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| **Unit of competency** | CUAPPR201 Make simple creative work |
| **Assessor name** |  |
| **Location of assessment** |  |
| **Date of Assessment:** |  |
| **Purpose of assessment** | This unit of competency forms part of the BSB30115 Certificate III in Business. Candidates will undertake this unit of competency as creative design processes form an integral part of business operations, including marketing, document design, staff engagement, and many other aspects.  |
| **Context of assessment**  | Formal assessment to be completed after provision of self-paced training program.  |
| **Special arrangements and contexts for assessment** | If a real work space or studio is not available, the assessor will agree upon a simulated work space with the candidate that utilises whatever resources are available.  |
| **Target learner group** |  |
| **Specialist support** |  |
| **Reasonable adjustment strategies** | There are three assessment instruments available to use as part of this assessment. The assessor only needs to administer at least two, ensuring all parts of the unit are assessed. The instruments chosen will be negotiated with the candidate. All three instruments may be used if both the candidate and the assessor agree to this.  |
| **Resources required for assessment** |  |
| **Contextualisation guidelines**  | Explicit guidance on contextualisation is not provided by the training package developer for the CUA training package. As this unit is imported into the BSB Business Services Training Package, the following guidance can be applied:“RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained. Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency” – source found [here](https://vetnet.education.gov.au/Pages/download.aspx?url=https://vetnet.education.gov.au/Public%20Documents/BSBv2_Implementation_Guide.pdf).  |
| **Assessment methods to used**  | As a minimum, at least two methods must be chosen from:* Observation
* Questioning
* Product-based method
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| **Assessment instruments to be used** | Dependent on the methods chosen above, at least two instruments must be chosen from: * Project
* Written/Verbal Questions
* Observation Checklist
 |
| **Evidence to be collected from the candidate** | Evidence collected will be dependent on the methods/instruments chosen above:* Documentary evidence in the form of a completed creative piece and process journal will be collected with the Project
* Candidate’s written or verbal responses will be collected with the Competency Discussion
* Assessor comments on Candidate’s performance will be collected with the Observation Checklist
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| **Timeline for assessment** |  |
| **Assessment integration of work activities**  |  |
| **Industry or workplace requirements** | Candidate will need access to a real or simulated work space or studio for the observation task, unless there is evidence of past access in the portfolio evidence.  |
| **Work, health and safety (WHS) requirements for conducting assessment**  | Practical assessment must ensure that learners are aware of the WHS implications of their selected instrument. |
| **Organisational requirements for assessment**  | The company must provide all assessment materials and resources to each learner. |
| **Ethical requirements for assessment** | Each learner will have the same opportunities to attempt the assessment tasks regardless of their LLN need. |
| **Legal requirements for assessment** | The assessor must comply with any industry legislation or regulations. |
| **Document formatting procedures** | All training and assessment documents must be available in Microsoft Word 2010. |
| **Document filing procedures** | All completed assessments must be scanned into PDF format. The file naming protocol is as follows:Student name – UNIT CODE – Document type |
| **Document storage procedures** | All completed assessments must be scanned into the student’s folder located on the company server. |
| **Student records retrieval procedures** | Staff must have authorisation (e.g. protected password or security pass) to access a student’s file. |
| **Assessment review and evaluation procedures** | Assessment reviews must occur every 12 months. Assessment evaluations must comply with the assessment validation policy. |
| **Version control procedures** | All minor and major changes to training and assessment documents must comply with the policy below:Use the date to indicate the version of the document – 02.11.2015 |
| **Confirmed assessment arrangements with appropriate personnel** | Who needs to agree to this assessment plan? Consider different roles within the RTO, the client organisation, the candidate or external stakeholders.  |