

CUA60715 Advanced Diploma of Visual Arts

Training and Assessment Strategy

In Summary:

Mode of Delivery:	Delivery will be face-to-face with demonstration, presentation and peer feedback
Course Duration:	One year (1300 hours)
Unit Structure:	Delivered over six clusters
Training Method:	The course is presented through face-to-face teaching, demonstration and practical exercises in a simulated industry environment
Assessment Method:	Observation, practical / product, written, research, visual diary, presentation
Target Learner:	Current and prospective special effects artists who want to gain more formal experience in special effects techniques and extend a body of creative work
Trainer ratio:	1:12

CRICOS Version 1.0

July 2019

CUA60715 Training and Assessment Strategy

RTO	National Provider Number	90910	CRICOS number	02522B
	Name	Australian College of Make-up & Special Effects (ABN 28 164 536 449)		

The training product being delivered

Training package	Code	CUA	Version	4.1	
	Title	Creative Arts and Culture Training Package			
Qualification Requirements	National qualification code	CUA60715	CRICOS Code	092001D	
	Title	Advanced Diploma of Visual Arts			
	Packaging rules	<p>Total number of units: 12</p> <ul style="list-style-type: none"> • 7 core <i>plus</i> • 5 electives <p>3 units from Group A 2 units selected from Groups A or B or any currently endorsed training package at Diploma level or above.</p>			
Units of competency	National code	Title	Nominal hours	Core/Elective/etc.	
	BSBCRT601	Research and apply concepts and theories of creativity	65	Core	
	CUAPPR505	Establish and maintain safe creative practice	25	Core	
	CUAACD601	Extend professional expertise with drawing and other visual representation tools	55	Core	
	CUAPPR601	Originate a body of independent creative work	70	Core	
	CUAPPR603	Engage in the business of creative practice	65	Core	
	CUAPPR604	Publicly present a body of own creative work	55	Core	
	CUARES602	Extend cultural research expertise	45	Core	
	CUAPPR602	Collaborate in professional creative projects	45	Group A	
	CUAPPR606	Extend expertise in a specialised art form to professional level	70	Group A	

	CUAACD511	Make moulds and casts	50	Group A
	CUASCU501	Refine sculptural techniques	80	Elective
	CUAMUP504	Create prosthetics for special make-up effects	110	Elective

The target learner

Learners	<p>Visual arts are wide-ranging and cover many contexts across the arts and allied performance-based industries. This includes screen and media. This program has been designed for practitioners who wish to combine specialised technical, creative and conceptual skills to prepare for and develop their emerging practice. These skills allow individuals to extend and refine their practice to a point where they are able to originate, realise and exhibit a substantial body of resolved work that expresses their individual creative vision. This qualification is designed for individuals who provide make-up and special effects services for the screen, media and entertainment industries. It is likely that target group wishing to achieve this qualification will have already achieved make-up and special effects skills.</p> <p>Target client group include:</p> <ul style="list-style-type: none"> International students who want to gain more formal experience in special effects techniques and extend a body of creative work
Environment and location	<p>Students' creative practice at this level is underpinned by a sound grasp of theory and conceptual skills and history and the ability to critically analyse and synthesise information. Over the course of the year our learners undertake a number of photo shoots, conducted on site using the College's fully equipped photographic studio. The photo shoots enable our learners to form their portfolio of work.</p> <p>The course is presented through face-to-face teaching, demonstration and practical exercises and extensive self-directed research. Learners experience a simulated industry/studio environment, with access to equipment, products and facilities reflecting current industry practice. Work experience is available; but is not a mandatory part of the course. The delivery and assessment will be given with a high degree of coaching and workplace-style supervision, conducted by qualified trainers and industry professionals in the screen and media, arts field.</p> <p>International students are provided with accommodation and travel information at their pre-enrolment as well as necessity for Overseas Health Cover.</p>
Entry Requirements	<p>ACMUSE recognises that everyone has different skills and experiences, so what we look for is potential through a body of creative work that shows conceptual, technical, self-motivation and organisational skills through to realisation and presentation. Further to your portfolio of work in areas of make-up design, we require evidence of the creative process showing a strong sense of colour, shape and form. We are interested to see evidence of your creative artistic ability and potential in the way you think and work.</p> <p>The Interview</p> <p>An interview with the College CEO is mandatory. We will be interested in discussing which make-up and / or special effects artists' work inspire you. We expect applicants to present a portfolio holding a minimum of 15 examples of work. Your portfolio should include examples of investigation and development leading to a two or three-dimensional work. Examples of experience in make-up and special effects work are desirable and we would like you to tell us about your interest and passion for make-up and special effects through your research and on social media. The ACMUSE CEO will complete the answers to several questions based on</p>

	<p>your interview. Please take the time beforehand to consider and prepare for your answers. These questions are available on request.</p> <p>Entry pathways: Successful completion of ACMUSE CUA51015 Diploma of Screen and Media followed by an interview during which you will display a portfolio of work that meets the course entry requirements.</p> <p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:</p> <ul style="list-style-type: none"> • in contexts that are subject to change • within broad parameters to provide specialist advice and functions
<p>Education and support services</p>	<p>Identified candidate needs specific to the target group include:</p> <ul style="list-style-type: none"> • Flexibility of delivery model to accommodate casual, shift and part-time workers • Individualised needs assessments e.g. length of time since last formal study, language and/or literacy issues and social and personal constraints. • A variety of assessment methods to maximise the candidate’s ability to demonstrate competence and provide recognition of current competence and experience. <p>ACMUSE abides by access and equity principles set out in its Student Handbook and Policy and Procedure manual. These include: <i>Student Appeal and Grievance policy and procedure</i>. Learning support services are available to students through their trainer and access to the CEO of the College.</p> <p>ACMUSE’s programs use a holistic model of assessment. Holistic assessment checks the way a range of skills, knowledge and understanding are combined together to successfully complete workplace tasks. This model of assessment is ideally suited to work with various persons, as work tasks are not always straightforward, and require the combination of knowledge, understanding, problem solving, practical skills, attitudes and ethics in order to respond to work situations.</p> <p>The College has a Student Welfare Officer who can provide learners with assistance as required in their study program and ensure they proceed with their study plan. This is specifically catered for International students, away from home, to assist in their transition to life in Sydney.</p>
<p>Access and equity</p>	<p>Learning and assessment materials are written in plain English.</p> <p>Delivery modes are negotiated to meet the needs of a diverse range of candidates. Entry to courses is in accordance with equal opportunity legislation, anti-discrimination legislation and ACMUSE’s code of practice.</p>
<p>Foundation skills</p>	<p>Foundation skills applicable to the outcomes of this course are identified in each of the units of competency.</p>
<p>Language, literacy and numeracy/ technology literacy requirements</p>	<p>Clients will be made aware of the delivery method and the requirements of assessment prior to enrolment and commencing the course. They need to have a TOFEL score of 5 to register in this course if they are from a traditional non-English speaking country.</p> <p>A non-intrusive Language, Literacy & Numeracy (LL&N) assessment may be undertaken by candidates prior to enrolment. This will ensure any special needs are identified and addressed to reduce the potential for learning inhibitors.</p>

	<p>Reasonable adjustments and support will be made and provided where possible.</p> <p>In the case where a candidate is identified with LL&N issues beyond ACMUSE's expertise, a consultation will occur. A referral to additional support services will be recommended for the candidate.</p> <p>This qualification does require a sound level of communication skills for job performance.</p>
How will the LLN skills of students be tested prior to commencement of training?	Candidates may vary in their LLN skills; however the required LLN skills are specified in ACMUSE's Student handbook and website. Provision for additional LLN assistance is pre-assessed at enrolment stage with guidance offered as applicable. A LLN test is given at the enrolment stage as assessed by the CEO.
Intervention strategies	<p>An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. ACMUSE endeavours to anticipate students' needs and implements a range of intervention strategies. This is discussed with each student so they complete their study on time. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:</p> <ul style="list-style-type: none"> • Discuss an intervention plan with the Head Trainer • Sit for a re-assessment • Attend a number of supervised studying hours • Repeat the unit / cluster

Course timeframe

Description of the training modes	<ul style="list-style-type: none"> • Face-to-face training (classroom lectures, technique, hands-on demonstrations, peer review / feedback, individual coaching and mentoring) • Self-paced training (practice, portfolio, research)
Description of the assessment methods	<ul style="list-style-type: none"> • Observation • Practical / product • Written (Knowledge evidence) • Visual diary
Amount of training	<p>The amount of training relating to the formal teaching and learning activities, is comprised of the following:</p> <ul style="list-style-type: none"> • 780 hours of supervised instruction. Training consists of instructor led classroom and hands-on training and individual coaching and mentoring as well as feedback on self-paced work. This includes formative assessment. <p><i>Rationale for Amount of Training (Standards for RTOs 2015, Clause 1.2) identifies the existing skills, knowledge and the experience of the learner, the mode of delivery, and where a full qualification is not being delivered, the number of units being delivered as a proportion of the full qualification.</i></p>
Amount of learning	<p>The amount of learning relating to non-structured teaching activities, is comprised of the following:</p> <ul style="list-style-type: none"> • 460 hours of unsupervised activities. This includes directed study, preparation, practice and consolidation of knowledge and skills, feedback review and reflection,

	self-initiated learning and research.
Amount of assessment	<p>The amount of summative assessment activities equals:</p> <ul style="list-style-type: none"> 60 hours (completion at end of year)
Volume of learning	<p>The total Volume of Learning required for the achievement of the learning outcomes of this program is 1300 hours (1 academic year).</p> <p>The volume of learning may be altered to a pre-determined amount of training on a case-by-case basis to each learner with regard to existing skills, knowledge and the experience of the learner (see RPL).</p>
Recognition of Prior Learning (RPL)	<p>The recognition of prior learning procedure will be made known to clients during pre-enrolment, including the costs thereof.</p> <p>The onus is on the candidate to demonstrate competency and provide sufficient, current, valid and authentic evidence of such things as work experience, life skills, and study or via other evidence supplied for assessment.</p> <p>Assessment outcomes will be based on evidence collected/provided.</p> <p>ACMUSE's RPL Policy is contained in the Student Handbook which is available on website.</p>
Qualification outcome	<p>Candidates who enrol in the CUA60715 Advanced Diploma of Visual Arts and do not competently complete all units will be awarded a statement of attainment for units where competency has been met.</p> <p>The full qualification CUA60715 Advanced Diploma of Visual Arts will only be awarded to candidates who have competently completed all 12 units.</p>
Training and assessment arrangements – Course Structure and Delivery Plan	<p>Duration</p> <p>The expected completion time is 4 terms / 38 weeks (840 supervised hrs). Study is full-time. There is a week 6 assessment, a week 17 assessment and end of course assessment. Assessments will be conducted within a simulated work environment.</p>
	<p>Organisation</p> <p>The program will be delivered through face-to-face training delivery and assessment. The delivery structure of the course has been guided by stakeholder and industry advice. As such the course content and learning resources are designed to allow the candidate to review the learning resources and then complete and submit the relevant assessment.</p> <p>Candidates are supported by:</p> <ul style="list-style-type: none"> Learning materials and assessments are provided using learning resources suitable to the screen and media sector Hard copy resources are available. <p>At the commencement of training the candidate will be provided with:</p> <ul style="list-style-type: none"> Group training plan (calendar) CUA60715 Delivery Plan Learning and Assessments will be provided progressively as the candidate progresses through their study. <p>ACMUSE strives to develop candidates' skills, knowledge and aptitudes in the key areas of best</p>

practice in across the screen and media industry sector.

The program will be delivered through tasks that will simulate a specific studio/industry environment. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- demonstration, observation
- practical tasks
- group work
- role plays
- presentations
- peer review and feedback
- self reflection
- activities in simulated work environments (as per Training Package requirements)

ACMUSE will ensure learners have every reasonable opportunity to complete their training program.

Course structure – delivery plan

ACMUSE will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes. Set out below is a series of group and individual activities achieve in a simulated work environment, providing the framework for industry-relevant learning. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.

The units of competency will be delivered as combination of stand-alone and clustered units. Clustering is shown in the unit cluster document.

For class sessions, days and timeframes see CUA60715 Advanced Diploma of Visual Arts Delivery Plan.

Training and assessment arrangements – assessment techniques

Assessment System – Competency Based

Competency based assessment is used during all assessment activities. Competency is proved by demonstration of knowledge and practical application of skills. Time lines are taken into consideration for practical skills and candidates must meet the criteria as deemed industry competent by the assessor.

The 'assessment activities' including instrument tools will include, but are not limited to, such things as written/ oral questions, third party feedback, activities, and projects, case studies of knowledge and practical application of skills which meet candidate styles in a training and assessment environment.

ACMUSE uses combination assessment methods and approaches which will involve collecting a range of evidence for ensuring consistency of competency.

The methods of assessment will allow for the process to meet the training package requirements, the principles of assessment and be valid, reliable, flexible and fair.

All evidence that is collected must be valid, sufficient, authentic and current. These requirements have been addressed in the design of the assessment tools that will be provided to candidates.

Assessment of the units of competency in CUA60715 Adv Diploma of Visual Arts can be undertaken in a simulated workplace environment although workplace assessments may also be undertaken.

Where there is any uncertainty that the above criteria have not been met, the assessor should liaise with another assessor or supervisor within ACMUSE to make a determination.

Dimensions of Competency: The four dimensions of competency; task skills, task management skills, contingency management skills and job/ role environment skills are addressed by written and practical assessment.

Trainers/ Assessors ensure the candidates are taken through a series of activities of varying difficulty during delivery.

Assessment techniques or tools used to gather evidence

The following matrix identifies the type of evidence that will be collected towards competency and to enable judgments to be made about students' competency in each unit. Assessors have flexibility (according to the requirements of the Training Package, including the Assessment Guidelines and units of competency) to accept other forms of evidence from individual students (eg., through RPL).

Key to techniques or tools used:

- OBS – Observation/demonstration
- PROD – Final product resulting from activity/project
- QUES – Questioning and class discussion
- RP – Case study/role play/group work
- WRI – Written
- PRES – Presentation/portfolio
- REF – Self reflection/peer review

Units of competency code	Unit of competency name	Check (X) technique that applies							
		OBS	PROD	QUES	WRI	PRES	REF	RP	
BSBCRT601	Research and apply concepts and theories of creativity	X	X	X		X	X		
CUAPPR505	Establish and maintain safe creative practice	X	X	X	X				
CUAACD601	Extend professional expertise with drawing and other visual representation tools	X	X	X		X	X	X	
CUAPPR601	Originate a body of independent creative work	X	X	X		X	X		
CUAPPR603	Engage in the business of creative practice		X	X	X				
CUAPPR604	Publicly present a body of own creative work	X	X	X	X		X	X	
CUARES602	Extend cultural research expertise		X	X		X	X		
CUAPPR602	Collaborate in professional creative projects	X	X	X		X	X		
CUAPPR606	Extend expertise in a specialised art form to professional level	X	X	X		X	X	X	
CUAACD511	Make moulds and casts	X	X	X		X			
CUASCU501	Refine sculptural techniques	X	X	X		X	X		
CUAMUP504	Create prosthetics for special make-up effects	X	X	X	X	X		X	

Resource strategy

Learning resources	<p>The following learning resources will be available to ensure learners are able to obtain and absorb the required skills and knowledge required prior to assessment:</p> <p>Training and assessment materials and support</p> <p>Candidate learner handouts and cluster assessment workbooks</p> <p>Workplace simulated practice</p> <p>Staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures. <i>(Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else – see Student Handbook.)</i></p> <p>Resources for specific competencies (but not limited to):</p> <ul style="list-style-type: none"> • Policies/ procedures
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	<ul style="list-style-type: none"> • Access to legislation, regulations, codes of practice • Web links • Technology for recording information to be transcribed • Make-up and airbrush kit – as specified at time of enrolment. <p>IT Equipment ACMUSE – IT infrastructure</p>
<p>Assessment resources</p>	<p>The following assessment resources will be available to ensure learners are able to obtain and absorb the required skills and knowledge required at time of assessment:</p> <p>Resources for specific competencies (but not limited to):</p> <ul style="list-style-type: none"> • Policies/ procedures • Access to legislation, regulations, codes of practice • Web links • Technology for recording information to be transcribed • Make-up and hair kit – as specified at time of enrolment • Models (as required) • Full access to make-up chairs, lighting and simulated workplace • Professional photography studio • Learner handouts
<p>Staff / Trainers and assessors</p>	<p>All staff involved in the delivery and assessment of this qualification have:</p> <ul style="list-style-type: none"> ✓ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes ✓ Access to appropriate support materials relevant to their areas of delivery and assessment ✓ Access to the latest copy of assessment tools used for this program ✓ Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process ✓ Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below). <p>The requirements of clauses 1.1-1.16 of the <i>Standards for RTOs 2015</i> are summarised below. ACMUSE ensures all trainers and assessors comply with these requirements and copies of qualifications are stored together with the PD evidence with the trainer/assessor profile in the following location: ACMUSE Server/CUA60715 Master File</p> <p>Documentation is kept for each trainer/assessor to demonstrate their competence and currency in line with the relevant directive described above. These documents are held on file and stored in the following location:</p> <p>ACMUSE Server/CUA60715 Master File</p>

	<p>The resources required for this qualification are:</p> <p>Staff</p> <p>Training/ tutorial support – trainer/assessors with relevant vocational competencies and minimum CUA60715 Advanced Diploma of Visual Arts.</p> <p>Overall co-ordination, management of delivery, student support – Administration Officer</p> <p>Administration of student enrolments, tracking and monitoring – Administration Officer</p> <p>Resource development and review – CEO/ Compliance Manager/ Head Trainers</p> <p>Training/ Assessment Staff – refer to HR file (staff matrix)</p> <p>ACMUSE management establishes and verifies that trainers and assessors meet nationally agreed competency requirements and continue to develop their competencies.</p>
<p>Equipment</p>	<p>For a list of equipment, consumables – see Annexure A</p>
<p>Facilities</p>	<p>The following physical resources are available for the delivery and assessment of the units of competency selected for this qualification.</p> <p>Facilities</p> <ul style="list-style-type: none"> • Modern lecture and demonstration areas over two floors • A fully equipped special effects workshop and digital photographic studio • A fully equipped costume, make-up and period hair room • A comprehensive reference library

Evaluation strategy / Continuous improvement

<p>Collecting feedback from learners</p>	<p>Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and moderation processes. Feedback will be sought through the following process:</p> <p>Learner Engagement Feedback</p> <p>To assist with continuous improvement processes, students are given opportunities to provide informal feedback at any stage through their course, either via email or by phone. The formal avenues for feedback include the Enrolment Survey and Course completion survey.</p> <p>Learner feedback is collected, analysed, improvements implemented and documented in the Continuous Improvement Register. (Refer to continuous improvement procedure.)</p>
<p>Collecting feedback from trainers and assessors</p>	<p>Feedback and input from trainers is collected anecdotally and reported as applicable to the CEO and Head Trainers of both the make-up and special effects departments. This is reported to the Compliance Manager if resource related or on ACMUSE's Job Ready database if it requires follow up and reporting.</p>

Industry consultation and stakeholder engagement (informing TAS)

Industry Consultation

Validation and moderation confirms appropriate consultation with industry representatives on an ongoing basis.

ACMUSE structures validation meetings with appropriate industry representatives on a regular basis. The validation and moderation schedule provides an overview of the validation and moderation activities for the year to come.

The meetings are structured to include discussions and reviews of:

1. Current Training Packages
2. Current industry issues
3. Training and assessment strategies
4. Assessment
5. Compliance
6. Professional development
7. Business development
8. Internal policies and procedures

The feedback is documented and is an important part of the annual compliance review.

Industry representatives were consulted with regards to:

- developing the training and assessment strategy
- monitoring of the training and assessment strategy
- developing and monitoring the assessment tasks.

Record of industry engagement

ACMUSE employs a model for industry engagement modified on the ISO Quality Improvement Cycle ISO 9001:2000 – Act-Plan-Check-Do. Industry representatives are current in the make-up industry and consultation provides a clear impact on the strategy for training and assessment. Formal records of industry consultations are saved on ACMUSE’s server.

Assessment validation

Ongoing Monitoring and Evaluation

Through ongoing monitoring and evaluation, ACMUSE will ensure that the course content and outcomes remain current and relevant throughout the period of endorsement.

ACMUSE's validation and moderation process outlines the responsibilities in monitoring and evaluation of the outcomes of this course and industry and candidate requirements.

Training and assessment strategies are developed in consultation with industry, and assessment items are reviewed annually by industry personnel as well as other trainers and assessors and comments for continual improvement are documented.

Trainers and assessors of each qualification or course will meet to review, compare and evaluate the assessment process, tools and evidence contributing to their judgments before internal review meetings. All relevant information will be presented to the internal review team and will be reported at the conclusion of the internal review meeting.

- Assessment validation meetings are held initially with the Compliance Manager, on the development of new assessment tools to confirm tools, assessment methods and processes, meet the requirements of the CUA Creative Arts and Culture Training Package (v4.1) and VET Quality Framework.
- Assessment validation proformas will be completed to record all processes, comments and continual improvement activities including timelines and assessor's responsibilities (validation proformas)
- At the completion of validation, assessment tools will be reviewed every 12 months and no longer than 12 months from the previous validation date and informally reviewed with each application.
- All issues that arise from the assessment tools will be documented and tabled at the next monthly operations meeting. For more urgent concerns a meeting will be called to raise and address the issues of concern to prevent further issues from arising which will effect currently enrolled and potential new candidates.
- Moderation is conducted to review samples of past/ current assessments; including RPL to confirm that the VET Quality Framework and the training package standards of competency is being met, including the consistency of benchmark outcomes by assessors.
- All changes to the assessment tools, RPL documents and processes will be documented and minuted for presentation at monthly meetings. New assessment tools and RPL documents will be drafted and reviewed by the relevant training staff. Any revised assessment tools and RPL documents will be subject to ACMUSE version control policy. (Version control policy)
- All minutes of all trainers and assessor validation/ moderation review meetings must be documented and will be kept on file (validation meeting form)

Training Package Assessment Guidelines will be utilised, as are the learning materials and the assessment materials, other materials may include completed assessment and feedback forms from stakeholders.

Transition Arrangements	<p>ACMUSE CEO/Compliance Manager are subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package:</p> <ul style="list-style-type: none"> ✓ ASQA ✓ Training.gov.au ✓ ITECA newsletters (formally ACPET) ✓ Other - Industry periodicals ✓ PWC Training Product development emails <p>When there is a change to the Training Package that impact on this TAS, ACMUSE CEO will notify all staff affected as soon as possible.</p> <p>ACMUSE complies with clauses 1.26 & 1.27 of the <i>Standards for RTOs 2015</i>. When there are major changes to the Training Package, the RTO CEO and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. ACMUSE CEO and the management team will monitor the progress of the transition.</p> <p>Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products.</p>
AVETMISS reporting	<p>Trainers and assessors provide student progress information to ACMUSE's Administrative Officer (AVETMISS operator) and verify that accurate and up-to-date information is recorded on the College's compliant JobReady database.</p>
Review of Training and Assessment Strategy (TAS)	<p>This TAS will be reviewed as required by changes to the Training Package, organisational resources and in meeting individual client needs. A systematic approach will also be used to review the TAS and any recommended changes will be discussed by trainers, assessors, ACMUSE CEO and Management Team. These changes will be implemented when/if approved.</p>

Approved by:

RTO CEO Name:	Scott Lattimer
RTO CEO Signature:	
Date:	28/07/2019

Annexures and associated documents:

- CUA60715 Advanced Diploma of Visual Arts Delivery Plan (signed by each learner)
- Unit Cluster document
- Staff Trainer Matrix
- Student Handbook
- CoE
- Industry Engagement Register
- (Annexure A) Equipment and Resource Inventory