



Visual Arts, Craft and Design Training Package Future Work Requirements

Potential Development of Higher Level Qualifications

Update and Review of CUV03

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Background

Innovation and Business Skills Australia (IBSA) is planning to develop higher-level (Diploma and Advanced Diploma) qualifications for inclusion in the Visual Arts Craft and Design Training Package (CUV03). A scoping project to determine the need for qualifications was conducted in 2005.

At the same time, IBSA will undertake a 'fitness for purpose' review of CUV03, undertaking work to update the Training Package and adjust any major deficiencies.

Given the time that has elapsed since the original scoping work in 2005, and the fact that some of the proposed qualifications have been developed by other industry skills councils (Manufacturing Skills Australia in particular) IBSA needs to obtain a clear picture of the current environment for future work on CUV03.

The other factor for consideration is that IBSA may be able to use courses developed by Registered Training Organisations (RTOs) as a basis for the development of higher-level qualifications.

Methodology

To determine the broad scope of required qualifications and other work, the author of this report:

- Reviewed the IBSA report produced in 2005
- Held discussions with Manufacturing Skills Australia (MSA) to obtain an accurate picture of design qualifications already developed and any future plans for other qualifications in this area
- Held discussions with the consultant who has worked on CUS09 and CUF07 to identify any CUV issues as a result of work on those related Training Packages
- Contacted each of the State and Territory industry advisory bodies and a very small number of RTOs to seek broad feedback on any significant issues with CUV03 and general perspectives on the development of higher level qualifications (Curriculum Maintenance Manager in Victoria, TAFENSW and Central TAFE, WA)
- Contacted two key industry associations with interest in the work (National Association of Visual Artists, Australian Graphic Design Association - unfortunately no response has been received from AGDA)

Broad Recommendations from 2005 Report

The full suite of recommendations from the 2005 IBSA report appears at Appendix A. In terms of general approach, the majority of those recommendations remain valid and would need to be considered in future development work.

In relation to the scope of qualification development, the 2005 report made the following recommendations, and provided an outline of content to be covered in each qualification:

Progress the development of Diploma and Advanced Diploma qualifications based on the content outlines in Appendix A:

- Visual Arts / Fine Arts
- Ceramics
- Photoimaging
- Design
 - Fashion
 - Graphic (includes Illustration at this stage)
 - Textiles
 - Jewellery and Object
 - Interior (Decoration and Design)
 - Product (includes Furniture at this stage)

Since that time, IBSA has developed qualifications in Photoimaging as part of CUV03 Version 3. MSA has developed qualifications in a range of design disciplines (see next section for details).

Issues Emerging from Discussions

Broad Considerations

- In the absence of Training Package qualifications, states and territories have a range of accredited courses to reflect higher-level skills in various areas of Visual Arts Craft and Design, usually at Diploma or Advanced Diploma level. Predominantly, qualifications are at Diploma level.
- There are commonalities across state and territory accredited courses (most have qualifications in Visual Arts) and differences (specialised qualifications to meet local niche markets such as tapestry)
- One stakeholder raised the debate around the value of the Advanced Diploma qualification generally, and the role that Vocational Graduate Certificates and Diplomas were now playing
- Transitioning between Training Package qualifications and accredited courses presents some challenges, so RTOs would generally welcome the development of higher level qualifications
- Higher level qualifications must focus on advanced, specialised technical and conceptual skills rather than management skills (this also reflects input during the 2005 scoping project)
- The importance of articulation to higher education as an issue for higher-level qualifications in this sector was emphasised by a number of people contacted (this also reflects input during the 2005 scoping project)
- There is a widespread willingness on the part of RTOs to make curriculum available to IBSA for use in the development of Training Package units and qualifications

Visual Arts and Craft

- The majority of states and territories have some type of broad Visual Arts qualification(s) as accredited course(s).
- NSW seems to be the only state that has separate qualifications for fine arts

- Two states (NSW and Victoria) offer higher-level qualifications in Ceramics, at Diploma level. In Western Australia, Ceramics forms part of the broader Visual Arts qualification. There would certainly be a demand for a separate Ceramics qualification
- Illustration is the basis for differing qualifications in NSW and Victoria (an Advanced Diploma of Design and Illustration in NSW and a Diploma of Illustration in Victoria), so there may be a need to consider the place of illustration in the Training Package
- Different states and territories also have a range of courses to meet particular niche markets (e.g. Tapestry in Victoria, a Diploma for indigenous arts in Queensland)

Design

- Many of the design qualifications proposed in the 2005 IBSA report have now been developed by MSA. This includes suites of qualifications in Fashion, Interior, Furniture and Textile design. These qualifications use some IBSA design units in the packaging rules
- MSA is currently undertaking work to develop higher level qualifications in Jewellery Design and plans to include IBSA and its stakeholders in the consultation processes for that work
- MSA work on higher level engineering qualifications includes some highly technical design units - and this crosses over into the area of Product Design (currently a qualification offered only in NSW)
- Despite the MSA qualifications in Applied Fashion Design and Technology, NSW has retained its accredited courses at Certificate IV, Diploma and Advanced Diploma in Fashion Design. However, in NSW at least, TAFE is able to work with the other design qualifications (with the arts areas of TAFENSW having significant input into their development)
- A strong view remains among some stakeholders that Design qualifications should fall under the umbrella of the arts rather than manufacturing. However, there would be some significant questions and challenges for IBSA to develop parallel qualifications covering similar outcomes
- One potential approach suggested for design was the development of a broad Diploma of Design, which could then feed into specialised qualifications developed by others at higher levels. This would allow for a multi-disciplinary approach focusing on the creative, conceptual aspects of design. The person suggesting this approach felt that this model encouraged higher levels of innovation and creative thinking. In the past there has been much discussion around the value (or otherwise) of broad design qualifications, with many feeling that the specialised context (fashion, interior etc) must be included
- Victoria has a number of accredited courses title Applied Design in Industry (from Certificate II to Diploma). Generally, these have not been widely used and are currently due for review
- Higher-level qualifications in Graphic Design are needed and have direct industry relevance (there is a need to ensure a good level of industry engagement in the development process). Unfortunately, any views of the Australian Graphic Design Association have not been able to be incorporated in this report.
- Any work on Graphic Design qualifications needs to effectively integrate with the Printing and Graphic Arts Training Package and embrace appropriate new technologies
- At a unit level, since 2005, IBSA has developed a suite of units in creative thinking, design and innovation (some of those units were based

on work completed in Victoria for the Applied Design in Industry qualifications). These units were endorsed as part of BSB07, have been used in a range of other Training Packages and would address some of the skills needed in higher level qualifications

- Another suggestion made related to the potential for IBSA to develop units with a creative, conceptual focus to address possible gaps in the design qualifications developed by MSA (MSA already makes use of some units developed by IBSA in this way)
- Additional units on 'experience' design were also suggested by one stakeholder
- More than one person identified the potential need for a Certificate 2 qualification in design, in particular for a VET in Schools context, though not all of those contacted thought a qualification at this level was appropriate

Fitness for Purpose of CUV03

- Based on the small number of discussions held, it would appear that there are no major structural issues with the qualifications up to Certificate IV level
- A concern was expressed about the broadness of the package; however any move to make units more specialised at the lower levels would be a major undertaking and requires significant resources. At the time of original Training Package development it was always envisaged that more specialised units would be created at higher levels to reflect the complexity of skills
- At a detailed content level, units that describe skills used in a range of industry contexts (eg drawing, creative process) need to be re-visited to ensure their applicability
- The Training Package needs to be checked to evaluate how well it embraces all of the new media skills now required
- Opal cutting and polishing was an addition to the Training Package as a result of a separate project - a review of its place in the package may be appropriate
- One stakeholder suggested the need for more content on public art (in another state there is an accredited Graduate Certificate in Public Art)
- Arts Administration and Management qualifications could benefit from a greater focus on project management

Recommendations for Work on CUV03

Broad Recommendations

- Collate and analyse all relevant curriculum materials from different state and territory stakeholders to form the basis of new units and qualifications (some information was collated for IBSA by Future Now a couple of years ago, and could still be used)
- Focus work on particular issues that have a high value in the Visual Arts Craft and Design sectors:
 - Higher level technical and conceptual skills
 - The need to support articulation into higher education
- Incorporate all relevant recommendations from IBSA 2005 report into work plans
- Ensure links between work on CUV03 and other impacting projects (e.g. any work to update CUE, Printing and Graphic Arts Training Package review)
- Investigate further the need for units and / or qualifications covering illustration, and how these might link to other qualifications such as graphic design

Visual Arts and Craft

- Progress the development of the following national qualifications:
 - Diploma and Advanced Diploma of Visual Arts (not necessarily the final name)
 - Diploma of Ceramics

Design

- Progress the development of the following qualifications:
 - Diploma and Advanced Diploma qualifications in Graphic Design (with close reference and linkages to the Printing and Graphic Arts Training Package)
- Investigate and consult on the potential of, and support for, a broad Diploma of Design with a view to its development during the project if supported
- Liaise with stakeholders and MSA to identify the need for any additional 'design' units that could be developed to assist with implementation of the design qualifications developed by MSA
- Participate in the MSA work to develop qualifications for jewellery design to ensure appropriate coverage of creative and conceptual skills
- Provide advice to stakeholders that IBSA will focus its resources on developing qualifications where there are clear gaps. Linked to this, in the short term, while IBSA will continue to consult with stakeholders about preferences for Design qualifications to be housed within CUV, it will not develop higher level qualifications in the areas of Fashion, Interior, Furniture, Textile or Jewellery Design)

Fitness for Purpose of CUV03

- Depending upon the level of resources available, clearly define the scope of work for the update (i.e. articulate that the review will be based on maintaining the current structure and overall approach)

- Update all units and qualifications to meet any new national requirements in terms of format and content. For example,
 - a. Add application statements
 - b. Specify required skills (needs extra emphasis based on new unit template)
 - c. Adjust coding of units to meet new IBSA policy requirements
- Evaluate the uptake of current units and qualifications
- Closely review CUV03 units that have a broad application in a range of contexts to ensure they can be easily used in those other contexts
- Closely review CUV03 units to ensure adequate coverage of new media - and develop new units to address gaps
- Investigate the potential for a Certificate II in Design for use as a VET in Schools qualification
- Hold discussions with MSA and other stakeholders about the opal cutting and polishing units and qualifications
- Conduct the normal consultative process that would inform a Training Package review to identify deficiencies and gaps

Suggested Outline Methodology for Future Work

Based on the outcomes of this short project, our recommendation would be for IBSA to create a single CUV03 review and development project comprising two key components:

1. Development of higher level qualifications in Visual Arts, Ceramics and Graphic Design with potential for a broadly-based design qualification (approximately 6 qualifications)
2. An update of CUV03 (117 units and 16 qualifications - not including recently developed content)

Normal development processes would apply with the one key difference that existing curriculum materials could be used in the early stages of the project to inform what would essentially be an early first draft of new qualifications and units. Project timelines would need to reflect this slightly different way of working.

Stage 1: Set Up

- Establish NPRG
- Establish DEEWR Quality Assurance approach
- Develop project plan including communication strategy risk mitigation strategy and issues registers
- Establish Expert Working Groups for the key areas of work (e.g. graphic design, visual arts and craft)
- Establish all other consultation mechanisms (including STAs/DEEWR, project updates)
- Collate all relevant curriculum materials from different state and territory stakeholders
- Confirm project methodology and scope with NPRG
- Disseminate information about the project

Stage 2: Analysis and Consultation

- Analyse existing Training Package
- Analyse curriculum documents
- Develop discussion / consultation paper that incorporates:
 - An early first draft of new qualifications (with outline units) based on supplied curriculum (with some input from Expert Working Groups)
 - Consultation questions on the 'fitness for purpose' of CUV03
- Obtain NPRG input to Discussion Paper
- Schedule and hold face-to-face national consultation workshops in capital cities

Stage 3: Development and Review

- Analyse all input from consultations to:
 - a. develop / refine new units and qualifications in nominated areas
 - b. review and update existing units and qualifications

- Liaise with expert working groups and other stakeholders to gain input into the development process
- Liaise with Quality Assurance team to obtain input
- Conduct face-to-face NPRG meeting to review qualifications, units and skill sets

Stage 4: Validation

- Progressively load draft materials onto IBSA website and inform stakeholders
- Conduct face-to-face interviews with key industry stakeholders, DEEWR and STAs
- Collate and analyse stakeholder feedback and update/revise draft Training Package materials
- Obtain letters of support from all key stakeholders including STA's and DEEWR nominations.

Stage 5: Finalisation and Endorsement

- Compile complete Training Package
- Prepare Case for Endorsement and Impact Statement as per DEEWR template.
- Obtain sign-off of revised Training Package from DEEWR Quality Assurance team.
- Provide final drafts to STAs
- Conduct final NPRG Meeting
- Prepare & submit final Training Package files & Case for Endorsement with supporting documentation

Appendix A: Recommendations from 2005 Scoping Report

<i>Confirmation of Demand</i>
Progress the development of Diploma and Advanced Diploma qualifications in Visual Arts Craft and Design
<i>Principles and Process for Future Development</i>
<ul style="list-style-type: none"> • Adopt the following four principles to guide the development and ongoing continuous improvement of cultural industries units and qualifications: <ul style="list-style-type: none"> - Support for industry integrity (in this context art form/discipline specialisation) - Support for quality delivery of training - Support for nationally portable qualifications - Commitment to innovation and creativity in development, content and process • Ensure that development and ongoing continuous improvement of cultural industries units and qualifications incorporates a broad interpretation of terms like 'work', 'jobs', 'employment' and 'industry' to reflect the nature of creative practice. • Adopt an appropriate mix of communication and consultation strategies for the development and ongoing continuous improvement of the cultural industries units of competency and qualifications, including (but in no way limited to) the following:

<ul style="list-style-type: none"> - National Project Reference Group (broad group with perspective across all the creative industries) - Project Reference Group / Stakeholder Group / Working Group (core content groups with balance of practitioners and training organisations with representation from recent graduates working in the relevant fields) - Discussion forums - Widespread dissemination of information to the industry and vocational education and training sector
<ul style="list-style-type: none"> • Facilitate a handover briefing to those working on the detailed development and continuous improvement of units of competency and qualifications
<ul style="list-style-type: none"> • Involve content experts in the detailed development and ongoing continuous improvement of units of competency
<p><i>These Qualifications in the Bigger Picture</i></p>
<ul style="list-style-type: none"> • In the context of IBSA's broader work on the Integrated Skills and Qualifications Framework, progress work on key 'crossover' areas as follows: <ul style="list-style-type: none"> - Digital Content / Multimedia - Design - Innovation and Creativity - Business Skills and Qualifications in the Arts
<p><i>Business Skills and Qualifications in the Arts</i></p>
<p>Adopt the principle of flexibility as a key development focus for all qualifications (while acknowledging that precise requirements will vary between sectors)</p>
<p>Progress development of qualifications around a simplified model (for example one which comprises core, restricted elective and open elective units) - while acknowledging that precise requirements will vary between sectors</p>
<p>Include simple guidance on how to package qualifications to meet particular outcomes</p>
<p>Progress the development of Diploma and Advanced Diploma qualifications based on the content outlines in Appendix A:</p> <ul style="list-style-type: none"> • Visual Arts / Fine Arts • Ceramics • Photoimaging • Design <ul style="list-style-type: none"> • Fashion • Graphic (includes Illustration at this stage) • Textiles • Jewellery and Object • Interior (Decoration and Design) • Product (includes Furniture at this stage)
<p>Include the opportunity for the acquisition of business skills within all qualifications to reflect that these qualifications are designed to support individuals earning income from their practice (see also recommendations in relation to broader IBSA work on business skills and qualifications in the arts)</p>
<p>Decide on the applicability and need for both Diploma and Advanced Diploma qualifications based on clear links with work outcomes (work to be interpreted in a broad rather than narrow sense)</p>

<i>Qualifications Structure and Content</i>
Conduct further research with State Training Authorities and DEST in relation to current AQF interpretations
Progress discussions in relation to potential future policy directions for qualification naming conventions to inform final decision on nomenclature
<i>Ceramics</i>
Further investigate and research the profile of the ceramics sector across Australia to provide a sound basis for qualification development
Contact each State/Territory Training Authority to determine level of support for a review of Stage 1 qualifications
<i>Addressing the Issue of Nomenclature</i>
Examine the potential to foster appropriate partnerships with industry associations to investigate the demand and potential take-up of graduate pathways in the cultural industries.
<i>Design Coverage Issues with the Manufacturing Skills Australia (MSA)</i>
Hold discussions with MISC as a matter of priority to foster a collaborative approach to unit and qualification development
<i>Community Cultural Development</i>
Integrate consideration of CCD in IBSA's wider work on the integrated skills and qualifications framework
<i>Units of Competency</i>
Develop and continuously improve cultural industries units of competency in close reference to the following: <ul style="list-style-type: none"> • The detailed recommendations in the Appendices of the full reports applicable to the Music / Film TV Radio & Multimedia / Visual Arts Craft & Design sectors • The proposed actions identified in the Issues Register applicable to the Music / Film TV Radio & Multimedia / Visual Arts Craft & Design sectors.
Develop units that explicitly encompass the notion of holistic and integrated practice and are structured to reflect concepts of practise, process and experimentation for maturation of skills
Reduce duplication within and between units of competency and incorporate relevant units of competency from other industry sectors.
Ensure all units of competency adequately address: <ul style="list-style-type: none"> • Employability skills • Disability education standards • Cultural diversity (including cross cultural awareness) • Language, literacy and numeracy requirements (including visual, information and financial literacy) • Occupational health and safety.
Ensure all units of competency include specific reference to the need to keep up-to-date with changes in technology, and with this in mind, ensure the language of units is technology-neutral
Use Plain English and accepted industry terminology in the wording of unit titles and within the content of units of competency
As a general principle, do not package units of competency at more than two AQF levels. In areas where different outcomes can be

identified at specific AQF levels, package units accordingly.
<i>Aboriginal & Torres Strait Islander Contexts</i>
Develop units of competency to address specific skills and knowledge requirements for indigenous arts practice in consultation with relevant communities and integrate these into all relevant qualifications
Provide clear guidance around skills and knowledge which may be learned or taught by anyone, and the protocols which apply to skills and knowledge only appropriate for learning / teaching by particular groups or individual artists in consultation with indigenous communities
Ensure that all units developed recognise indigenous arts contexts
<i>Employability Skills</i>
Consult with industry groups in the development and continuous improvement of cultural industries units of competency to ensure the appropriate and meaningful inclusion of employability skills.
<i>Access & Equity</i>
Review all units of competency to ensure appropriate reflection of disability education standards.
In line with the <i>Equity Review</i> of the various cultural industries units of competency and qualifications, ensure units of competency are written in ways to more clearly include consideration of equity group issues.
<i>Links to Higher Education</i>
Test the inclusion of units with a greater creative, conceptual and research emphasis in qualifications (Advanced Diploma and Diploma)
Develop Advanced Diploma qualifications with a view to better articulation with higher education institutions, as suggested above but maintain strong focus on practical skills
Invite the involvement of higher education institutions in relevant development processes as a way of enhancing links between VET and higher education
<i>Support Materials</i>
Use face-to-face professional development activities to facilitate the implementation of cultural industries units of competency and qualifications
Develop professional development materials in areas of high demand, including: <ul style="list-style-type: none"> • Assessment tools/plans/templates • Course structures • Evidence gathering techniques (including integrated assessment)
Develop support materials in mediums/formats that do not exclude their e-availability (including interactive, audiovisual resources and student workbooks)
Develop support materials with significant guidance and advice from industry, enterprises and training organisations engaging with cultural industries units of competency and qualifications.
In line with the <i>Equity Review</i> of the various cultural industries Training Packages, ensure support materials include: <ul style="list-style-type: none"> • Data on the diversity of people employed in the cultural industries • Guidance that facilitates delivery of training/assessment to a

diverse range of users who may need different approaches to the gaining/recognition of industry competency

- Guidance that targets indigenous students, taking into account cultural and social considerations