Case for Endorsement

Culture and Related Industries

CUA Training Package Release 4.0

Project 1C Review units of competency for legal rights and obligations

Project 1D Review units of competency for arts access

Executive summary

Introduction

This Case for Endorsement outlines the rationale, evidence and industry support for modifications to proposed training package components related to:

- Project CUA 1C Review units of competency for legal rights and obligations
- Project CUA 1D Review units of competency for arts access

It builds on the consultations undertaken by PwC's Skills for Australia (SFA) in the Case for Change for these projects, which was submitted to the Australian Industry and Skills Committee (AISC) in January 2017.

In particular, this Case for Endorsement demonstrates how the proposed training package components align with the COAG Industry Skills Council reforms to Training Packages, and other principles for quality that inform our training product development work.

We are satisfied that there is strong industry support for these changes and that the proposed modifications will ensure that the Creative Arts and Culture Training Package meets the needs of learners and workers within the industry.

Structure of the report

This report has been developed as part of our training product development work on behalf of, and directed by, the Culture & Related Industries Industry Reference Committee (IRC).

We have structured this report around the required elements of the Case for Endorsement template. These key elements are:

1. Administrative details of the Case for Endorsement
2. Description of the work and request for approval
3. Evidence of industry support
4. Industry expectations about training delivery
5. Implementation of the new Training Packages
6. Quality assurance reports
7. Implementation of the COAG Industry Skills Council reforms to Training Packages
8. A copy of the full content of the proposed Training Package component(s)

Contents

1   Administrative details

Training Package components submitted for approval
See Table 1.

Table 1 Training package components submitted for approval

Current Training product code	New Training product code	Training product title	New / existing training product
N/A	CUAPPR408	Integrate disability access and inclusion	New
CUACMP301	CUACMP311	Implement copyright arrangements	Existing
CUACMP501	CUACMP511	Manage copyright arrangements	Existing
CUAIND301	CUAIND311	Work effectively in the creative industries	Existing
CUAIND303	CUAIND313	Work effectively in the music industry	Existing
CUAEVP201	CUAEVP211	Assist with staging of public activities, events or public programs	Existing
CUAEVP401	CUAEVP411	Present information on activities, events or public programs	Existing
CUAFOH501	CUAFOH511	Manage front of house services	Existing

These components have been independently verified as meeting the requirements of the Standards for Training Packages.

Table 2 Total number of proposed changes

Total proposed changes to training products	
Units to be amended	7
Units to be deleted	0
Units to be created	1
Qualifications to be amended	0
Qualifications to be superseded	0
Qualifications to be created	0
Skill sets to be created	0

Case for Change details

A Case for Change – previously referred to as a Business Case – was submitted to the AISC on behalf of the previous CUA IRC, in January 2017 for consideration at the AISC's February 2017 meeting. As outlined in that document, this project was established based on the initial research and consultations carried out for the Industry Skills Forecast and Proposed Schedule of Work (known previously as the CUA Four Year Work Plan).

Activity order details

Reference number: PwC/TPD/2016–17/009

Date executed: 8 June 2017

Scope of activity order: A review of 13 (7 existing; 6 new) native CUA units of competency.

2 Description of work and request for approval

2.1 Description of work being undertaken and why

PwC's Skills for Australia prepared the Case for Change on behalf of the Culture and Related Industries Industry Reference Committee (CUA IRC) and submitted it to the Australian Industry and Skills Committee (AISC) in January 2017. The AISC endorsed these projects on 23rd February 2017. Since the Case for Change was approved, we have undertaken significant stakeholder consultation for Projects CUA 1C and CUA 1D. The information below outlines the key industry drivers for change for each project.

Project 1C Review units of competency for legal rights and obligations

Within the Creative Arts and Culture (CUA) Training Package, there is a current skills gap relating to knowledge of the legal rights and obligations of workers within the creative industries. This knowledge and awareness is essential for ensuring that individuals and organisations within the industry are equipped to meet their obligations with respect to intellectual property and copyright law, while also supporting the creation of sustainable revenue streams from creative work.

The creation, protection, licensing and use of intellectual property is a key feature of how revenue is derived from activities in the creative industries. There is a need to ensure that existing training in legal rights and obligations for intellectual property and copyright is up to date and fit for purpose for all sub-sectors within the creative industries.

It is also important for individuals and organisations in the creative industries to be aware of industrial relations rights and obligations, particularly in sub-sectors where employment regularly occurs on a casualised job-to-job, contract-to-contract basis.

Project 1D Review units of competency for arts access

Accessibility ensures that content and experiences that are in the public domain are also available to people with disability. The Culture (CUA) Training Package currently has a gap in teaching skills for ensuring that the arts are accessible to people with disability.

Making the arts accessible to a diverse audience ensures the creative industries are inclusive and reach the broadest possible consumer base, as well as meeting obligations and responsibilities. The skills required to ensure accessibility will be particularly important for workers managing venues or running events.

The sector has an opportunity to link with key demographic and economic challenges facing Australia and expand their service offerings to include programs that achieve social and economic benefits, rather than pure entertainment or artistic expression.

2.2 Request for approval

This submission puts forward the Case for Endorsement for the proposed components of the CUA Training Package Version 4.0.

The draft components submitted to the Australian Industry and Skills Committee (AISC) for endorsement are:

- 8 units of competency consisting of:

  - 1 new unit of competency developed during this project
  - 7 currently endorsed units that were reviewed and amended

All components submitted for endorsement have been developed and reviewed in accordance with the Standards for Training Packages 2012, the Training Package Products Policy 2012 and the Training Package Development and Endorsement Policy 2016.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered is provided in this document.

This Case for Endorsement is approved by the CUA IRC and is therefore submitted, through the Department of Education and Training, for AISC consideration.

Note on non-endorsable changes: The CUA IRC approved a number of non-endorsable updates which will be implemented in the CUA Creative Arts and Culture Training Package Release 4.0. This includes details of qualifications that will be updated to include the new or amended units of competency describe above. Please refer to **Attachment C: Non-endorsable components** for details.

The training product changes outlined below are based on our analysis of the feedback we received throughout consultation with industry.

#	Project CUA 1C: IRC recommendations for training product development
1a	CUACMP301 – Implement copyright arrangements. • Amend knowledge evidence to include information on understanding digital content copyright and common sources of infringement
1b	CUAIND301 – Work effectively in the creative industries and CUAIND303 - Work effectively in the music industry. Amend knowledge evidence to include understanding of the formation of revenue streams through digital content.
1c	CUACMP301 – Implement copyright arrangements. New performance evidence and knowledge evidence – reflecting the roles and responsibilities of copyright collection societies.
1d	CUACMP501 – Manage copyright arrangements. New performance criteria and evidence to be included in element 4 - Confirm and agree terms with copyright collecting societies.
1e	CUAIND301 – Work effectively in the creative industries and CUAIND303 - Work effectively in the music industry. Amend performance criteria and knowledge evidence to incorporate key aspects of rights of contractors versus employees.
1f	CUAIND301 – Work effectively in the creative industries and CUAIND303 - Work effectively in the music industry Performance and knowledge evidence to include key aspect of a contract and how this is communicated with others effectively.

#	Project CUA 1d: IRC recommendations for training product development
1a	Include knowledge of disability awareness and inclusion within the following UoC • CUAEVP201 Assist with staging of public activities or events

	● CUAEVP401 Present information on activities, events or public programs ● CUAFOH501 Manage front of house services
1b	Develop a new UoC called 'Integrate disability access and inclusion'. This will be pitched at job roles at AQF Level 4. To incorporate development of skills in the following: ● Disability Awareness ● Understanding barriers for people with disability ● Understanding of design elements that promote accessibility ● Technologies that assist inclusion ● Management of venue or event to implement inclusive practices

3 Evidence of industry support

The Culture and Related Industries IRC supports the submission of the training package components detailed in this Case for Endorsement.

Name of Chair:	Yvonne Webb Industry Skills Advisory Council Northern Territory (IRC Chair)
Signature of Chair:	
Date:	23/1/18
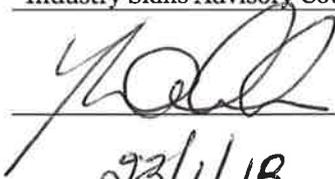
3.1 Conduct of enquiry and evidence of consultation

Throughout consultation, we have sought to place industry at the heart of our work. Our approach has been guided by our principles for training product development, which determine that our work should:

1. Be industry-led;
2. Encourage broad and transparent stakeholder consultation;
3. Respond quickly to industry skills needs and priorities;
4. Be efficient and cost-effective; and
5. Produce high quality and independently validated training products.

We have consulted with industry and other relevant stakeholders through the methods outlined below. A list of stakeholders consulted over the course of our project work can be found in Attachment A.

Project working groups

Following approval of the Case for change, for each project a Project Working Group (PWG) was established consisting of industry and RTO subject matter experts. The purpose of the PWG was to provide expert industry and RTO input into our training product development work and to guide our engagement with the sector.

A CUA IRC member was appointed as a dedicated project sponsor to guide each project and ensure training product development work proceeded under the direction of the CUA IRC. Refer to Attachment A for lists of PWG members for each project.

For Projects CUA 1C and CUA 1D the PWG met twice, over the period from June–September 2017. The purpose of these meetings was for PWG members to offer specialised input, to discuss key consultation feedback and to consider recommendations in response to that feedback.

In addition to these scheduled meetings, we have consulted PWG members on an ongoing basis to validate key issues and review key documents.

Targeted consultations

Throughout the projects we have held targeted consultations with key stakeholders who were identified by CUA IRC's members, Project Working Group members, or through PwC's network of contacts. Consultations were generally held in the form of one-on-one phone or face-to-face interviews. Due to the size of the Project Working Groups, one-on one consultations were held with each member of the PWG to ensure that their input was considered. Additional stakeholders that were consulted through targeted consultations are listed in Attachment A.

Engagement with State and Territory Training Authorities

State and Territory Training Authorities (STAs) have been engaged on several occasions throughout the review process, as well as providing feedback and advice on an ongoing basis. All STAs were consulted, and many provided feedback on, the following stages of our training product development work:

- Case for Change consultations
- The draft training products published on our website in October 2017
- The draft training package components, including this Case for Endorsement and accompanying materials, provided to the STAs in November 2017.
- STAs from NSW, SA, NT and WA indicated their support for this Case for Endorsement. The VIC STA provided feedback regarding unit mapping in existing units, and alternative wording of Performance Criteria to improve assessability, both of which were incorporated into this Case for Endorsement. Given that these minor changes have been incorporated, the Vic STA has since indicated its support for this Case for Endorsement.

Draft training product review

We published draft training products on the Skills for Australia website from October 25 – November 7. The purpose of publishing the training products on our website was to ensure stakeholders could review and comment on the ways in which the feedback we received during consultation had been reflected in proposed changes to training products. During the consultation period, our Culture and Related Industries webpage received 169 page views, including 90 unique page views.

We also sent emails alerting stakeholders that the draft training products were available for review on our website. These emails were distributed to and by IRC members, Project Working Group members, STA networks and our website subscribers. These emails successfully reached a minimum of 620 unique stakeholders, leading to a minimum of:

- 62 downloads of the training products for CUA 1C (legal rights and obligations)
- 46 downloads of the training products for CUA 1D (arts access)

Dissenting views expressed during consultation

Project CUA 1C Review units of competency for legal rights and obligations

While a majority of consultees noted that workers in the creative industries required a greater understanding of their legal rights and obligations, others suggested further learning would be better targeted at identifying when professional legal advice should be sought. The reasons for which were based around the capacity of VET students to

understand technical legal terminology. However, wider consultation reaffirmed that the primary issue relates to proactively preventing copyright infringements rather than acting to resolve those infringements. Therefore instilling a greater awareness of how to avoid copyright infringement to learners remains the objective of the project.

Some consultees discussed the idea of furthering the recommendation of including CUACMP301 - Implement copyright arrangements or CUAIND301 Work effectively in the creative industries as core units in additional qualifications. PwC's SfA explored the possibility of further inclusions in the following qualifications:

- CUA30515 - Certificate III in Aboriginal and Torres Strait Islander Cultural Arts
- CUA40615 - Certificate IV in Aboriginal and Torres Strait Islander Cultural Arts
- CUA40715 - Certificate IV in Design
- CUA50715 - Diploma of Graphic Design

However industry consultation highlighted that knowledge of copyright and IP was deemed to be less essential for vocational outcomes in these qualifications. Therefore this Case for Endorsement does not recommend action be taken around including these units, within the aforementioned qualifications.

Project CUA 1D Review units of competency for arts access

During consultation, concerns were raised around the enrolment, completion rates and teaching within the VET sector for people with a disability. This was deemed to be outside the scope of the project, however, there was clearly an interest to address this. PwC's Skills for Australia will look to address these concerns in ongoing project work, such as the new cross-sector project on inclusion of people with disability in VET.

4 Industry expectations about training delivery

4.1 Industry advice on training delivery

Throughout consultation it became apparent that there is a need for artists to develop awareness of their legal rights and obligations early in their careers. By ensuring early engagement with learners, via teaching at an entry level, this knowledge will support the development of revenue streams to build a sustainable long term career. Industry also noted the existence of nationally endorsed training regarding the legal rights and obligations of creative workers. It was suggested by industry that future project work would ideally assess the structure of existing qualifications to analyse whether training could be moved to the core for qualifications which offer this training currently as an elective.

Advice was also offered during consultation with regards to best practice in learning the skills around interacting with people who experience disability. Specifically consultees described the necessity of practical simulations rather than simply relying on theoretical classroom learning. Furthermore, industry highlighted the applicability of training around disability access and inclusion across a variety of roles, not just for access officers. Therefore, it is recommended that training be catered to a variety of roles across the creative industries.

Additional advice about industry's expectations of training delivery, including duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics is included in the CUA Companion Volume Implementation Guide.

5   Implementation of the new Training Package

Qualifications/skill sets affected

Unit of competency under review	Training product code	Training product title
CUACMP301 - Implement copyright arrangements	MST60116	Advanced Diploma of Applied Fashion Design and Merchandising
	MST50116	Diploma of Applied Fashion Design and Merchandising
	MST40516	Certificate IV in Applied Fashion Design and Merchandising
	MST30816	Certificate III in Applied Fashion Design and Technology
	ICP50115	Diploma of Printing and Graphic Arts
	ICP40115	Certificate IV in Printing and Graphic Arts
	CUA41315	Certificate IV in Visual Arts
	CUA41115	Certificate IV in Photography and Photo Imaging
	CUA40815	Certificate IV in Arts Administration
	CUA40715	Certificate IV in Design
	CUA40615	Certificate IV in Aboriginal and Torres Strait Islander Cultural Arts
	CUA40415	Certificate IV in Live Production and Technical Services
	CUA40313	Certificate IV in Dance Teaching and Management
	CUA40213	Certificate IV in Community Culture
	CUA40113	Certificate IV in Dance
	CUA31115	Certificate III in Visual Arts
	CUA31015	Certificate III in Screen and Media
	CUA30915	Certificate III in Music Industry
	CUA30715	Certificate III in Design Fundamentals
	CUA30615	Certificate III in Arts Administration
	CUA30515	Certificate III in Aboriginal and Torres Strait Islander Cultural Arts
	CUA30415	Certificate III in Live Production and Services
	CUA30213	Certificate III in Community Dance, Theatre and Events
	CUA30113	Certificate III in Dance
CUACMP501 - Manage copyright arrangements	CUA60715	Advanced Diploma of Visual Arts
	CUA60415	Advanced Diploma of Creative Product Development
	CUA60213	Advanced Diploma of Live Production and Management Services
	CUA60113	Advanced Diploma of Dance (Elite Performance)
	CUA51215	Diploma of Ceramics
	CUA51115	Diploma of Visual Arts

	CUA51015	Diploma of Screen and Media
	CUA50915	Diploma of Photography and Photo Imaging
	CUA50815	Diploma of Music Industry
	CUA50513	Diploma of Live Production Design
	CUA50415	Diploma of Live Production and Technical Services
	CUA50313	Diploma of Dance Teaching and Management
	CUA50213	Diploma of Musical Theatre
	SIT50316	Diploma of Event Management
CUAIND301 - Work effectively in the creative arts industry	CUA41315	Certificate IV in Visual Arts
	CUA41015	Certificate IV in Broadcast Technology
	CUA40915	Certificate IV in Music Industry
	CUA40615	Certificate IV in Aboriginal and Torres Strait Islander Cultural Arts
	CUA40513	Certificate IV in Musical Theatre
	CUA40415	Certificate IV in Live Production and Technical Services
	CUA40413	Certificate IV in Live Production and Technical Services
	CUA40113	Certificate IV in Dance
	CUA31115	Certificate III in Visual Arts
	CUA31015	Certificate III in Screen and Media
	CUA30915	Certificate III in Music Industry
	CUA30815	Certificate III in Broadcast Technology
	CUA30615	Certificate III in Arts Administration
	CUA30515	Certificate III in Aboriginal and Torres Strait Islander Cultural Arts
	CUA30415	Certificate III in Live Production and Services
	CUA30413	Certificate III in Live Production and Services
	CUA30213	Certificate III in Community Dance, Theatre and Events
	CUA30113	Certificate III in Dance
	BSB31215	Certificate III in Library and Information Services
CUAIND303 - Work effectively in the music industry	CUA40415	Certificate IV in Live Production and Technical Services
	CUA30915	Certificate III in Music Industry
	CUA30615	Certificate III in Arts Administration
	CUA30415	Certificate III in Live Production and Services
	CUA40415	Certificate IV in Live Production and Technical Services
	CUA30915	Certificate III in Music Industry
	CUA30615	Certificate III in Arts Administration
	CUA30415	Certificate III in Live Production and Services
CUAEVP201 – Assist with the staging of public activities and events	SIT20116	Certificate II in Tourism
	CUA30615	Certificate III in Arts Administration
	CUA20515	Certificate II in Information and Cultural Services
	CUA20315	Certificate II in Aboriginal and Torres Strait Islander Visual Arts Industry Work
	BSB31215	Certificate III in Library and Information Services
CUAEVP401 – Present information	CUA40815	Certificate IV in Arts Administration
	BSB42115	Certificate IV in Library and Information Services

on activities, events and public programs		
CUAFOH501 – Manage front of house services	SIT60216	Advanced Diploma of Event Management
	SIT50316	Diploma of Event Management
	CUA60515	Advanced Diploma of Music Industry
	CUA60213	Advanced Diploma of Live Production and Management Services
	CUA50815	Diploma of Music Industry
	CUA50415	Diploma of Live Production and Technical Services
	SIT60216	Advanced Diploma of Event Management
	SIT50316	Diploma of Event Management

Implementation management strategy

The communication of these changes to the CUA Training Package will require RTOs to respond with modifications to qualification offerings and scope. We have developed a strategy for the communication of these changes in the event of AISC approval. This includes:

- Updates on the PwC's Skills for Australia website; including a news post on our CUA Industry page and pop-up notification for all users viewing the website.
- Email sent directly to all Skills for Australia CUA subscribers to inform them of the changes.
- Email communications with all organisations and individuals previously engaged throughout this consultation process, including State and Territory Training Authorities, employers, RTOs and peak bodies.
- Development of a summary document providing an explanation of the changes. This document will be shared with all networks and broader distribution will be encouraged.
- PwC's Skills for Australia team to be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.

6 Quality assurance reports

6.1 Independent Quality Reports

Independent Quality Reports, including an Editorial Report and an Equity Report, have been developed and included as part of this Case for Endorsement. These reports can be found in Attachment B of this report.

6.2 Declaration of alignment with standards

Throughout consultation, we have sought to place the needs of industry at the heart of our review. We have also ensured that the proposed training package components we have developed as a result of our consultation with industry meet the requirements of:

- The Standards for Training Packages 2012
- Training Package Products Policy
- Training Package Development and Endorsement Process Policy.

6.3 Companion Volume Implementation Guide

A quality-assured Companion Volume Implementation has been prepared, and will be available on VETNET following publication of Release 4.0 of the CUA Training Package on the National Register.

6.4 Training Package Quality Principles

The table below provides a statement of evidence that the draft training package components meet the Training Package Quality Principles.

Principle	Evidence
1. Reflect identified workforce outcomes	• The conduct of our enquiry, as outlined in Section 3.1 of this report, has ensured that industry needs have been at the heart of our training product development work. • Existing training package components have been amended to ensure currency with current technology and processes. • New training package components have been created to meet the needs of current job roles across the creative industries. • Training package components have been developed with reference to the key trends identified in the CUA Industry Skills Forecast and Proposed Schedule of Work.
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	• Training package components have been developed to be industry agnostic where appropriate. • Qualifications' packaging rules are sufficiently flexible as to allow the importation of units of competency from other training packages, or units of competency from other qualifications within the CUA Training Package.

	• No licencing or regulatory requirements have been impacted by the proposed modifications to training package components listed in this Case for Endorsement.
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	• Our consultations have included stakeholders from national employers, peak bodies, national RTOs and other subject matter experts, ensuring that the national portability of skills has been inherent in our proposed modifications to training package components.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	• Qualifications have been amended to ensure appropriate and varied listed elective unit choices are available. Packaging rules allow for units of competency to be imported from other training packages to enable application of training in different contexts.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	• The suite of CUA units which have been reviewed have been designed to provide learners with a pathway from school into VET, between VET qualifications, into higher education, and into job roles in the creative arts sector, with 'exit points' into jobs existing for each qualification. Of particular note is instilling early knowledge of legal rights and obligations to artists who are attempting to build sustainable revenue streams throughout their careers.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	• The content of units of competency has been developed in consultation with industry and trainers and assessors, ensuring that language used is relevant to workplaces and is easily understood in a training context. • A Companion Volume Implementation Guide will accompany Release 4.0 of the CUA Training Package, helping to support implementation of training across a range of settings. • Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated.

7 Implementation of the COAG Industry Skills Council reforms to Training Packages

7.1 Alignment with the COAG ISC reforms to Training Packages

The table below demonstrates the alignment of the draft training package components with the COAG Industry Skills Council reforms to Training Packages.

Principle	Evidence
1. Ensure obsolete and superfluous qualifications are removed from the system	• Significant desktop research was undertaken alongside consultation to ensure that elements of the UoC 'Integrate disability access and inclusion' do not duplicate content of existing training. In doing so, we ensure that new training products are designed exclusively to address an unmet need within industry.
2. Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	• A Companion Volume Implementation Guide will accompany Release 4.0 of the CUA Training Package, helping to support implementation of training across a range of settings. • Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated. • Training products have been clearly titled, with titles linked to job roles and/or to specific skills, enabling consumers without an in depth understanding of the VET system to make more informed course choices.
3. Ensure that the training system better supports individuals to move easily from one related occupation to another	• Entry requirements have not been applied to the new qualifications that have been developed, nor have prerequisite units been added. • The skills required in industry regarding legal rights and obligations, as well as disability access and inclusion have all been developed within training to ensure that these skills are transferable between occupations.
4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	• Training package components have been developed so they are applicable across job roles and across industries wherever possible. For example, new training package components in 'Integrate disability access and inclusion' have been developed so they can be applied in multiple industry sectors and in a large variety of professional settings.
5. Foster greater recognition of skill sets	• Based on feedback collected during industry consultation, there is the potential for new units of competency to be imported into a range of existing skill sets across industry sectors. This is something that future project work will look to explore via further consultation.

7.2 Alignment of training package development work with work assigned by AISC in Case for Change

The Activity Order for this Case for Change was for a review of 13 (7 existing; 6 new) native CUA units of competency.

Since the Activity Order was executed on 8 June 2017, we have undertaken significant additional stakeholder consultation to align our training package development work with the needs of industry. During that consultation we were able to refine the initial recommendations we presented in the Case for Change, and in particular we have been able to find ways of amending existing units of competency to meet industry needs, rather than creating new units of competency and adding to the size and complexity of the CUA Training Package.

The final result of our training package development work was a review of 8 (7 existing, 1 new) native CUA units of competency.

7.3 Evidence that training package components are prepared for publication

All draft training package components are included in this Case for Endorsement. Subject to the AISC's endorsement of the training package components, they are ready for publication on the National Register.

We expect Release 4.0 of the CUA Training Package to be published on the National Register in March 2018.

Attachment B Quality Assurance Reports

Editorial Report

The following editorial report was produced by Anna Henderson as part of the quality assurance process.

CUA Creative Arts and Culture Units of Competency Editorial Report

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	CUA Creative Arts and Culture Version 4.0
Number of new or revised qualifications	N/A

Information required	Detail
Number of new or revised units of competency	8 Units of Competency: • CUACMP301 Implement copyright arrangements • CUAEVP201 Assist with the staging of public activities or events • CUAFOH501 Manage front of house services • CUAIND303 Work effectively in the music industry • CUACMP501 Manage copyright arrangements • CUAEVP401 Present information on activities, events or public programs • CUAIND301 Work effectively in the creative industry • CUAPPR408 Integrate disability access and inclusion
Confirmation that the draft endorsed components meet the requirements in Section 2	Yes. All the Training Package components submitted for editing meet the requirements in section 2. The submission did not include qualifications.
Person completing the Editorial Report and organisation. [1]	Anna Henderson, Business Skills Viability (BSV)
Date completed	20th of November 2017

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[1] *Persons not a member of the panel are required to provide the following additional information: demonstrated experience in editing technical and industry publications, preferably including education and/or training; demonstrated commitment by the applicant to ongoing professional development; details of relevant qualifications and/or professional membership(s).*

Section 2 – Editorial checklist of draft training package components

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Draft endorsed components have been proofread and edited against the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy* by the SSO/developer prior to the formal Editorial review.	The documents have been proofread and edited against the Standards for Training Packages 2012 and associated policies. PwC Skills for Australia have addressed minor edits noted during the editorial review.	

The standards for training packages

Training packages – products

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments

Standard 1: Training Packages consist of the following:
1. AISC endorsed components:
• units of competency
	It is this panellist's opinion that the editorial requirement relating to Standard 1 for the Training Package components submitted for editing has been met.
	Draft Training Package components submitted for review include:
	    8 units of competency and associated assessment requirements
	    One companion volume – the CUA Creative Arts and Culture Training Package Implementation Guide (quality assured via PwC Skills for Australia's internally quality processes)	

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
• assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes.	Credit arrangements have been specified in the CUA Creative Arts and Culture Training Package Implementation Guide – no credit arrangements exist between any of PwC's Skills for Australia's Training Package qualifications and higher education qualifications.	

Training Packages – Policy

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 2: Training Package developers comply with the Training Package Products Policy.	It is this panellist's opinion that the editorial requirement relating to Standard 2 for the Training Package components submitted for editing has been met. PwC Skills for Australia has addressed the AISC *Training Package Products Policy* in the following way: • Coding and titling –: The units of competency comply with this policy. 7 of the units of competency submitted for editing are existing units that have not been re-coded. The one new unit has the identifier PPR. • Foundation Skills which are not explicit in the unit of competency, are identified in a table and described against the Australian Core Skills Framework (ACSF) and 3 skill clusters from the Core Skills for Work (CSfW) Framework in each unit. The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria.	

Editorial Requirements	Comments	SSO comments
	Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	
	• Pathway advice is included in the Companion Volume Implementation Guide • Qualifications: N/A No qualifications were presented for editing.	
Standard 3: Training Package developers comply with the AISC Training Package Development and Endorsement Process Policy.	It is this panellist's opinion that the editorial requirement relating to Standard 3 for the Training Package components submitted for editing has been met. Development The Case for Endorsement (CfE) provides details PwC's Skills for Australia Case for Change on behalf of the Culture and Related Industries Industry Reference Committee (CUA IRC), which was approved by the Australian Industry and Skills Committee (AISC) in January 2017. The AISC endorsed the following projects: • Project 1C Review units of competency for legal rights and obligations to address the current skills gap within the Creative Arts and Culture (CUA) Training Package, relating to knowledge of the legal rights and obligations of workers within the creative industries. This knowledge and awareness was seen to be essential to ensure that individuals and organisations within the industry are equipped to meet their obligations with respect to intellectual property and copyright law, while also supporting the creation of sustainable revenue streams from creative work. • Project 1D Review units of competency for arts access to ensure that that content and experiences that are in the public domain are also accessible to people with disability. The Culture (CUA) Training Package currently has a gap in teaching skills for ensuring that the arts are accessible to people with disability. Case for endorsement (CfE) /national consultation Since the Case for Change was approved, PwC Skills for Australia has undertaken significant stakeholder consultation for Projects CUA 1C and CUA 1D.	

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments

	The draft components, as specified in the Case for Endorsement are:
	
	- 8 units of competency consisting of:
	
	   - 1 new unit of competency developed during this project
	   - 7 currently endorsed units that were reviewed and amended
	
	All components submitted for endorsement have been developed and reviewed in accordance with the Standards for Training Packages 2012, the Training Package Products Policy 2012 and the Training Package Development and Endorsement Policy 2016.
	
	Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered and are provided in the CfE. Details on Project Working Group members and targeted consultations are also provided in the CfE.	

Training Packages – Components

- *Units of competency*

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 4: Units of competency specify the standards of performance required in the workplace.	Within the context of the editorial review of draft training package product and the aspects of the *Training Package Development and Endorsement Process Policy* that it reveals, it is the opinion of this panellist that the training package developers complied with this policy. Some minor editorial suggestions were provided to and addressed by PwC Skills for Australia as part of the editorial review.	
Standard 5: The structure of units of competency complies with the unit of competency template.	It is this panellist's opinion that the editorial requirement relating to Standard 5 has been met. The structure of the 8 draft units comply with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information.	

Assessment Requirements

Editorial Requirements	Comments	SSO comments
	Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	
Standard 6: Assessment requirements specify the evidence and required conditions for assessment.	It is this panellist's opinion that the editorial requirement relating to Standard 6 has been met. All 8 units specify the performance evidence (including references to volume and frequency) and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment in a concise manner.	
Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	It is this panellist's opinion that the editorial requirement relating to Standard 6 has been met. All 8 proposed units of competency have associated assessment requirements, which comply with the assessment requirements template and the Standards for Training Packages 2012.	

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- *Qualifications*

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 8: Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	N/A No qualifications were presented for editing. Note for the QA report: A list of the qualifications and skill sets that house the units presented in this submission would be helpful. Also, please note that the qualifications that will house the new unit of competency in this submission (CUAPPR408) will need to be amended to include this unit. The other 7 units are existing units that have been deemed to be equivalent to their earlier versions.	
Standard 9: The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	N/A No qualifications were presented for editing.	

Credit Arrangements

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	It is this panellist's opinion that the editorial requirement relating to Standard 10 has been met. Credit arrangements have been specified in the CUA Creative Arts and Culture Training Package Implementation Guide – no credit arrangements exist between any of PwC's Skills for Australia's Training Package qualifications and higher education qualifications.	

Case for Endorsement - CUA Creative Arts and Culture Training Package Release 4.0

- *Companion Volumes*

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 11: A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	It is this panellist's opinion that the editorial requirement relating to Standard 11 has been met. The training package components in this submission are accompanied by the CUA Creative Arts and Culture Training Package Implementation Guide. The guide complies with the companion volume implementation guide template included in the 2012 Standards.	
Standard 12: Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	It is this panellist's opinion that the editorial requirement relating to Standard 12 has been met. PwC Skills for Australia has undertaken to address minor edits as part of this editorial review.	

Other

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the templates including mapping information and packaging rules, and in the *companion volume implementation guide*.	Unit codes and titles are accurate throughout the templates.	
Units of competency and their content are inserted in full, including any imported units of competency.	N/A No qualifications were presented for editing – unit titles in the qualifications have not been edited.	

Equity Report

The following equity report was produced by Anna Henderson as part of the quality assurance process.

Equity Report CUA Creative Arts and Culture Units of Competency

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	CUA Creative Arts and Culture Version 4.0
Number of new or revised qualifications	N/A
Number of new or revised units of competency	8 Units of Competency: • CUACMP301 Implement copyright arrangements • CUAEVP201 Assist with the staging of public activities or events • CUAFOH501 Manage front of house services • CUAIND303 Work effectively in the music industry • CUACMP501 Manage copyright arrangements • CUAEVP401 Present information on activities, events or public programs • CUAIND301 Work effectively in the creative industry • CUAPPR408 Integrate disability access and inclusion

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Information required	Detail
Confirmation that the draft endorsed components meet the requirements in Section 2	Yes. It is the panellist's opinion that the components reviewed meet the requirements of the Standards for Training Packages 2012.
Person completing the Equity Report and organisation. [1]	Anna Henderson, Business Skills Viability (BSV)
Date completed	20th of November 2017

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[1] *Persons not a member of the Training Package Quality Assurance Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).*

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
Draft endorsed components comply with the Training Package Products Policy (see Training Package Standard 2).	It is the panellist's opinion that PwC Skills for Australia has complied with the AISC *Training Package Products Policy*: · PwC Skills for Australia has addressed the AISC *Training Package Products Policy* in the following way: • **Coding and titling –**: The units of competency comply with this policy. 7 of the units of competency submitted for editing are existing units that have not been re-coded. The one new unit has the identifier PPR. • **Foundation Skills** which are not explicit in the unit of competency, are identified in a table. • **Pathway advice** is included in the Companion Volume Implementation Guide • **Qualifications: N/A** No qualifications were presented for editing and equity.	

Training Package Quality Principles

Quality Principle 4

Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

• *Key features*

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners.

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What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments	SSO comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	
1. What evidence demonstrates that the draft components provide flexible qualifications that enable application in different contexts?	**N/A**: CUA Qualifications were not presented for editing and equity. The Implementation Guide notes that the CUA Creative Arts and Culture Training Package contains: • 55 AQF aligned qualifications • 47 skill sets • 697 native units of competency • 550 imported units of competency. This demonstrates flexible application opportunities.	
2. Is there evidence of multiple entry and exit points?	**N/A** Qualifications were not presented for editing and equity.	
3. Have pre requisite units of competency been minimised? Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	**N/A** Qualifications were not presented for editing and equity. The units of competency presented for editing and equity requirements do not have pre-requisite requirements.	

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

• *Key features*

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments	SSO comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	The Companion Volume Implementation Guide specifies provides guidance from entry and preparatory level to facilitate movement between schools and VET, from entry level and to higher education qualifications in the creative industries. • • It should be noted however, that because of its very nature, traditional pathways from school to higher education do not necessarily apply to the creative industries. The Companion Volume notes *"that creative activity has become interdisciplinary and traditional boundaries between art forms, individual practitioners and institutions are breaking down."* The Companion Volume Implementation Guide provides information on entry requirements to CUA qualifications. Entry requirements to CUA Certificate IV to Advanced Diploma qualifications are quite flexible on the whole, enabling entry via the attainment of skills and knowledge *"acquired through personal or work experience, or through formal study."*	

Quality Principle 6

Support interpretation by training providers and others through the use of simple, **CONCISE LANGUAGE** and clear articulation of assessment requirements.

- *Key features*

Support implementation across a range of settings and support sound assessment practices.

Units of competency are clearly written

Training Package components are compliant with the TGA/National Register requirements for publication.

Equity requirements	Equity reviewer comments	SSO comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	Yes - The Companion Volume Implementation Guide provides advice on: • Pathways – for the broad range of CUA occupations and potential movement into and between qualifications • Access and equity – is described and addressed with advice on reasonable adjustments for learners with disabilities • Foundation skills which are not explicit in the unit of competency, are identified in a table and described against the Australian Core Skills Framework (ACSF) and 3 skill clusters from the Core Skills for Work (CSfW) Framework in each unit. The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria.	
2. Are Training Package components clearly written?	· The CUA units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth and identify clear outcomes and conditions for assessment. · **Issue for the Quality Assurance Report:** · An issue discussed during editing was the Assessment Conditions for CUAEVP201, which do not allow for assessment in simulated conditions (it specifies that assessment must be conducted at *"a public activity or event."*) This could be an impediment for assessment and therefore limit access to a unit that is usually packaged at Certificate II level.	

Quality Report

The following equity report was produced by Lina Robinson as part of the quality assurance process.

Quality Report

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	CUA Creative Arts and Cultural Training Package Version 4.0
Number of new or revised qualifications	No qualifications
Number of new or revised units	Eight units of competency, consisting of: • one new unit • seven revised units.
Confirmation that the draft endorsed components meet the *Standards for Training Packages 2012*	I confirm that the draft endorsed components meet the *Standards for Training Packages 2012*.
Name of panel member completing Quality Report	Lina Robinson
Statement that the panel member • is independent of development and/or validation activities associated with the *Case for Endorsement* • has not undertaken the *Equity* and/or *Editorial Report* • is independent of the Training Package or Training Package components being reviewed.	I confirm that I was independent of the development and validation activities associated with the Case for Endorsement. I have not undertaken the Equity and Editorial Reports, and I am independent of the Training Package components being reviewed.
Date completed	29 November 2017

Section 2 – Compliance with the standards for training packages

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 1 Training Packages consist of the following: 1. AISC endorsed components: • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes.	yes	The CUA Creative Arts and Culture Training Package Version 4.0 submission consists of the following endorsed components: • eight units of competency • eight assessment requirements (associated with each unit of competency) The current CUA Creative Arts and Culture Training Package consists of qualifications, however based on the requirements set by the Australian Industry and Skills Committee (AISC), there are no qualifications included in this submission. Information on credit arrangements is included in the Companion Volume Implementation Guide, specifying that 'currently no credit arrangements exist between any of PwC's Skills for Australia's training package qualifications and higher education qualifications'. The submission includes a quality assured Companion Volume Implementation Guide.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 2 Training Package developers comply with the AISC *Training Package Products Policy*.	yes	PwC's Skills for Australia have complied with the AISC *Training Package Products Policy*: • **Training Package – coding and titling**: The training package complies with this policy. • **Access and Equity** – The Equity Report confirmed that access and equity requirements have been met. • **Foundation Skills** – Foundation Skills were identifiable in the units of competency. Where not explicit in the elements and performance criteria, the foundation skills fields identify and describe the skills against the Australian Core Skills Framework and 3 skill clusters of the Core Skills for Work Framework. • **Units of competency – coding and titling** - The units of competency comply with this policy. • **Units of competency – coding and maintenance** – The units of competency comply with this policy. • **Units of competency – mapping** - the mapping table is found in the Companion Volume Implementation Guide for the CUA units of competency.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*.	yes	The development and endorsement processes described in the Case for Endorsement and other associated documentation reviewed for the Quality Report comply with the *AISC Training Package Development and Endorsement Process Policy*, which has also been confirmed in the Equity Report. The Case for Endorsement provides details on PwC's Skills for Australia's Case for Change on behalf of the Culture and Related Industries Industry Reference Committee (CUA IRC), which was approved by AISC in January 2017. The AISC endorsed the following projects: • Project 1C Review units of competency relating to legal rights and obligations to ensure that current skills gap within the CUA Creative Arts and Culture Training Package are addressed. • Project 1D Review units of competency relating to arts access to ensure that the content and experiences that are in the public domain are also accessible to people with disabilities. The Case for Endorsement describes national consultation that included the: • establishment and membership of project working groups, whose purpose was to offer specialised input, discuss key consultation feedback and consider recommendations in response to feedback • one-on-on interviews with targeted industry stakeholders who were identified by CUA IRC's members, project working group members or through the SSO's network of contacts • engagement with state and territory training authorities on several occasions throughout the review process • draft training products made available on the PwC's Skills for Australia website with emails alerts to stakeholders that the draft products were available for feedback. There were 108 downloads of the products for both projects.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 4 Units of competency specify the standards of performance required in the workplace.	yes	It is evident that the CUA units of competency specify the standards of performance required in the workplace based on the evidence provided of consultation and validation processes and PwC's responses to the feedback received from stakeholders.
Standard 5 The structure of units of competency complies with the unit of competency template.	yes	The structure of the units of competency complies with the unit of competency template. The units which were reviewed for the Quality Report are clearly written with specific detailed performance criteria aligned logically to the elements. Foundation Skills were identifiable in the units of competency. Where not explicit in the elements and performance criteria, the foundation skills fields identify and describe the skills against the Australian Core Skills Framework and 3 skill clusters against the Core Skills for Work Framework.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment.	yes	The units of competency and their associated assessment requirements clearly specify the frequency and/or volume of performance evidence, the depth and breadth of knowledge evidence and required conditions for assessment. The Editorial Report also confirmed that assessment requirements specify the evidence and required conditions for assessment and that Standard 6 has been met.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	yes	Each of the eight units of competency of the CUA Creative Arts and Culture Training Package Version 4.0 have associated assessment requirements which comply with the assessment requirements template.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	n/a	No qualifications are included in this submission
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	n/a	No qualifications are included in this submission
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	yes	Information on credit arrangements is included in the Companion Volume Implementation Guide, specifying that 'currently no credit arrangements exist between any of PwC's Skills for Australia's training package qualifications and higher education qualifications'.
Standard 11 A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template.	yes	The Companion Volume Implementation Guide for the CUA Creative Arts and Culture Version 4.0 has been developed. PwC's Skills for Australia has confirmed that the guide has been quality assured in line with PwC's Skills for Australia's quality assurance process.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	yes	No other quality assured companion volumes beside the Implementation Guide has been produced for this submission, however PwC's Skills for Australia has indicated that they will produce other companion volumes based on their stakeholders' needs.

Section 3 – Comments on how the draft training package components meet the quality principles

1. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated. Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs	Yes	The components of CUA Creative Arts and Culture Version 4.0 demonstrates a clear a link from the Case of Change which was submitted on behalf of the CUA IRC to the AISC in January 2017. The projects which were established based on the initial research and consultations carried out for the Industry Skills Forecast and Proposed Schedule of Work were endorsed on 23 February 2017. The Case for Endorsement outlines significant stakeholder consultation undertaken for Projects CUA 1C and CUA 1D since the Case for Change was approved.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Compliant and respond to government broad policy initiatives	Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms	Yes	The Training Package components are compliant with the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy*. This has also been confirmed in the Editorial and Equity Reports. PwC's Skills for Australia have affirmed evidence that the draft training package components align against the Ministers' policy initiatives and 2015 training package reforms in the Case for Endorsement. A review of the project documentation and training package components confirms that CUA Creative Arts and Culture Version 4.0 responds to the Ministers' policy initiatives and 2015 training package reforms.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect contemporary work organisation and job profiles incorporating a future orientation	Open and inclusive consultation and validation commensurate with scope and impact has been conducted	Yes	The Case for Endorsement lists the individuals and organisations who provided feedback throughout the project, indicating open and inclusive consultation and validation processes and that a wide range of stakeholder groups were represented and the feedback received was sufficient against the scope of the project. The Case for Endorsement also highlights how PwC's Skills for Australia addressed any dissenting views expressed during consultation to satisfy the majority of consultees. PwC's Skills for Australia produced other comprehensive reports for each of the projects that outlined consultation outcomes (including survey results) and recommended changes for the improvement of the CUA Creative Arts and Culture Training Package.

2. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated. Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	Packaging rules, qualifications framework, and pathways support movement within and across sectors. Identification of skill sets that respond to client needs	yes	No qualifications were included in this submission; however, the inclusion of legal rights and obligations and arts access related units of competency in existing qualifications support the attainment of skills and knowledge that are relevant to a range of culture and related industry sectors.
Promote national and international portability	Other national and international standards for skills are considered	yes	Australian standards and legislation are considered in the CUAPPP408, CUAEVP211, CUAEVP311 and CUAFOH511 units of competency, in particular, the *Disability Discrimination Act*. Australian and international intellectual property and copyright standards and laws are also considered in the CUACMP311, CUACMP511, CUAIND311 and CUAIND313 units of competency.
Reflect regulatory requirements and licensing	Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	yes	No occupational and licensing requirements apply to the CUA Creative Arts and Culture Version 4.0 components being submitted at this point in time.

3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect national consensus	Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.	Yes	Evidence of active engagement across industry to achieve a national consensus about the advice provided to the ASIC is reflected in the Case for Endorsement and other sighted documentation that provides evidence of inclusive consultation and validation processes, and their outcomes.
Recognise convergence and connectivity of skills	Best use is made of cross-industry and work and participation bank units	Yes	The CUA units of competency support the attainment of skills and knowledge that are relevant to a wide range of culture and related industries in the area of legal rights and obligations and arts access.

4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated. Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Meet the diversity of individual and employer needs	Provide flexible qualifications that enable application in different contexts	n/a	Qualifications are not included in this submission; however, PwC has provided information in the Case for Endorsement of their plans for SSO upgrades to qualifications that include the revised units or those that will include the new unit as an elective.
Support equitable access and progression of learners	Provide multiple entry and exit points. Pre-requisite units of competency are used only when required	yes	None of the eight CUA units of competency have pre-requisites units.

5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications	Yes	The eight CUA units of competency are contained in a number of qualifications which provide pathways from entry and preparatory level, and facilitate movement between entry into work, and between VET and higher education qualifications. The equity report noted that "because of its very nature, traditional pathways from school to higher education do not necessarily apply to the creative industries. The Companion Volume notes that creative activity has become interdisciplinary and traditional boundaries between art forms, individual practitioners and institutions are breaking down". The entry requirements for CUA qualifications are generally flexible and allow entry through the attainment of skills and knowledge acquired through personal or work experience, or through formal study.

6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package	Yes	The Companion Volume Implementation Guide for CUA Creative Arts and Culture Version 4.0 was reviewed and includes appropriate and clear information about industry's requirements for delivery.
Support sound assessment practice	Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth	Yes	The units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth and identify clear outcomes and conditions for assessment.
Support implementation	Compliance with the TGA/National Register requirements for publication Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package	Yes	The draft endorsed components are submitted in a template that is compatible with the requirements of TGA/National Register for publication. Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package.

Attachment C Non-endorsable components

The CUA IRC approved a number of non-endorsable updates which will be implemented in the CUA Creative Arts and Culture Training Package Release 4.0. This includes details of qualifications that will be updated to include the new or amended units of competency describe above. Please refer to the table below for details.

This table outlines minor updates that will be implemented in CUA Creative Arts and Culture Training Package Release 4.0.

#	Non-endorsable components
1a	CUAIND301 – Work effectively in the creative industries, to be included as an elective unit within the following qualification: • CUA41115 - Certificate IV in Photography and Photo Imaging
1b	New UoC - CUAPPR408 Integrate disability access and inclusion, to be included as an elective within the following qualifications: • CUA40213 Certificate IV in Community Culture (Group C) • CUA40415 Certificate IV in Live Production and Technical Services (Group C) • CUA40815 Certificate IV in Arts Administration (Group B) • CUA40915 Certificate IV in Music Industry (Group D) • CUA50415 Diploma of Live Production and Technical Services (Group C) • CUA50513 Diploma of Live Production Design (Group C) • CUA50815 Diploma of Music Industry (Group D)