

Case for Endorsement for CUA – Creative Arts and Culture Training Package Version 3.0

Working with children in the performing arts

Due to the development and finalisation of this project overlapping the transition from 1 January 2016 to the new industry-led arrangements for training package review (and the replacement of industry skills councils with skills service organisations), this Case for Endorsement was prepared by the Australian Government Department of Education and Training. It reflects a compilation of the work of both Innovation and Business Skills Australia and PricewaterhouseCoopers Skills for Australia, the former industry skills council and current skills service organisation respectively with responsibility for the CUA – Creative Arts and Culture Training Package.

A. Administrative details of the Case for Endorsement

Name of allocated Industry Reference Committee (IRC).

Culture and Related Industries IRC (current membership provided at **Attachment A: Stakeholder Involvement and Letters of Support**).

Name of the Skill Service Organisation (SSO).

PricewaterhouseCoopers Skills for Australia (PwC).

Title and code for each of the training package components that are submitted for approval.

This Case for Endorsement puts forward the following components for the CUA Creative Arts and Culture Training Package Version 3.0¹:

- Three new units of competency addressing working with children in performing arts, and
- Two new skill sets for the performing arts sector.

	Code	Title
New units	CUADTM412	Promote the physical and emotional wellbeing of children in performing arts
	CUAWHS405	Provide a safe performing arts environment for children
	CUAWHS406	Interact appropriately with children in performing arts environments
New skill sets	CUASS00054	Working With Children in Performing Arts Skill Set
	CUASS00055	Assistant Dance Teaching Skill Set

The new units will be added to the elective banks of several existing CUA qualifications, while the two new skill sets will serve as stand-alone skill sets as well as provide pathways into existing CUA qualifications. Refer to Table 1 in the 'Statement of evidence against the Training Package Quality Principles' section of this Case for Endorsement for details on the inclusion of these new components into existing CUA qualifications.

The proposed components have been developed in accordance with the *Training Package Development and Endorsement Process Policy* to meet the *Standards for Training Packages 2012* and to reflect industry contemporary practices.

Reference number of the relevant Case for Change, date it was approved and requirements set by the Australian Industry and Skills Committee (AISC) in relation to training package development work.

Not applicable. The AISC did not approve a Case for Change for this project. This is because PwC inherited the near-finalised project from the Industry Skills Council, Innovation and Business Skills

¹ From here onwards, 'Version 3.0' will be referred to as 'V3.0'.

Australia (IBSA) as part of the transition from 1 January 2016 to the new industry-led arrangements for training products.

In October 2016, the Culture and Related Industries IRC instructed PwC to ensure that the project recommendations made by IBSA in late 2015 were still valid prior to submitting the already produced material to the AISC for endorsement. This involved PwC re-engaging from December 2016 onwards IBSA's original 32 project stakeholders to confirm that the project remained both appropriate for the needs of industry and fit for purpose. Contact involved direct and targeted emails and telephone calls to specific individuals.

While a large number of IBSA's original stakeholders were unable to be contacted or did not respond to contact attempts, the majority of those who were successfully contacted were supportive of the project and indicated that it both still met an industry need and was fit for purpose. On this basis, the Culture and Related Arts IRC wishes to proceed with submitting a Case for Endorsement for AISC approval.

Note: IBSA had intended that the working with children in the performing arts project would be endorsed in conjunction with a project relating to 'professional writing and editing', resulting in a major change to the CUA Training Package. A Case for Endorsement combining both projects was subsequently prepared by IBSA in November 2015 just prior to PwC's establishment as the new SSO with responsibility for the CUA Training Package. Some of the attached documentation that PwC inherited from IBSA (for example, the Quality Report) thus references the 'professional writing and editing' project. The 'professional writing and editing' project is not the subject of this Case for Endorsement and the AISC should ignore those references to 'professional writing and editing' in some of the attachments to this Case.

B. Description of work and request for approval

Description of work undertaken and why.

While IBSA was still operating as an Industry Skills Council, a continuous improvement proposal was initiated by Ausdance, the peak dance industry organisation in Australia, to educate teachers and instructors on issues relating to working with children. Although initially proposed to target the dance sector, the project was supported by a wide cross-section of stakeholders and broadened to address the needs of the performing arts sector.

There had been growing concern within this mainly unregulated industry for the safety and wellbeing of children. Media and social media coverage of dance and movement programs are extensive, ranging from live and televised dance competitions and performances to popular music videos, to YouTube and other social media videos uploaded by children and/or their parents. There had also been media commentary, some reporting high-profile legal cases, relating to the safety and wellbeing of children in the sector. This provided an incentive for proactive action in educating the industry on issues relating to children, including:

- safe performing arts environments for children
- age-appropriate movement and activities
- health and wellbeing of children, and
- ethics and conduct relevant to instructing children in performing arts.

In this context, three new units of competency addressing working with children in the performing arts, and two new skill sets for the performing arts were developed.

Decision being sought from the Australian Industry and Skills Committee (AISC).

This Case for Endorsement seeks AISC approval of the following components for the CUA Creative Arts and Culture Training Package V3.0:

- Three new units of competency addressing working with children in performing arts, and
- Two new skill sets in the performing arts sector.

	Code	Title
New units	CUADTM412	Promote the physical and emotional wellbeing of children in performing arts
	CUAWHS405	Provide a safe performing arts environment for children
	CUAWHS406	Interact appropriately with children in performing arts environments
New skill sets	CUASS00054	Working With Children in Performing Arts Skill Set
	CUASS00055	Assistant Dance Teaching Skill Set

C. Evidence of industry support

Written evidence of support by the IRC(s) responsible for the relevant training package components.

The Culture and Related Industries IRC approved for this project to proceed to the AISC for endorsement through its four year workplan of September 2016. The workplan is available on PwC's website.

Evidence of consultation with all relevant stakeholders

IBSA's development of the training package components included the following types of consultations: face-to-face meetings and teleconferences with targeted individuals; workshops; and electronic communications. This ensured relevant stakeholders across Australia had a variety of opportunities to offer feedback. A designated webpage provided stakeholders with regular project updates and draft materials were available for review on IBSA's 'Feedback Hub'. A list of the individuals and organisations that participated in IBSA's consultations and validation of the training package components, as well as the letters of support from stakeholders that IBSA received is at **Attachment A: Stakeholder Involvement and Letters of Support**.

PwC's re-engagement exercise for the project commenced in December 2016 and involved direct and targeted emails and telephone calls to individuals on IBSA's original stakeholder list. This contact sought confirmation as to whether stakeholders believed the project both still met an industry need and was fit for purpose. A copy of a draft IBSA report from October 2015 was provided to stakeholders to facilitate their decision. A list of the individuals and organisations that PwC contacted (successful and unsuccessful attempts) and the outcomes of the re-engagement exercise is at **Attachment B: PwC Explanatory Memorandum**. In summary, and out of IBSA's 32 original project stakeholders:

- Eight stakeholders endorsed the project
- One stakeholder did not endorse the project
- Eight stakeholders were unable to be contacted by PwC, and
- Fifteen stakeholders did not respond to PwC's contact attempts.

Evidence that states/territories have been actively engaged and provided advice on the possible impact of implementing the proposed training package component(s), including the implementation issues relating to components proposed for deletion from the National Register.

Attachment A: Stakeholder Involvement and Letters of Support and **Attachment B: PwC Explanatory Memorandum** provide evidence that state and territory industry stakeholder views were sought and considered in relation to the project. Both IBSA and PwC implemented communication strategies to ensure relevant stakeholders were consulted, namely face-to-face meetings, workshops, teleconferences, electronic communications, targeted telephone calls and emails, and a designated webpage and the placement of the draft project materials on IBSA's 'Feedback Hub'.

According to the work prepared by IBSA for this project in late 2015, state/territory training authorities, registered training organisations (RTOs) and industry stakeholders were consulted and kept informed of changes during the review and redevelopment process.

PwC also circulated the project to the state/territory training authorities for feedback during the development of this Case for Endorsement, to account for the time lapse between IBSA's consultations of 2015 and PwC's work to finalise the project

[Where appropriate, advice about the alternative approaches explored and any competing views expressed by the allocated IRC\(s\) or other industry stakeholders, and how these competing views were resolved.](#)

During PwC's stakeholder re-engagement exercise, a representative from the Movement and Dance Education Centre advised that she did not endorse the project as she deemed it a duplication of efforts under the Certificate III in Dance and the Certificate IV in Dance Teaching and Management. According to this representative, the requirements to work with children are appropriately covered off already in these two qualifications.

The Culture and Related Industries IRC was made aware of the Movement and Dance Education Centre's view, however its position did not change when the project was presented to it for approval to proceed to the Case for Endorsement phase. Consultations during the project's development and review (and later re-engagement) phase validated its ability to address the identified need of making available appropriate working with children training - for not only the dance industry but the broader performing arts sector. Failing to proceed with the project could constitute a key risk for the sector given the extent to which its workforce engages with children. As such and despite this divergent view, the Culture and Related Industries IRC still recommends that the training components be approved by the AISC.

[Report\(s\) by exception on all remaining divergent stakeholder views and efforts made to resolve divergent or outstanding issues and reasons why the IRC is recommending training package component\(s\) are approved despite these divergent views.](#)

There are no reports by exception.

[Evidence that key stakeholders \(including training providers\) are aware of the expected impact of the changes. It is important that SSOs clearly identify any training package components proposed for deletion from the National Register. Where a qualification or unit of competency is identified for deletion in the Case for Endorsement, the IRC must provide clear advice, informed by state/territory government authority feedback, about the downstream impacts and optimal timing for that deletion to take effect.](#)

Key stakeholder views were sought and considered during the project's consultation periods. Under IBSA, a designated webpage provided stakeholders with regular project updates and the draft materials were made available for review on IBSA's 'Feedback Hub'. Both of these mechanisms facilitated broader industry-wide consultation.

No systemic barriers to implementing the CUA Creative Arts and Culture Training Package V3.0 were identified. State/territory training authorities, registered training organisations and industry stakeholders were consulted and kept informed of changes during the review and redevelopment process.

This project does not involve deleting any training package components from the National Register.

D. Industry expectations about training delivery

[Advice about industry's expectations of training delivery: duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics is included in Companion Volume Implementation Guide.](#)

Quality delivery and assessment practices that meet industry expectations are essential if industry and learners are to value the training contained within the CUA Creative Arts and Culture Training Package

V3.0. Industry expects that graduates should have the skills and knowledge to work effectively in the industry after completion of training.

RTOs will need to determine the most appropriate delivery and assessment strategies for their learner cohort to meet the assessment requirements of the new units of competency. A major consideration is ensuring the essential foundation skills demands within a unit of competency are addressed.

For effective implementation of the new units of competency, RTOs should develop and maintain strong partnerships with local industry and other relevant industry organisations in order to:

- inform and discuss the changes and associated implications to the revised components
- assist in the development and validation of effective delivery and assessment strategies for the new units and skill sets, and
- assess new opportunities and markets provided by the new units and skill sets.

[Recommendation from the allocated IRC/s as to whether the proposed training package component\(s\) may be the basis for a traineeship or an apprenticeship and the nominal duration of the traineeship or apprenticeship.](#)

This information was not a requirement of the previous training package development process and therefore was not included in the work prepared by IBSA. The Culture and Related Industries IRC advised that this training package component will not form the basis of a traineeship or apprenticeship.

E. Implementation of the new training packages

[Advice about how training package component\(s\) meet occupational and licensing requirements.](#)

The Culture and Related Industries IRC did not submit advice on this matter to PwC.

However, IBSA's work on this project confirms that there are no direct licensing or regulatory requirements for the proposed components. However, most states and territories have introduced legislation providing for child-related employment pre-screening, or are working towards such legislation. The legislation identifies broad categories of child-related work where employers, employees and volunteers must fulfil screening requirements. There are important differences across jurisdictions regarding the type of screening programs that are in place, what records are checked, and who is required to undergo screening. There is no single national framework setting out the requirements for obtaining working with children checks or police checks. Employers and people working with children need to identify the procedures and fulfil the requirements for the relevant state/territory in which they are working.

[Implementation issues of note and management strategy.](#)

There are no significant implications for the successful implementation of the training components.

RTOs considering delivering the working with children in performing arts units of competency and skill sets will be required to have the mandatory resources to support the delivery and assessment of the Training Package. The resources, which are detailed in the conditions of assessment section within the assessment requirements, include access to the required assessment environments and resources, which includes assessors with the relevant competencies and industry experience.

[Where appropriate, advice about the implementation of proposed requirements including, for example:](#)

- [how industry will support the availability of necessary places so students can meet work placement requirements.](#)
- [how the downstream impacts \(including, state and territory funding arrangements\) of the changes will be managed \(for example, where the Case for Endorsement recommends the deletion of units/qualifications\).](#)

The Culture and Related Industries IRC did not submit advice on this matter to PwC.

However, IBSA's work on this project confirms that there are no barriers, including systematic-related barriers, to implementing the CUA Creative Arts and Culture Training Package V3.0. State/territory training authorities, registered training organisations and industry stakeholders have been consulted and kept informed of changes during the review and redevelopment process.

In terms of industry imperatives and timelines for delivery, the units of competency and skill sets have been developed to ensure that the components of the Training Package are aligned to contemporary job profiles and industry practices. The appropriate implementation of the components is a high priority if they are to address industry needs.

F. Quality assurance reports

The Case for Endorsement should meet the following quality requirements:

Independent Quality Report.

The quality assessment of the proposed components was undertaken by Ms Anna Henderson. The report appears at **Attachment C** and confirms that the proposed components meet the requirements of the *Standards for Training Packages 2012*. The completed Editorial Report also indicates compliance with National Register requirements.

Declaration by the SSO that the proposed training package component(s) meet the requirements of the Standards for Training Packages 2012, Training Package Products Policy and Training Package Development and Endorsement Process Policy.

IBSA had declared that the proposed components of the CUA Creative Arts and Culture Training Package V3.0 are compliant with the *Standards for Training Packages 2012*, as confirmed by the independent Quality Report (refer to **Attachment C**).

Confirmation that the Companion Volume Implementation Guide is available and quality assured.

The *CUA Creative Arts and Culture Training Package Implementation Guide (CUA Implementation Guide)* has been quality assured through IBSA's and PwC's quality processes, and has been made available on both the PwC website and VETNET.

Statement of evidence against the Training Package Quality Principles.

Responsiveness and recognition quality principles

The section below provides evidence that the CUA Creative Arts and Culture V3.0 meets responsiveness and recognition quality principles.

1.1 Reflect contemporary work organisation and job profiles

Children are involved in many aspects of the performing arts sector, such as dance, film, television and theatre. A range of people working in all aspects of production and performance may work and interact with children either directly, such as instructors and teachers; or indirectly, such as crew members and production staff. Industry representatives identified that there was a need for more specific skills and knowledge related to working with children to be included in the competencies required for those working in the performing arts sector.

The new units of competency and skill sets were developed following IBSA's consultation and validation processes. Consultations included face-to-face meetings and teleconferences with targeted individuals, two workshops (Melbourne and Sydney), and electronic communications to ensure relevant stakeholders across Australia had a variety of opportunities to offer feedback. A designated webpage provided stakeholders with regular project updates and draft materials were available for review on IBSA's 'Feedback Hub'.

Feedback received during the consultation and validation processes led to an expansion of the initial project work to reflect the needs of the industry.

1.2 Driven by industry's needs

The CUA Creative Arts and Culture Training Package V3.0 continues to address the areas and key priorities identified in IBSA's 2014 and 2015 cultural and creative industry environment scans, which identified increasing convergence across the sectors and changing business models.

The CUA Creative Arts and Culture Training Package Version 2.0 was based on the integration of five creative and cultural Training Packages to reflect the convergence or blurring of the sectors that is being seen across all creative and cultural industries. The *Cultural & Creative Industries Environment Scan 2015* states that, 'the increasingly interdisciplinary nature of creative practice is creating hybrid definitions with specific occupations no longer easily recognisable – artists are curators are writers are teachers'.²

A continuous improvement project was proposed by Ausdance, Australia's peak dance industry association, to address the specific needs relating to working with children in dance and performing arts. IBSA's *Cultural and Creative Industries Environment Scan 2015* provides data that supports the perception of a booming children's dance sector that is both large and fast growing. The Australian Bureau of Statistics (ABS) census data shows that while there was a decrease of 4.4 per cent in the number of dancers and choreographers, the number of dance teachers increased by 22.3 per cent (from 4,394 in 2006 to 5,372 in 2011). This means there was a substantial increase in the number of people working as dancers, choreographers and dance teachers between 2006 and 2011, from 6,471 to 7,711 – an increase of 19.2 per cent.

The Australia Council's *Dance Sector Plan 2012–13* reported that there were 50 dance companies in Australia, over 200 choreographers, and 1,400 dancers with a growth in dance participation by adults and children in particular. The report also notes that maintaining a career as a dancer can be challenging, with paid opportunities insufficient to employ all the skilled applicants; many dancers teach or pursue non-arts-related employment to support their practice.

In addition to the dance sector, the *Cultural and Creative Industries Environment Scan 2015* states the film and video production and post production sector grew by 20 per cent with television broadcasting accounting for 38 per cent of employment in the national audio workforce. Within the music sector, the ABS reports approximately 18,300 performing artists, composers and music teachers. Around half of these (52.3% in 2011) were music teachers providing private tuition.

The project was initially proposed to target teachers in the dance sector. However, feedback received during the consultations indicated strong support from other performing arts sectors and this led to the broadening of the initial scope of the work and widening of the target audience to address the needs of the industry. As many people within the broader performing arts sector may work directly or interact with children, the need for additional units of competency and skill sets to address issues relating to working with children was widely supported. Consultations included face-to-face meetings, workshops and electronic communications to ensure relevant stakeholders across Australia had a variety of opportunities to offer feedback.

Two new units of competency were written broadly to address the needs of teachers and instructors working in a range of performing arts activities including, but not limited to, dance, recreational and/or remedial movement skills, theatre, circus, and film and television. One unit was written to address the

² Innovation & Business Skills Australia, 2015, *Cultural & Creative Industries Environment Scan 2015*, viewed October 2015, <<https://www.ibsa.org.au/sites/default/files/media/IBSA%20Environment%20Scan%202015%20Cultural%20%26%20Creative%20Industries.pdf>>, p. 19.

needs of all individuals who may interact with children in performing arts in areas including, but not limited to, crew, technicians and those in supervisory positions. These units can be selected as electives in a range of CUA qualifications depending on the needs of the cohort.

1.3 Respond to government broad policy initiatives

VET policy – Standards for Training Packages

The new components of the CUA Creative Arts and Culture Training Package V3.0 have been developed according to the *Training Package Development and Endorsement Process Policy*, the *Training Package Products Policy* and the *Standards for Training Packages 2012*. The proposed components have the following features:

- No duplication of content, only essential or required information is included
- Clear writing to ensure understanding by all stakeholders
- Explicitly identified foundation skills required for performance in units of competency, and
- Clear assessment requirements that identify evidence requirements and assessment conditions.

Government policy – Working with children

Most states and territories have introduced legislation providing for child-related employment pre-screening, or are working towards such legislation. Although this regulation may not be mandatory for most activities within the performing arts sector, there was strong support from the industry to improve practices relating to working with children through education via the development of new units of competency and skill sets.

1.4 Recognise convergence and connectivity of skills

The convergence of skills across the creative and cultural industries has been the key driver for the development of the CUA Creative Arts and Culture Training Package. As with all CUA qualifications and skill sets, the skill sets and units of competency relating to working with children in the performing arts have been developed to apply skills and knowledge across various industries and industry sectors.

1.5 Support movement of skills within and across organisations and sectors

The new units of competency have been included as electives in a range of qualifications in the performing arts sector. The two new skill sets support and enhance pathways to existing qualifications or may be offered as standalone skill sets to meet the specific needs of people working with children in performing arts.

The revised CUA Implementation Guide provides clear pathways advice on how these skill sets and units of competency support movement within and across creative and cultural industries. The packaging rules ensure qualifications meet a range of different organisational needs and contexts and that the skills are transferrable. Flexible packaging rules enable the selection of specialist units and imported units of competency from other Training Packages and accredited courses to enhance mobility across organisations and sectors.

1.6 Promote national and international portability

A national consultation and validation process was undertaken for the working with children skill sets and units and their inclusion in the CUA Creative Arts and Culture Training Package V3.0 is supported by a range of performing arts stakeholders.

1.7 Reflect licensing and regulatory requirements

There are no direct licensing or regulatory requirements for the proposed endorsed components for working with children in performing arts. However, most states and territories have introduced legislation providing for child-related employment pre-screening, or are working towards such legislation. The legislation identifies broad categories of child-related work where employers, employees

and volunteers must fulfil screening requirements. There are important differences across jurisdictions regarding the type of screening programs that are in place, what records are checked, and who is required to undergo screening. There is no single national framework setting out the requirements for obtaining working with children checks or police checks. Employers and people working with children need to identify the procedures and fulfil the requirements for the relevant state/ territory in which they are working.

1.8 Participation and scope of registration data

To support this Case for Endorsement, the following information is provided.

Qualification code and name	2015 Total VET Activity course enrolments	Number of RTOs approved to deliver qualification as at 21 April 2017
CUA10113 - Certificate I in Dance	168	12
CUA10111 - Certificate I in Dance (superseded)	3	0
CUA20113 - Certificate II in Dance	1,913	33
CUA20111 - Certificate II in Dance (superseded)	110	0
CUA30113 - Certificate III in Dance	235	21
CUA30111 - Certificate III in Dance (superseded)	14	0
CUA30213 - Certificate III in Community Dance, Theatre and Events	94	11
CUA30211 - Certificate III in Community Dance, Theatre and Events (superseded)	6	0
CUA30313 - Certificate III in Assistant Dance Teaching	74	8
CUA30413 - Certificate III in Live Production and Services (superseded)	5,359	33
CUA40213 - Certificate IV in Community Culture	52	3
CUA40313 - Certificate IV in Dance Teaching and Management	396	16
CUA40111 - Certificate IV in Dance (superseded)	4	0
CUA40113 - Certificate IV in Dance	497	24
CUA40211 - Certificate IV in Dance Teaching and Management (superseded)	5	0
CUA40413 - Certificate IV in Live Production and Technical Services (superseded)	83	8
CUA40513 - Certificate IV in Musical Theatre	33	6
CUA50113 - Diploma of Dance (Elite Performance)	291	21
CUA50111 - Diploma of Dance (Elite Performance) (superseded)	5	0
CUA50313 - Diploma of Dance Teaching and Management	168	6
CUA50311 - Diploma of Dance Teaching and	6	0

Management (superseded)		
CUF50507 - Diploma of Costume for Performance (superseded)	68	5
CUF50607 - Diploma of Scenery and Set Construction (superseded)	15	1
CUA50413 - Diploma of Live Production and Technical Services (superseded)	214	9
CUA50513 - Diploma of Live Production Design	28	4
CUA50213 - Diploma of Musical Theatre	289	24
CUA50211 - Diploma of Musical Theatre (superseded)	2	0
CUA60113 - Advanced Diploma of Dance (Elite Performance)	87	12
CUA60111 - Advanced Diploma of Dance (Elite Performance) (superseded)	2	0
CUA60213 - Advanced Diploma of Live Production and Management Services	119	7
CUE60103 - Advanced Diploma of Design for Live Production, Theatre and Events (superseded)	20	0
CUE60303 - Advanced Diploma of Stage Management (superseded)	4	0
CUA30311 - Certificate III in Assistant Dance Teaching (superseded)	0	0
CUF30307 - Certificate III in Scenery and Set Construction (superseded)	0	1
CUA30415 - Certificate III in Live Production and Services	0	41
CUA40415 - Certificate IV in Live Production and Technical Services	0	9
CUF40607 - Certificate IV in Scenery and Set Construction (superseded)	0	1
CUA40311 - Certificate IV in Community Culture (superseded)	0	0
CUF40507 - Certificate IV in Costume for Performance (superseded)	0	2
CUA50415 - Diploma of Live Production and Technical Services	0	14
CUE60203 - Advanced Diploma of Live Production, Theatre and Events (Technical Production) (superseded)	0	0

Source: National Centre for Vocational Education and Research (NCVER) data collection and www.training.gov.au.

Note:

- The enrolment numbers are course enrolments from 2015 Total VET Activity, which includes training at all RTOs regardless of funding source.
- Enrolment figures for relevant superseded qualifications are included, noting that students can take a number of years to finish and thus, that there may still be enrolments in the older versions of current qualifications.

- Of the qualifications with no enrolments, the qualification codes ending in '15' were endorsed in 2015 and released in 2016, meaning that it was not possible to enrol in the course until 2016.
- In relation to enrolments appearing for a superseded qualification with zero RTOs approved to deliver that particular superseded qualification (according to www.training.gov.au), note that the enrolment data is from 2015 whereas the www.training.gov.au information is current as at 21 April 2017. This could imply that the RTO may have ceased to operate or offer that course in the intervening time.

Flexibility and functionality quality principles

The section below provides evidence that the CUA Creative Arts and Culture Training Package V3.0 meets flexibility and functionality quality principles.

2.1 Meet the diversity of individual and enterprise needs

The new units of competency for working with children in performing arts will be included as electives in several existing qualifications. Their inclusion as electives maintains the flexibility of the qualifications and meets the diversity of individual and enterprise needs. Two new skill sets will provide pathways into existing qualifications. Details are provided in Table 1 below.

TABLE 1 – Inclusion of new units and skill sets in existing CUA qualifications

New units	Additions to elective banks of existing qualifications
CUADTM412 Promote the physical and emotional wellbeing of children in performing arts	CUA30313 Certificate III in Assistant Dance Teaching CUA40313 Certificate IV in Dance Teaching and Management CUA50313 Diploma of Dance Teaching and Management
CUAWHS405 Provide a safe performing arts environment for children	
CUAWHS406 Interact appropriately with children in performing arts environments	CUA30113 Certificate III in Dance CUA30213 Certificate III in Community Dance, Theatre and Events CUA30415 Certificate III in Live Production and Services CUA40113 Certificate IV in Dance CUA40213 Certificate IV in Community Culture CUA40313 Certificate IV in Dance Teaching and Management CUA40415 Certificate IV in Live Production and Technical Services CUA40513 Certificate IV in Musical Theatre CUA50113 Diploma of Dance (Elite Performance) CUA50213 Diploma of Musical Theatre CUA50313 Diploma of Dance Teaching and Management CUA50415 Diploma of Live Production and Technical Services CUA50513 Diploma of Live Production Design CUA60113 Advanced Diploma of Dance (Elite Performance) CUA60213 Advanced Diploma of Live Production and Management Services
New skill sets	Pathway into existing qualifications
CUASS00054 Working With Children in Performing Arts Skill Set	CUA30313 Certificate III in Assistant Dance Teaching CUA40313 Certificate IV in Dance Teaching and Management CUA50313 Diploma of Dance Teaching and Management
CUASS00055 Assistant Dance Teaching Skill Set	CUA30313 Certificate III in Assistant Dance Teaching CUA40313 Certificate IV in Dance Teaching and Management

2.2 Support equitable access and progression of learners

The three new units of competency will be included as elective units in existing qualifications. The two new skill sets will provide pathways into existing qualifications. This is set out in the table above. There are no prerequisite requirements relating to any of the new units or skill sets included in this Case for Endorsement.

The Equity Review in **Attachment C: Quality Report** confirms that the proposed components of the CUA Creative Arts and Culture Training Package V3.0 meet the requirements of the flexibility and functionality quality principles and, therefore, meet the requirements for access and equity.

2.3 Support learner transition between education sectors

The CUA Creative Arts and Culture Training Package V3.0 supports transition between all education sectors – secondary schools, VET and higher education. The two new skill sets will enhance pathways for school students into the current Certificate III and Certificate IV dance teaching qualifications by providing additional entry points. The new units of competency and skill sets will not adversely impact on any other qualifications. Advice for pathways between education sectors is provided in the CUA Implementation Guide.

2.4 Support implementation across a range of settings

There are no barriers to the implementation of the components. The units of competency can be delivered and assessed in the workplace or another suitable environment, as described in the assessment conditions section.

2.5 Support sound assessment practice

The assessment requirements associated with each unit of competency comply with the *Standards for Training Packages* in that they:

- identify performance and knowledge evidence that is valid, reliable and assessable
- provide for flexibility of application in the wide range of contexts where these units will apply, and
- require assessors to have the appropriate industry experience and qualifications.

2.6 Support implementation through compliance with National Register requirements

The components of the CUA Creative Arts and Culture Training Package V3.0 meet the requirements for the *Standards for Training Packages* and the Training Package Content Management System (TPCMS). There are therefore no structural barriers at the systems implementation level. Implementation advice is provided in the CUA Implementation Guide, which will be available for publication upon the endorsement of the components.

The quality assessment of the proposed Training Package was undertaken by Ms Anna Henderson. The report appears in **Attachment C: Quality Report** and confirms that the proposed Training Package components meet the requirements of the *Standards for Training Packages 2012*. The completed Editorial Report also indicates compliance with National Register requirements.

G. Implementation of the Council of Australian Governments (COAG) Industry Skills Council reforms to training packages

Explanation of how the decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages including to:

- Remove obsolete, superfluous and duplicative qualifications and units from the system.
- Include information about industry's expectations of training delivery (i.e. duration of training, mode of delivery and learner characteristics).
- Improve qualification design to enable individuals to upskill and move easily from one related occupation to another.

- Improve the efficiency of the training system through the creation of units of competence that can be owned and used by multiple industry sectors.
- Foster greater recognition of skill sets.

This project especially meets the COAG Industry Skills Council reform objective ‘foster greater recognition of skill sets’. Industry advice on the promotion and use of the skills sets will be incorporated into the training package Companion Volume Implementation Guide, with this information to be made available to consumers to help them make informed course choices.

This project also contributes to improving the efficiency of the training system through creating units that can be used by multiple industries and sectors.

[Evidence of completion of the training package development work assigned by the AISC in the Case for Change.](#)

Not applicable, given the AISC did not commission a Case for Change for this project.

[Evidence that training package component\(s\) are prepared for publication.](#)

The Quality Report at **Attachment C** confirms that the draft components meet the *Standards for Training Packages 2012*. Refer to **Attachment D: Mapping Summary and Modification History** for a mapping summary and a CUA Training Package modification history. Evidence that the final draft products have been prepared for publication is provided at **Attachments E-L**.

Final draft products can be viewed on the PwC website and on VETNET.

H. A copy of the full content of the proposed training package component(s)

[The AISC should be provided with a copy of the developed training package component\(s\) to be approved under the Case for Endorsement.](#)

The draft training package components to be approved under this Case for Endorsement are below.

	Code	Title
New units	CUADTM412	Promote the physical and emotional wellbeing of children in performing arts
	CUAWHS405	Provide a safe performing arts environment for children
	CUAWHS406	Interact appropriately with children in performing arts environments
New skill sets	CUASS00054	Working With Children in Performing Arts Skill Set
	CUASS00055	Assistant Dance Teaching Skill Set