

# Caloundra State High School

## Visual Arts, Crafts & design Training Package

TAS version: **10/12/2018**

Delivery period: 2018 – 2019

Approval School RTO training and assessment strategy			
School RTO name	Caloundra High School	QCAA number	198
Qualification code	CUA20715	National provider number	30058
RTO manager		Chief executive (principal)	
Name	Jan McLean	Name	Julie Pozzoli
Signature or email address	Jmcle99@eq.edu.au	Signature or email address	Jpozz2@eq.edu.au
	30/1/2018	Date	30/01/2018

# Section 1 Program overview

1.1 National requirements			
School name	Caloundra State High School		
RTO ID	30058		
QCAA no.	198		
Qualification code	CUA20715		
Qualification title	Certificate II in Visual Arts (Release 1)		
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	CUA		
Current release date	15/Jan/2016		
Training package title	Creative Arts and Culture Training Package		
National register	CUA - Creative Arts and Culture Training Package (Release 2.0, 3.0)		
Companion volume	CUA - Creative Arts and Culture Training Package (Release 2.0, 3.0) Check the Industry Skills Council website as linked from TGA.		
Qualification status	Current	<p><i>Note Standards 1.26b and 1.26a (extracts below).</i></p> <p><b>1.26 b) Where an AQF qualification is <i>no longer current and has not been superseded</i>, all [students'] training and assessment is completed and the relevant AQF certification documentation issued <b>within a period of two years</b> from the date the AQF qualification was removed or deleted from the National Register.</b></p> <p><b>1.26 a) Where a [qualification] on [the RTO's] scope of registration is <i>superseded</i>, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, <b>within a period of one year</b> from the date the replacement [qualification] was released on the National Register.</b></p>	
Superseded, deleted, or no longer current date	14/01/2016		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	Not applicable or choose date		
TAS development date	16 February 2018	TAS expiry date	25 November 2019
Date of latest industry engagement	11/10/2018	Date of validation	27/11/2018
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	
Total number of assessment tools for this qualification	7	Delivery period Start End	29/01/2018 28/11/2019

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<h2>Description</h2> <p>This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. It is suitable for delivery in schools and local communities. There are no direct job outcomes from this qualification.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	<h2>Packaging Rules</h2> <p><b>Total number of units = 9</b></p> <p><b>4 core units <i>plus</i></b></p> <p><b>5 elective units</b></p> <p>The elective units consist of:</p> <ul style="list-style-type: none"> <li>• up to 5 from the list of elective units below</li> <li>• up to 5 from Certificate II or above in any currently endorsed Training Package</li> <li>• 1 from an accredited course at Certificate I, II or III.</li> </ul> <p>The elective units chosen must be relevant to the work outcome and meet local industry needs.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elective unit rules	<p>The elective units consist of:</p> <ul style="list-style-type: none"> <li>• up to 5 from the list of elective units below</li> <li>• up to 5 from Certificate II or above in any currently endorsed Training Package</li> <li>• 1 from an accredited course at Certificate I, II or III.</li> </ul> <p>The elective units chosen must be relevant to the work outcome and meet local industry needs.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.2 Qualification		
Information on elective choices and mandatory requirements	<p><b>Core units</b></p> <p>BSBWHS201 Contribute to health and safety of self and others</p> <p>CUAACD101 Use basic drawing techniques</p> <p>CUAPPR201 Make simple creative work</p> <p>CUARES202 Source and use information relevant to own arts practice</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>Elective units</b></p> <p>CUADRA201 Develop drawing skills</p> <p>CUAPAI201 Develop painting skills</p> <p>CUACER201 Develop ceramic skills</p> <p>CUADIG202 Develop digital imaging skills</p> <p>CUAPRI201 Develop printmaking skills</p>	

1.3 Delivery and assessment			
Requirement	Pre-enrolment information		Confirmed by RTOM
Entry requirements	<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"> <li>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	N/A		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><a href="http://www.caloundrashes.eq.edu.au/Curriculum/Seniorsecondary/">www.caloundrashes.eq.edu.au/Curriculum/Seniorsecondary/</a></p> <p>Year 11 Curriculum Handbook</p>		<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"> <li>• face to face in a simulated workplace environment for required performance and knowledge evidence</li> <li>• online for some components of training for knowledge evidence</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location (Adjust as appropriate)	<p>The delivery location is the principle place of business of the RTO.</p> <p><i>K Block Art Room</i></p> <p><i>Caloundra High School</i></p>	<p><i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM	
<b>Program duration</b> (Adjust as appropriate)	Total program duration is 2 years of delivery and assessment. <i>X 4 semesters</i>	<i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Amount of learning</b>	The ‘amount of learning’ identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The nominal volume of learning for this program is <input type="checkbox"/> <b>1 year</b> <input checked="" type="checkbox"/> <b>R 2 years</b> . This includes: <ul style="list-style-type: none"> <li>• <b>R 110 hours R 220 hours</b> of scheduled training and assessment activity</li> <li>• one-on-one instruction as required</li> <li>• personal study time, either off the job or at home</li> <li>• additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies</li> <li>• online learning activities</li> </ul> Total amount of learning: <b>R 600–1200 hours</b> <input type="checkbox"/> <b>1200–2400 hours</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Learning resources</b> (Std 1.3)	There are sufficient learning resources, equipment and facilities to: <ul style="list-style-type: none"> <li>• enable students to meet the requirements for each unit of competency</li> <li>• Support the number of students undertaking the training and assessment.</li> <li>• Visual Art equipment &amp; consumable resources</li> <li>• Small print modules</li> <li>• Art DVDs, reference textbooks &amp; associated work programs</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Assessment resources</b> (Adjust as appropriate)	Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. 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 requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously. <p><i>Practical tasks</i></p> <p><i>Group Work</i></p> <p><i>Activities in a simulated work environment</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Evidence-gathering conditions</b>	<ul style="list-style-type: none"> <li>• Will be progressively gathered for groups of units simultaneously.</li> <li>• Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>• Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios.</li> <li>• Will be done under the specific assessment conditions required by the units.</li> <li>• The school will ensure that learners have every reasonable opportunity to complete their training program</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Work Placement is not included in this course of study	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Work placement arrangements for students	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements (Adjust as appropriate)	<p>No services are delivered on behalf of the RTO.</p> <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	<p>Learners in this cohort are school students.</p> <p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><a href="https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p> <p>VET Student Handbook</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> <li>students will be issued with a statement of attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><a href="https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p> <p>VET Student Handbook</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program then:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<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"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>statement of attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the national register (<a href="http://training.gov.au">training.gov.au</a>) 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><b>If a student already holds a unit of competency</b></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.</p> <p>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

## 1.4 Certification

<https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

### **Recognition of Prior Learning (RPL)**

RPL means getting credit for what students know, no matter where or how they learnt it. If students' knowledge and skills are of the same standard as required in students' vocational course students may receive credit for some units of competency.

RPL will allow students to do only new work (and not repeat the work in which students are already competent) and have their knowledge and skill level formally recognized.

All learning might count for RPL including knowledge and skills learnt in:

- *previous studies*
- *work experience or industry placement*
- *a part-time job or unpaid voluntary work*
- *hobbies, activities, clubs, and sports*

RPL can only be granted for the vocational training competencies in the course students are studying.

Students can apply for RPL in either an entire training program or in individual elements of competencies. If students decide to take advantage of RPL they must complete the RPL Application Form in detail and attach all relevant evidence. Students may be asked to attend an interview, or to do a practical task, or to provide more information. Students' class teacher or Faculty HOD

will have access to the RPL application. He/she will look at the evidence students have provided in the application (and perhaps in an interview) to decide on the outcome of their application. If there is insufficient evidence to grant RPL, students may be asked to do a practical test. After the RPL assessment is finished students will be notified of the result in writing. If students disagree with the outcome, students may appeal.

The evidence students gather for their application might include products and/or records of school work, a personal report, or a referee's/supervisor's report. A single piece of evidence may be relevant to one or more of the competencies.

### **Products of students work might include:**

- *Samples of work students have completed e.g. folio of work*
- *Work experience/industry placement records*
- *Qualifications gained*
- *Certificates of Attainment issued by other RTO*
- *Supervisor's comments*
- *Pictorial proof gathered*

*(Note: This is not an exhaustive list)*

A Personal Report is written by students and is a concise description of activities and functions that students have carried out. It should be related to the training program for which students are seeking RPL. The Personal Report can never stand alone as sufficient evidence of competence.

Yes

No



1.4 Certification			
Reissuing of Certificates and Statements of Attainment	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><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> <li>• <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"> <li>– <i>the holder of the qualification</i></li> <li>– <i>the AQF qualification by its full title</i></li> <li>– <i>date of issue/award/conferral.</i></li> </ul> </li> <li>• <i>have a policy that permits replacement of certification documentation.</i></li> <li>• <i>be responsible for authentication and verification of any replacement certification documentation.</i></li> </ul> <p><a href="http://www.aqf.edu.au/resources/aqf/">http://www.aqf.edu.au/resources/aqf/</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Refer students to print/electronic source of further information on procedures, fees and proof of identity requirements for requests to issue a reprint of a certificate or statement of attainment.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	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.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	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: <a href="http://usi.gov.au/Students/pages/default.aspx">http://usi.gov.au/Students/pages/default.aspx</a>		<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"> <li>• Evidence-gathering instruments are used as evidence of a student's progress toward competency.</li> <li>• The interim outcome descriptors of 'Working towards Competency' or 'Competency Achieved' will be used on students' projects and evidence documents.</li> <li>• Students may continue to submit evidence until they exit the program.</li> <li>• 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.</li> <li>• RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer or Withdrawn) in Student Data Capture System (SDCS).</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>	
<b>Student profiles</b> (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> <li>• Student profiles are updated by the assessor and are accessible to students on request.</li> <li>• Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>• RTO management uses final outcomes recorded in student profiles to update SDCS.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>• All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>• A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> <li>• Techniques or tools used to gather evidence include- Observations with checklists, Products and Portfolios and Questioning.</li> </ul>	<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.

**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?
Enter the unit code and title. <i>Hyperlink to unit on TGA is recommended.</i>	Choose an item.	<input type="checkbox"/>
<a href="#">BSBWHS201 Contribute to health and safety of self and others</a>	Core Unit	<input type="checkbox"/>
<a href="#">CUAACD101 Use basic drawing techniques</a>	Core Unit	<input type="checkbox"/>
<a href="#">CUAPPR201 Make simple creative work</a>	Core Unit	<input type="checkbox"/>
<a href="#">CUARES202 Source and use information relevant to own arts practice</a>	Core Unit	<input type="checkbox"/>
<a href="#">CUADRA201 Develop drawing skills</a>	Listed Elective	<input type="checkbox"/>
<a href="#">CUAPAI201 Develop painting skills</a>	Listed Elective	<input type="checkbox"/>
<a href="#">CUACER201 Develop ceramic skills</a>	Listed Elective	<input type="checkbox"/>
<a href="#">CUADIG202 Develop digital imaging skills</a>	Listed Elective	<input type="checkbox"/>
<a href="#">CUAPRI201 Develop printmaking skills</a>	Listed Elective	<input type="checkbox"/>
	Choose an item.	<input type="checkbox"/>
	Choose an item.	<input type="checkbox"/>
	Choose an item.	<input type="checkbox"/>

Optional units and flexibility

*If there are options regarding choice of electives explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals. For example, if there are more units listed here than required by the packaging rules, explain here the options available to students and any RPL or credit transfer options.*