

## 4 Assessment

### 4.1 Industry Curriculum Frameworks – The Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes.

1. Assessment for Australian Qualifications Framework (AQF) qualifications. This is competency-based assessment which:
  - applies to all courses within Frameworks
  - provides industry recognition.
2. Assessment for the Universities Admissions Index (UAI):
  - for 240-hour courses only
  - involves a written HSC examination<sup>1</sup>.

### 4.2 Assessment for AQF Certification

Assessment for AQF certification:

- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or not yet competent.

An integrated or holistic approach to competency-based assessment is encouraged.

#### 4.2.1 Guiding principles for assessment materials

This section is reproduced from the Assessment Guidelines of the Entertainment Training Package (CUE03)<sup>2</sup> incorporating the AQTF Standards for RTOs<sup>3</sup>.

These Assessment Guidelines provide the endorsed framework for assessment of the Units of Competency in this Training Package.

They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair.

Assessments against the Competency Standards in this Training Package must be carried out in accordance with these endorsed guidelines.

The Competency Standards in this Training Package are benchmarks for assessment and are the basis of the nationally recognised Australian Qualifications Framework (AQF), qualifications, and Statements of Attainment issued by Registered Training Organisations (RTOs).

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<sup>1</sup> Refer to Section 11.4 and 11.5 of Part A of the Syllabus.

<sup>2</sup> ANTA *Entertainment Training Package (CUE03) Volume One, Assessment Guidelines*, pp 70–79. The *Assessment Guidelines* of the *Entertainment Training Package* may also be accessed via the National Training Information Service website [www.ntis.gov.au](http://www.ntis.gov.au)

<sup>3</sup> ANTA, 2001, *Australian Quality Training Framework Standards for RTOs*, pp 11–21, Melbourne.

Assessment within the National Training Framework is defined as the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards in the Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit(s) of Competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the Unit of Competency being assessed;
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills;
- are consistent with the Evidence Guide for each relevant Unit of Competency, as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills, and the identification of Key competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

#### **4.2.1.1 Australian Quality Training Framework Assessment Requirements for RTOs**

Assessment for national recognition purposes must meet the requirements of the Australian Quality Training Framework (AQTF). Assessment must be conducted by an RTO formally registered under Australian Quality Training Framework Standards for Registered Training Organisations with the specific Competency Standards or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the Australian Quality Training Framework Standards for Registered Training Organisations as set out below.

The RTO's assessments for national recognition, regardless of whether this is through a training and assessment pathway or an assessment-only pathway must [AQTF Standard 8.1]:

- comply with the Assessment Guidelines included in nationally endorsed Training Packages;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed Unit(s) of Competency;
- be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility;
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job/role environment skills;
- involve the evaluation of sufficient evidence to enable professional judgements to be made about whether competency has been attained;
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- provide for reassessment on appeal;
- be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, ‘reasonable’ adjustments are to be made to meet the individual needs of a person with a disability. Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer.

When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The RTO’s Recognition of Prior Learning (RPL) process must be accessible to all applicants upon enrolment and must [AQTF Standard 8.2]:

- be structured to minimise the time and cost to applicants;
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The RTO must ensure that, in developing, adapting or delivering training and assessment products and services [AQTF Standard 9.3]:

- methods used to identify learning needs, and methods for designing training and assessment materials are documented;
- language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant Units of Competency and that they develop the learning capacity of the individual;
- the requirements of the Training Package are met;
- core and elective units, as appropriate, are identified; and
- customisation meets the requirements specified in the Training Package.

The RTO must document its plans for delivery and assessment of each Training Package qualification and accredited course within its scope of registration. These plans must ensure that [AQTF Standard 9.3]:

- the delivery modes and training materials meet the needs of a diverse range of clients;
- assessment plans, including proposed validation processes, are developed in consultation with enterprises/industry, and that they are documented at the point of registration and on application for extension of scope;
- where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment plan with the employer and learners, works with the employer to integrate on-the-job and off-the-job training and assessment, and schedules workplace visits to monitor/review the training and assessment;
- where a New Apprenticeship Training Contract is in place or being negotiated, individual Training plans encompassing both off-the-job training and structured on-the-job training are developed, documented, implemented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by [AQTF Standard 9.2]:

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards, at least annually; and
- documenting any action taken to improve the quality and consistency of assessment.

[AQTF Standard 9.4]

The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and/or assessment within its scope of registration, and to accommodate client numbers and client needs (including off-campus and on-line delivery and assessment requirements).

RTOs may operate in partnership with other organisations but, in doing this, are still responsible for the quality of their services and service outcomes.

[AQTF Standard 10.1]

In order to deliver and/or assess Units of Competency or qualifications and issue nationally recognised qualifications under the AQF, RTOs must have those Units of Competency and/or qualifications within their scope of registration.

#### **4.2.1.2 Recognition of Prior Learning and Current Competency**

The competencies in this Training Package may be attained in a number of ways [AQTF Standard 8.2]:

- formal or informal training and education;
- work experience;
- general life experience; and/or
- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the Units of Competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In assessing the competency of individual candidates, assessors must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting a pre-assessment where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise competency standards. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples.

The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed Competency Standards);
- reliable (shows that the candidate consistently meets the Competency Standards);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the standards);
- sufficient (covers the full range of elements in the relevant Unit of Competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

### 4.2.1.3 Assessor Requirements

The guidelines identify the mandatory minimum qualifications for those conducting assessments. They also clarify how more than one person may contribute to the assessment process where all the required competencies are not held by one person.

#### *Assessor Qualifications*

There are mandatory requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors must have the following assessment Units of Competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan assessment;
- BSZ402A Conduct assessment;
- BSZ403A Review assessment;
- plus the relevant vocational competencies, at least to the level being assessed.

Within the cultural industries, competence in the relevant vocational competencies to at least one level above the level being assessed is strongly recommended.

In addition to the above, it is recommended that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed.

They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment validation processes;
- recent assessment and/or workplace training activities.

All Assessors who are engaged in assessing against this Training Package must be either:

- employed by an RTO, **or**
- acting under the registration of a RTO (for example, an assessor working in an enterprise that has a partnership arrangement with the RTO).

This Training Package provides a range of options for meeting these assessor requirements. The options allow assessments to be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed on the following page show the requirement to use qualified assessors can be met.

<p><b>OPTIONS</b></p>	<p><b>ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS</b> (Includes mandated requirements and recommended attributes)</p>
<p><b>Single Assessor</b></p> <p><b>An individual assessor conducts the assessment</b></p>	<p>The Assessor is <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence in the relevant units in the Training Packages for Assessment and Workplace Training</li> <li>• be deemed competent, and where possible, hold formal recognition of competence in the specific Units of Competency in this Training Package, at least to the level being assessed.</li> </ul> <p>In addition, it is <b>recommended</b> that the assessor is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</li> <li>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</li> </ul>
<p><b>Partnership arrangement</b></p> <p><b>An assessor works with a technical expert to conduct the assessment</b></p>	<p>Assessor is <b>required</b> to hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</p> <p>In addition, it is <b>recommended</b> that the assessor is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</li> <li>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</li> </ul> <p>A technical expert is <b>required</b> to be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency in from this Training Package, at least to the level being assessed.</p> <p>In addition, it is <b>recommended</b> that the Technical expert be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• communicate and liaise with the assessor throughout assessment process.</li> </ul>
<p><b>Partnership arrangement</b></p> <p><b>An assessor works with workplace supervisor in collecting evidence for valid assessment</b></p>	<p>An assessor is <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package.</li> <li>• make the assessment decision.</li> </ul> <p>In addition, it is <b>recommended</b> that the assessor is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</li> <li>• demonstrate the interpersonal and communication skills required in the assessment process</li> <li>• communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.</li> </ul> <p>A workplace supervisor is <b>required</b> to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.</p> <p>In addition, it is <b>recommended</b> that the Workplace supervisor is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• communicate and liaise where appropriate with the assessor throughout the assessment process</li> <li>• use agreed practices to gather and record evidence for the assessor to make a valid judgement on competency.</li> </ul>

<p><b>Partnership arrangement</b></p> <p><b>Assessment team/panel</b></p> <p><b>A team working together to conduct the assessment</b></p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgements about competency.</p> <p>The members of the team <b>must</b> include at least one person who:</p> <ul style="list-style-type: none"> <li>• holds formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package</li> <li>• is deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.</li> </ul> <p>In addition, it is <b>recommended</b> that members of the team/panel combined and involved in the assessment are able to:</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</li> <li>• demonstrate the necessary interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.</li> </ul>
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#### 4.2.2 Integration of key competencies in Training Packages

The following is drawn from ANTA’s Training Package Development Handbook – Integration of Key competencies.

The Key competencies are a set of generic capabilities prepared by the Mayer Committee in *Putting Education to Work: The Key Competencies Report* (Mayer 1992).

The Key competencies were described in the Mayer report as being fundamental to the transfer and application of learning to and within workplaces.

Since their development the Key competencies have been identified in all national industry competency standards to ensure they are part of the learning and assessment process in vocational education and training. They have also been widely taken up in school curriculums.

Consistent with this, the National Training Quality Council considers that all Training Packages ‘require the effective integration of key competencies’ (ANTA 1998, p 11).

The seven Key competencies identified in the Mayer (1992) report are:

##### *Collecting, analysing and organising information*

The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

##### *Communicating ideas and information*

The capacity to communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression.

##### *Planning and organising activities*

The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s own performance.

### *Working with others and in teams*

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

### *Using mathematical ideas and techniques*

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

### *Solving problems*

The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.

### *Using technology*

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

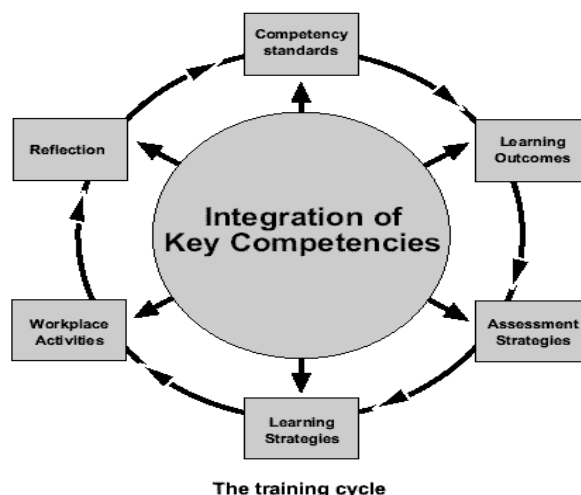
The Key competencies are defined as the set of competencies which enable people to transfer and apply knowledge and skills developed in classrooms and other learning situations to the workplace.

## **Implications for vocational education and training**

The Key competencies need to be explicitly developed and applied in vocational education and training delivery and assessment in order to ensure the flexibility and adaptability of staff to respond effectively to current and future direction and challenges within Australian workplaces.

This means that the Key competencies cannot be considered as supplementary to vocational competency but integral to it. They are part of good learning and essential to good practice. It is critical therefore, that Training Package developers, support materials developers, teachers and trainers deliberately incorporate the Key competencies into the design, customisation, delivery and assessment of vocational education and training programs.

The traditional training focus has been on technical skills. However, these skills must be developed in ways that enable them to be transferable across different applications and work contexts. This requires a conscious and deliberate effort to incorporate the Key competencies explicitly into every stage of the training cycle, represented in the following figure, through units of competency and Training Package development, delivery, learning, assessment and reflection.



There is a need to move from an approach centred on the classroom to a contextualised problem solving approach in which the learner is central to the process and the learning reflects the realities, processes and procedures of the workplace.

Such an approach is characterised by:

- a focus on the development of thinking skills in relation to vocational competency
- assessment integrated with training
- collaborative learning reflecting work-based teams
- competencies learnt and assessed in the context of real problems in actual or closely simulated workplace environments
- learner-centres with teachers/trainers/work supervisors as facilitators and mentors
- the explicit development of the key competencies to enhance competency in reasoning and making sound and defensible judgements.

The move to a problem-solving approach means recognising the learner and his/her learning and vocational contexts as central to the learning process. Achieving competency should not be viewed as a progression through learning and assessment activities, but rather as an individual interacting in a structured way with knowledge, skill and vocational contexts in order to better understand and work with them.

#### 4.2.3 Principles for designing and conducting assessments

*This section is reproduced from the Assessment Guidelines of the Entertainment Training Package (CUE03).<sup>4</sup>*

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

If using prepared assessment materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant Unit of Competency.

<sup>4</sup> ANTA Entertainment Training Package (CUE03) Volume One, Assessment Guidelines, pp 80–82. The Assessment Guidelines of the Entertainment Training Package may also be accessed via the National Training Information Service website [www.ntis.gov.au](http://www.ntis.gov.au).

This can be done by checking that the materials are listed on the National Training Information Service ([www.ntis.gov.au](http://www.ntis.gov.au)). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected Unit(s) of Competency in the this Training Package;
- the materials are validated to ensure that assessors can gather sufficient valid and reliable information to make assessment decisions against the Competency Standards;
- the materials and processes meet the AQTF Assessment Requirements for RTOs in section 4.2.1 of this document.

#### **4.2.3.1 Conducting assessments**

The following describes the industry-preferred process for conducting assessments against the Competency Standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

##### **Step 1. Establish the assessment context**

The assessor:

- establishes the context and purpose of the assessment
- identifies the relevant Competency Standards, assessment guidelines and qualifications in this Training Package
- identifies any NTQC noted support materials that have been developed to facilitate the assessment process
- analyses the competency standards and identifies the evidence requirements
- identifies potential evidence collection methods.

##### **Step 2. Prepare the candidate**

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- advise on self-assessment including processes and criteria
- outline the assessment procedure, the preparation which the candidate should undertake, and answer questions
- assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
- seek feedback regarding the candidate's understanding of the Competency Standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment
- develop an assessment plan.

### **Step 3. Plan and prepare the evidence gathering process**

The assessor must:

- establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
- source or develop assessment materials to assist the evidence gathering process
- organise equipment or resources required to support the evidence gathering process
- coordinate and brief other personnel involved in the evidence gathering process.

### **Step 4. Collect the evidence and make the assessment decision**

The assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skills
- incorporate specified allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competence based on the evidence and the relevant Unit(s) of Competency.

### **Step 5. Provide feedback on the assessment**

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and appeals processes.

### **Step 6. Record and report the result**

The assessor must:

- record the assessment outcome according to the policies and procedures of the RTO
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

### **Step 7. Review the assessment process**

On completion of the assessment process, the assessor must:

- review the assessment process

- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

### **Step 8. Participate in the reassessment and appeals process**

The assessor must:

- provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options
- provide the candidate with information on the reassessment and appeals process
- report any disputed assessment decision to the appropriate personnel in the RTO
- participate in the reassessment or appeal according to the policies and procedures of the RTO.

There is no set format or process for the design, production or development of assessment tools. However, the following seven-step process that is based on the competency standard, 'BSZ507A Develop assessment tools', provides a general approach to the design and development of such materials. *This section is reproduced from the Assessment Guidelines of the Rural Production Training Package (RTE03)*<sup>5</sup>. Whilst the information is not contained in the Entertainment Training Package itself, the advice is still relevant.

#### **Step 1. Select the competency standard(s) to be assessed**

Identify the competency standards that are to be assessed. Assessment tools may focus on either a single competency standard or a cluster of related competency standards.

#### **Step 2. Analyse the competency standard**

The competency standard describes the work and the required standards of performance. Read the full competency standard carefully and familiarise yourself with the:

- *Descriptor* – this outlines the aspect of work to be assessed.
- *Elements and Performance Criteria* – these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate.
- *Range of Variables* – these describe the contexts under which the task should be able to be performed.
- *Evidence Guide* – this provides information on the underpinning knowledge and skills required to perform the task.

Identify the key skills that the candidate will require to perform the work activity described in the competency standard. These are:

- *Task Skills* – these involve performing the task to the required standard as described in the competency standard.
- *Task Management Skills* – these involve managing a number of different tasks within the job.
- *Contingency Management Skills* – these involve responding to problems, breakdowns and changes in routine.
- *Job/Role Environment Skills* – these involve fulfilling the responsibilities and expectations of the workplace.

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<sup>5</sup> ANTA Rural Production Training Package (RTE03) Volume One, Part C, Assessment Guidelines, pp 185–225. The Assessment Guidelines of the Rural Production Training Package may also be accessed via the National Training Information Service website [www.ntis.gov.au](http://www.ntis.gov.au).

### **Step 3. Identify the type and amount of evidence to be collected**

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the competency standard. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- Product – this refers to an item that is constructed or a service that is delivered.
- Process – this refers to the way in which a product is produced or achieved.
- Knowledge – this refers to the information that is required to perform the aspect of work described in the competency standards. This may include knowledge of specific information, knowledge of specific laws, regulations and codes of practice, and knowledge of principles, processes and procedures.

Evidence should be collected through a variety of methods. These include:

- Observation – observation of workplace activities, demonstration of specific tasks, observation of activities under simulated workplace conditions, and/or observation of role-play.
- Questioning – oral questioning, written tests and/or interviews.
- Supplementary Evidence – supervisor reports, employer references, documentation about past or prior achievements and/or portfolios.

The Assessor must determine the type and amount of evidence that is required and how this will be collected.

### **Step 4. Plan the assessment activities**

Prepare a brief written description of the assessment activities that will be used to collect the required evidence. This assessment plan should be discussed with the candidate prior to assessment taking place. This plan may include observation of a workplace activity, assessment of a product or workplace process, a role-play simulation, questioning, or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activity to be undertaken. The assessment plan should detail the:

- type of evidence gathering (eg observation, questioning, supplementary evidence)
- tasks which the candidate is required to do
- location of the assessment activity (ie on- or off-job)
- time allocated to the activity
- who will be involved in the assessment process
- any assessment considerations in regard to ‘reasonable adjustment’ for candidates with special needs.

In planning the activity, consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the Assessor and the candidate
- minimise the cost of assessment
- are practical in regard to safety issues and resources required
- involve the collection of a variety of forms of evidence

- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as Standard Operating Procedures and Material Safety Data Sheets
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and codes of practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers, and for assessment of high-risk operations or in high-risk industries.

### **Step 5. Prepare the assessment resources**

Resources need to be developed to:

- prepare the candidate
- carry out the assessment process
- record outcomes of the assessment for the candidate, Assessor, trainer and the employer.

The resources for the assessment process are to be developed in accordance with the assessment plan. The assessment resources should:

- address the relevant competency standards
- require the candidate to demonstrate the four components of competency
- identify the evidence requirements and evidence collection methods
- include instructions for candidates and those involved in administering the assessment activity
- incorporate allowable reasonable adjustments to the assessment procedure.

### **Step 6. Validate the assessment resources**

The Assessment Tools should be piloted with a small sample of Assessors. Information gathered through this process should be analysed and checked for ease of use, validity, reliability, fairness and flexibility to establish any amendments that may be required. The Assessment Tools are redrafted incorporating suggested amendments as appropriate.

### **Step 7. Prepare the final version of the Assessment Tools and recording resources**

The Assessment Tools are published in an appropriate format, either print or electronic, and made available to Assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

## **4.2.4 Supporting Information**

*This section is reproduced from the Supporting Information in the Entertainment Training Package (CUE03).<sup>6</sup>*

### **4.2.4.1 Training and Assessment in Remote and Regional Areas**

Training and assessing candidates in regional areas presents a range of challenges. These include:

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<sup>6</sup> ANTA *Entertainment Training Package (CUE03) Volume One, Supporting Information*, pp 104-113. The *Supporting Information in the Entertainment Training Package* may also be accessed via the National Training Information Service website [www.ntis.gov.au](http://www.ntis.gov.au).

- the lack of numbers allowing the establishment of traditional class sizes
- the physical remoteness of some communities where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (eg. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes ie. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology such as e-mail, Internet or self-paced resources or CD.

#### **4.2.4.2 Training and Assessment Issues for Schools**

Implementation of the Entertainment Training Package within the school sector, whilst encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessment of students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within entertainment workplaces
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

Some particular options worth exploring are:

- partnerships between schools to enable a sharing of teacher/trainer expertise and access to industry expertise
- partnerships between schools, TAFE colleges and/or private providers
- partnerships between schools and industry
- use of industry-based assessors.

The competency standards provide more detailed guidance for training and assessment purposes as well as examples relevant to each standard, and schools are encouraged to use these guidelines for planning training and assessment.

#### **4.2.4.3 Language, Literacy and Numeracy**

Every workplace task involves the use of speaking, listening, reading or writing and often mathematical skills as well – in other words, language, literacy and numeracy (LL&N).

To provide guidance to trainers and assessors, LL&N skills required to achieve particular units of competency are clearly articulated within individual units.

Within training and assessment, there are two different types of language, literacy and numeracy demands:

- LL&N skills which are an integral part of competency standards and are necessary to perform workplace tasks (eg reading product safety labels, taking measurements)

- LL&N skills needed during training and assessment itself (eg following what the trainer is saying, reading course notes, taking notes etc).

For all those involved in training and assessment, there is a need to:

- take the existing LL&N skills of trainees into account
- ensure effective and appropriate levels of communication while training
- provide opportunities for trainees to develop the speaking, listening, reading, writing and mathematical skills they need on the job.

Most importantly, care should be taken to ensure that the LL&N skills required by the training process match as closely as possible with the LL&N skills actually required to achieve a unit of competency. For example, assessments that involve a lot of reading and writing are not necessarily appropriate ways to assess practical skills, and can disadvantage trainees with limited literacy skills.

#### **4.2.4.4 Training and Assessment for People with Special Needs**

Information in this section is adapted from the following publication:

*Skills that Deliver – An Introductory Guide to Reasonable Adjustment for Employers in the Tourism and Hospitality Industry*

Good vocational training and assessment, like customer service, is often about making adjustments to what we do to meet individual needs. When learning to work, every person has slightly different needs. Rarely do stereotypes, clichés or generalisations hold true. This section will assist employers and trainers to meet the reasonable adjustment needs of trainees with disabilities.

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure employees and trainees to achieve the standards which customers, employers and training providers expect. Reasonable adjustments need only be that – reasonable. There is no need to go to great lengths to meet the needs of employees with disabilities. It is about identifying what adjustments might reasonably be made and how they may be put into place. The goal is NOT to discount the quality or standards of work expected of an employee or trainee.

More than one in seven Australians of working age are people with some form of disability, yet less than one in twenty people with special needs are engaged in the Vocational Education and Training (VET) system. (ABS 1998) This compares with the general rate of VET participation of nearly one in ten for all Australians. People with special needs are twice as likely as others to be unemployed. This exclusion costs – customers and employees with potential are lost to the industry.

By including people with special needs in training, the industry enhances the Australian characteristic of fairness, and this, for many customers, enhances loyalty. Finally, it is worth remembering that we are all at risk of acquiring a physical or sensory impairment through accident or a mental illness triggered by the stresses of life.

#### **What is a Disability?**

A disability presents some impairment to everyday activity. In practice, some people with a disability do not have any impairments resulting from their disability. For example, a

person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

Disabilities may affect or relate to a range of human functions including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth. According to the latest survey conducted by the ABS in 1998, there were 3,610, 300 Australians with a disability. Of all these people with special needs, people with a physical disability comprised 33.3%, people with a medical condition 46.6%, people with a psychiatric disability 5.6%, people with an intellectual disability 4.4% and people with a brain injury 1.1%.

### **Adjustments in Training and Assessment**

There are three steps which can be taken to make training and assessment more appropriate and fair for those with disabilities:

#### *1. Attitudes*

Attitudes are often the greatest barrier for people with special needs. Whilst most trainees with special needs will only ever require minor adjustments to ensure their learning is positive, some will require additional support. There are many support agencies, however, trainers occasionally will have to put in additional time. In most cases, doing so will ensure a training provider is complying with the legal requirements of the Disability Discrimination Act.

Positive language can create, for the speaker and listeners alike, an atmosphere of mutual respect essential to training. For example, generally when referring to people with special needs, the 'people' come first. This signifies the primary importance of the person, rather than the disability, as in the difference between a person with an intellectual disability and an intellectually disabled person. This is important, as for those who experience discrimination at work and in life generally, poor expression can add insult to injury.

#### *2. Preparation*

The next step is to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done quickly by discussing such issues with the trainee. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that you can do to make reasonable adjustments to enable the trainee to succeed in training and assessment. In some cases, professional support may be required.

#### *3. Application*

Once you have put into place any reasonable adjustment, it is important to monitor and evaluate what has been done to ensure the best environment for continuous training, because:

- temporary adjustments – ie mechanisms may only need to be in place during an induction period or arising from a temporary disability, in which case evaluation will ensure appropriateness without the need for on-going monitoring
- reinforcing adjustments – when they need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- improving adjustments – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal chat with the trainee may be all that is necessary. However, should adjustments be substantial, or a trainee is not acquiring competencies at a reasonable rate, a more formal process may be justified. This may include:

- performance indicators – training providers, trainees and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party independent of the training environment may be usefully involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be applied
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

Below are some of the practical things that can be done as part of providing reasonable adjustment to employees and trainees with special needs to enable them to undertake their training and assessment.

<b>Type of Disability</b>	<b>Reasonable Adjustments</b>
Mobility impairment	Provision of wheelchair accessibility, access to aids such as for holding documents, adjustable tables, note taking support, oral rather than written presentations or exams, use of a personal computer, lifting limits
Vision impairment or people who are blind	Use of audio tapes, enlarged text and images, enlarged computer screen images, use of voice synthesisers on computers, good lighting or reading lamps, Braille translations, provision for guide dogs, avoid moving furniture without informing the person, provision of additional writing time for assignments/tests
Hearing impairment or people who are deaf	Use of telephone typewriters, audio loops for people using hearing aids, use of Plain English documents, sign language interpreters for training and assessment, fire and alarm systems fitted with flashing lights.
Intellectual disability	Practical learning sessions, repetition of learning exercises, use of Plain English, use of mentors, assessment which is appropriate to the skill (ie avoiding written test for practical tasks), providing additional time
Psychiatric disability	Use of reflective listening skills, identification and avoidance of stresses, use of on-going rather than formal assessments, providing 'time-out' breaks in assessment

Type of Disability	Reasonable Adjustments
People with acquired brain injury	Providing time and patience during training and assessment, using reflective listening skills, providing memory aids (posters, notes etc), minimisation of stress
Speech impairment	Provision of time and patience, paraphrasing, getting them to put things in writing, minimising stress.

Clearly, each case will be different and will need to be discussed with the trainee, and in most cases expert help will be needed, at least in the initial stages.

#### 4.2.4.5 Training and Assessment in Aboriginal or Torres Strait Islander Contexts

##### General Issues

There are many hundreds of Aboriginal or Torres Strait Islander cultures and languages and therefore all training and assessment needs to have a local focus. Individual Aboriginal or Torres Strait Islander communities must be involved in the development and implementation of training and assessment.

Some of the issues to be considered include:

- ownership and/or custodial rights and responsibilities within Aboriginal or Torres Strait Islander cultures and nations, including the rights of people to “identify with” people and Country and exercise affiliations, even where these have not been previously known, recognised or exercised
- cross-cultural issues, not only in terms of Aboriginal or Torres Strait Islander/non-Aboriginal or Torres Strait Islander interactions but also between and within Aboriginal or Torres Strait Islander cultures, nations and sub-groupings where inter-relationships can be extremely complex and sensitive
- “rights” of people to speak on behalf of and represent groupings, these being generally invested in Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge
- attitudes towards cultural heritage aspects that can be shared without compromise and the ways in which this can be achieved. For example, this may impact on who teaches knowledge, who studies units and the cultural protocols which govern the ways in which this is done
- recognition that Aboriginal or Torres Strait Islander arts and cultures are dynamic and are continually growing and developing and not fixed in a particular view of the past
- respect for the rights of Aboriginal or Torres Strait Islander peoples to refuse to pass on information, including details about family history, kinship systems, Country, significant sites and other cultural knowledge
- awareness of the sensitivities which may be felt by some Aboriginal or Torres Strait Islander people when researching their own culture, Country and family systems, particularly when such research impacts on personal identity.

## **Planning**

Issues to consider:

- consulting Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge about appropriate methods for accessing and using local knowledge
- inviting the involvement of the local Aboriginal or Torres Strait Islander community, particularly Elders, at all stages of the planning, development, training and assessment process. Elders are the custodians of knowledge, as well as the authorities from whom permissions must be sought for in relation to issues such as which knowledge can be shared, the ways in which this sharing must occur and how its application can be best assessed
- setting up local Aboriginal or Torres Strait Islander reference groups to advise on training development (may include organisations such as Local Aboriginal Land Council, local community arts centre, Aboriginal Education Consultative Group)
- allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving
- ensuring participation of local Elders – sitting in on sessions/activities, as presenters, mentors, advisors and “supporters”, providing context and “grounding”. This “authority” aspect is very important and in many instances, the mere presence of key Elders, even if they are not taking an active role, lends both authority and permission
- locating training and development activities in the local community and promoting and ensuring a sense of community ownership, involvement, partnership and control.

## **Approaches to Training and Assessment**

Ideas to consider:

- orally-based training and assessment with explanation and demonstration
- working in pairs for training and assessment
- small or large group work for training and assessment: assessment dimensions for Aboriginal or Torres Strait Islander peoples may include a “group” component as well as an “individual” component
- culturally appropriate presentations for training and assessment (eg presentations or art pieces in a medium appropriate to local culture)
- using artwork or illustrated oral presentations/talks, for presentation and assessment
- consulting trainees about preferences and how they feel they can best demonstrate their competence
- taking a flexible approach to time and achievement of outcomes
- flexible delivery and assessment
- identifying culturally appropriate and sensitive trainers and assessors with a demonstrated ability to work effectively with local Aboriginal or Torres Strait Islander communities
- training external trainers in appropriate and localised approaches and providing essential community and cultural background information/support
- developing all training as part of an overall empowerment and confidence-building program
- accommodating priorities and obligations within local communities to avoid conflict with training and assessment activities
- exploring perceptions and understandings “in community”
- allowing multiple, holistic and personalised assessment opportunities
- identifying appropriate materials/methods through community and potential trainee consultations

- tailoring training and assessment for specific communities rather than applying “blanket” solutions/methods, recognising that there are many localised Aboriginal or Torres Strait Islander “cultures” and not a single one
- personalising training materials with appropriate, local illustrations and applications
- training and assessment integrated with work activities as much as possible
- structuring training and assessment as on-going work experience.

### **Training and Assessment Venues**

Issues to consider:

- What are locally familiar, appropriate, preferred and available venues?
- Are “classrooms” or other interior settings available or appropriate?
- Is an outdoors location preferred/more appropriate?
- Is on-the-job training and assessment most appropriate and how is this best organised?
- Are occupational health and safety issues addressed?
- Do local climatic conditions affect training and assessment locations and approaches?

### **Training and Assessment Resources**

Issues to consider:

- selection of appropriate trainers and assessors
- availability, accessibility and appropriateness of written, audio-visual, photographic or other resource materials such as necessary equipment
- development or adaptation of appropriate resource materials
- availability of electricity or availability at required times in remote training and assessment locations
- availability of Internet access for online research, training and assessment, where appropriate.

### **Developing Examples and Activities**

Issues to consider:

- Do existing training resources meet the needs of Aboriginal or Torres Strait Islander candidates or is there a need for additional material?
- Are trainees going to meet visitors from outside local cultural groupings?
- Can activities be developed which bridge traditional cultural needs and obligations and those of varied outside visitors who also have great cultural diversity?
- Are activities contained completely within a limited cultural world sufficient to achieve the outcomes required by the standards?
- Do set activities enable trainees to demonstrate their competence and satisfy the requirements of the competency standard/qualification level? The challenge is in balancing local situations and needs with national competency standards and qualifications. Qualifications are national and therefore “portable” and these aspects must be considered
- Are existing activities within resources relevant, able to be adapted according to local needs or do they need replacing with your own or others?

## **4.3 List of Assessment Resources**

A list of resources and organisations is provided in the *Entertainment Industry Curriculum Framework Stage 6 Entertainment Industry Resource List* to assist assessors in planning, designing, conducting and reviewing assessments against the Entertainment Training Package.

#### 4.4 Programming Assessment

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, is encouraged. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery. For this reason, the programmes shown in section 3 include assessment strategies.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

#### 4.5 Recording Assessment

It is advisable that a competency record be maintained containing information about both units and elements of competency. The *Entertainment Curriculum Framework Stage 6 Entertainment Industry Competency Record* developed by the Board of Studies as part of the syllabus documentation may be used for this purpose. Alternatively, Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies. Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

A sample record sheet for an individual unit of competency from the Board of Studies competency record is shown below.

The competency record also contains the following proformas:

- forms for recording student, school, RTO and work placement host employer details
- a summary list of units of competency for each available (or partly available) AQF qualification
- a verification statement.

**4.5.1 Competency Record – sample unit of competency record sheet**

CUEIND01B Source and apply entertainment industry knowledge

Element of Competency	Competent (Assessor Signature)
1 Source and apply information on the structure and operation of the entertainment industry	
2 Source and apply knowledge of industry employment obligations and opportunities	
3 Seek information on new technology	
4 Seek opportunities to update industry knowledge	

**VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY**

I, \_\_\_\_\_, of \_\_\_\_\_  
(name of assessor) (Registered Training Organisation)

certify that

\_\_\_\_\_  
(name of student)

has demonstrated competence in the unit of competency

***CUEIND01B Source and apply entertainment industry knowledge***

Signature \_\_\_\_\_ Date \_\_\_\_\_

## 4.6 Sample Assessment Items

### 4.6.1 Provide Quality Service and Deal with Conflict

Unit of competency and elements being assessed:

- CUECOR03A Provide quality service to customers  
 Element 1 Communicate with the customer  
 Element 2 Maintain personal presentation standards  
 Element 3 Provide service to customers  
 Element 4 Respond to customer complaints
- CUECOR02B Work with others  
 Element 3 Deal effectively with issues, problems and conflicts

Task:

You are a member of the front of house team working at the candy bar for an upcoming event. You will be assessed on the following tasks:

Task 1 <i>(written assessment)</i>	Prepare a checklist for personal presentation standards: <ul style="list-style-type: none"> <li>• dress/uniform</li> <li>• hair and grooming</li> <li>• hands and nails</li> <li>• jewellery</li> <li>• use of safety items.</li> </ul>
Task 2 <i>(written assessment)</i>	Prepare an outline of how you plan to provide quality service to customers in this role.
Task 3 <i>(practical assessment)</i>	Demonstrate: <ul style="list-style-type: none"> <li>• your ability to provide quality service to customers at the event</li> <li>• your awareness of customer service and OHS issues affecting customers or colleagues</li> <li>• appropriate methods for reporting and recording issues.</li> </ul>
Task 4 <i>(written assessment)</i>	Prepare a report outlining the following: <ul style="list-style-type: none"> <li>• customer service issues you observed during your duty</li> <li>• OHS issues you observed during your duty</li> <li>• how these issues were resolved</li> <li>• other possible solutions that could be used to resolve these issues.</li> </ul>

*NB All written tasks must be presented as word-processed documents.*

Assessment criteria:	Observed Y/N
Organises and prepares for service roles, and can use effective questioning techniques	
Communicates with and provides quality service to customers	
Organises and prepares for service roles, and identifies service priorities	
Works within a team	
Responds to customer complaints	
Prepares word-processed documents	

#### 4.6.2 Audio Purchasing Task

Units of competency and elements being assessed:

- CUECOR01B Manage own work and learning  
 Element 1 Develop personal time management skills
- CUEIND01B Source and apply entertainment industry knowledge  
 Element 3 Seek information on new technology
- CUESOU07A Apply a general knowledge of audio to work activities  
 Element 1 Make preparations for audio set-up

Task:

You have been allocated a budget of \$20,000 to cost a basic audio system for a local community hall similar in size to a school hall. The system needs the capacity to be able to be extended in the future.

You will be required to research the following elements of the system, obtain quotes and produce a purchasing plan:

- 2 vocal microphones
- 1 lapel microphone
- CD playback
- foldback
- wall-mounted speakers
- leads and stands.

The mixing desk controlling your system must be able to be operated from any point in the hall depending on the nature of the production.

Submit a purchasing plan outlining the following:

- list of all the equipment required including leads, stands, mounting equipment and other peripherals
- comparative analysis of quotes gained and details of selected supplier
- outline of operational and safety requirements of proposed items
- delivery charges
- total costing.

Present your findings as a typed proposal that includes an outline of the strategies used to manage the budget and meet the purchasing requirements.

Criteria for Assessment	Achieved Y/N
Comprehensive list outlining major items	
Comprehensive list of smaller items	
Comprehensive list of equipment required for installation	
A range of sources for equipment	
Compatibility and appropriate use of equipment to be purchased	
Proposed costing within allocated budget	
Clear presentation	

### **4.6.3 Production Plans**

Units of competency and elements being assessed:

- CUESOU07A Apply a general knowledge of audio to work activities
- Element 1 Make preparations for audio set-up
  - Element 2 Complete tasks using audio equipment

Task:

You are required to interpret and follow a set of production plans to set-up the audio system for an event to operational standards within realistic timeframes.

The production plans will specify the following:

- equipment to be used
- audio layout
- type of event (eg choral festival, rock band, orchestral).

You will be required to demonstrate the following:

- understanding of the implementation of OHS procedures for the set-up and bump out
- correctly patch the audio system
- correct start-up procedures for the audio system
- ability to diagnose faults and solve problems
- knowledge and correct usage of desk functions
- appropriate selection of equipment
- correct procedures for shut down and bump out.

#### 4.6.4 Staging Activity

##### Units of competency and elements being assessed:

- CUESTA05A Apply a general knowledge of staging to work activities  
 Element 1 Prepare stage area  
 Element 2 Lay up floor and position set pieces
- CUECOR02B Work with others  
 Element 1 Participate in the work/group process  
 Element 2 Contribute to the flow of information and ideas
- CUFSAF01B Follow health, safety and security procedures  
 Element 1 Follow workplace procedures on health, safety and security  
 Element 3 Maintain personal safety standards

##### Task:

You will be provided with a stage plan for a production. As part of the stage crew you must use the plan to bump-in stage elements for the production (including props, flats, stage furniture, scenery, cloths and drapes).

Work collaboratively as part of a team to complete the task.

Activity	Evidence to be demonstrated	Observed Y/N
Work as a team to allocate tasks	<ul style="list-style-type: none"> <li>correctly identifies work requirements relevant to the task</li> <li>understands own role and the role of others</li> <li>shares information with other team members to enhance work outcomes</li> </ul>	
Clean and prepare the stage area	<ul style="list-style-type: none"> <li>refers to stage plan to obtain details of staging requirements</li> <li>identifies the need for cleaning and takes appropriate action</li> </ul>	
Mark out the stage	<ul style="list-style-type: none"> <li>marks out stage accurately in accordance with the plan</li> <li>seeks assistance when necessary</li> </ul>	
Gather and assemble stage elements as required	<ul style="list-style-type: none"> <li>locates and correctly identifies stage elements</li> <li>handles elements in accordance with OHS procedures</li> <li>works collaboratively with other team members</li> </ul>	
Position elements according to the plan	<ul style="list-style-type: none"> <li>assembles stage elements correctly according to verbal and written instructions</li> <li>selects appropriate screws and bolts</li> <li>correctly lashes and toggles flats</li> <li>uses sandbags and weights where required</li> <li>follows appropriate safety procedures</li> <li>identifies necessary adjustments and takes appropriate action</li> </ul>	
Hang masking cloths using appropriate knots	<ul style="list-style-type: none"> <li>selects appropriate cloths</li> <li>correctly uses knots</li> <li>works collaboratively</li> </ul>	
Bump out	<ul style="list-style-type: none"> <li>packs down and stores equipment in a safe manner</li> <li>communicates with other team members</li> <li>cleans the stage and surrounding area to ensure a safe workplace</li> </ul>	

#### 4.6.5 Vision Production Plan

Units of competency and elements being assessed:

- CUEAUD05A Apply a General Knowledge of Vision Systems to Work Activities
- Element 1 Make preparations for simple vision system activities
    - 1.1 Extract key information from installation/set-up plans and confirm requirements with supervisor
    - 1.2 Identify appropriate rigging/positioning points for vision systems
    - 1.3 Correctly identify cables used to connect components
    - 1.4 Correctly identify and sort equipment in preparation for set-up
  - Element 2 Complete tasks using vision systems
    - 2.1 Place equipment in the correct position according to supervisor's instructions and safety requirements
    - 2.5 Communicate appropriately with technicians, performers

Task:

Design a set of production plans for a school event and venue. Install and operate vision systems in accordance with the plans you have developed.

The production plans should include:

- a signal path diagram
- a block diagram
- stage plan
- call sheets
- prompt copy
- rigging plan.

You will be assessed on the following:

- production plan:
  - correct use of symbols and legend
  - correct scale
  - appropriate selection and use of equipment
  - technical notes and rationale for the plans
  - quality of presentation
  - appropriate level of detail
- accurate installation of vision systems
- correct operation of vision systems including appropriate trouble shooting as necessary
- correct shut down and bump out vision systems.

#### 4.6.6 Performance Venue Manual

Units of competency and elements being assessed:

CUELGT09A Apply a general knowledge of lighting to work activities

Element 1 Make preparations for lighting set-up

- 1.1 Extract key information from lighting plans and confirm requirements with supervisor
- 1.3 Correctly identify cables used to connect different lighting components
- 1.4 Correctly identify and sort equipment and accessories in preparation for set-up, ensuring appropriate handling and taking account of equipment differences

Task:

Design a lighting manual for the lighting systems and protocols in the school venue.

The manual should include the following:

- stock inventories of:
  - lighting fixtures
  - cabling
  - control equipment
  - consumables and accessories such as gels, barn doors, bubbles and gobos
  - hardware
- dimmer and patch system layout including:
  - wattages for each channel
  - total amps for each phase
  - layout diagram for location of dimmers and three phase outlets
- standard rigging plan including:
  - type of lanterns used
  - patch numbers
- start-up and finishing procedure protocols
- basic operating procedures for the lighting console including:
  - brand and model of console
  - how to set memory and use scene masters.

Marking criteria:

	Accurate	Appropriate	Presentation
Stock inventory			
Dimmer and patch system layout			
Standard rigging plan			
Start-up and finishing procedures			
Lighting console basic operating procedures			

#### 4.6.7 Venue Information Manual

##### Units of competency and elements being assessed:

CUECOR01B	Manage own work and learning
	Element 1 Develop personal time management skills
BSBCM203	Communicate in the workplace
	Element 1 Gather, convey and receive information and ideas
	Element 2 Draft routine correspondence
CUECOR02B	Work with others
	Element 1 Participate in the work/group process
	Element 2 Contribute to the flow of information and ideas
CUFSAF01B	Follow health, safety and security procedures
	Element 1 Follow workplace procedures on health, safety and security
CUEFOH09A	Provide venue information and assistance
	Element 1 Access and update venue information

##### Task:

In groups, develop an Entertainment Venue Information Manual (based on the school's venue) as a resource for use within an entertainment organisation:

- identify and locate information that can be included in the manual
- use appropriate technology to produce the manual
- allocate team roles and responsibilities for the production of the manual (including sourcing, compiling and producing documentation).

Elements of the manual:

- table of contents
- documents relating to the venue including:
  - location map
  - seating plan
  - venue information details
    - booking details
    - facilities available
  - technical information
    - equipment available
    - dressing rooms
    - loading facilities
    - storage facilities

Each student is required to complete a diary of tasks undertaken and reflection for this project.

## Entertainment venue information manual - Project task checklist

(to be submitted in portfolio)

In order to complete this project each team member must indicate whether they believe they are competent in the following skills.

- ✓ Please tick the student column when you feel you have competently achieved these criteria.

Assessment Criteria Checklist	Student	Teacher
<b>Produce written documentation using technology</b>		
Write documents using appropriate language for targeted audience		
Write and format documents using appropriate software		
Insert and format appropriate graphic		
Save and retrieve data		
Print documentation		
<b>Read and interpret basic documents</b>		
Read and interpret organisation's entertainment venue policies and procedures		
Understand and use appropriate entertainment industry terminology		
<b>Follow written and verbal instructions</b>		
Ability to follow directions of production team		
Ability to follow instructions for this project		
<b>Communicate with others and work in a team</b>		
Identify the role and responsibilities of self and other team members		
Participate in meetings with team members regarding the project		
<b>Manage project requirements</b>		
Produce a plan of action in order to meet project deadline		
Edit and proof read documents within designated timelines		
Meet deadlines		
<b>Follow OHS</b>		
Safe use of computer hardware and software		

#### 4.6.8 Cultural Diversity

##### Units of competency and elements being assessed:

- CUSGEN02B Work in a culturally diverse society  
 Element 1 Communicate with individuals from diverse backgrounds  
 Element 2 Deal with cross-cultural misunderstandings
- CUECOR02B Work with others  
 Element 1 Participate in the work/group process  
 Element 2 Contribute to the flow of information and ideas  
 Element 3 Deal effectively with issues, problems and conflicts

##### Task:

In teams, plan a performance for a visiting cultural group. The performance will consist of performers from both your school and the invited cultural group (eg Japanese student exchange group). Your team will provide the technical support (lighting, audio and staging). The performance is to be a simple production representing the cultural identities of the performers.

Each team must submit the following documentation in a word-processed format:

- team goals
- plan outlining roles and allocations
- research of the cultural group you will be working with:
  - description of the traditions, customs, beliefs and values of the country
  - similarities and differences between this culture and the Australian culture
  - possible cross-cultural misunderstandings that could occur during the production and possible solutions to prevent them
- production plan and schedule
  - staging needs for the team performance
  - bump-in requirements and procedures for the performance
  - rehearsal schedule
  - program.

##### Assessment criteria:

Key competencies	Competent	Not yet competent
Collect, organise and analyse information, identifying differences in traditions, customs, beliefs and values of other cultures		
Communicate ideas and information within a team and to diverse cultural groups		
Plan and organise work tasks and responsibilities and plan ways to work in conjunction with other cultural groups		
Work cooperatively with others, including those from different cultural groups		
Deal with problems such as communication breakdowns and misunderstandings		
Use computers to prepare documentation		

Complete and submit the following self-assessment evaluation.

<b>Name:</b>	
How well did you participate within the team?	
Were you able to fulfil your role within the team effectively?	
As a member of the team were you fully aware of the team goals?	
How did you work toward these team goals?	
Do you feel the team schedule was adequate for the task?	
Describe the communication within the team.	
How did you overcome any problems you experienced within the team?	
Did you experience any problems communicating with the visiting cultural group?	
How did you overcome these problems?	
Do you believe your team worked effectively?	
What would you change within the team if you were to work together again?	
Did you enjoy this experience?	

#### 4.6.9 Entertainment Industry Research Task

Units of competency and elements being assessed:

- CUEOR01B Source and apply entertainment industry knowledge  
 Element 1 Source and apply information on the structure and operation of the entertainment industry.

Task:

Outline the range of sectors involved in the entertainment industry and their interrelationship.

Use the internet to find accurate job descriptions for a range of jobs in the entertainment industry including examples of those in:

- front of house
- audio, lighting and vision systems
- stage management
- promotions
- design
- production
- communication
- performance.

Select one of the jobs researched and compile a profile of this position including:

- skills required to perform the job effectively
- education and training requirements and possible career paths within the industry
- industrial working conditions for this position.

Present your findings to the class. Consider a novel approach such as a role-play where you present yourself as a person in this role using props and costumes.

Use a range of resources to identify a number of productions which employ some/or all of the positions identified above.

Include a bibliography including written and internet sources.

Assessment criteria	Competent	Not yet competent
Demonstrates understanding of the range of sectors involved in the entertainment industry		
Outlines a range of roles in various sectors of the industry		
Understands the function of a range of jobs in the entertainment industry		
Communicates effectively		
Provides evidence of using a range of sources for gathering information		

#### 4.6.10 Play It Safe

Units of competency being assessed:

- CUEFSAF01B Follow health, safety and security procedures
- CUETGE15A Handle physical elements safely during bump in/bump out
- CUEAUD06A Apply a general knowledge of vision systems to work activities
- CUECORO2B Work with others

Task:

In teams, demonstrate the skills required to handle physical elements safely during bump in/bump out within a specific time frame. Appropriate safety procedures will be a focus of the assessment.

You must complete the following tasks:

- move a packed truck case or trolley from point A to point B within the entertainment venue
- lift a rostra and carry it to a specified storage area within the entertainment venue
- set-up, operate and focus an overhead projector on the screen using an extension lead and gaffer tape
- clean a spilt substance from the floor
- store physical elements in a specified area.

Assessment criteria:

Competency checklist	Competent	Not yet competent
Follow instructions		
Work safely to ensure all work activities are undertaken in a safe manner and do not present a hazard to fellow workers and public		
Use safe manual handling techniques throughout the activity		
Store physical elements appropriately		
Clear and clean work areas in accordance with organisational procedures		
Place overhead projector according to supervisor's instructions		
Complete cabling of equipment according to supervisor's instructions and safety requirements		
Correctly identify work requirements relevant to group		
Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements		
Take constraints on time and resources into account in fulfilling work requirements		

#### 4.6.11 Communicating in the Workplace

Units of competency and elements being assessed:

BSBCMN203A	Communicate in the workplace
	Element 1 Gather, convey and receive information and ideas
	Element 2 Draft routine correspondence
CUECOR02B	Work with others
	Element 1 Participate in the work/group process
	Element 2 Contribute to the flow of information and ideas
	Element 3 Deal effectively with issues, problems and conflicts

Task:

You are to be part of a team to produce an entertainment newsletter.

You will be assessed on:

- your ability to work and contribute to the team
- your ability to manage workloads
- your ability to use effective communication skills
- the creation of the newsletter.

Each team must undertake and submit the following work:

- identification and allocation of team goals
- allocation of team roles with an outline of the responsibilities of each role
- production schedule
- minutes of formal meetings
- outline of target audience for the newsletter
- outline of identified content for the newsletter its source
- plan for the format/layout of the newsletter, ensuring that the availability of publishing equipment is appropriate for the task
- completed newsletter including quality of editing/proof reading
- personal process journal for each team member recording achievements, issues and problems experienced during the task.

Assessment criteria:

Key competency	Competent	Not yet competent
Collects and organises information		
Drafts routine correspondence		
Shares information and ideas with members of the team		
Plans, organises and prioritises work tasks and responsibilities		
Works cooperatively with others		
Deals with problems such as communication breakdowns and misunderstandings		
Uses computers to prepare written documentation		

#### 4.6.12 Mini-production

##### Units of competency and elements being assessed:

- CUESTA5A Apply a general knowledge of staging to work activities  
Element 1 – Prepare stage area  
Element 2 – Lay up floor and position set pieces
- CUECOR01B Work with others  
Element 1 – Participate in the work/group process  
Element 2 – Contribute to the flow of information and ideas  
Element 3 – Deal effectively with issues, problems and conflicts

##### Task:

In teams you will be given 30 minutes to work on a mini-production. You will be given a “bag of tricks” to work with.

Teams should hold a production meeting to allocate roles and responsibilities such as director, designer, actors, technical crew. Some team members may have multiple responsibilities.

##### Constraints for the production:

- must be a maximum of two minutes in duration
- can only use the staging elements provided in the “bag of tricks”
- your production must describe something about your group
- the theme of the production should focus on one or more of the following:
  - an aspect of significance to your local area
  - an event of significance to member(s) of your group
  - a hobby or interest of member(s) of your group
- you must incorporate the following elements into the production:
  - create a setting
  - create a mood/atmosphere using lights and sound
  - create a costume or stage decoration to reflect the theme.

Your “bag of tricks”\* will include:

- a torch
- newspaper
- plastic bottle filled with rice
- scissors
- string
- a stick
- a plastic cup

*\* contents of the bag of tricks may be varied but will contain equipment that can be used for lighting and audio*

Each individual must complete and submit a self-evaluation.

<b>Criteria for assessment</b>	<b>Competent</b>	<b>Not yet competent</b>
Demonstrates understanding of allocated role		
Provides assistance to others as required		
Able to work within constraints		
Shares information with other group members		
Accepts constructive criticism		
Deals effectively with issues, problems and conflicts		
Assists to set-up stage area in a safe and appropriate manner		

<b>Student self-evaluation</b>	<b>Comment</b>
What was your allocated role? What specific tasks did you have to carry out?	
Was it hard to stay “on track”? What were some of the difficulties you and your group had staying on track?	
Give examples of some ways you were able to help other members of the group.	
Was it hard to get the task done in the allocated time? Why or why not?	
Briefly describe some of the ways you and your group communicated with each other.	
Was anyone critical of your work or ideas? How did you respond to this?	
What were some of the problems that arose? How did you and your group deal with them?	
How did you set-up the stage in a safe way? Were there any problems with this?	

#### 4.6.13 Major School Production

##### Units of competency being assessed:

BSBCM203A	Communicate in the workplace
CUECOR01B	Manage own work and learning
CUECOR02B	Working with others
CUECOR03A	Provide quality service to customers
CUEIND01B	Source and apply entertainment industry knowledge
CUELGT09A	Apply general knowledge of lighting to work activities
CUESOU07A	Apply a general knowledge of audio to work activities
CUESTA05A	Apply general knowledge of staging to work activities
CUFSAF01B	Follow health, safety and security procedures
CUETGE15A	Handle physical elements safely during bump in/bump out
MEM1.81AB	Use hand tools
CUFCOS04B	Modify, repair and maintain costumes
CUESET05A	Apply set construction techniques
CUEFOH04B	Usher patrons
CUEFOH09A	Provide venue information and assistance

*Holistic assessment of all units undertaken throughout the course.*

##### Task:

The entertainment class is to form a production company responsible for all key aspects of a school production.

You are to choose at least one of the following areas for which you (and your team) will be responsible throughout the production period:

- staging
- front of house
- costumes
- lighting
- audio.

As well as undertaking tasks particular to your team, all students will participate in the *bump-in* and *bump-out* procedures for the production.

**Attendance** at specified rehearsals and performances is **mandatory**.

Document your work by keeping a diary of tasks completed. This is to be submitted with any other written documentation at the completion of the production.

Include documentary evidence of tasks undertaken for this production along with research or printed materials you have generated. Copies of all printed material including notes from telephone calls etc should also be placed in a designated file for the benefit of all production members.

Teams are to report on progress at scheduled weekly production meetings which will be run and documented by each student on a rostered basis. This will include taking minutes of the production meetings to be submitted at the end of the meeting for printing and distribution.

## Production Tasks

The following should serve as a guide for the tasks that each team will need to undertake. Other tasks may arise in the process of staging the production that need to be undertaken.

### *Staging*

- work with relevant production personnel
- allocate tasks to team
- walk through the stage plan
- mark up the plan on stage
- note entrances and exits
- discuss any problems that may arise from the stage plan
- assist in the ordering of material
- assist in the construction of the set
- work with stage manager to complete plans, eg prompt copy manual, props list etc
- participate in stage crew tasks.

### *Front of house*

- work with relevant production personnel
- allocate tasks to team
- establish marketing brief and schedule
- design promotional material and merchandise, eg poster, logo, banner, T-shirt, invitation and program cover
- price printing, signwriting and all materials for production
- place orders and liaise with budget coordinator
- establish advertising plan based on media options and budget considerations
- arrange recording for radio, print advertisement and editorial
- write VIP invitation/choose design and purchase material needed
- PR link with sponsors
- search for additional sponsors
- collect VIP list
- program design and collection of information
- draw seating plan
- work with marketing on ticketing
- products to be sold in foyer
- assign ushers
- pre-set procedures and safety protocols
- manage ticket sales
- check that cleaning is completed
- special considerations such as wheelchair access.

### *Lighting*

- work with relevant production personnel
- allocate tasks to team
- design production meeting proforma
- draw lighting plan in consultation with director
- order gels/gobos, globes and other equipment as required in consultation with technical staff
- rig lighting under supervision
- program lighting cues
- work with stage manager to run show.

*Audio*

- work with relevant production personnel regarding audio requirements
- allocate tasks to team
- set-up microphone and operate CD player for rehearsals
- construct production meeting roster
- operate wireless microphones – purchase consumables eg. batteries
- coordinate team to interchange microphones during performance
- work with stage manager to run show.

*Bump in/out*

- set-up show
- close down the show
- unload/load physical elements
- pack/unpack physical elements
- apply safe work practices.

#### 4.6.14 Final Production Task

##### Units of competency and elements being assessed:

- CUESOU07A Apply a general knowledge of audio to work activities  
Element 1 Make preparations for audio set-up  
Element 2 Complete tasks using audio equipment
- CUEAUD05A Apply a general knowledge of vision systems to work activities  
Element 1 Make preparations for simple vision system activities  
Element 2 Complete tasks using vision systems
- CUELGT09A Apply a general knowledge of lighting to work activities  
Element 1 Make preparations for lighting set-up  
Element 2 Complete tasks using lighting equipment
- CUFSAF01B Follow health, safety and security procedures  
Element 1 Follow workplace procedures on health safety and security
- CUESTA05A Apply a general knowledge of staging to work activities  
Element 1 Prepare stage area  
Element 2 Lay up floor and position set pieces
- CUECOR01B Work with others  
Element 1 Participate in the work/group process  
Element 2 Contribute to the flow of information and ideas
- BSBCM203A Communicate in the workplace  
Element 1 Gather, convey and receive information and ideas
- CUETGE15A Handle physical elements safely during bump in/bump out  
Element 2 Load/unload physical elements
- CUESOU09A Manage and compile audio replay equipment  
Element 1 Assess source materials  
Element 2 Assemble source materials  
Element 3 Duplicate and record materials  
Element 4 Test and play materials
- CUELGT05B Record and operate standard lighting cues  
Element 1 Record, modify and replay lighting cues  
Element 2 Carry out procedures prior to plotting or operating standard lighting cues  
Element 3 Plot and operate lighting cues  
Element 5 Carry out post performance procedures
- CUESTA03B Operate Staging Elements  
Element 1 Make staging preparations  
Element 2 Operate staging elements  
Element 3 Carry out post performance requirements
- CUECOR03A Provide quality service to customers  
Element 1 Communicate with the customer  
Element 2 Maintain personal standards  
Element 3 Provide service to customers

##### Preamble

This task is designed to be a holistic assessment task to examine a large number of competencies. It should be assessed towards the end of the 240-hour course. Students should be given approximately ten weeks to prepare for the task and have regular access to a range of resources

during this time. Competencies can be changed or added to the assessment to suit elective choices.

### Task:

Your group must develop and produce an item to demonstrate your entertainment industry skills. The item may use actors, dancers, props or include corporate theatre. Each individual within the group will be responsible for selecting and producing one short item (maximum five minutes). An additional combined item will be the responsibility of the whole group. You may use any equipment you are able to access and have the competency to safely use (beware of overhead lighting or using inappropriate sound equipment).

Over the course of the production all group members must undertake each of the following roles:

- lighting operator
- audio operator
- vision operator
- stage manager.

Each group member must produce a portfolio that documents their item including:

- prompt copy
- lighting cue sheet
- lighting equipment list
- audio cue sheet
- audio equipment list
- dimmer schedule
- stage plan for lighting, audio and props
- program, poster and tickets
- process diary covering the entire process
- documentation for the group task.

### Group task

Produce a *son et lumière* for a short scene based on 'King Arthur'. The final product must show evidence of audio and/or video editing. You may use actors, dancers, props or video footage. A maximum of five minutes of performance time will be allocated to the group task. A synopsis of the scene must be included in the program. OHS documentation such as risk assessment and signage and a copy of the production documentation must be included in each person's portfolio.

### Assessment

Process diary (due within seven days of performance)

Holistic assessment throughout the bump in and performance

Documentation (due within seven days of event)

**4.6.15 Item running sheet template**

<b>Item Name</b>		<b>Item No</b>	<b>Time</b>
<b>Performers #</b>		<b>Tape</b>	<b>CD</b>
<b>Costumes</b>		<b>Lighting</b>	
<b>Entrance Cue</b>			
<b>On Stage</b>	<b>Off Stage</b>	<b>Main Stage</b>	<b>Other</b>
<b>Stage plan</b>			
<b>Finish</b>		<b>Curtain</b>	<b>Blackout</b>
<b>Announcement:</b>			
	<b>FOH</b>	<b>Backstage</b>	<b>None</b>

**4.6.16 Venue safety audit template**

<b>Hazard</b>	<b>Assess the risk</b>		<b>Control the Risk</b>
	<b>Likelihood</b>	<b>Impact</b>	

## **4.7 The HSC Examination**

The HSC examination:

- is independent of the competency-based assessment requirements for AQF qualifications
- is optional for students of Entertainment Industry (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

### **4.7.1 Internal examinations**

Teachers and trainers need to be aware that students enrolled in Entertainment Industry (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of a successful illness/misadventure appeal.

Note that a trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.