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: CUA20615 Title: Certificate II in Music Industry (Release 1) Packaging rules: 8 units consisting of 3 core units and 5 electives of which 3 must be from Group A, 1 from Group A or B and 1 may maybe from any currently endorsed training package qualification at Certificate I, II or III level.	

Units of competency	National Code	Unit of Competency Title	Core/Elective
	BSBWHS201	Contribute to health and safety of self and others	Core
	BSBWOR203	Work effectively with others	Core
	CUAIND201	Develop and apply creative arts industry knowledge	Core
	CUAMLT201	Develop and apply musical ideas and listening skills	Elective (Group A)
	CUAMPF201	Play or sing simple musical pieces	Elective (Group A)
	CUAMPF204	Play or sing music from simple written notation	Elective (Group A)
	BSBSUS201	Participate in environmentally sustainable work practices	Elective (Group B)
	BSBWOR202	Organise and complete daily work activities	Elective (Group B)

Clients	Young people who have a love of music with limited 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.
Training and assessment arrangements	**Duration** The course will be conducted over 4 terms of 8 weeks with 4 hours of instructions per week. Extra hours will be required of students in practice time, study time and performances with hours being recorded in a Music Journal. Students will focus on one instrument.

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Organisation

All delivery focuses on time to practise individual skills to play or sing simple pieces from simple written notation and to develop knowledge of the music industry within a safe and supportive environment.

Some theory aspects related to musicianship will be accessed through computer learning resources. Face to face instruction will take place in training rooms supported by practice rooms. Instruction will be provided to students according to their specialist vocal interest or specialist instrument.

Learners will undertake a range of class-based tasks that simulate a music industry environment. Theory classes, practical activities and performances are organised for learners. Learners must demonstrate an ability to perform the unit of competency as a whole within an integrated assessment process. Learners will be provided with the opportunity to demonstrate the core skills for work – navigating the world of work, interacting with others and getting the work done. (**Appendix 3**)

Learners are provided with exit points at the end of each term with completed units of competency being provided on a Statement of Attainment from the RTO.

Course Structure		
Term	Topics	Units of Competency
1	**THEORY** **Safe work practices** WHS procedures – rights and responsibilities hazards and risks safety signs, symbols, PPE safe manual handling process for reporting hazards and incidents emergency procedures participating in WHS consultation process **Environmentally sustainable work practices** environmental regulations and legislation resource efficiency **PRACTICAL** **Develop listening skills** recognise genre and range of styles of music actively listen to a range of recorded and live music music history and terminology in selected musical styles music structures, styles and forms **Instrument capabilities** physical characteristics of instrument scope and capability of instrument acoustic principles relevant to instrument or voice caring for instrument warm-ups and tuning posture and finger positions exercises to expand capacity to perform *Journal handed out*	**BSBWHS201** **BSBSUS201** CUAMLT201 CUAMPF201 CUAMPF204 BSBWOR202

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2	**THEORY** **The industry** industry structure music laws and regulations organisational policies and procedures new technology and current trends employment terms, conditions and opportunities sources of information industry issues	**CUAIND201** **BSBWOR203**
	PRACTICAL **Develop skills in playing or singing** recognise simple notation identify basic music conventions reproduce basic musical patterns perform short, simple pieces using a range of notes, rhythms and chords patterns following agreed tempi discriminate pitch, rhythm musical terminology performance and instrumental protocols source information on musical styles	CUAMLT201 CUAMPF201 CUAMPF204 BSBWOR202
3	**THEORY** **Develop skills in reading notated music** identify and interpret simple rhythmic, melodic and harmonic structures examine conventions of form and music structures recognise and interpret dynamics and expression marks analyse simple scales, chord sequences and music systems, time signatures, beat patterns music protocols and customs for reading written music **PRACTICAL** **Develop skills in playing or singing** increase repertoire practice, play or sing simple pieces from notation workgroup member responsibilities and duties conflict resolution strategies	CUAMLT201 CUAMPF201 CUAMPF204 BSBWOR202

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4	**THEORY** organising work schedules and practise schedules communicate progress identify improvement strategies set new goals and plan opportunities for improvement listen to professional musicians to evaluate own work **Play or sing simple musical pieces from notation** identify suitable repertoire for practising music-reading skills develop and apply own musical ideas identify opportunities to develop music knowledge and skills technology to produce and enhance music play or sing simple pieces using rhythmic control and tuning	**CUAMLT201** **CUAMPF201** **CUAMPF204** **BSBWOR202**

Training and assessment arrangements	**Evidence Gathering Techniques** 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 simple musical pieces from notation, safe work practices, being able to work cooperatively with others and to manage own practice time will form the basis of assessment. 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.

Units of Competency	A	B	C	D	E	F	G
BSBWHS201	x	x			x	x	
BSBWOR203	x			x	x	x	
CUAIND201	x			x	x	x	
CUAMLT201	x		x		x	x	
CUAMPF201	x		x		x	x	
CUAMPF204	x		x		x	x	
BSBWOR202	x		x		x	x	
BSBSUS201	x	x			x	x	

Key	A – Short responses B – Project activities C – Journal	D - Portfolio E – Observations with checklists and self-assessment F – Oral questions

Training and Assessment staff	Units of Competency	Training Arrangements	Training & Assessment Personnel		
			Technical Advisor	Qualified Assessor	Qualified Trainer
	BSBWHS201	Specialist trainers sought as required	S Kim	Ha Na Cho	Ha Na Cho
	BSBWOR203			Ha Na Cho	Ha Na Cho
	CUAIND201			Ha Na Cho	Ha Na Cho
	CUAMLT201			Ha Na Cho	Ha Na Cho
	CUAMPF201			Ha Na Cho	Ha Na Cho
	CUAMPF204			Ha Na Cho	Ha Na Cho
	BSBWOR202			Ha Na Cho	Ha Na Cho
	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

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	range of industry personnel. **(App 1)**			
Consultation with industry	**Industry representatives consulted with regards to:** • 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.			

2. Internal Audit

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.

Internal Audit Findings/Areas for Improvement
Date of next audit: **Date of last internal audit:**

3. Internal moderation

Where more than one trainer/assessor is involved in delivery and assessment of the same unit, moderation of assessment judgments is conducted each term.
Next moderation date:
Record of meeting and feedback from trainers and assessors

Resources	**Record of available resources for this course:** • 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)**
Reasonable Adjustment Arrangements	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. 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.
ACSF	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 2/3 of the ACSF. o Reading and understanding Learner Guides, work documents and manuscripts o Writing workplace documents and music symbols o Oral communication to collaborate with other musicians and trainers o Learning skills to review and reflect on performances and address feedback for improvement
Pathways to further learning and study	**ADVANCED DIPLOMA** Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. **CUA60515** Advanced Diploma of Music Industry Label manager Licensing manager Music arranger Music business manager Musicologist New media director Venue manager **DIPLOMA** Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. **CUA50815** Diploma of Music Industry Artist manager Composer Instrumentalist Music marketing and promotions officer Sound engineer Vocalist **CERTIFICATE IV** Graduates at this level will have specialised knowledge and skills for work and/or further learning. **CUA40915 Certificate IV in Music Industry** Artist manager

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	Assistant sound engineer Band manager Booking agent Musician Music marketing and promotions officer Singer

	CERTIFICATE III
	
	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.
	
	CUA30915 Certificate III in Music Industry
	
	      Assistant band manager
	      Singer
	      Sound mixer/technician
	      Sound recordist
	
	CERTIFICATE II
	
	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.
	
	CUA20615 Certificate II in Music Industry
	
	      Junior sound assistant
	
	SKILL SET
	
	CUASS00047 Music Tutor Skill Set
	
	      Music tutor - instrumental
	      Music tutor - vocal

Continuous Improvement	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 stakeholders. Feedback will be sought from each learner after training and assessment. Feedback is also sought through the completion of the Quality Indicator learner questionnaires at the completion of the course. Trainers will also be required to maintain vocational currency through industry experience and training and assessment currency through professional development.
AVETMISS	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. 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. 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.

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Appendix 1

INDUSTRY CONSULTATION

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

o   Mr Sam Nicolosi, Advanced Training Management, Business Manager nicolosisam29@gmail.com

o   Toby Loveland, performer, composer and recording artist – tobyloveland@uqconnect.net

Appendix 2

RESOURCES

a)   Training and assessment materials for Certificate II in Music Industry   including learner resources, assessment tools, and assessment to solutions.

b)   **Websites**

Music thinktank
http://www.musicthinktank.com

NCH Software
http://www.nch.com.au

Musescore
http://musescore.org

Innovation and Business Industry Skills Council
http://www.ibsa.org.au

The Music Box
http://toolboxes.flexiblelearning.net.au/preview/index.htm

You tube
www.youtube.com
   o   Fire safety in the workplace

Australian Music
http://www.ausmusic.com

Music Council of Australia
http://mca.org.au

Freeza
http://www.freeza.vic.gov.au

Musicians Union of Australia
http://www.musicians.asn.au

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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.fpaa.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

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

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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

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