Workplace Learning Record

VCE VET Music



CUA30915 Certificate III in Music Industry

**Student name**:

Modification history

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| --- | --- | --- | --- |
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SWL Recognition

Structured workplace learning (SWL) recognition provides you with the opportunity to gain credit into your VCE or VCAL for undertaking SWL that matches your VCE VET program.

To receive recognition and credit, you will be required to reflect on your experience in the workplace and how this relates to your VET course. Your reflections are to be recorded in the three sections of this workplace learning record (WLR).

About this workplace learning record

This workplace learning record helps you gather evidence for assessment and is part of the requirement for obtaining SWL Recognition.

To be eligible for one Unit towards your VCE or VCAL, you must:

* be enrolled in a minimum of 180 hours of units of competency (UoC) from the CUA30915 Certificate III in Music Industry
* undertake a minimum of 80 hours (equivalent to 10 days of work) in a music industry placement
* reflect on a minimum of six units of competency (UoC) from your program including the WHS UoC (BSBWHS201 — see page 8).

VCE VET Music Industry

CUA30915 Certificate III in Music Industry

The VCE VET Music Industry program is drawn from a national training package and offers portable qualifications that are recognised throughout Australia.

These qualifications provide students with the knowledge and skills to enhance their employment prospects within the music industry.

**Music Performance Specialisation** provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances.

Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

**Sound Production Specialisation** provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to specialise in areas such as composing, event staging support and recording.

Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, providing sound reinforcement and setting up and disassembling audio equipment.

Workplace Learning Record

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET UoCs in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

Section 1: Learner profile

Complete the Learner profile and discuss this with your host employer on or before your first day of placement.

|  |  |
| --- | --- |
| **Name** |  |
| **School** |  |
| **Contact information** |  |

Within your VCE/VCAL why did you undertake this VET course?

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What VCE/VCAL subjects are you also undertaking?

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| --- |
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Why have you chosen this overall VCE/VCAL program?

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Program outline

CUA30915 Certificate III in Music Industry

UoCs included in this program are listed below. There are compulsory UoCs, along with a selection of electives. You can make a note of any UoC that relates to your experiences in the workplace. Indicate the year you are undertaking each UoC.

|  |  |  |  |
| --- | --- | --- | --- |
| Unit code | Unit of Competency | Year | Page |
| **VCE VET Units 1–2** |
| **Compulsory** |
| BSBWHS201  | Contribute to health and safety of self and others  |  | 8 |
| CUACMP301  | Implement copyright arrangements  |  | 9 |
| CUAIND303  | Work effectively in the music industry  |  | 10 |
| CUAMLT302  | Apply knowledge of style and genre to music industry practice  |  | 11 |
| **Electives** |
| CUAIND304  | Plan a career in the creative arts industry  |  | 12 |
| CUAMCP301  | Compose simple songs or musical pieces  |  | 13 |
| CUAMKG301  | Assist with marketing and promotion  |  | 14 |
| CUAMPF304  | Make a music demo  |  | 15 |
| CUASOU201  | Develop basic audio skills and knowledge  |  | 16 |
| CUASOU202  | Perform basic sound editing  |  | 17 |
| SITXEVT304  | Provide event staging support  |  | 18 |
| CUALGT301  | Operate basic lighting  |  | 19 |
| **VCE VET Units 3–4: Performance** |
| **Compulsory** |
| CUAMPF301  | Develop technical skills in performance  |  | 20 |
| CUAMPF302  | Prepare for performances  |  | 21 |
| CUAMPF305  | Develop improvisation skills  |  | 22 |
| CUAMPF402  | Develop and maintain stagecraft skills  |  | 23 |
| **Electives** |
| CUAMPF404  | Perform music as part of a group  |  | 24 |
| CUAMPF406  | Perform music as a soloist  |  | 25 |
| **VCE VET Units 3–4: Sound production** |
| **Compulsory** |
| CUASOU306  | Operate sound reinforcement systems  |  | 26 |
| CUASOU307  | Record and mix a basic music demo  |  | 27 |
| CUASOU308  | Install and disassemble audio equipment  |  | 28 |
| CUASOU311  | Mix music in a studio environment  |  | 29 |
| CUASOU402  | Manage audio input sources  |  | 30 |

List any other units you are undertaking and include comments regarding additional units
on page 31.

What interests you about the industry?

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| --- |
|  |

What is your planned career path or future career aspiration?

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| --- |
|  |

Describe any workplace skills you have developed through previous work experience, SWL or part time employment?

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Section 2: Learning about VET units of competency in the workplace

This WLR contains three key questions per UoC designed to draw out related experiences you may be exposed to in a music industry workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have experienced in the workplace, and reflect on actual observations or activities that you have been exposed to. Your observations will:

* reinforce the training you have undertaken
* identify differences in practice or equipment
* identify areas requiring further training or practical experience.

You are encouraged to take photos and/or video where appropriate to showcase learning in the workplace. Evidence you collect can include:

* observations
* descriptions of activities and tasks
* conversations with employers and other staff
* participation in meetings
* workplace documents
* research in the workplace
* photos of equipment/processes/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. This record does not require identifying actual people or events, as this may breach confidentiality.

VCE VET units of competency

BSBWHS201 Contribute to health and safety of self and others

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What safe work practices were explained to you during your time at the workplace? What did you have to follow in respect to WHS?  |  |
| What was the workplace procedure for reporting incidents and injuries?  |  |
| Did any incidents or injuries occur that you observed? If yes, explain what happened and how it was handled. |  |

CUACMP301 Implement copyright arrangements

This unit describes the skills and knowledge required to implement individual or collaborative copyright arrangements including sourcing copyright information, gaining clearance to use other people’s material, protecting material from unauthorised use and applying copyright notices for creative works.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace determine what is and what is not protected by copyright?  |  |
| What process or procedure did the workplace have to confirm copyright clearance issues?  |  |
| Which Australian organisations responsible for holding copyright collections did the workplace have contact with? What did that organisation do? |  |

CUAIND303 Work effectively in the music industry

This unit describes the skills and knowledge required to work in the music industry.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace keep up-to-date with trends and emergent technologies in the music industry?  |  |
| Who were the people that you liaised with in the workplace and what was their role in the music industry?  |  |
| What formal music industry networks did you observe operating or become aware of in the workplace? |  |

CUAMLT302 Apply knowledge of style and genre to music industry practice

This unit describes the skills and knowledge required to apply knowledge of music genres and styles to music industry work and learning.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Why was it important for staff in the workplace to have knowledge about a variety of styles and genres of music?  |  |
| Outline when you were required to listen critically to artists and repertoire. Why did the workplace do this?  |  |
| Describe a situation when you were required to discuss music performances with others in the workplace? What was the purpose? |  |

CUAIND304 Plan a career in the creative arts industry

This unit describes the skills and knowledge required to identify and evaluate career opportunities in the creative arts industry, including personal skills analysis and portfolio development.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Outline all the different creative arts industry productions and events that you observed in the workplace.  |  |
| Why is it important to develop contacts and network within the music industry? How did the workplace do this?  |  |
| Have you been able to identify any skills that you would need to develop to undertake further work at the workplace or in a similar role? Explain. |  |

CUAMCP301 Compose simple songs or musical pieces

This unit describes the skills and knowledge required to apply musical styles and conventions to the composition of simple songs or musical pieces.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What discussions were you a part of or observed which covered the accepted conventions and formats for the final presentation of a song or musical piece in the workplace?  |  |
| Describe the process used in the workplace for composing melodies.  |  |
| Were you aware of any issues or challenges that arose in the context of composing songs or musical pieces in the workplace? Explain. |  |

CUAMKG301 Assist with marketing and promotion

This unit describes the performance outcomes, skills and knowledge required to assist with an organisation’s marketing and promotional activities.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did you contribute to the development of promotional strategies in the workplace?  |  |
| Outline any promotional activities that you observed in the workplace. What materials did the workplace use?  |  |
| What types of industry events did the business attend? Outline any event that you attended and the purpose. |  |

CUAMPF304 Make a music demo

This unit describes the skills and knowledge required to plan, organise and implement the recording of music demos in audio or video formats.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What information was included on the recording plan used in the workplace?  |  |
| How did workplace staff work collaboratively? Explain the communication styles used.  |  |
| What was your role in reviewing the final mix? What changes were made at that point? What was the agreed format of the demo? |  |

CUASOU201 Develop basic audio skills and knowledge

This unit describes the performance outcomes, skills and knowledge required to complete basic audio tasks in a range of production contexts.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What different types of audio equipment did you have to handle in the workplace? Explain key components that you handled and their function.  |  |
| Outline the set-up of an audio system that you assisted with in the workplace. What was your role?  |  |
| Discuss how audio equipment was stored and transported. |  |

CUASOU202 Perform basic sound editing

This unit describes the skills and knowledge required for basic digital sound editing.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the sound editing hardware and software that was used in the workplace.  |  |
| Outline the processes you observed for editing sound using software. Did you use the software in the workplace? If so, how?  |  |
| Describe all of the post-production debriefing sessions that you participated in. What was the purpose of these sessions? |  |

SITXEVT304 Provide event staging support

This unit describes the performance outcomes, skills and knowledge required to assist with staging requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event staging and technical production requirements.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Outline any event briefings you participated in. What was your role and responsibilities?  |  |
| How did you provide assistance with staging requirements in the workplace?  |  |
| Discuss any event debrief that you participated in. What feedback was discussed? What improvements could you suggest? |  |

CUALGT301 Operate basic lighting

This unit describes the performance outcomes, skills and knowledge required to plot, record, modify and operate standard lighting cues on lighting consoles typically used in small-scale productions and events.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Discuss how the lighting system was set up in the workplace. What was your role?  |  |
| Outline all the lighting equipment that you observed being used in the workplace.  |  |
| What documentation was used in the workplace to record lighting cues? Provide an example. |  |

CUAMPF301 Develop technical skills in performance

This unit describes the skills and knowledge required to build on basic technical skills in a chosen area of music specialisation, and to perform simple repertoire.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace ensure you could explore the range and scope of your instrument or voice?  |  |
| Outline the pieces of music you performed in the workplace and the key technical skills required.  |  |
| How did feedback from others in the workplace help to improve your performance and skill development? |  |

CUAMPF302 Prepare for performance

This unit describes the skills and knowledge required to use practice time to prepare for performances.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What were the expectations for you in preparing for performance in the workplace?  |  |
| What WHS requirements were discussed and observed in the workplace whilst rehearsing and performing?  |  |
| How did you plan and develop performance pieces in consultation with appropriate people in the workplace? |  |

CUAMPF305 Develop improvisational skills

This unit describes the skills and knowledge required to develop and perform simple musical improvisation in a chosen area.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the business listen critically to live and recorded improvised music?  |  |
| Did staff participate in practising improvisation? Describe how you practiced improvisation in the workplace.  |  |
| What did you observe people doing to adjust their playing in response to the playing of others? |  |

CUAMPF402 Develop and maintain stagecraft skills

This unit describes the skills and knowledge required to apply a well-developed range of stagecraft skills during performances.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace assist you and others to plan your stage image, resulting in a coherent and appropriate image that enhanced performances?  |  |
| What stagecraft skills did the workplace encourage you to develop? How was this encouraged?  |  |
| What were the requirements of the workplace for you to follow safe work practices while developing stagecraft skills? |  |

CUAMPF404 Perform music as part of a group

This unit describes the skills and knowledge required to perform music for an audience as part of a group.

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| **Respond to the following** | **Comments/observations** |
| What warm-up routines did you observe and participate in at the workplace?  |  |
| How did the workplace ensure that group members were interacting with each other? Why was this important?  |  |
| How did the workplace evaluate the group’s performance, stage presentation and audience reaction? |  |

CUAMPF406 Perform music as a soloist

This unit describes the skills and knowledge required to perform live for audiences as a soloist.

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| **Respond to the following** | **Comments/observations** |
| What warm-up routines did you observe and or participate in at the workplace?  |  |
| How did the workplace ensure that solo performances demonstrated imagination and innovation in the musical interpretation to maintain audience focus and attention?  |  |
| How did the workplace evaluate the soloist’s performances? |  |

CUASOU306 Operate sound reinforcement systems

This unit describes the skills and knowledge required to operate sound reinforcement systems for live performances.

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| **Respond to the following** | **Comments/observations** |
| Describe how the workplace confirmed the production requirements when preparing a sound system. What people were involved?  |  |
| How was the sound quality and balance evaluated? What was your role in meeting the production requirements?  |  |
| What documentation did the workplace collect, develop, create and use whilst operating sound reinforcement systems for live performances? |  |

CUASOU307 Record and mix a basic music demo

This unit describes the skills and knowledge required to plan, record and mix a basic music demo.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe all of the demos that you were involved in at the workplace.  |  |
| How was recording set up? Outline the instruments, channels and equipment that were used on at least one demo recording that you observed in the workplace.  |  |
| What effects and signal processing was used by the workplace on demo recordings that you observed? Why were these used? |  |

CUASOU308 Install and disassemble audio equipment

This unit describes the skills and knowledge required to install and disassemble audio equipment for a range of live performance and entertainment productions.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace calculate the power requirements for the installation of audio equipment that you observed?  |  |
| Outline all the equipment that was used in one major audio installation that you observed in the workplace. Describe how the audio equipment used was aligned, tested and tuned.  |  |
| What was your role in installing audio equipment in the workplace?  |  |

CUASOU311 Mix music in a studio environment

This unit describes the skills and knowledge required to interpret artistic and technical production requirements for music, and to operate professional audio equipment for mixing music in the music, screen, media and entertainment industries.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What equipment did the workplace use to record music in the studio?  |  |
| What was your role in setting up audio equipment in the workplace for recording and mixing?  |  |
| How were decisions made for mixing audio that you observed in the workplace? How did the workplace ensure that the final mix met production requirements? |  |

CUASOU402 Manage audio input sources

This unit describes the performance outcomes, skills and knowledge required to select and manage microphones and other audio input sources for productions in the screen, media, entertainment and events industries.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace keep up-to-date with developments in audio technology to ensure the most appropriate selection of microphones and the best approach to audio operations was used?  |  |
| How were microphones selected and used for at least one production you observed in the workplace?  |  |
| What documentation did the workplace use for microphone plots and how were microphones patched to the audio mixing desk? |  |

Comments/observations on any other unit(s) of competency not listed

|  |  |
| --- | --- |
| **Unit(s)** | **Comments/observations** |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day in the workplace.

1. Communication
2. Team work
3. Problem solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are on work placement, you will be using employability skills in many different ways.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations. Assessment of SWL recognition is based on a discussion of each of the sections from this booklet with a school representative.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly or reading and writing.

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How did you demonstrate **team work**? For example, by working as part of a team or sharing ideas and resources with co-workers.

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How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

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How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

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How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting or analysing and organising information.

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How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry) or being able to learn new skills from the technology used in this industry.

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How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

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How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

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Summary of industry learning

At the conclusion of your SWL for this VET Qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

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Student declaration

I confirm that I have undertaken work placement with:

|  |  |
| --- | --- |
| **Employer/Company/Business name** | **Total hours of placement** |
|  |  |
|  |  |
|  |  |
| **TOTAL** |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name** (Block letters)

**Date**