



CUA Creative Arts and Culture Training Package Implementation Guide





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Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the *CUA Creative Arts and Culture Training Package*.

What is in the Guide?

This *CUA Creative Arts and Culture Training Package* Implementation Guide provides:

- information relevant to all training packages
- specific information and advice about the history, structure, key features and application of the *CUA Creative Arts and Culture Training Package*.

The Appendices section is provided as a separate document and contains:

- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency

Version control and modification history

Release number	Release date	Comments
Version 4.0	May 2018	<p>Version 4.0 includes new endorsed qualifications, units of competency, and skill sets.</p> <p>Professional Writing and Editing:</p> <p>Two new qualifications:</p> <ul style="list-style-type: none"> • CUA40118 Certificate IV in Professional writing and editing • CUA50118 Diploma of Professional writing and editing <p>Two new skill sets:</p> <ul style="list-style-type: none"> • CUASS00056 Writing in a business context • CUASS00057 Writing for media <p>Fifteen new units of competency:</p> <ul style="list-style-type: none"> • CUAWRT404 Perform writing and editing tasks • CUAWRT405 Write fiction material • CUAWRT406 Write nonfiction material • CUAWRT407 Develop content for publication • CUAWRT409 Write creative nonfiction material • CUAWRT410 Write comedy • CUAWRT411 Write for young children • CUAWRT413 Write poetry • CUAWRT414 Write narratives • CUAWRT504 Perform advanced editing tasks • CUAWRT505 Perform advanced writing tasks • CUAWRT506 Develop non-fiction works for publication • CUAWRT508 Develop children's and young adults' written works for publication • CUAWRT509 Develop fiction works for publication • CUAWRT510 Coordinate editing and pre-production processes for a publication
Version 4.0	May 2018	<p>Arts Access:</p> <p>One new unit of competency:</p>

Release number	Release date	Comments
		<ul style="list-style-type: none"> CUAPPR408 Integrate disability access and inclusion <p>Three units of competency updated to align content with industry skills needs and standards:</p> <ul style="list-style-type: none"> CUAEVP211 Assist with staging of public activities, events and public programs CUAEVP411 Present information on activities, events and public programs CUAFOH511 Manage front of house services <p>SSO upgrades to add new unit of competency to the elective banks of:</p> <ul style="list-style-type: none"> CUA40213 Certificate IV in Community Culture (Group C) CUA40415 Certificate IV in Live Production and Technical Services (Group C) CUA40815 Certificate IV in Arts Administration (Group B) CUA40915 Certificate IV in Music Industry (Group D) CUA50415 Diploma of Live Production and Technical Services (Group C) CUA50513 Diploma of Live Production Design (Group C) CUA50815 Diploma of Music Industry (Group D)
Version 4.0	May 2018	<p>Legal rights and obligations</p> <p>Four units of competency updated to align content with industry skills needs and standards:</p> <ul style="list-style-type: none"> CUACMP311 Implement copyright arrangements CUACMP511 Manage copyright arrangements CUAIND311 Work effectively in the creative industries CUAIND313 Work effectively in the music industry <p>SSO upgrade to add CUAIND311 Work effectively in the creative industries to the elective bank of:</p> <ul style="list-style-type: none"> CUA3115 Certificate III in Visual Arts
Version 3.0	November 2017	<p>Working with children in the performing arts</p> <p>Three new units of competency:</p> <ul style="list-style-type: none"> CUADTM412 Promote the physical and emotional wellbeing of children in performing arts CUAWHS405 Provide a safe performing arts environment for children CUAWHS406 Interact appropriately with children in performing arts environments <p>Two new skill sets:</p> <ul style="list-style-type: none"> CUASS00054 Working With Children in Performing Arts Skill Set CUASS00055 Assistant Dance Teaching Skill Set.
Version 3.0	November 2017	<p>SSO upgrades to add units of competency to the elective banks of:</p> <ul style="list-style-type: none"> CUA30113 Certificate III in Dance CUA30213 Certificate III in Community Dance, Theatre and Events CUA30313 Certificate III in Assistant Dance Teaching CUA30415 Certificate III in Live Production and Services CUA40113 Certificate IV in Dance CUA40213 Certificate IV in Community Culture CUA40313 Certificate IV in Dance Teaching and Management

Release number	Release date	Comments
		<ul style="list-style-type: none"> • CUA40415 Certificate IV in Live Production and Technical Services • CUA40513 Certificate IV in Musical Theatre • CUA50113 Diploma of Dance (Elite Performance) • CUA50213 Diploma of Musical Theatre • CUA50313 Diploma of Dance Teaching and Management • CUA50415 Diploma of Live Production and Technical Services • CUA50513 Diploma of Live Production Design • CUA60113 Advanced Diploma of Dance (Elite Performance) • CUA60213 Advanced Diploma of Live Production and Management Services.
Version 2.0	January 2016	<p>Version 2.0</p> <p>Title change from Live Performance and Entertainment to Creative Arts and Culture.</p> <p>Version 2.0 replaces and supersedes:</p> <ul style="list-style-type: none"> • CUFO7 Screen and Media Training Package • CUS09 Music Training Package • CUV Arts and Culture Training Package • CUV11 Visual Arts, Crafts and Design Training Package. <p>Version 2.0 replaces and supersedes some components from:</p> <ul style="list-style-type: none"> • CUA Live Performance and Entertainment Training Package • CUL11 Library, information and Cultural Services Training Package <p>Version 2.0 includes industry skills council (ISC) update to components from:</p> <ul style="list-style-type: none"> • CUA Live Performance and Entertainment Training Package.
Version 1.0	November 2013	<p>Primary release of CUA Live Performance and Entertainment Training Package that replaces and supersedes:</p> <ul style="list-style-type: none"> • CUA11 Live Performance Training Package • CUE03 Entertainment Training Package.

About training packages

What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing or recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes
- may also provide support materials.

While a training package does specify workplace skills and knowledge requirements, it does not suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

Components of training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the *Australian Qualifications Framework (AQF)*
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF. Currently no credit arrangements exist between any of PwC's Skills for Australia's training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement
- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment
- **User guides** which provide information about specific components.

Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training Packages* and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012.

More information about training package standards and policies is available on the Department of Education and Training website:

<https://docs.education.gov.au/documents/training-package-development-and-endorsement-process-policy-0>

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant.

Check for specific assessor requirements in the *Assessment conditions* section of the assessment requirements for the unit of competency.

Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information about national standards and standards for non-referring states can be found at:

<http://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework.html>

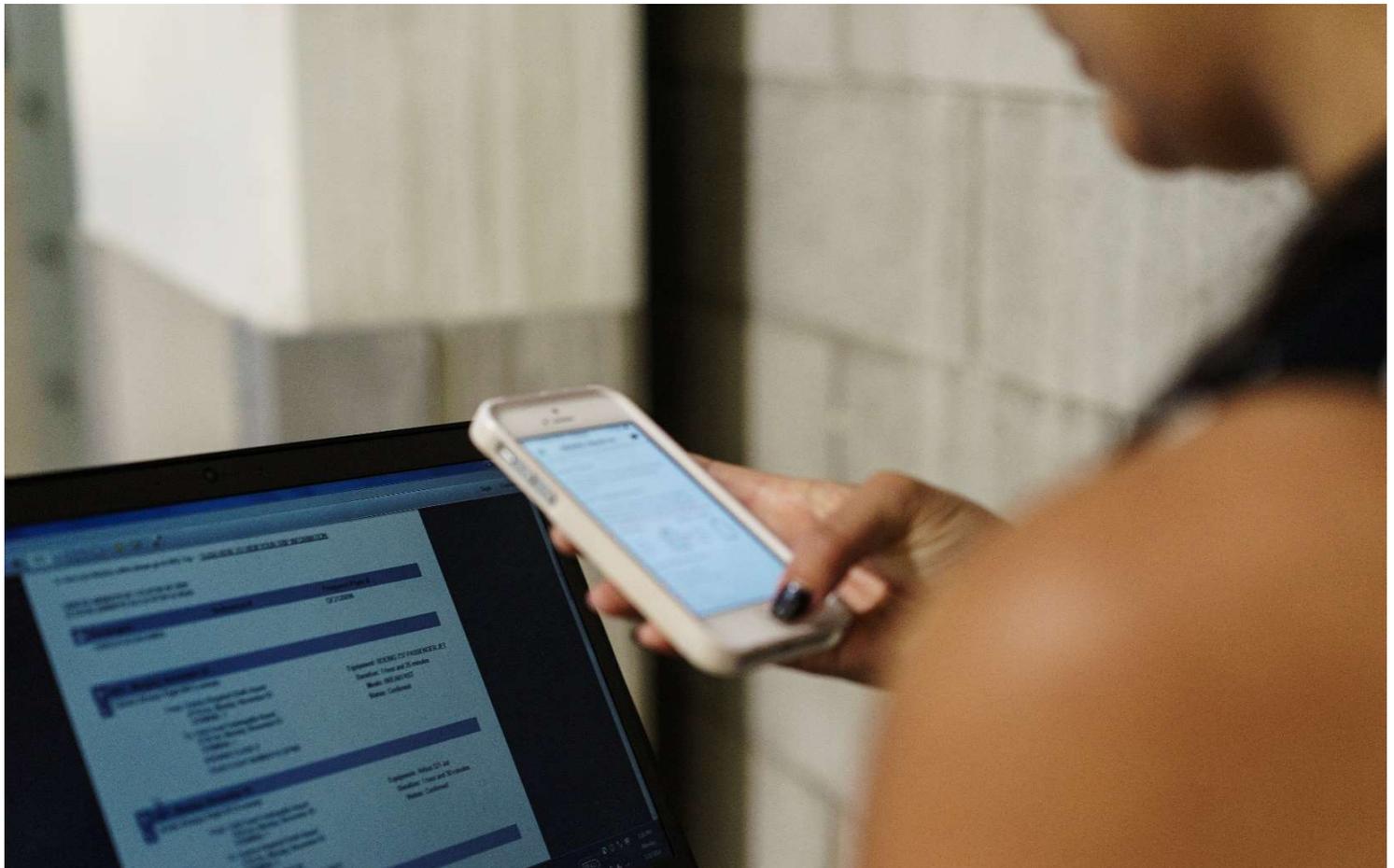
RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

Summary of Frameworks and Standards for RTOs

Registering body	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Training Accreditation Council (WA TAC)	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)
Victorian Registration and Qualifications Authority (VRQA) – Victoria	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration	RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)



Overview of CUA Creative Arts and Culture Training Package

About the creative arts and culture industry

Creative activity has become interdisciplinary and traditional boundaries between art forms, individual practitioners and institutions are breaking down. The following examples illustrate this 'convergence' of art forms and job roles.

- Linkages between traditional visual arts crafts and design practices and modern industrial design are being found.
- Many arts practitioners now practice their craft and work in related areas, for example, they may curate, manage, market and promote collections or exhibitions.
- As well as performing in different genres and at different venues, musicians stage events and distribute their music locally and internationally.
- Stage technicians work in various types of productions, some of which might be broadcast or recorded in high definition.

There is also another reality driving change in the creative and cultural industries. Traditional artisan skills must be complemented by practical business skills. Research consistently shows that most arts practitioners are sole operators or contractors who support themselves, in whole or in part, by performing their craft or skill. Basic business skills, including finance, marketing, planning, project management, entrepreneurship, content protection and management, contract negotiation and customer relations are essential.

The digital revolution is a key driver of many of the changes taking place. Digital technologies have changed the way many creative products are generated, distributed and marketed. They have challenged existing business practices and brought about new business models, such as crowd-funding and customer co-creation.

The culture and related industries sector as referred to in this report is broadly defined as the workforces served by the Creative Arts and Culture Training Package (CUA) although, it is noted that not all

members of the workforce will require explicit CUA training and may attain other types of training. The Training Package is made up of a variety of qualifications that can be broadly grouped as follows:

- Live Performance and Entertainment has 18 qualifications from Certificate I to Advanced Diploma
- Music Industry has 5 qualifications from Certificate II to Advanced Diploma
- Screen and Media including broadcast has 6 qualifications from Certificate III to Advanced Diploma
- Visual Arts, Craft and Design has 20 qualifications from Certificate I to Advanced Diploma
- Arts Administration and related has 4 qualifications Certificate III to Advanced Diploma.

Dance and musical theatre

The dance and musical theatre subsector is a broad grouping made up of performers for a wide variety of productions in different genres or styles. Most of this workforce will be performing under some sort of contractual relationship without a direct employer, but the length and terms of these contracts can vary. For example, performers working for commercial organisations such as cruise ships or theatre companies are likely to have longer and more reliable contracts whereas organisations that rely on three year government funding will offer a broader mix of short and long term contracts more reliant of the individual contractor and the type of production. While most contracts are stated in terms of months or even years, the shortest term contracts can be for a number of shows, especially for workers such as back up dancers for musical acts.

Live performance remains an important part of the music sub-sector as live music attendance is the most common form of arts interaction for the general public, higher than attending visual arts, theatre or dance.⁵ However, live music can be more effected by regulation than other parts of the culture and related industries sector, particularly 'lock out' laws. Recording artists are also subject to a greater rate of change than other sub sectors, with subscription services looking to challenge digital music sales quicker than digital overtook physical sales.

Broadcast technology

Broadcast technology workers operate the physical equipment and software required to transmit visual and audio programming for radio, free to air television as well as pay or subscription television. For television broadcast, these workers are likely to work for a few major companies, although there is still a large contingent of contractual arrangements to these few major players.⁶ In recent years, this sub-sector has been particularly hard hit by exponential growth in the consumption of media content online.⁷

In contrast, radio broadcast has a much wider variety of local stations and community broadcasts, with over 200 enterprises nationally, although the top five companies hold approximately three quarters of the market share.⁸ Therefore radio broadcast technicians have a much broader profile of employment, with contracting or employment to large companies or being embedded in smaller community organisations.

Both television and radio broadcast technology workers require a high degree of technical skill for their employment. Training in this subsector draws upon content in other Training Packages such as the Information and Communications Technology Training Package.

Technical screen and media production

Like technical live production, the technical screen and media production sub-sector encompasses a broad set of professional skills, from workers who operate camera, sound recording and lighting equipment, visual effects specialists, through to directors and cinematographers. It also includes technicians involved in postproduction services after recording. This tends to be a separate workforce from technical live production due to the different skill set. For example, the ability to conduct recording and post production for a screen sound technician requires a very different skill to the amplification of sound by a live sound technician. These workers are also likely to work as a specialised part of a broad production team and are also likely to work contract to contract rather than in full time employment. Skills required of both onset and postproduction workers are likely to change over the next 10 to 20 years, with virtual reality, gaming and proliferation of short form media content just some of the innovations and changes likely to drive demand for new skills.

This workforce is highly likely to cluster in the established hubs of production. Currently, 70 per cent of the entertainment and media workforce (not the same definition as this technical workforce but broadly similar) currently works in either New South Wales or Victoria.⁹ However, stakeholder consultations have revealed that increasingly, Queensland is becoming a hub of production and accounts for a growing proportion of employment.¹⁰

Design

Design is a broad sub-sector with workers specialising in many areas including graphic design, product design, illustration, interior design, industrial design as well as jewellery and fashion. The subsector also includes other often more commercially driven aspects of design such as service design. Although not all these specialisations are currently served by the CUA Training Package, it is recognised that designers are increasingly becoming multi-disciplinary and expanding their reach.

Designers are less likely to be sole practitioners or contractors than workers in other sub-sectors. Instead, they may be employed in design focussed companies, or as 'embedded creatives' in organisations that may not have an overall cultural focus but require in-house design services. However,

Throsby D and Zednik A (2010) *Do you really expect to get paid? An economic study of professional artists in Australia*. Updated statistics will be available following the 2016 Census data.

- 5 Australia Council (2016) *Artfacts*, available at <<http://artfacts.australiancouncil.gov.au/music/participation-7/>>
- 6 The pay TV and free to air markets have only 13 and 30 enterprises respectively across the country, see IBISWorld (December 2016) *IBISWorld Industry Report J5622 Pay Television in Australia* and IBISWorld (January 2017) *IBISWorld Industry Report J5621 Free-to-Air Television Broadcasting in Australia*
- 7 Australia Council for the Arts (2011) *Connecting: arts audiences online*, available at <https://www.australiancouncil.gov.au/workspace/uploads/files/research/connecting_arts-audiences-onli-54325bda24842.pdf>
- 8 IBISWorld (February 2017) *IBISWorld Industry Report J5610 Radio Broadcasting in Australia*

9 PwC (2016) *Australian Entertainment and Media Outlook 2016-2020*

10 Industry feedback from a Culture & Related Industries IRC members

these professional positions generally require an AQF level 5 qualification (Diploma) at a minimum,¹¹ meaning that designers trained at lower AQF levels are more likely to be sole practitioners.

Visual arts

The visual arts sub-sector includes any non-performing artists, who create artistic content as standalone pieces (rather than a technician contributing to an overall production). This includes workers who may train under specialist visual arts qualifications such as Diploma of Ceramics or Aboriginal and Torres Strait Islander Cultural Arts qualifications, as well as a broad range of specialities within generalist Visual Arts qualifications.

This sub-sector workforce is overwhelmingly comprised of sole operators, who are unlikely to be employed but rather make income through the commission or sale of particular pieces. Approximately 90 per cent of the workforce works freelance.¹² Likely due to this freelance nature and the fact that this sub-sector's workers are much less likely to need to work in a broader team or be at a physical venue, visual artists are the most likely to work regionally (49 per cent), even more so than the spread of the general population.¹³ Some specialisations (such as photography) may be more likely to work directly with clients in a self-employed business, but even so are more likely to be geographically spread in line with the general population.

Arts administration and support

The administrative and support workforce underpins the other sub-sectors in the culture and related industries sector, working in peak bodies, government and social cultural organisations. They work to enable the whole sector to engage in community arts and cultural development (CACD), the collaboration between professional artists and communities based on a community's desire to achieve artistic and social outcomes. This workforce is particularly important in regional areas and has potential for growth, while substantial opportunities for training exist at a higher education level, there are currently limited training opportunities in VET.

Workers in this subsector are amongst the least likely to work as freelancers or independent contractors compared to other sub-sectors of culture and related industries. However, a large proportion of the workforce (40 per cent) do, emphasising the often insecure, project based nature of the whole sector.¹⁴

Event and venue management

The event and venue management sub-sector has some relation to the technical live performance workforce, however this workforce is less likely to be the technical specialists, but rather the overall organisers who will run an event or festival or manage a venue and hire those technicians. Although there is some overlap with the tourism industry (and the Tourism, Travel and Hospitality Training Package), this workforce is served by some of the higher level Live Production qualifications within CUA and is traditionally seen as part of the sector because it is so inherently entwined with the workforces of technicians and performers that contribute to these events.

There are 432 performing arts venues in Australia as classified by ANZSIC codes, with an expected \$553 million combined annual revenue for 2016-17.¹⁵ However, in reality, events are held in a much broader variety of places, from public spaces and other outdoor areas, to corporate function centres or local community halls. Therefore, this workforce is likely to work much broader than just for those limited venue organisations. The workers may be employed at a particular venue, or may work for an event company across a variety of venues, or work as a freelancer.

11 This is a requirement for membership in the Design Institute of Australia

12 Australia Council (2016) *Artfacts*, available at <http://artfacts.australiacouncil.gov.au/overview/creation-11/>, referring to Cunningham and Higgs (forthcoming) *What the 2011 Census tells us about Arts Employment*. Updated statistics will be available following the 2016 Census data.

13 Australia Council (2016) *Artfacts*, available at <http://artfacts.australiacouncil.gov.au/overview/creation-11/>, referring to Cunningham and Higgs (forthcoming) *What the 2011 Census tells us about Arts Employment*. Updated statistics will be available following the 2016 Census data.

14 Australia Council (2016) *Artfacts*, available at <http://artfacts.australiacouncil.gov.au/overview/creation-11/>, referring to Cunningham and Higgs (forthcoming) *What the 2011 Census tells us about Arts Employment*. Updated statistics will be available following the 2016 Census data.

15 IBIS World (June 2016) *IBISWorld Industry Report R9003 Performing Arts Venues in Australia*

Galleries and museums

Galleries and museums form a part of the GLARM (galleries, libraries, archives, records and museums) sub sector. This increasingly convergent subsector is plays an important part in the Australian cultural experience and has traditionally been viewed as aligned with the culture and related industries sector in both skills and how the sector views themselves. Additionally, it has been raised as a concern that for the important workforce in galleries and museums, no targeted VET training exists. Therefore, this sub-sector has been included here as a part of the culture and related industries, with a view to exploring their training needs.

There are approximately 1,300 businesses across Australia in this sub-sector, predominantly in Victoria (29 per cent), New South Wales (26 per cent) and Queensland (18 per cent).¹⁶ However, galleries and museums of some kind exist in most local communities, regardless of remoteness or jurisdiction. Together, these business accounted for revenue of \$1.7 billion last year, up 1 per cent from last year. Although this sub-sector may have a more stable workforce than across the culture and related industries sector, there is still reliance on part-time or casual employees and volunteers.

Professional writing and editing

Writers and editors can be categorised into three main job profiles. Writers and authors produce content for publication media and scripts for film, television, radio and stage productions. Technical writers produce specialised materials such as instruction and software documentation. Editors evaluate and select content for publication, manage production, writers and budgets, set deadlines, schedule what will run and when and enforce general editorial standards of quality.

Writers and editors are mainly employed within the arts and recreation services, information media and telecommunications and professional, scientific and technical services industry sectors. According to the Australian Government's Job Outlook, 10,500 persons are employed as authors, and book and script editors with moderate future growth with a male share of 30.9 per cent and a female share of 69.1 per cent¹⁷.

Employment of writers and editors is expected to grow about as fast as the average for all occupations through the year 2018. Demand is greatest for technical writers, particularly those with training in a specialised field. However, a significant proportion of writers and editors work in a freelance capacity with many supplementing their career portfolio through freelance writing and/or editing.

¹⁶ IBIS World (October 2015) *IBISWorld Industry Report R8910 Art Galleries and Museums in Australia*

¹⁷ Department of Jobs and Small Business (2018), Job outlook for Authors, and Book and Script Editors, viewed 14 February 2018, available at <<http://joboutlook.gov.au/Occupation.aspx?search=Career&code=2122>>

Qualifications, skill sets and units of competency

The *CUA Creative Arts and Culture Training Package* contains:

- 57 AQF aligned qualifications
- 49 skill sets
- 712 native units of competency
- 554 imported units of competency.

Please refer to **Appendix 1** for the full list of qualifications, skill sets and units of competency.

Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows new components as well as any components removed from the training package

Please refer to **Appendix 2** for mapping information for qualifications, skill sets and units of competency for the *CUA Creative Arts and Culture Training Package*.

PwC's Skills for Australia also recommends using the Compare Content Tool available on the training.gov.au (TGA) website for more information about specific changes.

Sectors in the *CUA Creative Arts and Culture Training Package*

Sectors	Code	Sectors	Code
Acting	ACT	Jewellery	JWL
Administration	ADM	Learning and development	LED
Animation and digital effects	ANM	Lighting	LGT
Art, craft and design	ACD	Make-up	MUP
Aboriginal and Torres Strait Islander (visual arts or community and cultural heritage)	ATS	Management	MGT
Aboriginal and Torres Strait Islander (numeracy skills)	LLN	Marketing	MKG
Audio	SOU	Music composition	MCP
Broadcast technology	BRT	Music literacy	MLT
Broadcasting	BRD	Music performance	MPF
Calligraphy	CAL	On-air presentation	AIR
Camera/cinematography	CAM	Painting	PAI
Ceramics	CER	Performance art	PER
Choreography	CHR	Photo imaging	PHI
Circus skills	CIR	Post-production	POS
Collection management	CNM	Preventive conservation	PRE
Compliance	CMP	Printmaking	PRI
Costume	COS	Production management/Production planning and management	PPM
Cross sector performance	PRF	Professional practice	PPR
Dance	DAN	Props	PRP
Dance literacy	DLT	Public art	PUA
Dance teaching and management	DTM	Purchasing and contracting	PUR
Design process	DES	Pyrotechnics	PYR
Digital content and imaging	DIG	Research	RES
Directing	DRT	Scenic art	SCE
Drawing	DRA	Sculpture	SCU
Exhibitions and visitor programs	EVP	Sets	SET
Financial management	FIM	Special effects	SFX

Sectors	Code	Sectors	Code
Front of house	FOH	Stage management	SMT
General maintenance	GMT	Staging	STA
Glass	GLA	Textiles	TEX
Graphic design	GRD	Vision systems	VSS
Hazardous action	HAZ	Voice and singing	VOS
Illustration	ILL	Work health and safety	WHS
Industry capability	IND	Workplace effectiveness	WOR
Innovation	INN	Wood	WOO
Installation	INS	Writing	WRT

Implementation information

Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the *Application* section of units of competency and the *Qualification description* section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

The following table shows the regulations and licensing requirements that may impact on particular qualifications.

Note: Additional qualifications could be impacted based on the selection of elective units of competency that specify particular licensing, legislative and/or regulatory requirements.

Regulation and Licensing requirements

Regulation and licensing requirement	Qualifications impacted
<p>Electrical work</p> <p>In some States and Territories of Australia, a restricted electrical licence is required to allow a person to carry out electrical work incidental to a trade.</p> <p>Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.</p>	<ul style="list-style-type: none"> • CUA30415 Certificate III in Live Production and Services • CUA30815 Certificate III in Broadcast Technology • CUA40415 Certificate IV in Live Production and Technical Services • CUA41015 Certificate IV in Broadcast Technology • CUA50415 Diploma of Live Production and Technical Services • CUA60213 Advanced Diploma of Live Production and Management Services
<p>Restricted cabling registration</p> <p>The elective unit 'ICTCBL236 Install, maintain and modify customer premises communications cabling: ACMA Restricted Rule' fulfils the requirements for</p> <p>Restricted Cabling Registration by the Australian Communications and Media Authority (ACMA).</p>	<ul style="list-style-type: none"> • CUA30815 Certificate III in Broadcast Technology
<p>National Standard for Licensing Persons Performing High Risk Work</p> <p>The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels:</p> <ul style="list-style-type: none"> • CPCCLDG3001A Licence to perform dogging • CPCCLRG3001A Licence to perform rigging basic level • CPCCLRG3002A Licence to perform rigging intermediate level • CPCCLRG4001A Licence to perform rigging advanced level. 	<ul style="list-style-type: none"> • CUA30415 Certificate III in Live Production and Services • CUA30815 Certificate III in Broadcast Technology • CUA31015 Certificate III in Screen and Media • CUA40415 Certificate IV in Live Production and Technical Services • CUA40915 Certificate IV in Music Industry • CUA41015 Certificate IV in Broadcast Technology • CUA41215 Certificate IV in Screen and Media • CUA50415 Diploma of Live Production and Technical Services • CUA50815 Diploma of Music Industry • CUA51015 Diploma of Screen and Media • CUA60213 Advanced Diploma of Live Production and Management Services

Regulation and licensing requirement	Qualifications impacted
<p>National Code of Practice for Induction for Construction Work</p> <p>Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).</p> <p>The unit 'CPCCOHS1001A Work safely in the construction industry' from the CPCO8 Construction, Plumbing and Services Training Package fulfils this requirement.</p>	<ul style="list-style-type: none"> • CUA20215 Certificate II in Creative Industries • CUA30415 Certificate III in Live Production and Services • CUA30815 Certificate III in Broadcast Technology • CUA30915 Certificate III in Music Industry • CUA31015 Certificate III in Screen and Media • CUA40415 Certificate IV in Live Production and Technical Services • CUA40915 Certificate IV in Music Industry • CUA41015 Certificate IV in Broadcast Technology • CUA41215 Certificate IV in Screen and Media • CUA50415 Diploma of Live Production and Technical Services • CUA50513 Diploma of Live Production Design • CUA50815 Diploma of Music Industry • CUA51015 Diploma of Screen and Media • CUA60213 Advanced Diploma of Live Production and Management Services
<p>Electrical work</p> <p>In some States and Territories of Australia, a restricted electrical licence is required to allow a person to carry out electrical work incidental to a trade.</p> <p>Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.</p>	<ul style="list-style-type: none"> • CUA30415 Certificate III in Live Production and Services • CUA30815 Certificate III in Broadcast Technology • CUA40415 Certificate IV in Live Production and Technical Services • CUA41015 Certificate IV in Broadcast Technology • CUA50415 Diploma of Live Production and Technical Services • CUA60213 Advanced Diploma of Live Production and Management Services
<p>Electromagnetic emissions hazards</p> <p>Radio frequency workers must complete an electromagnetic emissions (EME) awareness course. Individuals who are required to attend sites with substantial EME hazards (such as a broadcast transmission sites) must understand the risks of EME and the necessary precautions to mitigate the risks.</p>	<ul style="list-style-type: none"> • CUA30815 Certificate III in Broadcast Technology • CUA41015 Certificate IV in Broadcast Technology
<p>Pyrotechnics</p> <p>In some states and territories of Australia, a licence is required to allow people to plan and operate a fireworks display. Units of competency in the pyrotechnics specialisation provide further advice.</p>	<ul style="list-style-type: none"> • CUA40415 Certificate IV in Live Production and Technical Services • CUA50415 Diploma of Live Production and Technical Services

Regulation and licensing requirement	Qualifications impacted
<p>Working with Children Check</p> <p>Most states and territories have introduced legislation providing for child-related employment pre-screening, or are working towards such legislation. There is no single national framework setting out the requirements for obtaining Working with Children Checks or Police Checks.</p> <p>There are also different state and territory employment legislation and permitting processes for employing children.</p> <p>Employers and people working with children need to identify the procedures and fulfil the requirements for the relevant state and/or territory in which they are working.</p>	<ul style="list-style-type: none"> • CUA30313 Certificate III in Assistant Dance Teaching • CUA40313 Certificate IV in Dance Teaching and Management • CUA50313 Diploma of Dance Teaching and Management • Other qualifications as required

Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section 'Who can deliver and assess a qualification?' in this Guide).

Assessing in Aboriginal and Torres Strait Islander environments

Organisations or individuals planning to train or assess units of competency related to Aboriginal or Torres Strait Islander visual arts or culture should take careful note of the assessment conditions in the units of competency. Assessment may require:

Local cultural knowledge

Access to Aboriginal and/or Torres Strait Islander visual art, artists and/or their communities

Access to information sources on cultural arts within Aboriginal or Torres Strait Islander communities

Involvement of persons who are Aboriginal or Torres Strait Islanders and/or approved by Elders of the relevant local community.

WHS implications in the industry

Work health and safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific *WHS* units in qualifications.

In jurisdictions where the *National Model WHS Legislation* has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory *occupational health and safety* (OHS) legislative requirements.

Entry requirements

Generally individuals may commence a qualification as long as they have the knowledge, skills or experience required for entry. The table shows the qualifications in *CUA Creative Arts and Culture Training Package* with entry requirements.

Qualification code and title	Entry requirements
CUA30113 Certificate III in Dance	An audition or other form of evidence where the individual demonstrates competence in at least one dance style at Certificate II level.
CUA40113 Certificate IV in Dance	An audition or other form of evidence where the individual demonstrates competence in at least one dance style at Certificate III level.
CUA40415 Certificate IV in Live Production and Technical Services	<p>Individuals must provide evidence of their technical skills in either costume, lighting, scenery and props, screen and media, sound, staging or vision systems and the ability to:</p> <ul style="list-style-type: none"> • Produce a body of work demonstrating the ability to respond effectively to workplace requirements associated with at least one stream in line with current industry standards • Apply a basic knowledge of trends and traditions in at least one area of technical production, and • Have completed CUAWHS302 Apply work health and safety practices or can demonstrate equivalence. <p>The entry requirements may have been acquired through personal or work experience, or through formal study.</p>
CUA40513 Certificate IV in Musical Theatre	<p>Entry to this qualification is limited to those who:</p> <ul style="list-style-type: none"> • Have completed CUAWHS302 Apply work health and safety practices or can demonstrate equivalence, and • Can demonstrate, through audition or other form of evidence, competence in vocal, dance and/or acting skills at Certificate III level.
CUA50113 Diploma of Dance (Elite Performance)	An audition or other form of evidence where the individual demonstrates competence in at least one dance style at Certificate IV level.
CUA40118 Certificate IV in Professional Writing and Editing	<p>To enter this qualification, individuals must provide evidence of their literacy and numeracy and computer competencies.</p> <p>As a minimum, entrants to the CUA40118 Certificate IV in Professional Writing and Editing should have literary and numeracy competencies equivalent to the Australian Core Skills Framework Level 3.</p> <p>The decision to add entry requirements for this qualification was carefully considered. Feedback suggests that learners need a knowledge grounding in writing and editing before entering the Certificate IV. It is industry's expectation that learners can demonstrate the level of skill and knowledge outlined above, before entering the qualification.</p>
CUA50118 Diploma of Professional Writing and Editing	<p>To enter this qualification, individuals must provide evidence of their technical skills and ability to:</p> <ul style="list-style-type: none"> • Write short works (approximately 1,000 words) suitable for publication in any media • Edit other people's written work for grammar, punctuation and appropriate use of language

Qualification code and title	Entry requirements
	<ul style="list-style-type: none"> Provide an objective critique of other people's written work in a positive manner to assist re-writing. <p>Skills may have been acquired through personal or work experience, or through formal study.</p> <p>The decision to add entry requirements for this qualification was carefully considered. Feedback suggested learners need a strong knowledge grounding before entering into the Diploma. It is industry's expectation that learners can demonstrate the level of skill and knowledge outlined above, before entering the qualification.</p>
CUA50213 Diploma of Musical Theatre	<p>An audition or other form of evidence where the individual demonstrates competence in vocal, dance and/or acting skills at Certificate IV level.</p>
CUA50313 Diploma of Dance Teaching and Management	<p>The following units of competency or demonstrated competence:</p> <ul style="list-style-type: none"> BSBSMB405 Monitor and manage small business operations CUADTM401 Plan and organise dance classes CUADTM403 Apply safe dance teaching methods CUAPPM401 Contribute to the organisation of productions HLTAID003 Provide first aid TAEASS401 Plan assessment activities and processes TAEASS402 Assess competence TAEDES401 Design and develop learning programs. <p>PLUS at least one of the following units:</p> <ul style="list-style-type: none"> CUADTM402 Teach basic classical ballet dance technique CUADTM404 Teach basic jazz dance technique CUADTM405 Teach basic contemporary dance technique CUADTM406 Teach basic tap dance technique CUADTM407 Teach basic cultural dance technique CUADTM408 Teach Cecchetti Ballet method at introductory level CUADTM409 Teach Cecchetti Ballet method at junior level CUADTM410 Teach Cecchetti Ballet method at intermediate level CUADTM411 Teach basic dance technique.
CUA50415 Diploma of Live Production and Technical Services	<p>Individuals must provide evidence of their technical skills in either costume, lighting, scenery and props, screen and media, sound, stage management, staging or vision systems and the ability to:</p> <ul style="list-style-type: none"> Develop solutions in at least one technical area Produce a body of work demonstrating skills in at least one technical area Respond effectively to workplace challenges and requirements in line with current industry standards Apply knowledge of trends and traditions in at least one technical area, and Have completed CUAWHS302 Apply work health and safety practices or can demonstrate equivalence. <p>The entry requirements may have been acquired through personal or work experience, or through formal study.</p>
CUA50513 Diploma of Live Production Design	<p>Entry to this qualification is limited to those who:</p> <ul style="list-style-type: none"> Have completed CUAWHS302 Apply work health and safety practices or can demonstrate equivalence; and

Qualification code and title	Entry requirements
	<ul style="list-style-type: none"> • Are able to demonstrate production design skills that support learning at Diploma level. <p>In particular, they must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • Engage with the design process by developing solutions through research, reflection and generating and refining ideas • Produce a body of design work demonstrating the ability to respond effectively and creatively to design challenges and requirements • Refine concepts in line with current industry standards, and • Apply knowledge of trends and traditions in at least one of the following areas: <ul style="list-style-type: none"> – Costume – Lighting – Scenery and props – Screen and media – Sound – Staging – Vision systems. <p>The entry requirements may have been acquired through personal or work experience, or through formal study.</p>
CUA50715 Diploma of Graphic Design	<p>Individuals must provide evidence of their technical skills and ability to:</p> <ul style="list-style-type: none"> • Produce multiple examples of graphic design work that respond effectively to different design challenges • Produce typography that supports the overall design solution • Use graphic design industry software. <p>The entry requirements may have been acquired through personal or work experience, or through formal study.</p>
CUA50915 Diploma of Photography and Photo Imaging	<p>Individuals must have the conceptual, technical and organisational skills to use a range of professional digital and/or film cameras and accessories to produce a folio of photo imaging work that demonstrates the ability to respond effectively to different photo imaging challenges and requirements.</p> <p>The entry requirements may have been acquired through experience, or through formal study.</p>
CUA50115 Diploma of Visual Arts	<p>Individuals must have the technical and organisational skills to conceptualise and create works in selected medium.</p> <p>The entry requirements may have been acquired through experience in creative practice or through formal study.</p>
CUA60113 Advanced Diploma of Dance (Elite Performance)	<p>An audition or other form of evidence where the individual demonstrates competence in at least one dance style at Diploma level.</p>
CUA60213 Advanced Diploma of Live Production and Management Services	<p>Entry to this qualification is limited to those who:</p> <ul style="list-style-type: none"> • Have completed CUAWHS302 Apply work health and safety practices or can demonstrate equivalence; and • Are able to demonstrate technical production skills in at least one specialisation that support learning at Advanced Diploma level. A specialisation could comprise skills in at least one of the following areas: <ul style="list-style-type: none"> – Costume – Lighting – Production Design – Scenery and props – Screen and media

Qualification code and title	Entry requirements
	<ul style="list-style-type: none"> - Sound - Staging - Stage Management - Vision systems. <p>In particular, they must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • Develop solutions in at least one specialisation • Produce a body of work demonstrating technical skills in at least one specialisation • Respond effectively to workplace challenges and requirements in line with current industry standards, and • Apply knowledge of trends and traditions in at least one specialisation. <p>The entry requirements may have been acquired through personal or work experience, or through formal study.</p>
CUA60315 Advanced Diploma of Graphic Design	<p>Individuals must provide evidence of their ability to:</p> <ul style="list-style-type: none"> • Apply visual communication history and theory to own professional practice • Produce professional typography • Produce graphic designs for two-dimensional and three-dimensional applications, and • Create and manipulate graphics and design complex publication layouts. <p>The entry requirements may have been acquired through graphic design work experience or through formal study.</p>
CUA60715 Advanced Diploma of Visual Arts	<p>Individuals must have the conceptual, technical and organisational skills to create and present work in their chosen creative form.</p> <p>The entry requirements may have been acquired through experience in a creative field or through formal study.</p>

Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Please note that age restrictions exist for some units of competency subject to licensing in high risk work.

Please refer to the section titled *High Risk Work*.

Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.

Foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

In this training package the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table.

ACSF	CSfW
<ul style="list-style-type: none"> • Learning • Reading • Writing • Oral Communication • Numeracy 	<ul style="list-style-type: none"> • Navigate the world of work <ul style="list-style-type: none"> – Manage career and work life – Work with roles, rights and protocols • Interact with others <ul style="list-style-type: none"> – Communicate for work – Connect and work with others – Recognise and utilise diverse perspectives • Get the work done <ul style="list-style-type: none"> – Plan and organise – Make decisions – Identify and solve problems – Create and innovate – Work in a digital world

Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- lists the performance criteria numbers for each skill
- describes the application of each skill in context of the performance criteria.

The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the *CSfW* are identified with descriptions that identify

the respective skill or focus areas and how they underpin the performance criteria.

Resource and equipment requirements

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment conditions sections of assessment requirements* documents.

Modes of delivery

Training and assessment in simulated environments

Units of competency in the *CUA Creative Arts and Culture Training Package* may be delivered and assessed in the workplace or in a simulated environment.

To maintain the integrity of training and assessment, RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

- 1 Quality - The work is of the standard required for entry into the industry.
- 2 Productivity - The work is performed within a timeframe appropriate for entry to the industry.
- 3 Safety - The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are 'work ready' on successful completion of units of competency.

Assessing in simulated environments

Simulations must provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following assessment checklist can be used to make sure that some key points are considered.

Assessment checklist

Does the assessment allow the learner to:	Yes/No
Deal with typical customers, including difficult customers and diverse types of customers?	
Use facilities, equipment and materials that meet current industry standards?	
Plan and prioritise multiple tasks to meet deadlines?	
Experience the typical workflow for the industry?	
Require adherence to service standards, workplace procedures, health and safety requirements?	
Work with others as part of a team?	
Consider constraints and pressures met in the workplace, eg budget, time, availability of resources?	

Australian apprenticeships

Apprenticeships and traineeships are legal binding training arrangements, between an employer and an employee, that combine training with paid employment. Apprenticeships and traineeships are established and administered by *State or Territory Training Authorities (STAs)*. STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites of all STAs. Visit <http://www.australianapprenticeships.gov.au> for more information.

RTOs must check requirements with their relevant State/Territory authority.

VET for secondary schools

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school.

Successful completion of a VET program provides a student with a nationally recognised AQF qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The following qualifications from the *CUA Creative Arts and Culture Training Package* may be suitable for delivery to secondary school students:

- CUA10113 Certificate I in Dance
- CUA10215 Certificate I in Aboriginal and Torres Strait Islander Cultural Arts
- CUA10315 Certificate I in Visual Arts

- CUA20113 Certificate II in Dance
- CUA20215 Certificate II in Creative Industries
- CUA20315 Certificate II in Aboriginal and Torres Strait Islander Visual Arts Industry Work
- CUA20415 Certificate II in Aboriginal and Torres Strait Islander Cultural Arts
- CUA20515 Certificate II in Information and Cultural Services
- CUA20615 Certificate II in Music Industry
- CUA20715 Certificate II in Visual Arts
- CUA30113 Certificate III in Dance
- CUA30213 Certificate III in Community Dance, Theatre and Events
- CUA30415 Certificate III in Live Production and Services
- CUA30515 Certificate III in Aboriginal and Torres Strait Islander Cultural Arts
- CUA30715 Certificate III in Design Fundamentals
- CUA30915 Certificate III in Music Industry
- CUA31015 Certificate III in Screen and Media
- CUA31115 Certificate III in Visual Arts.

RTOs are advised to check requirements with the relevant authorities in their State/Territory.

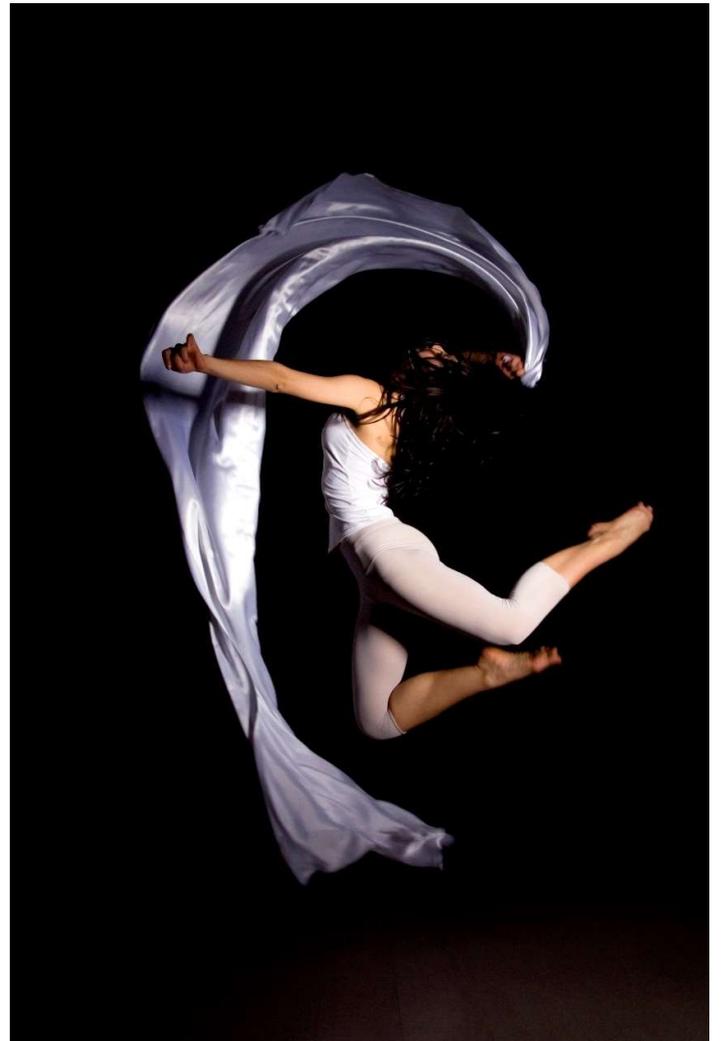
Training and assessment issues for schools

Implementation of the *CUA Creative Arts and Culture Training Package* within the school sector, while encouraged, needs to ensure:

- the currency of skills and knowledge of those who train and assess 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 foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
- current and realistic learning and assessment experiences.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.



Qualifications

What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework (AQF)* qualification types. *Vocational Education & Training (VET)* qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF.

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

For a full explanation of the *AQF*, see the *AQF* website: <http://www.aqf.edu.au>.

Qualifications in the CUA Creative Arts and Culture Training Package

Please refer to **Appendix 1** for a list of qualifications.

Qualification structure

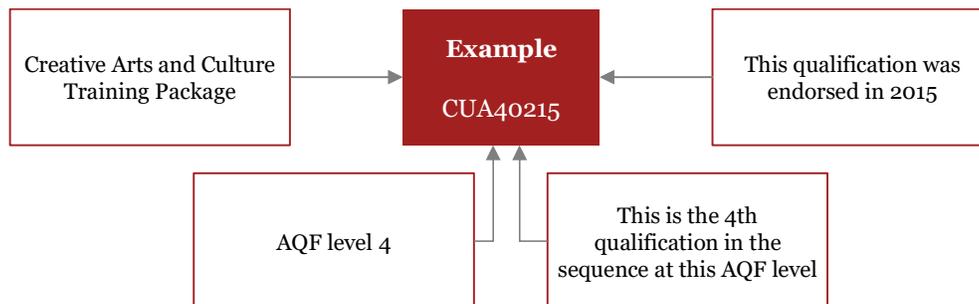
Qualifications are based on templates prescribed by the *NSSC Standards for Training Packages 2012*. The table explains the contents of each field for qualifications in this training package.

Qualification code

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed. For example:

For example:



Qualification title

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

Entry requirements

This is an optional field that specifies any mandatory entry requirements.

Packaging rules

This field

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

Qualification mapping information

This field specifies the code and title of any equivalent qualification.

Links

This field provides a link to the Companion Volume Implementation Guide.

Qualification pathways and occupational outcomes

A pathway is the route or course of action taken to get to a destination. A *training pathway* generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of *AQF* qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, eg attending classroom-based learning programs
- on-the-job training, eg apprenticeships, traineeships
- recognition of prior learning
- credit transfer

In addition, the *AQF* qualifications pathways policy builds into the *AQF* the capacity to genuinely support students' lifelong learning. The purpose of the policy is to maximise the credit that students can gain for learning already undertaken¹⁸.

The following information and charts explain possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.

Selecting electives for different outcomes

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

Elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

- Qualification level
- Job role
- Work outcomes
- Local industry needs
- Area of specialisation (if required).

¹⁸ For more information see:

https://www.aqf.edu.au/sites/aqf/files/aqf_pathways_jan2013.pdf

Template for qualifications pathways and occupational outcomes

Sector name: Aboriginal and Torres Strait Islander cultural and visual arts

Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50615 Diploma of Aboriginal and Torres Strait Islander Visual Arts Industry Work	<ul style="list-style-type: none"> arts worker assistant curator project worker
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Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40615 Certificate IV in Aboriginal and Torres Strait Islander Cultural Arts	<ul style="list-style-type: none"> artist (textiles) painter
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Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30515 Certificate III in Aboriginal and Torres Strait Islander Cultural Arts	<ul style="list-style-type: none"> ceramics studio assistant community arts centre assistant
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Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20315 Certificate II in Aboriginal and Torres Strait Islander Visual Arts Industry Work	<ul style="list-style-type: none"> gallery assistant visual arts worker
CUA20415 Certificate II in Aboriginal and Torres Strait Islander Cultural Arts	<ul style="list-style-type: none"> ceramics studio trainee community arts centre trainee

Certificate I

Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

CUA10215 Certificate I in Aboriginal and Torres Strait Islander Cultural Arts	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Community arts workshop assistant
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Sector name: Art administration and community culture

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40815 Certificate IV in Arts Administration	<ul style="list-style-type: none"> • event promotions officer • marketing and promotion officer • administration coordinator • project coordinator
CUA40213 Certificate IV in Community Culture	<ul style="list-style-type: none"> • community cultural development officer • performer (community theatre/events) • production manager (community theatre/events) • project manager

Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30615 Certificate III in Arts Administration	<ul style="list-style-type: none"> • administrative officer small theatre • arts administration officer • community arts assistant • community theatre centre assistant • function or festival assistant • gallery assistant • project officer • venue attendant
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Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20515 Certificate II in Information and Cultural Services	<ul style="list-style-type: none"> • customer service officer – galleries, libraries, archives, records and museums • gallery attendant • library assistant • museum attendant
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Skill Sets

CUASS00045 Deliver Public Programs Skill Set	<ul style="list-style-type: none"> • Coordinator – public programs
CUASS00046 Develop and Manage Exhibitions Skill Set	<ul style="list-style-type: none"> • Curator • Designer • Exhibition coordinator • Exhibition manager • Project coordinator • Public programs officer
CUASS00051 Prepare Exhibitions Skill Set	<ul style="list-style-type: none"> • Collections manager • Curator • Exhibition venue staff • Independent exhibition contractor
CUASS00052 Preventive Preservation and Conservation Skill Set	<ul style="list-style-type: none"> • Collections manager • Preventive conservator

Sector name: Broadcast technology

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA41015 Certificate IV in Broadcast Technology	<ul style="list-style-type: none"> • broadcast maintenance technician • broadcast technologist • master control operator (technical)
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Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30815 Certificate III in Broadcast Technology	<ul style="list-style-type: none"> • assistant broadcast technician • broadcast technical officer
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Skill Sets

CUASS00038 Community Broadcasting Administration Skill Set	<ul style="list-style-type: none"> • Administrator - community broadcasting station
CUASS00039 Community Broadcasting Committee Management Skill Set	<ul style="list-style-type: none"> • Board member - community broadcasting station • Committee member - community broadcasting station
CUASS00040 Community Broadcasting Coordination Skill Set	<ul style="list-style-type: none"> • Operations coordinator - community broadcasting station
CUASS00041 Community Broadcasting Financial Management Skill Set	<ul style="list-style-type: none"> • Financial administrator – community broadcasting station • Financial manager - community broadcasting station
CUASS00042 Community Broadcasting Management Skill Set	<ul style="list-style-type: none"> • Manager - community broadcasting station
CUASS00043 Community Broadcasting Marketing Skill Set	<ul style="list-style-type: none"> • Marketing coordinator - community broadcasting station • Marketing manager - community broadcasting station
CUASS00044 Community Broadcasting Program Management Skill Set	<ul style="list-style-type: none"> • Program manager - community broadcasting station.

Sector name: Dance

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

CUA60113 Advanced Diploma of Dance (Elite Performance) • professional dancer - any genre

Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50113 Diploma of Dance (Elite Performance) • dancer at pre-professional level

CUA50313 Diploma of Dance Teaching and Management • dance studio manager or teacher

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40113 Certificate IV in Dance • dancer (ensemble and solo)
• choreographer

CUA40313 Certificate IV in Dance Teaching and Management • administrator (private dance studio)
• dance fitness instructor
• teacher (private dance studio)

Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30113 Certificate III in Dance • assistant dance teacher (5 to 10 year olds)
• ensemble dancer
• indigenous dancer

CUA30213 Certificate III in Community Dance, Theatre and Events • assistant project officer
• performer (community theatre/events)
• production assistant (community theatre/events)

CUA30313 Certificate III in Assistant Dance Teaching • assistant dance teacher (5-10 year olds in a private dance studio)

Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20113 Certificate II in Dance • trainee dancer (contemporary)
• trainee dancer (musical theatre)
• trainee Indigenous dancer

Certificate I

Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

CUA10113 Certificate I in Dance • Entry level role

Skill Sets

CUASS00009 Advanced Classical Ballet Teaching Skill Set	<ul style="list-style-type: none"> Classical ballet teacher - advanced level
CUASS00010 Advanced Contemporary Dance Teaching Skill Set	<ul style="list-style-type: none"> Contemporary dance teacher - advanced level
CUA00011 Advanced Cultural Dance Teaching Skill Set	<ul style="list-style-type: none"> Cultural dance teacher – advanced level Creative dance teacher - advanced level
CUASS00012 Advanced Dance Teaching Skill Set	<ul style="list-style-type: none"> Dance teacher - advanced level
CUASS00013 Advanced Jazz Dance Teaching Skill Set	<ul style="list-style-type: none"> Jazz dance teacher - advanced level
CUASS00014 Advanced Tap Dance Teaching Skill Set	<ul style="list-style-type: none"> Tap dance teacher - advanced level
CUASS00015 Dance Teaching Skill Set	<ul style="list-style-type: none"> Dance teacher
CUASS00016 Movement Skills Training for People with Disabilities Skill Set	<ul style="list-style-type: none"> Dance teacher – people with disabilities Movement skills teacher – people with disabilities

Sector name: Design, photography and visual art

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

CUA60315 Advanced Diploma of Graphic Design	<ul style="list-style-type: none"> • graphic designer (illustration and drawing) • graphic designer (advertising)
CUA60415 Advanced Diploma of Creative Product Development	<ul style="list-style-type: none"> • graphic designer (exhibition, film and video graphics, publication) • illustrator (animator, cartoonist, technical) • multimedia designer (digital media, interactive media) • visual arts and crafts professional (ephemeral, multimedia, new media)
CUA60715 Advanced Diploma of Visual Arts	<ul style="list-style-type: none"> • ceramic artist • painter • sculptor

Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50715 Diploma of Graphic Design	<ul style="list-style-type: none"> • graphic designer • illustrator
CUA50915 Diploma of Photography and Photo Imaging	<ul style="list-style-type: none"> • commercial photographer • media photographer • technical photographer (medical) • technical photographer (museum/library)
CUA51115 Diploma of Visual Arts	<ul style="list-style-type: none"> • illustrator • photomedia artist • printmaker
CUA51215 Diploma of Ceramics	<ul style="list-style-type: none"> • ceramic artist

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40715 Certificate IV in Design	<ul style="list-style-type: none"> • design assistant • graphic design assistant
CUA41115 Certificate IV in Photography and Photo Imaging	<ul style="list-style-type: none"> • photographer's assistant • photolab technician
CUA41315 Certificate IV in Visual Arts	<ul style="list-style-type: none"> • ceramic artist • painter

Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30715 Certificate III in Design Fundamentals	<ul style="list-style-type: none"> • junior design assistant
CUA31115 Certificate III in Visual Arts	<ul style="list-style-type: none"> • ceramics studio assistant • community arts centre assistant

Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20715 Certificate II in Visual Arts	<ul style="list-style-type: none"> • ceramics studio trainee • community arts centre trainee • design trainee
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Certificate I

Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

CUA10315 Certificate I in Visual Arts	<ul style="list-style-type: none"> • Entry level role
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Skill Sets

CUASS00048 Photographic Make-up and Styling Skill Set	<ul style="list-style-type: none"> • Make-up artist – fashion and photographic industries
CUASS00049 Preparatory Skill Set for Professional Graphic Design Practice	<ul style="list-style-type: none"> • Entry level role – graphic design industry
CUASS00050 Preparatory Skill Set for Professional Photo Imaging Practice	<ul style="list-style-type: none"> • Entry level role – photography industry
CUASS00053 Technical/Scientific Field-Based Photo Imaging Skill Set	<ul style="list-style-type: none"> • Technical field officer • Scientific field officer

Sector name: Live production and technical services

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

CUA60213 Advanced Diploma of Live Production and Management Services	<ul style="list-style-type: none"> • audio-visual supervisor • box office manager • design manager • designer • heads of department • operations manager • props master • scenic artist • stage manager • technical services manager • technical supervisor • wardrobe supervisor • workshop supervisor
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Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50213 Diploma of Musical Theatre	<ul style="list-style-type: none"> • musical theatre performer • cabaret performer or producer
CUA50415 Diploma of Live Production and Technical Services	<ul style="list-style-type: none"> • audio-visual manager • deputy heads of department • deputy stage manager • front of house manager
CUA50415 Diploma of Live Production and Technical Services (Costume for Performance)	<ul style="list-style-type: none"> • costumer maker/designer • costume co-ordinator • costumer manager

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialized and/or skilled work and/or further learning.

CUA40513 Certificate IV in Musical Theatre	<ul style="list-style-type: none"> • musical theatre performer (ensemble) • musical theatre performer (solo)
CUA40415 Certificate IV in Live Production and Technical Services	<ul style="list-style-type: none"> • assistant scenic artist • assistant stage manager • audio visual installation technician • audio visual technician • head fly operator • lighting technician and/or operator • model making assistant • props maker • pyrotechnician • senior mechanist • set builder • sound technician and/or operator

Certificate IV

	<ul style="list-style-type: none"> venue technician. vision technician and/or operator wardrobe technician
CUA40415 Certificate IV in Live Production and Technical Services (Costume for Performance)	<ul style="list-style-type: none"> assistant costume maker assistant costume designer assistant costumer manager

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30415 Certificate III in Live Production and Services	<ul style="list-style-type: none"> assistant lighting technician assistant prop maker assistant set builder assistant sound technician assistant venue technician assistant wardrobe technician booking clerk box office customer service representatives (CSR) fly operator follow spot operator mechanist scenic art assistant (brush hand)
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Skill Sets

CUASS00017 Acting Performance Skill Set	<ul style="list-style-type: none"> Actor
CUASS00018 Assistant Costume Making Skill Set	<ul style="list-style-type: none"> Assistant costume maker
CUASS00019 Assistant Stage Manager Skill Set	<ul style="list-style-type: none"> Assistant stage manager
CUASS00020 Basic Design Skill Set	<ul style="list-style-type: none"> Set designer – live productions
CUASS00021 Business Operations Skill Set	<ul style="list-style-type: none"> Operations manager - live performances
CUASS00022 Close Proximity Pyrotechnics Skill Set	<ul style="list-style-type: none"> Pyrotechnician
CUASS00023 Entertainment Industry Rigging Skill Set	<ul style="list-style-type: none"> Rigger - live performances
CUASS00024 Festivals and Events Skill Set	<ul style="list-style-type: none"> Festival and event staging technician
CUASS00025 Freelance Business Skill Set	<ul style="list-style-type: none"> Freelancer - live performance and entertainment industry
CUASS00026 Lighting Live Performance Skill Set	<ul style="list-style-type: none"> Lighting installer/operator - live performances
CUASS00027 Management Skill Set	<ul style="list-style-type: none"> Manager – live performance operations
CUASS00028 Outdoor Pyrotechnics Skill Set	<ul style="list-style-type: none"> Pyrotechnician
CUASS00029 Pre-production Crew Skill Set	<ul style="list-style-type: none"> Staging technician
CUASS00030 Props Making Skill Set	<ul style="list-style-type: none"> Prop maker
CUASS00031 Script Writing Skill Set	<ul style="list-style-type: none"> Scriptwriter

Skill Sets

CUASS00032 Set Construction Skill Set	<ul style="list-style-type: none">• Set constructor
CUASS00033 Specialist Entertainment Rigging Skill Set	<ul style="list-style-type: none">• Rigger - live performances
CUASS00034 Staging Skill Set	<ul style="list-style-type: none">• Staging technician
CUASS00035 Sound Skill Set	<ul style="list-style-type: none">• Sound technician
CUASS00036 Sustainability Skill Set	<ul style="list-style-type: none">• Sustainable practice manager - live performances
CUASS00037 Vision Systems Skill Set	<ul style="list-style-type: none">• Vision systems operator - live performances

Sector name: Music industry

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

CUA60515 Advanced Diploma of Music Industry	<ul style="list-style-type: none"> • label manager • licensing manager • music arranger • music business manager • musicologist • new media director • venue manager
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Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50815 Diploma of Music Industry	<ul style="list-style-type: none"> • artist manager • composer • instrumentalist • music marketing and promotions officer • sound engineer • vocalist
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Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40915 Certificate IV in Music Industry	<ul style="list-style-type: none"> • assistant sound engineer • band/artist manager • booking agent • music marketing and promotions officer • musician • singer songwriter
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Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA30915 Certificate III in Music Industry	<ul style="list-style-type: none"> • assistant band manager • band member • singer • sound mixer/technician • sound recordist
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Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20615 Certificate II in Music Industry	<ul style="list-style-type: none"> • junior sound assistant
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Skill Sets

CUASS00047 Music Tutor Skill Set	<ul style="list-style-type: none"> • This skill set addresses the skills, knowledge and performance requirements to provide private instrumental or vocal tuition.
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Sector name: Screen and media

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

CUA60615 Advanced Diploma of Screen and Media	<ul style="list-style-type: none"> • creative technologist • digital strategist • executive producer • games developer • producer/director/screen writer
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Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA51015 Diploma of Screen and Media	<ul style="list-style-type: none"> • producer • production manager
CUA51015 Diploma of Screen and Media (Interactive Media)	<ul style="list-style-type: none"> • animation/digital effects designer • creative technologist • instructional designer • interactive media designer/developer/creator
CUA51015 Diploma of Screen and Media (Specialist Make-Up Services)	<ul style="list-style-type: none"> • make-up/hair stylist/designer • specialist make-up effects artist/designer

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA41215 Certificate IV in Screen and Media	<ul style="list-style-type: none"> • digital artist • radio producer/presenter • television producer/director
CUA41215 Certificate IV in Screen and Media (Interactive Media)	<ul style="list-style-type: none"> • animator • digital artist • digital producer • interactive media editor • web designer
CUA41215 Certificate IV in Screen and Media (Specialist Make-Up Services)	<ul style="list-style-type: none"> • make-up and hair assistant

Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

CUA31015 Certificate III in Screen and Media	<ul style="list-style-type: none"> • archival media technician • camera/lighting assistant • community radio program maker/presenter
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Certificate II

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

CUA20215 Certificate II in Creative Industries	<ul style="list-style-type: none"> • community radio production assistant • community television production assistant
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Skill Sets

CUASS00038 Community Broadcasting Administration Skill Set	<ul style="list-style-type: none"> Administrator - community broadcasting station
CUASS00039 Community Broadcasting Committee Management Skill Set	<ul style="list-style-type: none"> Board member - community broadcasting station Committee member - community broadcasting station
CUASS00040 Community Broadcasting Coordination Skill Set	<ul style="list-style-type: none"> Operations coordinator - community broadcasting station
CUASS00041 Community Broadcasting Financial Management Skill Set	<ul style="list-style-type: none"> Financial administrator - community broadcasting station Financial manager - community broadcasting station
CUASS00042 Community Broadcasting Management Skill Set	<ul style="list-style-type: none"> Manager - community broadcasting station
CUASS00043 Community Broadcasting Marketing Skill Set	<ul style="list-style-type: none"> Marketing coordinator - community broadcasting station Marketing manager - community broadcasting station
CUASS00044 Community Broadcasting Program Management Skill Set	<ul style="list-style-type: none"> Program manager - community broadcasting station

Sector name: Professional Writing and Editing

Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

CUA50118 Diploma of Professional Writing and Editing	<ul style="list-style-type: none"> • writer • editor
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Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

CUA40116 Certificate IV in Professional Writing and Editing	<ul style="list-style-type: none"> • writer • editor
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Skill Sets

CUASS00056 Writing in a business context	<ul style="list-style-type: none"> • administrator • writer • editor
CUASS00057 Writing for media	<ul style="list-style-type: none"> • administrator • writer • editor

Mandatory requirements for specialisations

Some qualifications in the *CUA Creative Arts and Culture Training Package* have been designed to support specialisations. The area of specialisation can be included on a testamur to certify attainment of an AQF qualification as shown in the example.

Specialisation areas can only appear on a testamur if the required electives have been completed. The

following table outlines the specialisation areas and the required electives:

This is to certify that Jane Smith has fulfilled the requirements for CUA50815 Diploma of Music Industry (Performance)

Qualification	Specialisation	Elective Rules
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Costume for Performance specialisation

The Certificate IV in Live Production and Technical Services and Diploma of Live Production and Technical Services are general qualifications. Alternatively, electives may be selected to provide a specialisation in Costume for Performance.

CUA40415 Certificate IV in Live Production and Technical Services	Costume for Performance	<ul style="list-style-type: none"> One unit must be selected from Group A. Five CUACOS units must be selected from Group B. <p>Of the five remaining units:</p> <ul style="list-style-type: none"> Two units must be selected from listed electives in Group B or C Three units may be selected from listed electives in Groups B, C or D If not listed, one unit may be selected at Certificate III or Diploma level, or 2 units may be selected at Certificate IV level, from any currently endorsed training package qualification or accredited course.
CUA50415 Diploma of Live Production and Technical Services	Costume for Performance	<ul style="list-style-type: none"> One unit must be selected from Group A. Six CUACOS units must be selected from Group B, including CUACOS505 Coordinate costume manufacture. <p>Of the three remaining units:</p> <ul style="list-style-type: none"> One unit must be selected from listed electives in Group B or C Two units may be selected from listed electives in Groups B, C or D If not listed, one unit may be selected at Certificate IV level or 2 units may be selected at Diploma level or above, from any currently endorsed training package qualification or accredited course.

Music industry specialisations

The Certificates III and IV in Music Industry, and Diploma and Advanced Diploma of Music Industry are general qualifications. Alternatively, electives may be selected to provide Performance, Composition, Sound Production or Music Business specialisations.

CUA30915 Certificate III in Music Industry	Performance	<ul style="list-style-type: none"> Four units must be selected from Group A Performance. One unit must be selected from Groups A, B, C or D. Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package qualification or accredited course at Certificate II, III or IV level.
	Sound Production	<ul style="list-style-type: none"> Four units must be selected from Group B Sound production. One unit must be selected from Groups A, B, C or D. Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package

Qualification	Specialisation	Elective Rules
CUA40915 Certificate IV in Music Industry		<ul style="list-style-type: none"> • qualification • or accredited course at Certificate II, III or IV level.
	Music Business	<ul style="list-style-type: none"> • Four units must be selected from Group C Business. • One unit must be selected from Groups A, B, C or D. • Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package qualification • or accredited course at Certificate II, III or IV level.
	Performance	<ul style="list-style-type: none"> • Six units must be selected from Group A Performance. • Two units must be selected from Groups A, B, C or D. • Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package qualification • or accredited course at Certificate III, IV or Diploma level.
	Sound Production	<ul style="list-style-type: none"> • Six units must be selected from Group B Sound production. • Two units must be selected from Groups A, B, C or D. • Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package qualification • or accredited course at Certificate III, IV or Diploma level.
CUA50815 Diploma of Music Industry	Music Business	<ul style="list-style-type: none"> • Six units must be selected from Group C Business. • 2 units must be selected from Groups A, B, C or D. • Two units may be selected from the remaining listed electives or if not listed, any currently endorsed training package qualification • or accredited course at Certificate III, IV or Diploma level.
	Performance	<ul style="list-style-type: none"> • Six units must be selected from Group A Performance. • Three units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or, if not listed, any currently endorsed training package qualification or accredited course at Certificate IV, Diploma or Advanced Diploma level.
	Composition	<ul style="list-style-type: none"> • Six units must be selected from Group A Performance, including a minimum of 4 CUAMCP units. • Three units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Certificate IV, Diploma or Advanced Diploma level.
	Sound Production	<ul style="list-style-type: none"> • Six units must be selected from Group B Sound production. • Three units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Certificate IV, Diploma or Advanced Diploma level.
	Music Business	<ul style="list-style-type: none"> • Six units must be selected from Group C Business. • Three units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Certificate IV, Diploma or Advanced Diploma level.

Qualification	Specialisation	Elective Rules
CUA60515 Advanced Diploma of Music Industry	Performance	<ul style="list-style-type: none"> • Six units must be selected from Group A Performance. • Two units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Diploma level or above.
	Composition	<ul style="list-style-type: none"> • Six units must be selected Group A Performance, including a minimum of 4 CUAMCP units. • Two units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Diploma level or above.
	Sound Production	<ul style="list-style-type: none"> • Six units must be selected from Group B Sound production. • Two units must be selected from Groups A, B, C or D. • Three units may be selected from the remaining listed electives or any currently endorsed training package qualification or accredited course at Diploma level or above.
	Music Business	<ul style="list-style-type: none"> • Six units must be selected from Group C Business • Two units must be selected from Groups A, B, C or D • Three units may be selected from the remaining listed electives or, if not listed, any currently endorsed training package qualification or accredited course at Diploma level or above.

Screen and media specialisations

The Certificate IV in Screen and Media and Diploma of Screen and Media can be general qualifications. Alternatively, electives may be selected to provide specialisations in Interactive Media and Specialist Make-up Services.

CUA41215 Certificate IV in Screen and Media	Interactive Media	<ul style="list-style-type: none"> • Five units must be selected from Group A Interactive Media. • Three units must be selected from listed electives in Groups A, B, C or D. • Two units may be selected from the remaining electives or any currently endorsed training package qualification or accredited course at Certificate III, IV or Diploma level.
	Specialist Make-up Services	<ul style="list-style-type: none"> • Four specialist units must be selected from Group B Specialist Make-up Services, including CUAMUP401 Design, apply and remove make-up and CUAMUP403 Style hair for performance or productions. • Four units must be selected from listed electives in Groups A, B, C or D. • Two units may be selected from the remaining electives or any currently endorsed training package qualification or accredited course at Certificate III, IV or Diploma level.
CUA51015 Diploma of Screen and Media	Interactive Media	<ul style="list-style-type: none"> • Six specialist units must be selected from Group A Interactive Media. • Four units must be selected from listed electives in Groups A, B, C or D. • Two units may be selected from the remaining electives or any currently endorsed training package qualification or accredited course at Certificate IV, Diploma or Advanced Diploma level.
	Specialist Make-up Services	<ul style="list-style-type: none"> • Six specialist units must be selected from Group B Specialist Make-up Services, including CUAMUP401 Design, apply and remove make-up and CUAMUP403 Style hair for performance or productions.

Qualification	Specialisation	Elective Rules
		<ul style="list-style-type: none">• Four units must be selected from listed electives in Groups A, B, C or D.• Two units may be selected from the remaining electives or any currently endorsed training package qualification or accredited• course at Certificate IV, Diploma or Advanced Diploma level.

Skill sets

What is a skill set?

Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

Skill sets in the CUA Creative Arts and Culture Training Package

Please refer to **Appendix 1** for a list of skill sets.

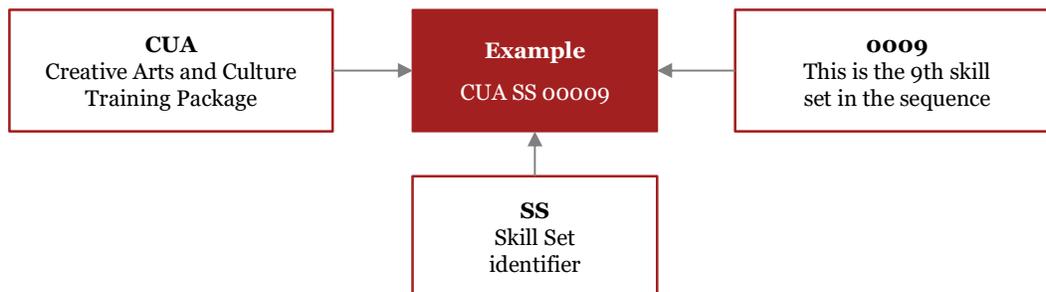
Skill set structure

Skill sets themselves are non-endorsed components of training packages (however, they consist of endorsed units of competency). Skill sets use a standard format. The table explains the contents of each field.

Skill set code

This is a unique code in the format: <Training package code> <SS> <five digit code> eg CUASS00009.

For example:



Skill set name

The title reflects the skill set outcomes.

Description

This field explains how the skill set meets the industry need or regulatory requirement.

Pathways information

This field explains the skill set's relationship with a qualification.

Suggested title and words for Statement of Attainment

This field provides advice on a suitable title and words to use on a Statement of Attainment.

Target group

This field explains the types of individuals who will benefit from completing the skill set.

Links

This field provides a link to the Companion Volume Implementation Guide.

Units of competency

What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated in the unit code.

What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Units of competency in the *CUA Creative Arts and Culture Training Package*

As well as native units, a range of units of competency have been imported into the *CUA Creative Arts and Culture Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to **Appendix 1** for a list of units of competency. This includes:

- units of competency native to this training package
- imported units of competency
- units of competency with prerequisites.

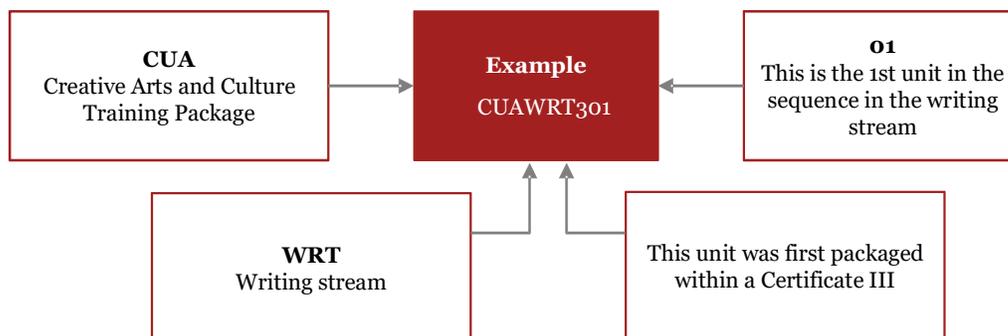
Unit of competency structure

Units of competency are based on templates prescribed by the NSSC Standards for Training Packages 2012. Under these Standards, a unit of competency comprises two separate documents, ie a unit of competency document and an assessment requirements document. The tables explain the contents of each field.

Unit code

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package
- the next three characters indicate the competency stream or group
- the first number indicates the AQF qualification in which the unit is first packaged
- the next two numbers identify a unit's position in the sequence of units in that competency stream or group



Unit title

The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).

Unit application

This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

Prerequisite units

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.

Unit sector

This field is used to categorise units of competency in relation to industry sectors or types of work.

Elements of competency

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

Performance criteria

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

Foundation skills

This field describes the language, literacy, numeracy and employment skills that are essential to performance.

Range of conditions

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement.

Unit mapping information

This field specifies the code and title of any equivalent unit of competency.

Links

This field provides a link to the Companion Volume Implementation Guide.

Assessment requirements

Title

This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]

Performance evidence

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Knowledge evidence

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

Assessment conditions

This field describes mandatory conditions for assessment, eg details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.

Links

This field provides a link to the Companion Volume Implementation Guide.

Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

Contacts and links

Companion volumes/training package information

All Companion Volumes can be found on the TGA website: www.training.gov.au

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Department of Education and Training

These materials have been developed with funding provided by the Commonwealth of Australia through the Department of Education and Training.
<https://www.education.gov.au/>

General

Australian Industry and Skills Committee
<https://www.aisc.net.au/>

Australian Apprenticeships
www.australianapprenticeships.gov.au

Australian Qualifications Framework: Second edition, January 2013
<http://www.aqf.edu.au/>

Australian Skills Quality Authority (ASQA)
<http://www.asqa.gov.au>

TGA website, training packages
<http://www.training.gov.au/>

Training Accreditation Council (Western Australia)
<http://www.tac.wa.gov.au>

Victorian Registration and Qualifications Authority (VRQA)
<http://www.vrqa.vic.gov.au/> State and Territory Training Authority

Australian Capital Territory
<https://www.education.act.gov.au/>

New South Wales
<http://www.dec.nsw.gov.au/>

Northern Territory
<http://www.dob.nt.gov.au/>

Queensland
<http://training.qld.gov.au/>

South Australia
<http://www.statedevelopment.sa.gov.au/>

Tasmania
<http://www.skills.tas.gov.au/>

Victoria
<http://www.education.vic.gov.au/>

Western Australia
<http://www.dtwd.wa.gov.au>

Industry bodies/other organisations

Australian Communications and Media Authority
<http://www.acma.gov.au>

About PwC's Skills for Australia

This Guide has been developed by PwC's Skills for Australia. As a Skills Service Organisation, PwC's Skills for Australia is responsible for working with industry to identify skills needs and to develop training products and services to fill those needs.

PwC's Skills for Australia is authorised and funded by the Australian government to produce training packages for its eight industries:

- Business services
- Financial services
- Information and communication technologies
- Cultural industries
- Printing and graphic arts
- Education and training
- Mining, drilling and civil construction
- Automotive

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Published by: PwC's Skills for Australia
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First Published: xxx
Release Date: xxx

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