

Provider Name	Queensland College of Music Pty Ltd 40821		
Training Package	Code: CUA Creative Arts and Culture Training Package Version: 2 Release date: 15 January, 2016		
Where to find Training Package	Go to details of Training Package and certificate packaging rules at www.training.gov.au		
Qualification	Code: CUA30915 Title: Certificate III in Music Industry (Release 1) Packaging rules: 11 units consisting of 4 core units and 7 electives. 5 elective units must be selected from the electives A, B, C or D, with no more than 2 units from Group D		
Units of competency	National Code	Unit of Competency Title	Core/Elective
	BSBWHS201	Contribute to health and safety of self and others	Core
	CUACMP301	Implement copyright arrangements	Core
	CUAIND303	Work effectively in the music industry	Core
	CUAMLT302	Apply knowledge of style and genre to music industry practice	Core
	CUAMCP301	Compose simple songs or musical pieces	Elective (A)
	CUAMPF301	Develop technical skills in performance	Elective (A)
	CUAMPF304	Make a music demo	Elective (A)
	CUAMPF404	Perform music as part of a group	Elective (A)
	CUAMPF406	Perform music as a soloist	Elective (A)
	CUAMPF302	Prepare for performances	Elective (A)
	BSBSUS201	Participate in environmentally sustainable work practices	Elective (D)
Clients	Young people who have a love of music and some practical skills as a musician. Individual interests in music will be fostered and learning goals established to enable them to gain basic skills in musicianship with support provided in their chosen specialist area.		
Training and assessment arrangements	Duration The course will be conducted over 4 terms of 8 weeks with 6 hours of instructions per week. Extra hours will be required of students in practice time, study time and performances. Learners will focus on one instrument. Learners who have attained CUA20615 Certificate II in Music Industry with Queensland College of Music will have completed the units BSBWHS201 <i>Contribute to health and safety of self and others</i> and BSBSUS201 <i>Participate in environmentally sustainable work practices</i> .		

	3	<p>THEORY</p> <p>Compose simple musical pieces analyse notated music explore rhythmic, melodic and harmonic music structures analyse scales, chord sequences, time signatures and beat patterns music writing conventions for a range of genres and styles compose simple melodies</p> <p>Make a music demo determine repertoire method and format recording equipment and post production equipment file formatting contribute to production individual and group performance recorded evaluate and note improvements</p> <p>PRACTICAL</p> <p>Prepare for solo and group performance increase solo repertoire and practice play simple pieces from notation and follow agreed tempi rehearse for group performance improve sound control and intonation to achieve variation act on feedback, consult with group members</p>	<p>CUAMCP301 CUAMPF304</p> <p>CUAMPF302 CUAMPF404 CUAMPF406</p>																																																																																																
	4	<p>Performances practice time, feedback and evaluations group rehearsal time relaxation strategies group collaboration three solo performances and three group performances in front of an audience</p>	<p>CUAMPF302 CUAMPF404 CUAMPF406 CUAMPF301 CUAMLT302</p>																																																																																																
<p>Training and assessment arrangements</p>	<p>Evidence Gathering Techniques</p> <p>The following matrix identifies the type of evidence that will be collected towards competency and to enable judgments to be made about learners' competency in each unit. Ability to play basic musical pieces from notation as a soloist and as a member of a group, safe work practices, being able to work cooperatively with others and to manage own practice time will form the basis of assessment.</p> <p>An assessment tool includes the following components: an assessment matrix mapping all aspects of the unit, the assessment tasks to be undertaken by the learner, an outline of the evidence to be gathered from the learner and the evidence criteria used to judge the quality of performance.</p>																																																																																																		
	<table border="1"> <thead> <tr> <th>Units of Competency</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>BSBWHS201</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUACMP301</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAIND303</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAMLT302</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAMCP301</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAMPF301</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAMPF304</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CUAMPF404</td> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>CUAMPF406</td> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>CUAMPF302</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>BSBSUS201</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Units of Competency	A	B	C	D	E	F	G	BSBWHS201	x	x	x					CUACMP301	x	x						CUAIND303	x	x						CUAMLT302			x	x				CUAMCP301	x							CUAMPF301			x	x				CUAMPF304	x							CUAMPF404			x	x	x			CUAMPF406			x	x	x			CUAMPF302			x	x				BSBSUS201	x	x					
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	Key	A – portfolio of documents B – oral and written questions C – observation checklists	D – Music Journal E – Third party reports		
Training and Assessment staff	Units of Competency	Specialist trainers sought as required	Training & Assessment Personnel		
			Technical Advisor	Qualified Assessor	Qualified Trainer
	BSBWHS201		S Kim	Ha Na Cho	Ha Na Cho
	CUACMP301			Ha Na Cho	Ha Na Cho
	CUAIND303			Ha Na Cho	Ha Na Cho
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BSBSUS201	Ha Na Cho	Ha Na Cho			
Trainer Assessor qualifications	Trainer/Assessor profile attests to qualifications in Music, Training and Assessment and currency in vocational knowledge and skills. Trainer/Assessor is a talented and respected musician with a range of performance experiences. Recruitment of specialist musicians will be undertaken by the RTO and assistance provided for them to gain their Certificate IV in Training and Assessment or TAESS00007 Enterprise Trainer Presenting Skill Set and to participate in an induction process and regular professional development and industry currency opportunities.				
Assessment validation process	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 improvements are implemented, reviewed and signed off. Planning consultation has been undertaken with a range of industry personnel. (App 1)				
Consultation with industry	Industry representatives consulted with regards to:				
	<ul style="list-style-type: none"> developing the specific training and assessment strategy monitoring of the specific training and assessment strategy, physical and human resources reviewing assessment processes 				
	Date of review	Business name	Contact person	Contact details	
	26/10/2015	Creative Industry Skills Council (past CEO)	Sam Nicolosi	nicolosisam29@gmail.com	
Record of initial consultations with industry					
Minutes of meeting available for 25 May, 2015 and 26/10/15 for the Industry Advisory Committee					
Moderation and validation of assessment	1. Assessors consulted as part of the moderation and validation process				
	All assessment processes, conditions, methods and tools are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables, required knowledge and skills and evidence guide as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made. Assessment is also validated to ensure that assessment processes and tools are valid, reliable, flexible and fair and that evidence is sufficient, valid, authentic and current (including clear information to the assessor and the learner about the conditions under which assessment is conducted and recorded).				
	Date of review	Contact person	Contact details		
Record of consultations and feedback with trainers and assessors are recorded.					

	<p>2. Internal Audit</p> <p>An annual internal audit will focus on improvements required in relation to TAS, trainer and assessor qualifications, information provided to learners prior to enrolment, assessment items, resources and policies and procedures of the RTO.</p> <table border="1" data-bbox="303 616 1476 869"> <tr> <td colspan="2">Internal Audit Findings/Areas for Improvement</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> <tr> <td>Date of next audit:</td> <td>Date of last internal audit:</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> </table> <p>3. Internal moderation</p> <p>Where more than one trainer/assessor is involved in delivery and assessment of the same unit, moderation of assessment judgments is conducted each term.</p> <p>Next moderation date: Record of meeting and feedback from trainers and assessors</p>	Internal Audit Findings/Areas for Improvement				Date of next audit:	Date of last internal audit:		
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Date of next audit:	Date of last internal audit:								
<p>Resources</p>	<p>Record of available resources for this course:</p> <ul style="list-style-type: none"> • The RTO is able to provide the training and assessment services within its scope of registration and to accommodate learner numbers and specialist musical needs. • The RTO can demonstrate that they satisfy elements, performance criteria, required knowledge and skills and evidence guide of the units of competency. • Trainer profiles document the vocational skills of staff and training and assessment competencies or their equivalent, industry experience and currency activities. • All trainers/assessors have access to relevant units of competency, learning resources, assessment guidelines and qualification rules. • The RTO has access to staff to assist students with special needs. Assessment processes, methods and/or tools are reasonably adjusted to better suit the needs of particular students. • The RTO has access to the required facilities, equipment, training and assessment materials. A list of resources is provided. (App 2) 								
<p>Reasonable Adjustment Arrangements</p>	<p>The RTO is committed to ensuring that people with particular learning styles and people with a disability are able to participate in study effectively. Contextualisation of the qualification and reasonableness of delivery modes, resources and assessment tools will ensure the individual needs of learners are met.</p> <p>The preferred learning styles of students will be considered within the delivery context, the development of resources and the assessment tools used. All practical activities will take place in small groups with an experienced trainer demonstrating, mentoring and seeking to empower learners to take responsibility for their learning, to self-assess and to act on constructive feedback within a culturally respectful learning environment.</p>								
<p>ACSF</p>	<p>The Australian Core Skills Framework informs the identification and description of underpinning literacy and numeracy features and requirements within competency standards. The learner's, language, literacy and numeracy levels are expected to be equivalent to Level 3 of the ACSF.</p> <ul style="list-style-type: none"> ○ Reading and understanding Learner Guides, work documents and manuscripts 								

	<ul style="list-style-type: none"> ○ Writing workplace documents and music symbols ○ Oral communication to collaborate with other musicians and trainers ○ Learning skills to review and reflect on performances and address feedback for improvement
<p>Pathways to further learning and study</p>	<p>ADVANCED DIPLOMA</p> <p>Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.</p> <p>CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> Label manager Licensing manager Music arranger Music business manager Musicologist New media director Venue manager <p>DIPLOMA</p> <p>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</p> <p>CUA50815 Diploma of Music Industry</p> <ul style="list-style-type: none"> Artist manager Composer Instrumentalist Music marketing and promotions officer Sound engineer Vocalist <p>CERTIFICATE IV</p> <p>Graduates at this level will have specialised knowledge and skills for work and/or further learning.</p> <p>CUA40915 Certificate IV in Music Industry</p> <ul style="list-style-type: none"> Artist manager Assistant sound engineer Band manager Booking agent Musician Music marketing and promotions officer Singer <p>CERTIFICATE III</p> <p>Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.</p> <p>CUA30915 Certificate III in Music Industry</p> <ul style="list-style-type: none"> Assistant band manager Singer Sound mixer/technician Sound recordist <p>CERTIFICATE II</p> <p>Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.</p> <p>CUA20615 Certificate II in Music Industry</p> <ul style="list-style-type: none"> Junior sound assistant <p>SKILL SET</p> <p>CUASS00047 Music Tutor Skill Set</p> <ul style="list-style-type: none"> Music tutor - instrumental Music tutor - vocal
<p>Continuous Improvement</p>	<p>In addition to the validation and moderation review of assessment tools and processes, continuous improvement of all processes and procedures will be undertaken by the RTO. This will include improvements made from feedback sought from learners, trainers, assessors, staff, industry consultants and other</p>

	<p>stakeholders. Feedback will be sought from each learner after training and assessment.</p> <p>Feedback is also sought through the completion of the Quality Indicator learner questionnaires at the completion of the course.</p> <p>Trainers will also be required to maintain vocational currency through industry experience and training and assessment currency through professional development.</p>
<p>AVETMISS</p>	<p>Students are enrolled in the relevant units of competency on commencement of the qualification and student information entered into the Student Data Management System (Axcelerate). Results are available to students at the end of each term, entered into Axcelerate and into SLIMS for current high school students. Results indicate if the competency is attained or continuing, gained through RPL or credit transfer. Trainers and Assessors verify that accurate and up-to-date information is recorded.</p> <p>Student results show the unit code, title and date achieved. The final assessment outcome for each unit of competency will be documented on the student profile and entered into Axcelerate and SLIMS if required. Once all units are recorded as competent a qualification or a statement of attainment will be printed, enter into the Qualifications register and retained by the RTO for 30 years.</p> <p>All completed student assessment items for each student will be securely retained until the appeal period ends (six months after completing or withdrawing from the qualification). After the appeal period ends, the assessor's marking guide and observation checklists and completed student assessment items for 10 students or 10% of the students (whichever is greater) enrolled within the qualification will be retained for 12 months. A master copy of all versions of assessment tools will be retained for the life of the relevant version of the qualification..</p>

Appendix 1

INDUSTRY CONSULTATION

The following organisations have been consulted in the initial preparation of this TAS:

- Mr Sam Nicolosi, Advanced Training Management, Business Manager nicolosisam29@gmail.com
- Toby Loveland, performer, composer and recording artist – tobyloveland@uqconnect.net
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Appendix 2

RESOURCES

- a) Training and assessment materials for Certificate II in Music including learner resources, assessment tools, and assessment to solutions.
- b) **Websites**

Music thinktank
<http://www.musicthinktank.com>

NCH Software

<http://www.nch.com.au>

Muscore

<http://musescore.org>

Innovation and Business Industry Skills Council

<http://www.ibsa.org.au>

You tube

www.youtube.com

- Composition – writing music tips and composition music tips
- Fire safety in the workplace

Australian Music

<http://www.ausmusic.com>

Flexible Learning Toolboxes – The Music Box

<http://toolboxes.flexiblelearning.net.au/preview/#MusicBox>

Music Council of Australia

<http://mca.org.au>

Freeza

<http://www.freeza.vic.gov.au>

Musicians Union of Australia

<http://www.musicians.asn.au>

The Music Network

<http://www.themusicnetwork.com>

Skills 1

<http://www.skillsone.com.au>

Department of Environment and Heritage Protection

<http://www.ehp.qld.gov.au>

Fairwork Australia

<http://www.fairwork.gov.au>

Fire Protection Association of Australia

<http://www.fpa.com.au>

Legislation in Queensland

<http://www.legislation.qld.gov.au>

Material Safety Data Sheets

<http://www.msds.com.au>

Safework Australia

<http://www.ascc.gov.au>

Worksafe Queensland
<http://www.worksafe.qld.gov.au>

OHS guide for live performance
<http://www.liveperformance.com.au>

Department of Water and Energy Supply
<http://www.dews.qld.gov.au>

The Climate Group
<http://www.theclimategroup.org>

Work Cover Queensland
<http://www.workcoverqld.com.au>

Equipment

5 Violins	1 Cello	
9 pianos	1 Marimba	
2 Guitars	2 Drum kits	
2 Flutes	1 Saxophone	
1 digital piano		

Additional equipment includes:

Music stands, amplifiers
 Notation and composing software
 Computers, Microsoft software, internet access, printer/scanner
 Audio recording equipment, video camera, CD player
 Baton, tuning fork, metronomes, headphones, microphones
 TV screen, White board, Data projector, I phone

Training rooms equipped with desks, suitable chairs and seating for performance, computers, stationery including manuscript paper, USBs. The College has access to function rooms in the Diana Plaza for lectures, guest speakers and solo performances. An agreement is in place for access to a recording studio on a short term basis.

Appendix 3

CORE SKILLS FOR WORK FRAMEWORK

The Core Skills for Work Framework describes performance in ten Skill Areas, grouped under three Skill Clusters:

Cluster 1 - Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocols

Cluster 2 - Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

Cluster 3 - Get the work done

- a. Plan and organise
- b. Make decisions
- d. Identify and solve problems
- e. Create and innovate
- f. Work in a digital world