# CUA41215 Certificate IV in Screen and Media (Specialist Make-up Services)

## Training and Assessment Strategy

## In Summary:

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| Mode of Delivery: | Delivery will be face-to-face with demonstration, presentation and peer feedback |
| Course Duration: | 18 weeks (600 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, visual diary, take-home (offsite) |
| Target Learner: | Current and prospective hair and make-up assistants who want to gain a formal qualification or candidates undertaking professional development, as well as new entrants to the industry sector with no prior experience. |
| Trainer ratio: | 1:20 |

## Version 1.4

## July 2019

# CUA41215 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 |
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| | Title | Creative Arts and Culture Training Package | | |
| Qualification Requirements | National qualification code | CUA41215 | | |
| | Title | **Diploma of Screen and Media (Specialist Make-up Services)** | | |
| | Packaging rules | Total number of units: 13<br>• 3 core<br>• 10 electives<br><br>8 units from elective unit Groups A, B, C, D<br>2 units selected from remaining electives or any currently endorsed training package at Certificate III, IV or Diploma level. | | |

| Units of competency | National code | Title | Nominal hours | Core/Elective/etc. |
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| | BSBSMB301 | Investigate micro business opportunities | 40 | Core |
| | BSBCRT401 | Articulate, present and debate ideas | 40 | Core |
| | CUAWHS302 | Apply work health and safety practices | 40 | Core |
| | CUAMUP401 | Design, apply and remove make-up | 160 | Group B |
| | CUAMUP402 | Maintain make-up and hair continuity | 160 | Group B |
| | SIBXFAS202A | Design and apply make-up for photography | 40 | Elective |
| | BSBDES301 | Explore the use of colour | 40 | Imported Elective |
| | CUARES402 | Conduct research | 30 | Elective |
| | ICTWEB201 | Use social media tools for collaboration and encouragement | 20 | Elective |

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| | BSBCRT301 | Develop and extend critical and creative thinking skills | 40 | Elective |
| | BSBDES401 | Generate design solutions | 60 | Elective |
| | BSBREL401 | Establish networks | 35 | Elective |
| | CUAIND402 | Provide freelance services | 30 | Elective |

## The target learner

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| **Learners** | This qualification is for individuals who want to provide make-up and hair services for the screen, media and entertainment industries.<br><br>Target learner group include:<br>• Current and prospective hair and make-up assistants who want to gain a formal qualification<br>• Candidates undertaking professional development<br>• New entrants to the industry sector with no prior experience |
| **Environment and location** | Established in 1980 by Josy Knowland as 'Film Make-up Technology' the College has a first class reputation in make-up and special effects for providing professionally trained and highly motivated graduates who have achieved recognition both in Australia and internationally. This program has been designed for develop students in the skills required to be a professional Make-up Artist in the film, television, fashion, theatre, photographic and bridal industry.<br>Their 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. For period photo shoots students have access to wigs and authentic wardrobing from our costume department. The photo shoots enable our learners to form their first portfolio of work.<br><br>The course is presented through face-to-face teaching, demonstration and practical exercises. Learners experience a simulated industry 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 in a simulated studio environment with a high degree of coaching and workplace-style supervision, conducted by qualified trainers and industry professionals in the field. |
| **Entry Requirements** | There are no entry requirements for this qualification. Candidates must have successfully completed year 10, be at least 16 years of age and have basic computer competency. An interview with the College CEO is mandatory. |
| **Education and support services** | Identified candidate needs specific to the target group include:<br>• Flexibility of delivery model to accommodate casual, shift and part-time workers<br>• Individualised needs assessments e.g. length of time since last formal study, language and/or literacy issues and social and personal constraints.<br>• A variety of assessment methods to maximise the candidate's ability to demonstrate competence and provide recognition of current competence and experience. |

| | ACMUSE abides by access and equity principles set out in its Student Handbook and Policy and Procedure manual. These include: *Student Appeal and Grievance policy and procedure*. Learning support services are available to students through their trainer and access to the CEO of the College. |
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| | 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. |
| | **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.** |
| **Access and equity** | Learning and assessment materials are written in plain English. |
| | 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. |
| **Foundation skills** | Foundation skills applicable to the outcomes of this course are identified in each of the units of competency. |
| **Language, literacy and numeracy/ technology literacy requirements** | Clients will be made aware of the delivery method and the requirements of assessment prior to enrolment and commencing the course. |
| | 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. |
| | Reasonable adjustments and support will be made and provided where possible. |
| | 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. |
| | This qualification does require a sound level of communication skills for job performance. |
| 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** | 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. 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:<br>• Discuss an intervention plan with the Head Trainer<br>• Sit for a re-assessment<br>• Attend a number of supervised studying hours |

| | • Repeat the unit / cluster |
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## Course timeframe

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| **Description of the training modes** | • Face-to-face training (classroom lectures, technique, hands-on demonstrations, peer review / feedback, individual coaching and mentoring)<br>• Self-paced training (practice, portfolio, research) |
| **Description of the assessment methods** | • Observation<br>• Practical / product<br>• Written (Knowledge evidence)<br>• Visual diary |
| **Amount of training** | The amount of training relating to the formal teaching and learning activities, is comprised of the following:<br><br>• 224 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.<br><br>*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.* |
| **Amount of learning** | The amount of learning relating to non-structured teaching activities, is comprised of the following:<br><br>• 312 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** | The amount of summative assessment activities equals:<br><br>• 64 hours (completed end of course). Inclusive of this is a project-based take-home assessment. |
| **Volume of learning** | The total Volume of Learning required for the achievement of the learning outcomes of this program is 600 hours (half academic year).<br><br>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 an the experience of the learner (see RPL). |

| Recognition of Prior Learning (RPL) | The recognition of prior learning procedure will be made known to clients during pre-enrolment, including the costs thereof. |
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| | 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. |
| | Assessment outcomes will be based on evidence collected/provided. |
| | ACMUSE's RPL Policy is contained in the Student Handbook which is available on website. |
| Qualification outcome | Candidates who enrol in the CUA41215 Certificate IV in Screen and Media and do not competently complete all units will be awarded a statement of attainment for units where competency has been met. |
| | The full qualification CUA41215 Certificate IV in Screen and Media will only be awarded to candidates who have competently completed all 13 units. |
| Training and assessment arrangements – assessment techniques | **Assessment System – Competency Based**<br><br>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.<br><br>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.<br><br>ACMUSE uses combination assessment methods and approaches which will involve collecting a range of evidence for ensuring consistency of competency.<br><br>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.<br><br>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.<br><br>Assessment of the units of competency in CUA41215 Certificate IV in Screen and Media can be undertaken in a simulated workplace environment although workplace assessments may also be undertaken.<br><br>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.<br><br>**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.<br><br>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: | |
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| | OBS — Observation/demonstration |
| | PROD — Final product resulting from activity/project |
| | QUES — Questioning and class discussion |
| | RP – Case study/role play/groupwork |
| | 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 |
| BSBSMB301 | Investigate micro business opportunities | X | | X | X | | X | |
| BSBCRT401 | Articulate, present and debate ideas | X | X | X | X | | | |
| CUAWHS302 | Apply work health and safety practices | X | | X | X | | | X |
| CUAMUP401 | Design, apply and remove make-up | X | X | X | | X | X | X |
| CUAMUP402 | Maintain make-up and hair continuity | X | X | X | | X | X | X |
| SIBXFAS202A | Design and apply make-up for photography | X | X | | | X | X | X |
| BSBDES301 | Explore the use of colour | X | X | X | | X | X | |
| CUARES402 | Conduct research | | X | X | X | | X | |
| ICTWEB201 | Use social media tools for collaboration and encouragement | X | X | | X | X | X | |
| BSBCRT301 | Develop and extend critical and creative thinking skills | X | | X | X | | X | |
| BSBDES401 | Generate design solutions | X | X | X | X | | X | X |
| BSBREL401 | Establish networks | | | X | X | | X | X |

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| | | | | | | | | | | |
| | CUAIND402 | Provide freelance services | X | | X | X | | | X | X |

## Resource strategy

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| **Learning resources** | 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:<br><br>**Training and assessment materials and support**<br>Candidates learning and assessment workbooks<br>Workplace simulated practice<br>Staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures. *(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.)*<br>Resources for specific competencies (but not limited to):<br>• Policies/ procedures<br>• Access to legislation, regulations, codes of practice<br>• Web links<br>• Technology for recording information to be transcribed<br>• Make-up and hair kit – as specified at time of enrolment.<br><br>**IT Equipment**<br>ACMUSE – IT infrastructure |
| **Assessment resources** | 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:<br><br>Resources for specific competencies (but not limited to):<br>• Policies/ procedures<br>• Access to legislation, regulations, codes of practice<br>• Web links<br>• Technology for recording information to be transcribed<br>• Make-up and hair kit – as specified at time of enrolment<br>• Models (as required)<br>• Full access to make-up chairs, lighting and simulated workplace<br>• Professional photography studio |
| **Staff / Trainers and assessors** | All staff involved in the delivery and assessment of this qualification have:<br><br>✓ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes<br><br>✓ 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).

The requirements of clauses 1.1-1.16 of the *Standards for RTOs 2015* 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/CUA41215 Master File

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:

ACMUSE Server/CUA41215 Master File

The resources required for this qualification are:

### Staff

Training/ tutorial support – trainer/assessors with relevant vocational competencies and minimum CUA41215 Certificate IV in Screen and Media (Specialist Make-up Services).

Overall co-ordination, management of delivery, student support – Administration Officer

Administration of student enrolments, tracking and monitoring – Administration Officer

Resource development and review – CEO/ Compliance Manager/ Head Trainers

### Training/ Assessment Staff – refer to HR file (staff matrix)

ACMUSE management establishes and verifies that trainers and assessors meet nationally agreed competency requirements and continue to develop their competencies.

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| **Equipment** | For a list of equipment, consumables – see Annexure A |
| **Facilities** | The following physical resources are available for the delivery and assessment of the units of competency selected for this qualification.<br><br>*Facilities*<br>• Modern lecture and demonstration areas over two floors<br>• A fully equipped special effects workshop and digital photographic studio<br>• A fully equipped costume, make-up and period hair room<br>• A comprehensive reference library |

## Evaluation strategy / Continuous improvement

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| **Collecting feedback from learners** | 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: |
| | **Learner Engagement Feedback** |
| | 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. |
| | **Learner feedback is collected, analysed, improvements implemented and documented in the Continuous Improvement Register. (Refer to continuous improvement procedure.)** |
| **Collecting feedback from trainers and assessors** | 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. |
| **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** |
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| | 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 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 | ACMUSE CEO/Compliance Manager are subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package: |
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| | ✓       ASQA |
| | ✓       Training.gov.au |
| | ✓       ITECA newsletters (formally ACPET) |
| | ✓       Other - Industry periodicals |
| | ✓       PWC Training Product development emails |
| | 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. |
| | ACMUSE complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. 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. |
| | 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. |
| AVETMISS reporting | 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. |
| Review of Training and Assessment Strategy (TAS) | 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. |

**Approved by:**

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

*Annexures and associated documents:*

- CUA41215 Certificate IV in Screen and Media (Specialist Make-up Services) Delivery Plan (signed by each learner)
- Unit Cluster document
- Staff Trainer Matrix
- Student Handbook
- Industry Engagement Register
- (Annexure A) Equipment and Resource Inventory