <p><i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i></p> <p><i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational and support services	Learners in this cohort are school students. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Students can obtain further information from the VET student handbook.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: <ul style="list-style-type: none"> • students will be issued with a statement of attainment for any successfully completed units of competency • any fees paid toward the program will be refunded on a pro rata basis. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Transition	This qualification's status on TGA is current at the time of this strategy's expected start date. If this qualification is superseded with a new version before the end of the expected duration of the program, then: <ul style="list-style-type: none"> • if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version • if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification

Requirement	Description	Confirmed by RTOM	
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>Students can obtain further information from the VET student handbook.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Reissuing of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	<p><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> • <i>Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment). containing sufficient information to identify correctly</i> <ul style="list-style-type: none"> – the holder of the qualification – the AQF qualification by its full title – date of issue/award/conferral. • <i>have a policy that permits replacement of certification documentation.</i> • <i>be responsible for authentication and verification of any replacement certification documentation.</i> <p>http://www.aqf.edu.au/resources/aqf/</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Students can obtain further information from the VET student handbook.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

1.4 Certification		
Unique Student Identifier (USI)	<p>The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual.</p> <p>The consequences of not providing the RTO with a USI have been explained to the student. Each student's USI will be recorded by the RTO in SLIMS before issuance of any AQF credentials.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results (Adjust the first three points as appropriate)	<ul style="list-style-type: none"> Evidence-gathering tools are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS and/or SLIMS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
BSBWHS201 - Contribute to health and safety of self and others https://training.gov.au/Training/Details/BSBWHS201	Core Unit	<input type="checkbox"/>
CUAACD101 – Use basic drawing techniques https://training.gov.au/Training/Details/CUAACD101	Core Unit	<input type="checkbox"/>
CUAPPR201 – Make simple creative work http://training.gov.au/Training/Details/CUAPPR201	Core Unit	<input type="checkbox"/>
CUARES202 – Source and use information relevant to own arts practice http://training.gov.au/Training/Details/CUARES202	Core Unit	<input type="checkbox"/>
BSBDES201 – Follow a design process http://training.gov.au/Training/Details/BSBDES201	Listed Elective	<input type="checkbox"/>
BSBITU101 – Operate a personal computer http://training.gov.au/Training/Details/BSBITU101	Listed Elective	<input type="checkbox"/>
BSBSUS201 – Participate in environmentally sustainable work practices http://training.gov.au/Training/Details/BSBSUS201	Listed Elective	<input type="checkbox"/>
CUVDIG202 – Develop digital imaging skills http://training.gov.au/Training/Details/CUVDIG202	Listed Elective	<input type="checkbox"/>
CUVDRA201 – Develop drawing skills http://training.gov.au/Training/Details/CUVDRA201	Listed Elective	<input type="checkbox"/>
CUVPAI201 – Develop painting skills http://training.gov.au/Training/Details/CUVPAI201	Listed Elective	<input type="checkbox"/>
BSBWOR202 – Organise and complete daily work activities http://training.gov.au/Training/Details/BSBWOR202	Listed Elective	<input type="checkbox"/>
BSBWOR203 – Work effectively with others http://training.gov.au/Training/Details/BSBWOR203	Listed Elective	<input type="checkbox"/>

Optional units and flexibility

Provided Projects contain core units as well as a large number of electives in order to reinforce competencies, as well as catering for students of varied abilities, and/or those who enrol at varied points in the course. All 'additional' elective units are relevant to the specific project.

Section 3 Program details

Use Section 3 to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from. Also list the evidence-gathering tools to be used with each activity. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a 'cluster' (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

Developing assessment tools

Use these four steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise each of these assessment activities in Section 3.
3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things a student produces (project work, folios, artefacts, online materials, services etc.). In addition, there may be third party written reports. List these assessment tools in Section 3.
4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered. Record the unit/s for which partial or complete evidence will be gathered in Section 3.

When this qualification is due for validation ensure that Section 8 is completed and the assessment tools, including the mapping tool are available for validators.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Assessment project / activity / task (All codes and names must match Section 8)

Assessment project / activity / task (All codes and names must match Section 8)				
Project 1	RSHS12A - Sourcing those who inspire – Term 1 Project document is found at: G:\Coredata\RTO\VET Courses at RSHS\CUA20715\ASSESSMENT\RSHS12A.doc			
Estimated duration	1 Term (approx. 8 Weeks)	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)	Evidence-gathering tool code
Description (summary)	Classroom Mural project This project incorporates the preparation, design and creation of a classroom mural. A heavy emphasis will be placed on students sourcing information based on existing artworks/artists. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. No final unit outcome results from completing this project.	Evidence is gathered for parts of this cluster of units, see mapping tool for full details: <ul style="list-style-type: none"> • BSBWHS201 - Contribute to health and safety of self and others • CUAACD101 - Use basic drawing techniques • CUAPPR201 - Make simple creative work • CUARES202 - Source and use information relevant to own arts practice • BSBDES201 - Follow a design process • BSBSUS201 - Participate in environmentally sustainable work practices • CUVDRA201 - Develop drawing skills • CUVPAI201 - Develop painting skills • BSBWOR203 - Work effectively with others 	Observation and WHS checklist	<input checked="" type="checkbox"/> WHS1
			Oral/written Questions	<input checked="" type="checkbox"/> OWQUEST1
			Visual Journal	<input checked="" type="checkbox"/> VJ1
			Product	<input checked="" type="checkbox"/> PROD1
Project 2	RSHS12AA – PUPPET MAKING – Term 1 (*ALTERNATIVE TASK) Project document is found at: G:\Coredata\RTO\VET Courses at RSHS\CUA20715\ASSESSMENT\RSHS12AA.doc			
Estimated duration	1 Term (approx. 8 weeks)	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code

Assessment project / activity / task (All codes and names must match Section 8)

<p>Description (summary)</p>	<p>*Puppet Making project This project is run on alternate years to supplement and maximise the effect of Project 1: Sourcing Those Who Inspire.</p>	<p>Evidence is gathered for parts of this cluster of units, see mapping tool for full details:</p> <ul style="list-style-type: none"> • BSBWHS201 – Contribute to health and safety of self and others • CUAACD101 - Use basic drawing techniques • CUAPPR201 - Make simple creative work • CUARES202 - Source and use information relevant to own arts practice • BSBDES201 - Follow a design process • BSBSUS201 - Participate in environmentally sustainable work practices • CUVPAI201 - Develop painting skills • BSBWOR203 - Work effectively with others 	<p>Observation and WHS checklist</p>	<input checked="" type="checkbox"/>	<p>WHS2</p>			
						<p>Oral/written Questions</p>	<input checked="" type="checkbox"/>	<p>OWQUEST2</p>
						<p>Visual Journal</p>	<input checked="" type="checkbox"/>	<p>VJ2</p>
						<p>Product</p>	<input checked="" type="checkbox"/>	<p>PROD2</p>
<p>Project 3</p>	<p>RSHS12B - SKATEBOARD DESIGN– Term 2 Project document is found at: G:\Coredata\RTO\VET Courses at RSHS\CUA20715\ASSESSMENT\RSHS12B.doc</p>							
<p>Estimated duration</p>	<p>1 Term (approx. 8 weeks)</p>	<p>Unit/s for which evidence will be gathered</p>	<p>Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)</p>	<p>Evidence-gathering tool code</p>				
<p>Description (summary)</p>	<p>Skateboard Design project This project involves the design, painting and review of Skateboard designs. Extension/alternative units involve the creation of a</p>	<p>Evidence is gathered for parts of this cluster of units, see mapping tool for full details:</p> <ul style="list-style-type: none"> • BSBWHS201 - Contribute to health and safety of self and others • CUAACD101 - Use basic drawing 	<p>Observation and WHS checklist</p>	<input checked="" type="checkbox"/>	<p>WHS3</p>			
						<p>Oral/written Questions</p>	<input checked="" type="checkbox"/>	<p>OWQUEST3</p>

Assessment project / activity / task (All codes and names must match Section 8)

	<i>functioning clock (using ply-wood and supplied parts)</i>	<i>techniques</i> <ul style="list-style-type: none"> • CUAPPR201 - Make simple creative work • CUARES202 - Source and use information relevant to own arts practice • BSBDES201 - Follow a design process • BSBSUS201 - Participate in environmentally sustainable work practices • CUVBRA201 - Develop drawing skills • CUVPAI201 - Develop painting skills 	Visual Journal	<input checked="" type="checkbox"/>	VJ3
			Product	<input checked="" type="checkbox"/>	PROD3
Project 4	RSHS12C - YEARBOOK DESIGN– Term 3 <i>Project document is found at:</i> <i>G:\Coredata\RTO\VET Courses at RSHS\CUA20715\ASSESSMENT\RSHS12C.doc</i>				
Estimated duration	1 Term (approx. 8 weeks)	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	Graphic Design and Yearbook Design project <i>This project introduces design and technology activities and culminates in the design of pages for the Annual School Yearbook.</i>	<i>Evidence is gathered for parts of this cluster of units, see mapping tool for full details:</i> <ul style="list-style-type: none"> • BSBWHS201 - Contribute to health and safety of self and others • CUAACD101 - Use basic drawing techniques • CUAPPR201 - Make simple creative work • CUARES202 - Source and use information relevant to own arts practice • BSBDES201 - Follow a design process • BSBITU101 - Operate a personal computer • CUVDIG202 - Develop digital imaging skills • BSBWOR202 - Organise and complete daily work activities • BSBWOR203 - Work 	Observation and WHS checklist	<input checked="" type="checkbox"/>	WHS4
			Oral/written Questions	<input checked="" type="checkbox"/>	OWQUEST4
			Visual Journal	<input checked="" type="checkbox"/>	VJ4
			Product	<input checked="" type="checkbox"/>	PROD4

Assessment project / activity / task (All codes and names must match Section 8)

		effectively with others			
Project 5	RSHS12D – RECYCLED SCULPTURE – Term 4 <i>Project document is found at:</i> G:\Coredata\RTO\VET Courses at RSHS\CUA20715\ASSESSMENT\RSHS12D.doc				
Estimated duration	1 Term (approx. 8 weeks)	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	Recycled Sculpture project This project is focused purely on encouraging students to utilise recycled materials for a practical use around the school and in their art-making processes throughout. By doing this students will become conscious of the potential benefits of using renewable objects for Art Making in general.	<i>Evidence is gathered for parts of this cluster of units, see mapping tool for full details:</i> <ul style="list-style-type: none"> • BSBWHS201 - <i>Contribute to health and safety of self and others</i> • CUAACD101 – <i>Use basic drawing techniques</i> • CUAPPR201 – <i>Make simple creative work</i> • CUARES202 – <i>Source and use information relevant to own arts practice</i> • BSBDES201 – <i>Follow a design process</i> • BSBSUS201 – <i>Participate in environmentally sustainable work practices</i> • BSBWOR202 – <i>Organise and complete daily work activities.</i> 	Observation and WHS checklist	<input checked="" type="checkbox"/>	WHS5
			Oral/written Questions	<input checked="" type="checkbox"/>	OWQUEST5
			Visual Journal	<input checked="" type="checkbox"/>	VJ5
			Product	<input checked="" type="checkbox"/>	PROD5

Section 4 Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing, and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	<input checked="" type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements	Enter details of arrangements or the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements		
File location	Enter the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements.		
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			

Section 5 Trainers and assessors

Summarise the verifiable information from the staff profiles of your trainers and assessors. They must have relevant vocational competency at least to the level being delivered and assessed, relevant, current industry skills, current knowledge and skills in vocational teaching and learning, and hold the required training and assessment qualification. The RTO must hold verifiable evidence that each of its trainers and assessors meet the requirements. Engage with industry to confirm the relevance of their skills and record this in Section 7.

Under the trainer and assessor heading, identify any units that are completed with the assistance of a third party by including the name of the third party.

At the end of Section 5, (a) detail how any supervision arrangements are implemented and systematically monitored, (b) include details of any specialised trainer and/or assessor qualifications or experience requirements identified by the units of competency and (c) describe any arrangements made for this RTO's trainers/assessors to work with another RTO or any other third party in order to provide training and assessment services to students.

Relevant standards: 1.3(a), 1.6(b), 1.13, 1.14, 1.17–1.20 & Schedule 1

Trainers and assessors							
Unit of competency code and title		Trainers/Assessors names	Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Relevant vocational competency held for each unit	Relevant industry currency held
<i>The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data Provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).</i>							
BSBWHS201 - Contribute to health and safety of self and others	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CUAACD101 – Use basic drawing techniques	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CUAPPR201 – Make simple creative work	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CUARES202 – Source and use information relevant to own arts practice	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSBDES201 – Follow a design process	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Trainers and assessors

<p><i>The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data Provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).</i></p>		Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Relevant vocational competency held for each unit	Relevant industry currency held
Unit of competency code and title	Trainers/Assessors names					
BSBITU101 – Operate a personal computer	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBSUS201 – Participate in environmentally sustainable work practices	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUVDIG202 – Develop drawing skills	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUVPAI201 – Develop painting skills	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBWOR202 – Organise and complete daily work activities	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBWOR203 – Work effectively with others	Clay Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

