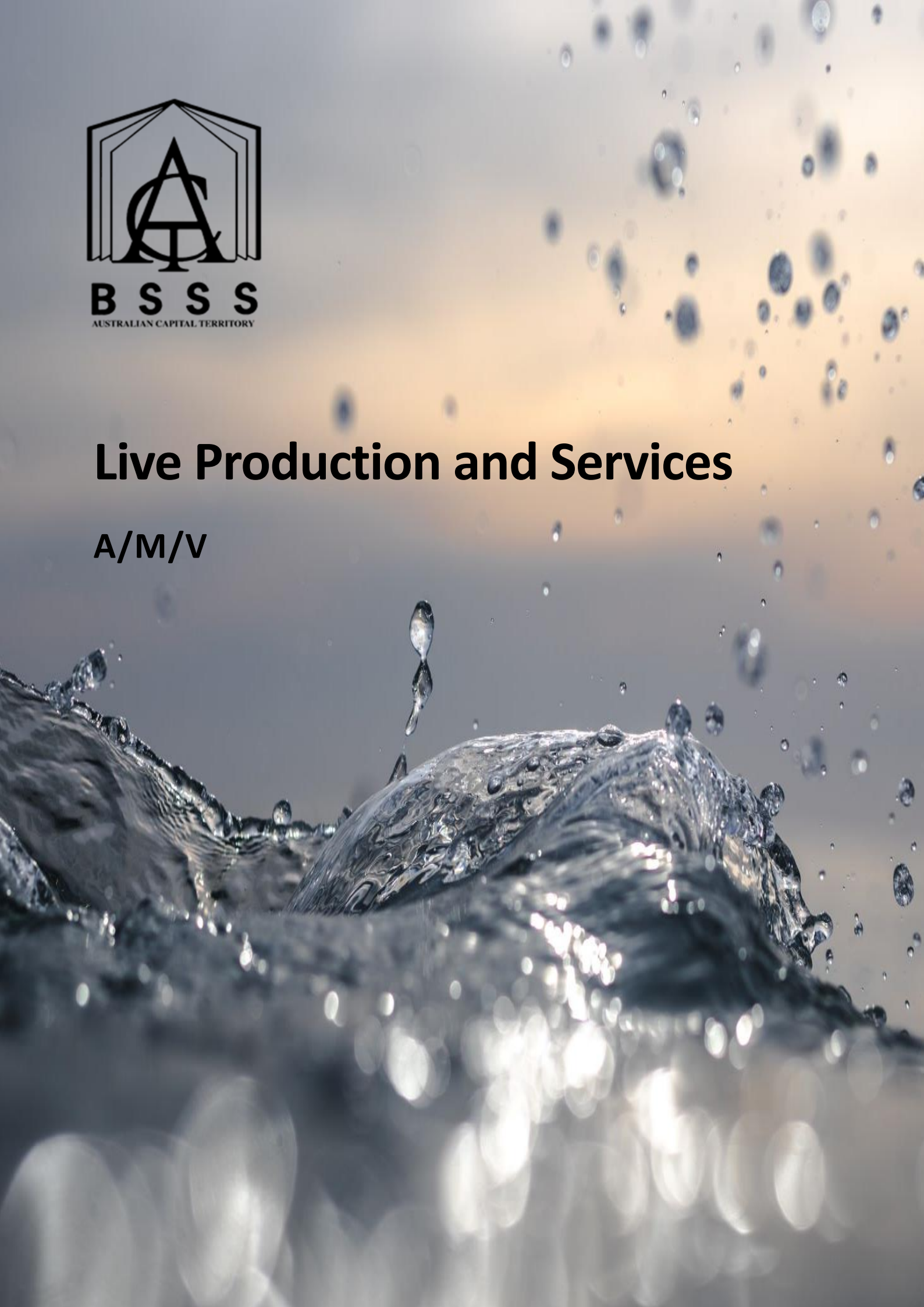
BSSS
AUSTRALIAN CAPITAL TERRITORY

Live Production and Services

A/M/V



Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy.
ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS E courses recognising study at external RTOs are reported with the grade ‘P’ (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade ‘P’ (Pass).

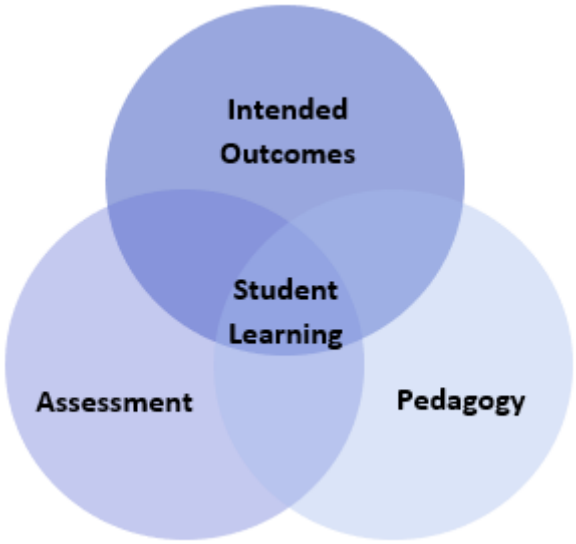
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

General Capabilities

Literacy

Students develop literacy as they learn how to communicate ideas, concepts and proposals to a variety of audiences. Students read and interpret written instructions for specific technologies, often including diagrams and procedural documents, such as user manuals. Students may write project outlines, concept proposals, evaluations and project reports as well as for event design purposes and specifications.

The vocabulary used in *Live Production and Services* is often technical and includes specific terms for concepts, processes, materials, equipment and maintenance. Students learn to understand that technological information is often presented in the form of drawings, diagrams, flow charts, tables and graphs. They also learn the importance of listening, talking and discussing the processes involved in technology particularly in articulating, questioning and evaluating live production practices, processes and procedures.

Numeracy

Numeracy provides students with the opportunity to interpret and use mathematical knowledge and skills in a range of situations. Students use numbers to calculate, measure and estimate; interpret and draw conclusions; measure and record; develop, refine and test concepts; and cost and sequence projects. When using software, materials, tools and equipment, students may work with the concepts of number, geometry, measurement and volume. Students may interpret schematic drawings and plans.

Information and Communication Technology (ICT) Capability

Students extend their understanding of the range of technologies when developing skills, techniques, and processes to facilitate live productions. They select and incorporate technology where appropriate, to support their creative and critical thinking endeavours. Students develop awareness of emergent technologies and possible applications to live events. They use and adapt technological methods to take risks. Students use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information as well as to facilitate live productions.

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, generate, develop, and evaluate ideas for their practical applications. Students will interact with others in analysing problems, refining their ideas, developing solutions, and justifying their ideas.

Students may incorporate the use of technology to assist in problem solving. Students will identify and explore suitable technologies and incorporate that knowledge into a range of situations.

Students consider how data, information, systems, materials, tools, and equipment (past and present) impact upon our lives, and how these may be better designed and managed. Experimenting, drawing, and applying skills that help students to build their visual and spatial thinking and create solutions in solving problems.

Personal and Social Capability

Students develop personal and social capability by developing their social awareness when they work in a collaborative workspace. Students direct their own learning, plan, and carry out investigations, and become independent learners who can apply problem solving, technologies understanding and skills when making decisions. They develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict, and showing leadership.

The Live Production learning area enhances students' personal and social capability by developing their social awareness. Students develop understanding of diversity by researching and identifying employer and client needs. Students consider the impact their decisions have on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

Ethical Understanding

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing, and using technologies – materials, data, processes, tools, and equipment. When engaged in systems thinking, students evaluate their findings against the criteria of environmental sustainability, health, and social awareness. They explore issues associated with technologies and consider possibilities.

Students learn about safe and ethical procedures for investigating and working with people, data, and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Intercultural Understanding

Students consider how live productions are facilitated for diverse communities, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services, and environments designed to meet the needs of daily life in the present and in the future. Students consider the dynamic and complex nature of cultures, including values, beliefs, practices, and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Students engage with the Aboriginal and Torres Strait Islander histories and cultures priority in *Live Production and Services* when utilising the 8 Aboriginal Ways of Learning, such as learning through deconstructing and reconstructing and the use of non-verbal applications, kinaesthetic, hands-on learning when undertaking practical applications. They develop collaborative communication practices through the involvement in Yarning Circles, encouraging responsible and respectful interactions between participants. Respect for Country is fostered in understanding and following sustainable practices.

Asia and Australia's Engagement with Asia

Students engage with the Asia and Australia's engagement with Asia priority in *Live Production and Services* when investigating existing and emerging live production technology manufacturing and the leadership of Asian companies within the industry, and the supply of components and tools to Australia from the region. They investigate the history of live productions across the region and how these impact the live production industry.

Sustainability

Students engage with the Sustainability priority in *Live Production and Services* when investigating and applying environmental and sustainability considerations in design and facilitation of live productions, selection, and disposal of materials. They investigate emerging technology which aims to address environmental issues, the opportunities, and inhibitors with their uptake, reflecting on local, national, regional, and global outcomes.

Live Production and Services

A/M/V

Rationale

Live Production and Services focuses on the technical and design choices, processes and skills required to support live and blended performances in an increasingly technological industry. Students develop knowledge and understanding of sound, light, audio visual elements, stage management, design, and construction. They develop the technical skills and knowledge for the creative application of traditional and emerging technologies of the live production industry across a broad range of contexts such as live music, theatre, events, artistic installations, and exhibitions. They examine the challenges that exist in the live production industry and explore potential solutions and opportunities, incorporating sustainable practices.

Students examine industry practices and processes for a variety of purposes. These are explored and applied across a range of subsets within the industry and as such allow for investigation in a diverse range of occupations contained within. They investigate the purpose of live production, occupations, future directions, and trends. Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes development of adaptable, competent, self-motivated individuals who incorporate safety and collaboration into their work habits.

Students develop skills in communicating orally, and in written and graphical modes to develop and deliver technical and design specifications. They plan, select, and organize materials to achieve desired live performance outcomes and employer expectations to meet design and client briefs. Students interpret results, feedback, and data to inform decisions and support cycles of reflection. Students develop relevant technical, vocational, and interpersonal competencies suitable for employment and further training in the live production industry. The course also provides for the development of employability skills such as communication, critical and creative thinking, problem solving, and teamwork, which are transferable to other industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study, and recreation, assisting them to make informed choices.

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Creative Arts and Culture Training Package (CUA). The course may be delivered as A/M/V, A/V, M/V, A/M, A or M.

Goals

All courses based on this Framework should enable students to:

- analyse industry practices, processes and procedures
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums.

Unit Titles

- Live Production Industry
- Technical Production
- Event Operations
- Design for Production
- Independent Study

Organisation of Content

Live Production Industry

Through practical and theoretical applications students investigate the nature of live events and the production elements required for their facilitation. They analyse creative and technical considerations which impact live productions in varying contexts. Students analyse technical specifications to understand a range of effects used to communicate meaning in live productions when implementing and realising design specifications. They apply skills within live production elements with adherence to WHS requirements. Students investigate live production careers and plan for their own opportunities within the industry.

Technical Production

Students analyse the aesthetic principles of technical elements of productions and their impact on audience response. They investigate and apply the knowledge, skills, and understanding necessary for developing and implementing technical staging elements of live productions. Students investigate existing and emerging analogue and digital technologies in productions and apply those skills to enhance live events and productions. They develop and apply communication skills for planning, implementing, and reflecting on productions and events.

Event Operations

Students explore the knowledge and skills required for the collaborative development and implementation of live events. Students explore the nature of leading and supporting roles and how they contribute to the planning and facilitation of live performances. Students examine and solve problems typically experienced in these roles. They analyse the purposes, processes, and responsibilities of different sections of live production events throughout production stages. Students apply communication skills specific to operational roles. They develop the interpersonal and communication skills to work collaboratively throughout all stages of production.

Design for Production

Students investigate production design principles, methods, routines, and practices used in the development and implementation of live productions. They analyse productions and events to understand the elements of successful production design, development, and implementation. Students interpret design and technical specifications to understand the form and purpose of a production. They investigate existing and emerging technologies used in live productions and how they can be applied for creative purposes. Students apply design system processes, elements, and technical production knowledge necessary for developing, realising and implementing live events. They analyse, evaluate, and reflect on productions and consider improvements for future events.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Note: Training Package requirements for students seeking VET qualifications through the Creative Arts and Culture Training Package (CUA) must still be met.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

	Theory	Practical
	Suggested tasks: • test • folio • assignment • research project • cooperative task • planning tasks • risk assessments • presentations • drawings	**Suggested tasks:** • demonstration • individual project/activity • group project • continuous observation (e.g. skills, WH&S) • folio • test • presentations • online collaboration/discussion forum
Weightings in A 1.0 and 0.5 Units	30 - 40%	60 - 70%
Weightings in M 1.0 and 0.5 Units	30 - 70%	30 - 70%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Industry and Services A Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses work practices, processes and procedures • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures • identifies some technical information • identifies some work, health and safety practices
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes • communicates with high proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively, industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively, industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry and Services A Course - Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work-related contexts • analyses technical information and specifications and evaluates a wide range of materials and equipment • evaluates work, health and safety practices and analyses how they apply to the workplace and/or work-related contexts	• explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work-related contexts • explains technical information and specifications and describes a range of materials and equipment • analyses work, health, and safety practices, and explains how they apply to the workplace and/or work-related contexts	• describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work-related contexts • describes technical information and specifications and identifies a range of materials and equipment • describes work, health and safety practices and identifies how they apply to the workplace and/or work-related contexts	• identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work-related contexts • identifies technical information and specifications and identifies some materials and equipment • identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work-related contexts	• identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work-related contexts • identifies some technical information with little or no reference to materials and equipment • identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work-related contexts
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes and needs related to industry and the workplace • communicates with high proficiency, using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes and needs related to industry and the workplace • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively, industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively, industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes and needs related to industry and the workplace • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes and needs related to industry and the workplace • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes and needs related to industry and the workplace • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry and Services M Course – Years 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• describes industry practices, processes and procedures independently • describes technical information and specifications independently • describes work, health and safety practices independently	• explains industry practices, processes and procedures with some assistance • explains technical information and specifications with some assistance • describes work, health and safety practices with some assistance	• describes industry practices, processes and procedures with assistance • describes technical information and specifications with assistance • recounts work, health and safety practices with assistance	• identifies industry practices, processes and procedures with continuous guidance • identifies technical information with continuous guidance • recounts work, health and safety practices with continuous guidance	• identifies some industry practices, processes and procedures • identifies some technical information with direct instruction • recounts work, health and safety practices with direct instruction
Skills	• applies industry practices, processes and procedures to deliver a service and/or create a product independently • applies technical information and specifications to products and/or services independently • demonstrates industry specific literacy and numeracy skills to a range of tasks independently • demonstrates behaviours and attitudes and contributes positively to learning independently • communicates ideas using appropriate terminology independently	• applies industry practices, processes and procedures to deliver a service and/or create a product with some assistance • applies technical information and specifications to products and/or services with some assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrates behaviours and attitudes and contributes positively to learning with some assistance • communicates ideas using appropriate terminology with some assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with assistance • applies technical information and specifications to products and/or services with assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrates behaviours and attitudes and contributes positively to learning with assistance • communicates ideas using appropriate terminology with assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with continuous guidance • applies technical information and specifications to products and/or services with continuous guidance • demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrates behaviours and attitudes and contributes positively to learning with continuous guidance • communicates ideas using appropriate terminology with continuous guidance	• applies industry practices, processes and procedures to deliver a service and/or create a product with direct instruction • applies technical information and specifications to products and/or services with direct instruction • demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrates behaviours and attitudes and contributes positively to learning with direct instruction • communicates ideas using appropriate terminology with direct instruction

Live Production Industry — Value: 1.0

Live Production Industry a — **Value 0.5**

Live Production Industry b — **Value 0.5**

Unit Description

Through practical and theoretical applications students investigate the nature of live events and the production elements required for their facilitation. They analyse creative and technical considerations which impact live productions in varying contexts. Students analyse technical specifications to understand a range of effects used to communicate meaning in live productions when implementing and realising design specifications. They apply skills within live production elements with adherence to WHS requirements. Students investigate live production careers and plan for their own opportunities within the industry.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse the nature of live events and the production elements required for their facilitation	• describe the nature of live events and the production elements required for their facilitation
• analyse technical considerations in the execution of live productions in varying contexts	• describe technical information in the execution of live production
• analyse live production careers and plan for their own opportunities within the industry	• describe live production careers and plan for their own opportunities within the industry
• assess a range of effects used in productions and how they communicate meaning	• explain effects used in live productions and how they communicate meaning
• analyse the purposes, processes, and responsibilities of different sections of live production events throughout production stages	• describe the processes and requirements of live production sections

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, processes and procedures	
• analyse the nature and processes of live events and the production elements required for their facilitation, including implications for sustainability, for example, concerts, staged performances, artistic installations	• describe the nature of live events and the production elements used
• analyse live production careers and plan for their own opportunities within the industry, for example, job advertisement surveys, research task on careers, preparing a portfolio, industry networking	• describe live production careers and identify their own opportunities within the industry

A Course	M Course
Technical knowledge	
• analyse technical considerations in the execution of live productions in varying contexts, for example, equipment availability, venue and environmental restrictions, employer/ client requirements, audience engagement • assess a range of effects used in productions and how they communicate meaning, for example, lighting, audio, vision, special effects, streaming, animations, staging elements	• describe technical information, equipment and effects used in live productions
Skills	
• apply technical knowledge in the selection and use of live production equipment and resources to communicate meaning, for example, technical specifications of equipment, creative briefs, venue restrictions, event requirements • implement WHS requirements within live production contexts, for example, Material Safety Data Sheet (MSDS) adherence, risk assessment, hazard reduction, incident reporting, legislative obligations • apply critical and creative thinking, and problem solving to propose justified solutions, for example, cost-benefit analysis, time management thinking, safety analysis, brief versus capability analysis, sustainability	• apply technical knowledge in the use of live production equipment and resources, following WHS procedures
• apply academic integrity in communicating research, conclusions, plans or solutions, for example, licencing and acknowledgment, copyright, referencing	• use reliable information to develop ideas and plans
• apply communication skills for a variety of industry specific audiences and purposes	• communicate ideas for live production purposes using appropriate terminology and language
• apply individual and collaborative skills to a variety of tasks to achieve work outcomes	• demonstrate independent and collaborative behaviours and attitudes to complete tasks
Reflection	
• reflect on learning, proposing, and implementing strategies for the future	• reflect on learning habits for improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of live production and services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the Certificate II in Creative Industries, or Certificate III in Live Production and Services, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

CUA20220 Certificate II in Creative Industries

The following **core** competency must be delivered and assessed over the semester:

Code	Competency Title
CUAIND211	**Develop and apply creative arts industry knowledge**

The following **core** competency may be delivered and assessed over the semester:

Code	Competency Title
CUAWHS312	**Apply work health and safety practices (if not achieved previously)**

And **at least 1 elective** from the list below not already completed to meet packaging rules.

Code	Competency Title
BSBSUS211	Participate in sustainable work practices
CUASTA211	Develop basic staging skills
BSBPEF101	Plan and prepare for work readiness
CPCCWHS1001*	Prepare to work safely in the construction industry
RIIWHS204E*	Work safely at heights

*Delivery restrictions exist for schools, external delivery recommended

School-based RTOs may deliver additional competencies for which they have scoping providing that.

- the competencies assigned to individual units are delivered and assessed
- the additional competencies align with the Unit Goals and Content Descriptions, and
- they meet the packaging rules as per Training.gov.au for the qualification

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

CUA30420: Certificate III in Live Production and Technical Services

The following **core competency must** be delivered and assessed over the semester:

Code	Competency Title
CUAIND314	**Plan a career in the creative arts industry**

The following **elective competency must** be delivered and assessed over the semester:

Code	Competency Title
CUAWHS312	Apply work health and safety practices

And **at least 1 elective** from the list below not already completed to meet packaging rules:

Code	Competency Title
CUAIND211	Develop and apply creative arts industry knowledge
BSBSUS211	Participate in sustainable work practices
CPCCWHS1001*	Prepare to work safely in the construction industry
RIIWHS204E*	Work safely at heights

*Delivery restrictions exist for schools, external delivery recommended

Assessment

Refer to pages 10-12.

Technical Production — Value: 1.0

Technical Production a — **Value 0.5**

Technical Production b — **Value 0.5**

Unit Description

Students analyse the aesthetic principles of technical elements of productions and their impact on audience response. They investigate and apply the knowledge, skills, and understanding necessary for developing and implementing technical staging elements of live productions. Students investigate existing and emerging analogue and digital technologies in productions and apply those skills to enhance live events and productions. They develop and apply communication skills for planning, implementing, and reflecting on productions and events.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse the aesthetic principles of technical elements of productions and their impact on audience response	• describe the aesthetic and audience impact of technical elements of production
• analyse technical staging elements in the execution of live productions in varying contexts	• describe technical staging elements in the execution of live production
• assess existing and emerging analogue and digital technologies in productions	• describe technologies used in live production
• apply interpersonal and communication skills to work collaboratively throughout all stages of production	• describe interpersonal and communication skills to collaboratively implement live production

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, processes and procedures	
• analyse the implementation of the aesthetic principles of a production using technical elements and consider their impact on audience response, for example, haze, soundscape, spots, colour combinations, tone, audio effects, projections, moving versus static elements	• describe the aesthetic and audience impact of technical elements of productions
• analyse interpersonal and communication skills to work throughout all stages of production, for example, active listening, effective negotiation skills, using technical language versus imprecise language	• follow procedures and processes for using technology in live productions

A Course	M Course
Technical knowledge	
• analyse technical staging systems for live productions, for example, components, cost/benefit, and processes of different sets, audio elements, lighting elements, projection, special effects • assess existing and emerging analogue and digital technologies in productions, for example, software, digital interfaces, sound desks, lighting boards, innovations in technology and practices, projections, cabling standards, DMX universes or digital networks	• describe technologies and staging elements used in live productions
Skills	
• apply skills with various technologies to enhance live events and productions, for example, audio elements, lighting elements, projection, special effects • implement WHS requirements within live production contexts, for example, MSDS adherence, risk assessment, hazard reduction, incident reporting, legislative obligations, electrical safety • apply critical and creative thinking, and problem solving to propose justified solutions, for example, cost-benefit analysis, time management thinking, safety analysis, brief versus capability analysis, sustainability	• apply skills with technologies in live events and productions, following WHS procedures
• apply academic integrity in communicating research, conclusions, plans or solutions, for example, licencing and acknowledgment, copyright, referencing	• use reliable information to develop ideas and plans
• apply communication skills for a variety of industry specific audiences and purposes, for example, communicating with lay people, interpreting technical specifications	• communicate ideas for live production purposes using appropriate terminology and language
• apply individual and collaborative skills to a variety of tasks to achieve work outcomes, for example, taking and giving a critique, meeting deadlines and obligations	• demonstrate independent and collaborative behaviours and attitudes to complete tasks
Reflection	
• reflect on learning, proposing, and implementing strategies for the future	• reflect on learning habits for improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of live production and services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the Certificate II in Creative Industries, or Certificate III in Live Production and Services, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

CUA20220 Certificate II in Creative Industries

The following **core** competency may be delivered and assessed over the semester:

Code	Competency Title
CUAWHS312	Apply work health and safety practices (**if not achieved previously)**

The following elective competency must be delivered and assessed over the semester:

Code	Competency Title
CUAIND311	Work effectively in the creative arts industry

And **at least 1elective** from the list below not already completed to meet packaging rules:

Code	Competency Title
CUALGT211	Develop basic lighting skills
CUASOU211	Develop basic audio skills and knowledge
CUAVSS211	Develop basic vision system skills

School-based RTOs may deliver additional competencies for which they have scoping providing that.

- **the competencies assigned to individual units are delivered and assessed,**
- **the additional competencies align with the Unit Goals and Content Descriptions, and**
- **they meet the packaging rules as per Training.gov.au for the qualification**

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

CUA30420: Certificate III in Live Production and Technical Services

The following **core competency must** be delivered and assessed over the semester:

Code	Competency Title
CUAIND311	**Work effectively in the creative arts industry**

And **at least 2 electives** from the list below not already completed to meet packaging rules:

Code	Competency Title
CUALGT311	Operate basic lighting
CUALGT314	Install and operate follow spots
CUAVSS312	Operate vision systems

Assessment

Refer to pages 10-12.

Event Operations — Value: 1.0

Event Operations a — **Value 0.5**

Event Operations b — **Value 0.5**

Unit Description

Students explore the knowledge and skills required for the collaborative development and implementation of live events. Students explore the nature of leading and supporting roles and how they contribute to the planning and facilitation of live performances. Students examine and solve problems typically experienced in these roles. They analyse the purposes, processes, and responsibilities of different sections of live production events throughout production stages. Students apply communication skills specific to operational roles. They develop the interpersonal and communication skills to work collaboratively throughout all stages of production.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse practices and principles for the collaborative development and implementation of live events	• describe practices for the development and implementation of live events
• analyse the impact of leading and supporting roles that contribute to the planning and facilitation of live performances	• describe the impact of leading and supporting roles that contribute to the planning and facilitation of live performances
• create solutions to problems specific to assigned roles in productions	• create solutions to problems specific to assigned roles in productions

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, processes and procedures	
• analyse practices and principles for the collaborative development and implementation of live events, for example, democratic, hierarchical, decision-making protocols, role demarcation	• apply collaboration skills in live events, for example, democratic, hierarchical, decision-making protocols, role demarcation
• analyse the purposes, processes, and responsibilities of different sections of live production events throughout production stages, including WHS, for example, pre-event, bump-in, performance, bump-out, restore, post-event	• describe the purposes, processes, and responsibilities of different sections of live production events throughout production stages, including WHS
Technical knowledge	
• analyse the nature of leading and supporting roles and how they contribute to the planning and facilitation of live performances, for example, stage manager and crew, audio operator and microphone technician or stagehand, evolving relationship of director and stage manager	• describe leading and supporting roles in live performances

A Course	M Course
• analyse specific roles to understand duties and skills required, for example, protocols for using and interpreting post-event directorial notes, following and giving orders, making suggestions, giving directions, demonstrating initiative and anticipating needs	• describe the duties and skills required by particular roles
Skills	
• apply skills to problems specific to assigned roles in productions, for example, working to your level of responsibility, front of house – emergency procedures, stagehand – faulty cables, props master – breakages, system technician – overheating amplifier • implement WHS requirements within live production contexts, for example, MSDS adherence, risk assessment, hazard reduction, incident reporting, legislative obligations, workplace harassment policies, crew and manual handling procedures • apply critical and creative thinking, and problem solving to propose justified solutions, for example, cost-benefit analysis, time management thinking, safety analysis, brief versus capability analysis, sustainability	• apply skills to problems specific to assigned roles in productions, following WHS procedures
• apply academic integrity in communicating research, conclusions, plans or solutions, for example, licencing and acknowledgment, copyright, referencing	• use reliable information to develop ideas and plans
• apply communication skills for a variety of industry specific audiences and purposes, for example, marketing, front of house protocols, announcements - acknowledgement of country, trigger warnings, venue restrictions	• communicate ideas for live production purposes using appropriate terminology and language
• apply individual and collaborative skills to a variety of tasks to achieve work outcomes, for example, stage transitions, calling and executing cues, dynamic response to performance	• demonstrate independent and collaborative behaviours and attitudes to complete work tasks
Reflection	
• reflect on learning, proposing, and implementing strategies for the future	• reflect on learning habits for improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of live production and services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the Certificate II in Creative Industries, or Certificate III in Live Production and Services, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

CUA20220 Certificate II in Creative Industries

The following **core** competency must be delivered and assessed over the semester:

Code	Competency Title
BSBTWK201	**Work effectively with others**

And **at least 2 electives** from the list below not already completed to meet packaging rules:

Code	Competency Title
BSBCMM211	Apply communication skills
CUASTA212	Assist with bump in and bump out of shows
CUAFOH211	Undertake routine front of house duties
CUAFOH212	Usher patrons
CUASTA211	Develop basic staging skills

School-based RTOs may deliver additional competencies for which they have scoping providing that.

- **the competencies assigned to individual units are delivered and assessed**
- **the additional competencies align with the Unit Goals and Content Descriptions, and**
- **they meet the packaging rules as per Training.gov.au for the qualification**

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

CUA30420: Certificate III in Live Production and Technical Services

The following **core competency must** be delivered and assessed over the semester:

Code	Competency Title
CUAPPR314	**Participate in collaborative creative projects**

And **at least 3 electives** from the list below not already completed to meet packaging rules:

Code	Competency Title
CPCCOM1013	Plan and organise work
CUASMT311	Work effectively backstage during performances
CUASTA311	Assist with production operations for live performances
CUASTA312	Install staging elements
SITXCCS006	Provide service to customers

Assessment

Refer to pages 10-12.

Design for Production — Value: 1.0

Design for Production a — **Value 0.5**

Design for Production b — **Value 0.5**

Unit Description

Students investigate production design principles, methods, routines, and practices used in the development and implementation of live productions. They analyse productions and events to understand the elements of successful production design, development, and implementation. Students create technical and design guidelines for understanding the form and the purpose of a production. They investigate existing and emerging technologies used in live productions and how they can be applied for creative purposes. Students apply designed processes, elements, and technical production knowledge necessary for developing and implementing live events. They analyse, evaluate, and reflect on productions and consider improvements for future events.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse design principles, methods, routines and practices used in the development and implementation of live productions	• describe a process for the design, development and implementation of live productions
• analyse productions and events to understand the elements of successful production design, development and implementation	• describe the elements of successful production design
• create and interpret design and technical guidelines to understand form and purpose of the production	• apply design and technical guidelines to carry out a production
• analyse existing and emerging technologies used in live productions and how they can be applied for creative purposes and reflect on success	• describe how some existing and emerging technologies are used in live productions

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, processes and procedures	
• analyse design principles, methods, routines and practices used in the development and implementation of live productions, for example, the design process, negotiating the client brief, visual communication theory, keeping or breaking the fourth wall, working within financial constraints, soundscape, aural symbolism, concept presentation, mood board, considering cultural appropriation and diversity	• describe a process for the design, development and implementation of live productions

A Course	M Course
• analyse productions and events to understand the elements of successful production design, including First Nations Australian performances, for example, Bangarra Dance Theatre, Enlighten Festival, attending local productions and events	• apply the elements of successful production design
Technical knowledge	
• create and interpret design and technical guidelines using the industry conventions, for example, lighting plot, audio patch list, set design plans	• apply design and technical guidelines to carry out a production
• analyse existing and emerging technologies used in live productions and how they can be applied for creative purposes, for example, LED versus incandescent lights, live band versus recorded backing, projected versus real sets	• describe how some existing and emerging technologies are used in live productions
Skills	
• apply design processes, elements, and technical production knowledge necessary for developing and implementing live events, for example, dynamic versus static, amplified audio versus non-amplified, indoor versus outdoor	• apply a production design in implementing live events, following WHS procedures
• implement WHS requirements within live production contexts, for example, MSDS adherence, risk assessment, hazard reduction, incident reporting, legislative obligations, weather	
• apply critical and creative thinking, and problem solving to propose justified solutions, for example, cost-benefit analysis, time management thinking, safety analysis, brief versus capability analysis, sustainability	
• apply academic integrity in communicating research, conclusions, plans or solutions, for example, licencing and acknowledgment, copyright, referencing	• use reliable information to develop ideas and plans
• apply communication skills for a variety of industry specific audiences and purposes, for example, protocols around naming/showing the dead, intercultural communication, acknowledgements	• communicate ideas for live production purposes using appropriate terminology and language
• apply individual and collaborative skills to a variety of tasks to achieve work outcomes, for example, developing timelines, project management skills, recognising individual role, seeking input and delegating responsibilities, establishing deliverables	• demonstrate independent and collaborative behaviours and attitudes to complete work tasks

A Course	M Course
Reflection	
• reflect on learning, proposing, and implementing strategies for the future	• reflect on learning habits for improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of live production and services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the Certificate II in Creative Industries, or Certificate III in Live Production and Services, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

CUA20220 Certificate II in Creative Industries

The following **elective** competency **must be** delivered and assessed over the semester:

Code	Competency Title
BSBPEF202	Plan and apply time management

And at **least 1 elective** from the list below not already completed to meet packaging rules:

Code	Competency Title
CUADES202	Evaluate the nature of design in a specific industry context
BSBCRT201	Develop and apply thinking and problem-solving skills
CUADES201	Follow a design process
CUAACD101	Use basic drawing techniques
CUAPRP201	Develop basic prop construction skills
CUASCE201	Develop basic scenic art skills
CUASET211	Develop basic skills in set construction
MSTCL1001	Produce a simple garment

School-based RTOs may deliver additional competencies for which they have scoping providing that.

- **the competencies assigned to individual units are delivered and assessed**
- **the additional competencies align with the Unit Goals and Content Descriptions, and**
- **they meet the packaging rules as per Training.gov.au for the qualification**

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

CUA30420: Certificate III in Live Production and Technical Services

The following **core competency must** be delivered and assessed over the semester:

Code	Competency Title
BSBPEF301	**Organise personal work priorities**

And **at least 2 electives** from the list below not already completed to meet packaging rules:

Code	Competency Title
CPCCOM1015	Carry out measurements and calculations
CUADES202	Evaluate the nature of design in a specific industry context
CUAACD311	Produce drawings to communicate ideas
CUACOS304	Develop and apply knowledge of costume
CUADES201	Follow a design process
CUASCE301	Paint scenic art elements

Assessment

Refer to pages 10-12.

Independent Study — Value: 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected must align with the requirements of the CUA Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse production elements relevant to the area of study • analyse case studies of live production relevant to the area of study • analyse existing and emerging technologies relevant to that area of study	• describe production elements relevant to the area of study • describe case studies of live production relevant to the area of study • describe existing and emerging technologies relevant to that area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, processes and procedures	
• analyse production elements relevant to the area of study • analyse case studies of live production relevant to the area of study	• describe production elements relevant to the area of study • describe case studies of live production relevant to the area of study
Technical knowledge	
• interpret technical specifications relevant to the area of study • analyse existing and emerging technologies relevant to that area of study	• apply technical specifications relevant to the area of study • describe existing and emerging technologies relevant to that area of study

A Course	M Course
Skills	
• apply technical elements and knowledge relevant to the area of study • implement WHS requirements within live production contexts, for example, MSDS adherence, risk assessment, hazard reduction, incident reporting, legislative obligations • apply critical and creative thinking, and problem solving to propose justified solutions	• apply technical elements and knowledge, following WHS procedures, relevant to the area of study
• apply academic integrity in communicating research, conclusions, plans or solutions	• use reliable information to develop ideas and plans
• apply communication skills for industry specific audiences and purposes	• communicate ideas for live production purposes using appropriate terminology and language
• apply individual skills to tasks to achieve work outcomes	• demonstrate independent work skills attitudes to complete work tasks
Reflection	
• reflect on learning, proposing, and implementing strategies for the future	• reflect on learning, proposing, and implementing strategies for the future

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rest with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Business Services AMV, Hospitality ATMV, Construction Pathways AMV

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Adam Salter	Gungahlin College
Micah Chubb	Dickson College
Ryan d'Argeavel	St Francis Xavier College
Christopher Maher	Canberra Theatre Centre

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

For **CUA20220 Certificate II in Creative Industries** the following packaging rules apply:

Total number of units = 10

3 core units, plus

7 elective units

The elective units consist of:

- **4 units** must be from the elective units listed below
- **3 units** may be from the remaining listed electives or any currently endorsed training package qualification or accredited course.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate II in Creative Industries

Code	Competency Title	Core/Elective
CUAWHS312	**Apply work health and safety practices**	**Core**
CUAIND211	**Develop and apply creative arts industry knowledge**	**Core**
BSBTWK201	**Work effectively with others**	**Core**
BSBCMM211	Apply communication skills	Elective
BSBCRT201	Develop and apply thinking and problem-solving skills	Elective
BSBPEF101	Plan and prepare for work readiness	Elective
BSBPEF202	Plan and apply time management	Elective
BSBSUS211	Participate in sustainable work practices	Elective
CPCCWHS1001	Prepare to work safely in the construction industry	Elective
CUAACD101	Use basic drawing techniques	Elective
CUADES201	Follow a design process	Elective
CUADES202	Evaluate the nature of design in a specific industry context	Elective
CUAFOH211	Undertake routine front of house duties	Elective
CUAFOH212	Usher patrons	Elective
CUALGT211	Develop basic lighting skills	Elective
CUAPRP201	Develop basic prop construction skills	Elective
CUASCE201	Develop basic scenic art skills	Elective
CUASET211	Develop basic skills in set construction	Elective
CUASOU201	Develop basic audio skills and knowledge	Elective
CUASOU211	Develop basic audio skills and knowledge	Elective
CUASTA211	Develop basic staging skills	Elective
CUASTA212	Assist with bump in and bump out of shows	Elective
CUAVSS201	Develop basic vision system skills	Elective

CUAVSS211	Develop basic vision system skills	Elective
MSTCL1001	Produce a simple garment	Elective
RIIWHS204E	Work safely at heights	Elective

Imported Competency (allowed in Training Package packaging rules)

Code	Competency Title	Core/Elective
CUAIND311	Work effectively in the creative arts industry	Elective

CUA30420: Certificate III in Live Production and Technical Services the following packaging rules apply:

Total number of units = 15

4 core units, plus

11 elective units of which:

- 1 must be from Group A
- 7 must be from Group B
- 3 may be from the remaining listed electives or any currently endorsed training package qualification or accredited course.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate III in Live Production and Technical Services

Code	Competency Title	Core/Elective
BSBPEF301	**Organise personal work priorities**	**Core**
CUAIND311	**Work effectively in the creative arts industry**	**Core**
CUAIND314	**Plan a career in the creative arts industry**	**Core**
CUAPPR314	**Participate in collaborative creative projects**	**Core**
Group A		
CPCCWHS1001	Prepare to work safely in the construction industry	Elective
CUAWHS312	Apply work health and safety practices	Elective
Group B		
CPCCOM1013	Plan and organise work	Elective
CPCCOM1015	Carry out measurements and calculations	Elective
CUAACD311	Produce drawings to communicate ideas	Elective
CUACOS304	Develop and apply knowledge of costume	Elective
CUALGT311	Operate basic lighting	Elective
CUALGT314	Install and operate follow spots	Elective
CUASCE301	Paint scenic art elements	Elective
CUASMT311	Work effectively backstage during performances	Elective
CUASTA311	Assist with production operations for live performances	Elective
CUASTA312	Install staging elements	Elective
CUAVSS312	Operate vision systems	Elective

RIIWHS204E	Work safely at heights	Elective
SITXCCS006	Provide service to customers	Elective
Group D		
BSBSUS211	Participate in sustainable work practices	Elective
CUADES201	Follow a design process	Elective
CUADES202	Evaluate the nature of design in a specific industry context	Elective
CUAIND211	Develop and apply creative arts industry knowledge	Elective

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit.

VET Implementation Summary

CUA20220 Certificate II in Creative Industries

BSSS Unit Title	Competencies	
Live Production Industry 1.0	**Core**	
	CUAIND211	**Develop and apply creative arts industry knowledge**
	CUAWHS312	**Apply work health and safety practices (if not achieved previously)**
	Electives	
	BSBPEF101	Plan and prepare for work readiness
	BSBSUS211	Participate in sustainable work practices
	CPCCWHS1001	Prepare to work safely in the construction industry
	CUASTA211	Develop basic staging skills
	RIIWHS204E	Work safely at heights
Technical Production 1.0	**Core**	
	CUAWHS312	**Apply work health and safety practices (if not achieved previously)**
	Electives	
	CUAIND311	Work effectively in the creative arts industry
	CUALGT211	Develop basic lighting skills
	CUASOU211	Develop basic audio skills and knowledge
	CUAVSS211	Develop basic vision system skills
Event Operations 1.0	**Core**	
	BSBTWK201	**Work effectively with others**
	Electives	
	BSBCMM211	Apply communication skills
	CUAFOH211	Undertake routine front of house duties
	CUAFOH212	Usher patrons
	CUASTA211	Develop basic staging skills
	CUASTA212	Assist with bump in and bump out of shows
Design for Production 1.0	The following **elective** competency must be delivered and assessed over the semester:	
	BSBPEF202	Plan and apply time management
	Electives	
	BSBCRT201	Develop and apply thinking and problem-solving skills
	CUAACD101	Use basic drawing techniques
	CUADES201	Follow a design process
	CUADES202	Evaluate the nature of design in a specific industry context
	CUAPRP201	Develop basic prop construction skills
	CUASCE201	Develop basic scenic art skills

	CUASET211	Develop basic skills in set construction
	MSTCL1001	Produce a simple garment

CUA30420: Certificate III in Live Production and Technical Services

BSSS Unit Title	Competencies	
Live Production Industry 1.0	**Core**	
	CUAIND314	**Plan a career in the creative arts industry**
	The following **elective competency mus**t be delivered and assessed over the semester:	
	CUAWHS312	Apply work health and safety practices
	Electives	
	BSBSUS211	Participate in sustainable work practices
	CPCCWHS1001	Prepare to work safely in the construction industry
	CUAIND211	Develop and apply creative arts industry knowledge
	RIIWHS204E	Work safely at heights
Technical Production 1.0	**Core**	
	CUAIND311	**Work effectively in the creative arts industry**
	Electives	
	CUALGT311	Operate basic lighting
	CUALGT314	Install and operate follow spots
	CUAVSS312	Operate vision systems
Event Operations 1.0	**Core**	
	CUAPPR314	**Participate in collaborative creative projects**
	Electives	
	CPCCOM1013	Plan and organise work
	CUASMT311	Work effectively backstage during performances
	CUASTA311	Assist with production operations for live performances
	CUASTA312	Install staging elements
	SITXCCS006	Provide service to customers
Design for Production 1.0	**Core**	
	BSBPEF301	**Organise personal work priorities**
	Electives	
	CPCCOM1015	Carry out measurements and calculations
	CUAACD311	Produce drawings to communicate ideas
	CUACOS304	Develop and apply knowledge of costume
	CUADES202	Evaluate the nature of design in a specific industry context
	CUADES201	Follow a design process
	CUASCE301	Paint scenic art elements

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:
https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards refer to:
https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:			
Course Title:	Live Production and Services		
Classification/s:	A M	or	A/V M/V
Accredited from:	2023		
Framework:	Industry and Services		