

**VET in the VCE
MUSIC INDUSTRY**

Incorporating
CUS20101
CERTIFICATE II in Music Industry (Foundation)

CUS30101
CERTIFICATE III in Music

CUS30201
CERTIFICATE III in Music Industry
(Technical production)

October 2002

This program booklet must be used in conjunction with the nationally endorsed CUS01 Music Industry Training Package

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Introduction

VCE VET programs are vocational certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students, and endorsed for recognition in the VCE by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

VCE VET programs:

- are fully recognised within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.
- function within the National Training Framework.

National Training Framework

Under the National Training Framework there are no credit transfer arrangements as they existed in the past for VET in Schools programs.

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF, the name given to the revised Australian Recognition Framework) and training packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and issuing of certificates against training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Training Advisory Bodies (ITABs) and endorsed by the Australian National Training Authority (ANTA). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

Training packages will progressively replace the current mix of competency standards and accredited curriculum based courses and their related qualifications.

The VCE VET Music Industry program is drawn from the national Music Industry Training Package.

Program revision

This program booklet replaces the VCE VET Music Industry Skills program booklet published in November 1999. The program has been revised for conversion to the new Music Industry Training Package. The program is drawn from the national competency standards developed by CREATE Australia, the national ITAB and endorsed by ANTA. The enhanced recognition status of VCE VET programs and the accommodation of the requirements of assessment for Study Score purposes are reflected in this program booklet.

Transition arrangements for continuing students

Students enrolled in the VCE VET Music Industry Skills program in 2002 or earlier, should complete their program in 2003 under the arrangements outlined in the VCE VET Music Industry Skills program booklet published in 1999.

Students commencing in 2003

All students enrolling for the first time in the VCE VET Music Industry program in 2003 and beyond must comply with the requirements outlined in this booklet. A Study Score for this program will be available in 2004.

In the case where students who completed Certificate II in Music Industry Skills in 2002 wish to transfer to the new training package Certificate III programs in 2003, the school should contact Ausmusic for advice on the articulation between the curriculum based certificates and the new training package based qualifications.

Program details

Aims

The aims of the VCE VET Music Industry program are to:

- provide participants with knowledge and skill development for the achievement of competence to enhance their employment prospects within the music industry.
- enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

Program structure

Certificate II in Music Industry provides broad based knowledge and skills required for entry into the music industry. It provides the grounding upon which higher level certificates are based.

The Certificate III qualifications offer specialist training in either performance/composition or technology.

The structure of the qualifications allows for substantial advanced standing in a Certificate III program to be achieved via the Certificate II qualification.

The VCE VET programs have been selected to maximise the advanced standing available for students progressing from Certificate II to Certificate III.

Students may enrol in the VCE VET Music Industry program at Certificate II level or directly into a Certificate III. However, schools should be aware that industry, represented by Ausmusic, makes a strong recommendation that students complete Certificate II before undertaking Certificate III.

VCAA prescribed units of competence

The VCE VET program complies with the training package rules for achievement of the qualifications. The VCAA, in consultation with schools, TAFE institutes and industry representatives, has prescribed a number of units of competence in the VCE VET Music Industry program, within the training package requirements. The prescribed units of competence have been selected to enhance the acquisition of a broad range of skills.

Completion requirements

The following information needs to be read in conjunction with the Music Industry Training Package.

Requirements for completion of each certificate described below incorporate the VCAA prescribed program elements.

Program 1: CUS20101 Certificate II in Music Industry (Foundation)

A minimum of ten units of competence is required for award of the qualification:

- four core units
- six electives

Program 2: CUS30101 Certificate III in Music

A minimum of 12 units of competence is required for award of the qualification:

- four core units
- eight electives (five of which are prescribed for the Unit 3–4 sequence)

Program 3: CUS30201 Certificate III in Music Industry (Technical production)

A minimum of 12 units of competence is required for award of the qualification:

- four core units
- eight electives (four of which are prescribed for the Unit 3–4 sequence)

Program duration

The VCE VET Music Industry program has a nominal duration of:

Program 1	244–455 hours	Certificate II in Music Industry (Foundation)
Program 2	390–550 hours	Certificate III in Music
Program 3	445–630 hours	Certificate III in Music Industry (Technical production)

The total nominal hours for the Certificate III qualifications will be reduced where the student has already completed Certificate II.

The nominal hours attached to each unit of competence are calculated by the Office of Training and Tertiary Education (OTTE) for funding purposes. They are a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for the particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

Program 1: CUS20101 Certificate II in Music Industry (Foundation)

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Core		
CUSBGE01A	Develop and update music industry knowledge*	20
CUSMGE11A	Develop music knowledge and listening skills	70
CUSSAF02A	Follow health, safety and security procedures in the music industry*	10
CUECOR2A	Work with others*	15
Electives: select 6 of the following		
CUETGE2A	Assist with staging	65
CUSRAD01A	Collect and organise information	35
CUSMCP01A	Contribute creative music ideas to a project	35
CUSMPF02A	Develop technical skills for playing or singing music	70
CUSSOU07A	Edit sound using analogue systems	35
CUSSOU06A	Lay sound tracks*	35
CUECOR1A	Manage own work and learning*	10
CUSSOU01A	Move and set up instruments and equipment	35
CUSSOU02A	Operate portable audio recorder	35
THHGHS03A	Provide first aid	24
CUSAMD01A	Purchase or hire equipment/supplies	35
CUSMGE06A	Read music*	70
CUSSOU04A	Record sound*	35
CUSSOU03A	Transfer sound	20
CUECLE1A	Undertake general administrative procedures	20
CUETGE1A	Undertake simple lighting/sound/audiovisual activities	60
CUSGEN01A	Use and adapt to changes in technology*	20
CULMS413A	Use information technology	40
CUSMGE09A	Use MIDI devices and/or software to perform music*	35
CUSMGE08A	Use the internet to access and modify music	35
CUSGEN02A	Work in a culturally diverse environment*	35
TOTAL		244–455

*These units of competence may contribute to completion of both Certificate II and Certificate III programs.

Choice of electives

Students completing Certificate II in Music Industry (Foundation) will accumulate units of competence for advanced standing in the Certificate III programs. A careful choice of electives at Certificate II will maximise advanced standing. These electives are indicated by an (*) in the Certificate II program. Some of the core units of competence in the Certificate III programs may have been achieved through the completion of the Certificate II program.

Students will be expected to achieve the equivalent of Grade 3 Australian Music Examinations Board (AMEB) by the end of the Certificate III in Music program.

Program 2: CUS30101 Certificate III in Music

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Core		
CUSADM08A	Address copyright requirements	20
CUSBGE01A	Develop and update music industry knowledge*	20
CUSSAF02A	Follow health, safety and security procedures in the music	10
CUSMCP02A	Compose a simple song or tune	35
Subtotal		85
ELECTIVES		
Select three electives – one of which <u>must</u> come from the following:		
CUSMPF08A	Contribute to backup accompaniment for a performance	35
CUSMCP03A	Create a simple accompaniment for a song or tune	35
CUSBGE11A	Plan a career in music	35
CUSMGE06A	Read music*	70
CUSMGE09A	Use MIDI devices and/or software to perform music*	35
Up to two electives may come from the following:		
CUESMT1A	Assist in stage managing the production	65
CUSADM07A	Establish and maintain work and contractual relationships	70
CUSSOU05A	Install, align and test sound equipment	35
CUSSOU06A	Lay sound tracks*	35
CUECOR1A	Manage own work and learning*	10
CUEAUD3A	Operate audiovisual equipment	80
CUELGT5A	Operate lighting	50
CUSMPF07A	Plan, prepare and perform for a demo recording	35
CUSSOU04A	Record sound*	35
CUESOU1A	Repair and maintain sound equipment	40
CUSSOU13A	Set up, operate and de-rig portable sound recording equipment	35
CUSGEN01A	Use and adapt to changes in technology*	20
CUSGEN02A	Work in a culturally diverse environment*	35
CUECOR2A	Work with others*	15
Subtotal		60–220

*These units of competence may contribute to completion of both Certificate II and Certificate III programs.

VCE VET Units 3–4		
Code	Unit of competence	Nominal hours
CUSMPF04A	Prepare self for performance	35
CUSMPF10A	Develop and practise improvisation	35
CUSMGE01A	Maintain self or group in music	70
CUSMGE12A	Maintain and expand music knowledge and critical listening skills	85
CUSMPF06A	Extend technical skills in performance	20
Subtotal		245
TOTAL		390–550

Program 3: CUS30201 Certificate III in Music Industry (Technical production)

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Core		
CUSBGE01A	Develop and update music industry knowledge*	20
CUSADM07A	Establish and maintain work and contractual relationships	70
CUSSAF02A	Follow health, safety and security procedures in the music industry*	10
CUSSOU06A	Lay sound tracks*	35
Subtotal		135
ELECTIVES		
Select four electives – one of which <u>must</u> come from the following:		
CUSSOU05A	Install, align and test sound equipment	35
CUEAUD3A	Operate audiovisual equipment	80
CUESOU1A	Repair and maintain sound equipment	40
CUSSOU13A	Set-up, operate and de-rig portable sound recording equipment	35
Up to three electives may come from the following:		
CUSADM08A	Address copyright requirements	20
CUESMT1A	Assist in stage managing the production	65
CUSMCP02A	Compose a simple song or tune	35
CUSMPF08A	Contribute to backup accompaniment for a performance	35
CUSMCP03A	Create a simple accompaniment for a song or tune	35
CUECOR1A	Manage own work and learning*	10
CUELGT5A	Operate lighting	50
CUSBGE11A	Plan a career in music	35
CUSMPF07A	Plan, prepare and perform for a demo recording	35
CUSMGE06A	Read music*	70
CUSSOU04A	Record sound*	35
CUSGEN01A	Use and adapt to changes in technology*	20
CUSMGE09A	Use MIDI devices and/or software to perform music*	35
CUSGEN02A	Work in a culturally diverse environment*	35
CUECOR2A	Work with others*	15
Subtotal		80–265

*These units of competence may contribute to completion of both Certificate II and Certificate III programs.

VCE VET Units 3–4		
Code	Unit of competence	Nominal hours
CUSSOU12A	Edit sound using digital systems	85
CUSSOU11A	Operate sound mixing console	70
CUSSOU08A	Operate sound reinforcement system	40
CUSSOU09A	Mix sound sources	35
Subtotal		230
TOTAL		445–630

Sequence

From 2004, a Study Score will be available for Certificate III in Music (Program 2) and Certificate III in Music Industry (Technical production) (Program 3). Students wanting access to the Study Score in 2004 and beyond must be able to undertake all the units of competence designated as the Unit 3–4 sequence in the same enrolment year.

For the Certificate III qualifications, it is expected that students may undertake the training for the performance based units of competence over two years, but the assessment for the units of competence designated as the Unit 3–4 sequence must be conducted in a single enrolment year.

While a range of delivery sequences is possible, the selected delivery schedule must ensure that students are enrolled in, or have achieved, the core units of competence before undertaking the units of competence designated as the Unit 3–4 sequence in Program 2 – Certificate III in Music and Program 3 – Certificate III in Music Industry (Technical production).

Schools are advised that the Unit 3–4 sequence is not designed as a stand-alone study. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The foundation knowledge and skills for the ability to function effectively in the workplace are often acquired in the early stages of the training program and are necessary for the achievement of competence in other areas of the program. A student may have great difficulty in achieving competence in the specified areas without first having undertaken training in the foundation or core competencies. The strong advice and assumption of industry bodies is that the value of the training will be compromised unless based on the foundation skills specified by industry for each qualification.

Example programs

A number of example programs are provided in the Appendix (page 30). These examples demonstrate how a training program may be selected to provide clear employment pathways for students. The selected training program must comply with the VCE VET unit structure where units of competence have a designated level of recognition in the VCE.

These are sample programs only and the choice of electives is not intended to be prescriptive.

Study Score

A Study Score is available for students undertaking Program 2 – Certificate III in Music and Program 3 – Certificate III in Music Industry (Technical production) in 2004. To be eligible for a Study Score students must:

- achieve all the units of competence in the Unit 3–4 sequence.
- be assessed in accordance with the tools and procedures specified in the *Music Industry Assessment Guide* (to be published in 2003)
- undertake an examination in the November examination period, based on the underpinning knowledge and skills in the units of competence advised by the VCAA.

Work placement

The VCAA has determined that work placement is an appropriate and valuable component of all VCE VET programs.

Work placement complements the structured training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence as determined by the RTO
- increase employment opportunities and marketability

The VCAA strongly recommends between 20–40 hours work placement for this program. Work placement can be spread over two years.

The VCAA strongly advises that CUSSAFO2A Follow health, safety and security procedures in the music industry be undertaken prior to work placement.

Occupational Health and Safety

Schools should ensure that students are placed only in workplaces that comply with occupational health and safety regulations particular to the industry.

Recognition within the VCE

VCE VET unit entitlement

The VCE VET Music Industry program is designated a Group A study. The Certificate III in Music and Certificate III in Music Industry (Technical production) provide a Unit 3–4 sequence for satisfactory completion purposes.

- Students undertaking Certificate II in Music Industry (Foundation) are eligible for up to four VCE VET units at 1–2 level on their VCE Statement of Results.
- Students undertaking Certificate III in Music are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Unit 1–2 level and two units at Unit 3–4 level.
- Students undertaking Certificate III in Music Industry (Technical production) are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Unit 1–2 level and two units at Unit 3–4 level

On completion of a program, students will be eligible for the recognition of VCE VET units on their VCE Statement of Results under the following arrangements:

• Certificate II in Music Industry (Foundation) ONLY	Up to four VCE VET units at levels 1–2
• Certificate II in Music Industry (Foundation) AND Certificate III in Music OR Certificate III in Music (Technology production)	Up to six VCE VET units. four units at 1–2 two units at 3–4
• Certificate III in Music OR Certificate III in Music Industry (Technical production)	Up to five VCE VET units. three units at 1–2 two units at 3–4
• BOTH Certificate III in Music AND Certificate III in Music Industry (Technical production)	Up to six VCE VET units. two units at 1–2 four units at 3–4
• Certificate II in Music Industry (Foundation) AND Certificate III in Music AND Certificate III in Music Industry (Technical production)	Up to eight VCE VET units. four units at 1–2 four units at 3–4

Students may accumulate VCE VET units over more than one year.

Duplication

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student's program. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

Significant duplication has been identified between the content of Certificate III in Music and VCE Music Performance: Group.

Where students have completed both Certificate III in Music and VCE Music Performance: Group, three VCE VET units, not five, may contribute to satisfactory completion of the VCE. These three VCE VET units will comprise one unit at Unit 1–2 level and two units at Unit 3–4 level.

No significant duplication has been identified between Certificate II in Music Industry (Foundation) and Certificate III in Music Industry (Technical production) and VCE studies.

Equivalent National Tertiary Entrance Rank (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE, and using the Study Scores students have received for a specified set of VCE studies.

Students completing the Certificate II in Music Industry (Foundation) program are not eligible for any ENTER contribution.

From 2004, a Study Score will be available for the Certificates III in Music and Certificate III in Music Industry (Technical production) programs. The contribution to the ENTER will be as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the specified Unit 3–4 sequence.
- A Study Score is available for this program in 2004. The Study Score will contribute directly to the ENTER, either as one of the student's best four studies ('the primary four') or as a fifth or sixth study.
- A contribution to the ENTER is subject to receiving a Study Score.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For further information on the calculation of the ENTER, contact VTAC.

Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Role of Registered Training Organisations (RTOs)

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

The AQTF has a number of requirements of RTOs including the following:

- documented systems for quality training and assessment
- conduct of an internal audit at least annually
- documented agreements with other organisations when they provide training or assessment in partnership
- written procedures for recruitment, induction and professional development of staff, as well as induction programs
- use of trainers and assessors with specified competencies
- explicit requirements for quality assurance in assessment.

The detailed standards for RTOs under the AQTF are available from the following website: www.anta.gov.au/aqtfStandards.asp

RTOs may be TAFE institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education and Training regional offices, OTTE or the National Training and Information Service: www.ntis.gov.au

For further information refer to 'Registration', on page 24.

Delivery options

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school. A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on Victorian Assessment Software System (VASS) according to VCE timelines. A school in partnership with an RTO is not required to register as a training organisation, because any delivery by the school will be auspiced by the RTO.

Option 2: Schools as RTOs

Schools may apply to OTTE through a Training Recognition Consultant (TRC) to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration is provided later in this booklet.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence and for entering results on VASS when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

Delivery in schools

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to complete a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET certificate outcomes and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria and are assessed according to the assessment guidelines specified in the training package.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the training package are complied with.

Note: When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and simulations should therefore not be considered as a cheap alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through work placement arrangements or projects.

Certificate II

Delivery of components of the Certificate II in Music Industry (Foundation) may be possible within VCE Music Performance Units 1–2 where teacher and resource requirements can be met.

Certificate III

The following table provides advice on the VCE studies or VCE VET programs that may provide an appropriate context for delivery of some components of the training. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for the assessment of the units of competence (refer to page 20).

Units of competence from Certificate III in Music	Appropriate delivery context
<p><i>The following studies provide an appropriate delivery context but may involve reduced unit entitlement (See duplication details under 'Recognition within the VCE' on page 15)</i></p>	
CUSMCP02A Compose a simple song or tune	VCE Music Performance Unit 1
CUSMPF08A Contribute to backup accompaniment for a performance	VCE Music Performance Units 1–2; Group Units 3–4; Solo Units 3–4
CUSMCP03A Create a simple accompaniment for a song or tune	VCE Music Performance Unit 1
CUSMGE06A Read music	VCE Music Performance Units 1–2 VCE Music Performance: Solo Units 3–4
CUSMGE09A Use MIDI devices and/or software to perform music	VCE Music Performance Units 1–2; Group Units 3–4; Solo Units 3–4
CUSMPF04A Prepare self for performance	VCE Music Performance Units 1–2; Group Units 3–4; Solo Units 3–4
CUSMPF10A Develop and practise improvisation	VCE Music Performance Units 1–2 Group Units 3–4; Solo Units 3–4
CUSMGE01A Maintain self or group in music	VCE Music Performance Units 1–2 Group Units 3–4; Solo Units 3–4
CUSMPF06A Extend technical skills in performance	VCE Music Performance Units 1–2 Group Units 3–4; Solo Units 3–4
CUSSOU06A Lay sound tracks	VCE Music Performance: Group Unit 3
CUSMPF07A Plan, prepare and perform for a demo recording	VCE Music Performance: Group Units 3–4
CUSSOU04A Record sound	VCE Music Performance: Group Unit 3
CUSGEN01A Use and adapt to changes in technology	VCE Music Performance: Group Units 3–4

Delivery in the workplace

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the workplace training must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified Workplace Assessor with relevant industry experience, or the assessment may be conducted by a Workplace Assessor in cooperation with the workplace supervisor.

Assessment

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in the training package under Guidelines for Assessment and in each unit of competence under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

A qualified assessor must conduct assessment of competence. A qualified assessor will have:

- achieved the National Competency Standards for Assessment, or equivalent standards; that is, Workplace Assessor Certificate
- industry expertise (be competent in the units of competence being assessed)
- current, relevant industry experience (will understand the competency standards and their use as benchmarks for assessment within the context and culture of the enterprise/industry).

Refer to the Music Industry Training Package for further details on assessor qualifications and the ways of meeting the requirement to use a qualified assessor. A school and RTO may form an assessment team whereby two or three people together may satisfy all the requirements for the assessment process.

Resources

Program providers require access to the Music Industry Training Package.

A wide range of teaching, learning and workplace resources is available to support the delivery and assessment of the VCE VET Music Industry program. Examples of learning resources include Learner Guides, Trainer Guides, Assessment Instruments (including Training Record Log). These resources are commonly referred to as *non-endorsed materials* supporting the implementation of the training package.

All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements specific to each unit of competence are listed in the relevant evidence guide.

Ausmusic, the national industry peak organisation, has produced a wide range of training support materials. Contact details for Ausmusic are listed under 'Useful contacts' later in this booklet as well as details of websites that provide more information on learning resources.

Administration

Enrolments

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all units of competence by the home school, regardless of where the training is delivered and competence assessed.

Schools must enrol students in the VCE VET program as follows:

1. Enrol all students in the relevant Certificate II or Certificate III in Music Industry certificate.
2. Enrol all students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete the Unit 3–4 sequence are enrolled in all the units of competence in the designated Unit 3–4 level.
4. For further information on access to a Study Score in 2004, a Music Industry Assessment Guide will be available in 2003.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

Recording results

Achievement of units of competence

To achieve a unit of competence, a student must be assessed competent for all the elements of that unit. Schools are required to record the student's achievement of all units of competence on VASS.

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE Administrative Handbook for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records of individual student achievement of outcomes are kept for all units of competence in the program.

VCE VET unit completion

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET units is automatic.

Reporting

VCE VET units are reported on the student's VCE Statement of Results, together with other VCE units completed. Students will also receive from the VCAA a separate VCE VET Statement of Results listing all units of competence achieved.

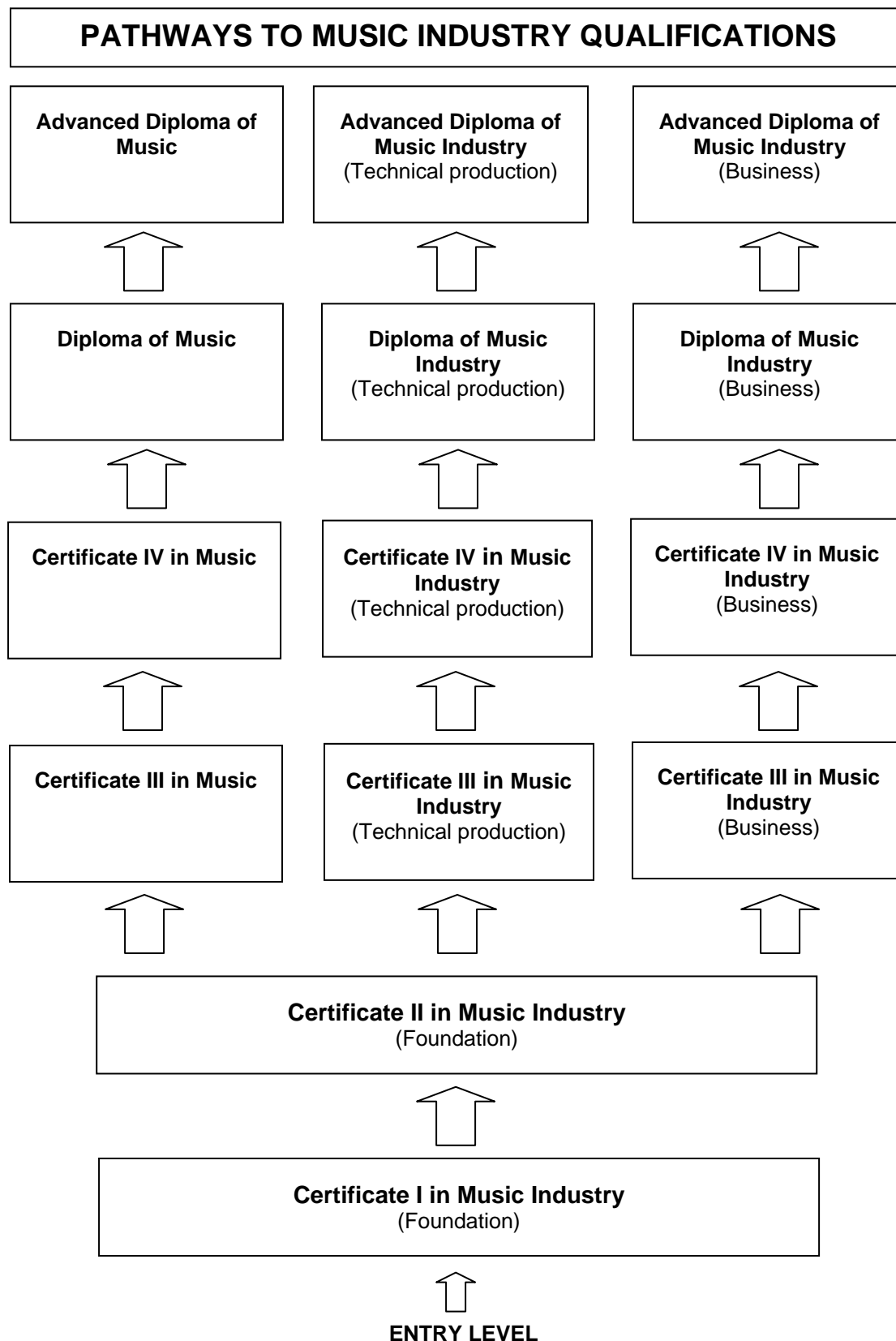
The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded an 'S'.

Certification

Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

The following diagram indicates the articulation and pathways relationship between credentials at various levels.



Careers in the music industry

Some examples of the careers that training in the music industry makes available are listed below.

Recording	<ul style="list-style-type: none"> • artists and repertoire specialists • recording artists • studio session musicians • writers and arrangers • record producers • studio engineers • technicians • managers • copyright and contract specialists • promoters and marketers • artists' managers and agents • music archivists • performing rights specialists • radio plugging 	Live performance	<ul style="list-style-type: none"> • musical directors • instrumentalists • vocalists • writers/arrangers/orchestrators/copyists • artists' managers • booking agents • stage producers • stage managers • transportation personnel • instrument technicians and tuners • mixers/audio engineers, designers and technicians • lighting designers and technicians
Computer software and multimedia	<ul style="list-style-type: none"> • producers, programmers and designers of music software packages for composition, performance and learning applications • producers, artists, programmers and designers of multi media packages • artists and creators 	Music retail	<ul style="list-style-type: none"> • managers • marketing staff • sales and merchandising personnel • buyers • wholesalers and distributors
Music publishing (notation)	<ul style="list-style-type: none"> • licensing specialists • sample editors • copyists • editors • graphic designers 	Concert halls and venues	<ul style="list-style-type: none"> • composers • performers • programmers • administrative and management staff • catalogue compilers • stage managers • sound engineers • technicians • promoters • presenters • human, physical and financial resources staff
Music therapy	<ul style="list-style-type: none"> • performers • programmers • music therapists 	Music video	<ul style="list-style-type: none"> • writers/arrangers • designers • producers • technicians • licensing specialists • copyright specialists • sourcing personnel • sampling personnel
Music publishing (licensing)	<ul style="list-style-type: none"> • copyright/licensing specialists • marketers, promoters and distributors • managers 	Music teaching	<ul style="list-style-type: none"> • schools • adult and continuing education • TAFE • higher education • private music teaching • studios and instrument shops
Advertising	<ul style="list-style-type: none"> • jingle writers • specialist performers • musical directors • sourcing • sampling • copyright • music librarians 	Music media	<ul style="list-style-type: none"> • music critics/journalists/commentators • programmers • musicologists/ researchers • producers/scriptwriters
Radio, film and television	<ul style="list-style-type: none"> • music programmers • music directors • music promoters • music video specialists • technical staff • composers/arrangers • soundtrack producers • editors/mixers 		

Employment opportunities in the music industry

Music is both an industry and an artform, meeting cultural and recreational needs while also offering major employment opportunities across many sectors: recording, publishing, retail, music business, entertainment, radio, television, film, video, advertising, computer software, multimedia, teaching, and, of course, performance. There are currently 345 700 people involved in music across Australia. Of these, 276 100 work as live performers and 96 450 musicians receive payment for their work. (Music Industry Training Package, Volume 1, page 1)

Registration

Under the AQTF, only RTOs may award VET qualifications.

In order to comply with these arrangements, a school involved with VCE VET programs has two options: to form a partnership with an RTO, or to register through OTTE as an RTO in its own right.

Registration of training organisations in Victoria is the responsibility of the Victorian Qualifications Authority (VQA). RTOs are subject to guidelines and procedures promulgated by the VQA, which are administered by OTTE.

If a school elects to become an RTO, OTTE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Current Competence/Prior Learning).

The application form for RTO registration and conditions of registration are available from:

Office of Training and Tertiary Education.
Quality Assurance and Review Division
Tel: (03) 9637 2762
Fax: (03) 9637 2520

Further information is also available from the OTTE website:
www.otte.vic.gov.au/provider/index.htm

Useful contacts and information sources

Nationally endorsed Training Package

Schools intending to offer the VCE VET Music Industry program are required to use the nationally endorsed Music Industry Training Package.

The training package provides the details on each unit of competence, packaging rules and assessment requirements. Schools may obtain the training package and training and assessment support materials at the following addresses:

Australian Training Products

Level 25
150 Lonsdale Street
MELBOURNE VIC 3000
Tel: (03) 9655 0600
Fax: (03) 9639 4684
Email: sales@atpl.net.au
Website: www.atpl.net.au

CREATE Australia

Suite 1, Level 6
46–56 Holt Street
SURRY HILLS NSW 2010
Tel: (02) 8399 2655
Fax: (02) 8399 2677
Email: create@createaust.com.au
Website: www.createaust.com.au

Victorian Purchasing (Implementation) Guide for the Music Industry Training Package

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Music Industry Training Package. The current contact details are:

Ms Mary O'Callaghan
Swinburne University–TAFE Division
Mail No. H92, John Street
HAWTHORN 3122
Tel: (03) 9214 8501
Fax: (03) 9214 5026
Email: mocalaghan@swin.edu.au

The full text of the Victorian Purchasing Guide can be accessed through:

OTTE–Training Support Network website:	The ANTA website:
http://trainingsupport.otte.vic.gov.au/default.cfm	www.tpguides.gov.au

Other sources of implementation advice:

Arts and Recreation Training Victoria

Level 5, 313–315 Flinders Lane

MELBOURNE VIC 3000

Tel: (03) 9614 5566

Fax: (03) 9614 6644

Email: artv@vicnet.net.au

Website: www.artv.org.au

Ausmusic

PO Box 307

Port Melbourne 3207

62–74 Pickles Street

SOUTH MELBOURNE VIC 3206

Tel: (03) 9696 2422

Fax: (03) 9696 2879

Email: info@ausmusic.org.au

Website: www.ausmusic.org.au

The following is a list of contacts for additional information and advice.

VCE VET program structure

Victorian Curriculum and Assessment Authority

Curriculum Branch – Vocational Education

Tel: (03) 9651 4458

Fax: (03) 9651 4324

Email: vet.vcaa@edumail.vic.gov.au

Website: www.vcaa.vic.edu.au/vet/Overview.htm

Student enrolment

Victorian Curriculum and Assessment Authority

VASS Unit

Hotline (metro): (03) 9651 4482

Hotline (country): 1800 827 721

Fax: (03) 9651 4324

Email: vass.support@edumail.vic.gov.au

VCE certification/eligibility

Victorian Curriculum and Assessment Authority

Student Records and Results Unit

Hotline (metro): (03) 9651 4402

Hotline (country): 1800 653 045

Fax: (03) 9651 4324

VET certification/eligibility

The RTO is responsible for certification.

Program support

Department of Education and Training

Pathways and VET Strategy Team

Office of School Education

Tel: (03) 9637 2314

Fax: (03) 9637 2160

Website: www.sofweb.vic.edu.au/voced

Registration

Office of Training and Tertiary Education

Quality Assurance and Review Division

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

The *VCE BULLETIN* (published monthly excluding January) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff.

VCE Administrative Handbook (for the current year)

2002 VASS Data Entry of School Assessments Booklet

Also refer to VASS Help Screens for advice

Glossary

Auspice

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

Australian Quality Training Framework (AQTF)

A set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. Includes processes for registering training organisations as a quality assurance mechanism for the training system. The AQTF is the name given to the revised Australian Recognition Framework.

Australian Qualifications Framework (AQF)

A set of descriptors that determine the level of the qualification. Level depends on the depth and complexity of the work and the degree of autonomy involved.

Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by ANTA. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

Curriculum Maintenance Managers (CMMs)

The role of the CMM is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on training packages. The CMMs function is carried out by staff located within TAFE institutes in Victoria. They are recognised as officers of OTTE and are responsible for seven industry areas.

Industry Training Boards (ITBs)

Bodies with responsibility for identifying and representing the training needs of specific industries at the State level. National responsibility for representing the training needs of specific industries rests with Industry Training Advisory Bodies (ITABs).

National Training Framework

Industry based, flexible regulatory arrangements. Includes Training Packages and the AQTF.

Office of Training and Tertiary Education (OTTE)

OTTE (formerly ETTE) is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.

Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria through OTTE).

Training package

A set of documents that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

Unit of competence

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

Victorian Assessment Software System (VASS)

An internet-based system used by schools to enter VCE enrolments and results directly onto the VCAA central database.

VCE unit

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of VCE.

VCE VET unit

A group of VET units of competence or curriculum-based modules deemed to be equivalent to one VCE unit.

Vocational Education and Training (VET)

A generic term applying both to the training sector generally and to a variety of forms of post-compulsory education and training which focus on the development of work-related competencies and provide pathways into employment and further training.

VET in the VCE

A set of vocational courses approved by the VCAA as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, supporting the provision of vocational education programs for secondary school students.

Victorian Qualifications Authority (VQA)

The Victorian Qualifications Authority is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

Appendix

Example Programs

The following example programs indicate how units of competence can be shaped into a training program.

The proposed programs are not schedules. Schools and RTOs are encouraged to adopt an integrated approach to delivery and assessment. Units of competence should be grouped in logical content clusters for delivery and assessment purposes.

Example program 1: Certificate II in Music Industry (Foundation)

For students wishing to progress to Certificate III in Music

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units of competence		
CUSBGE01A	Develop and update music industry knowledge	20
CUSMGE11A	Develop music knowledge and listening skills	70
CUSSAF02A	Follow health, safety and security procedures in the music industry	10
CUECOR2A	Work with others	15
Subtotal		115
Electives		
CUSMPF02A	Develop technical skills for playing or singing music	70
CUSSOU01A	Move and set up instruments and equipment	35
CUSMGE06A	Read music*	70
CUSSOU04A	Record sound	35
CUSMGE09A	Use MIDI devices and/or software to perform music*	35
CUSMGE08A	Use the internet to access and modify music	35
Subtotal		280
TOTAL		395

*These units of competence have been selected in this sample Certificate II program, in order to maximise advanced standing in Certificate III in Music

Example program 2: Certificate II in Music Industry (Foundation)

For students wishing to progress to Certificate III in Music Industry (Technical production)

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units of competence		
CUSBGE01A	Develop and update music industry knowledge	20
CUSMGE11A	Develop music knowledge and listening skills	70
CUSSAF02A	Follow health, safety and security procedures in the music industry	10
CUECOR2A	Work with others	15
Subtotal		115
Electives		
CUSSOU06A	Lay sound tracks*	35
CUSSOU01A	Move and set up instruments and equipment	35
CUSSOU04A	Record sound	35
CUETGE1A	Undertake simple lighting/sound/audiovisual activities	60
CUSGEN01A	Use and adapt to changes in technology*	20
CUSMGE08A	Use the internet to access and modify music	35
Subtotal		220
TOTAL		335

*These units of competence have been selected in this sample Certificate II program, in order to maximise advanced standing in Certificate III in Music Industry (Technical production)

Example program 3: Certificate III in Music

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units of competence		
CUSADM08A	Address copyright requirements	20
CUSBGE01A	Develop and update music industry knowledge*	20
CUSSAF02A	Follow health, safety and security procedures in the music industry*	10
CUSMCP02A	Compose a simple song or tune	35
Subtotal		85
Electives		
CUSMCP03A	Create a simple accompaniment for a song or tune	35
CUSMGE06A	Read music*	70
CUSMGE09A	Use MIDI devices and/or software to perform music*	35
Subtotal		140
VCE VET Units 3–4		
CUSMPF04A	Prepare self for performance	35
CUSMPF10A	Develop and practise improvisation	35
CUSMGE01A	Maintain self or group in music	70
CUSMGE12A	Maintain and expand music knowledge and critical listening skills	85
CUSMPF06A	Extend technical skills in performance	20
Subtotal		245
TOTAL		470

*These units of competence may have contributed to completion of a Certificate II program.

Example program 4: Certificate III in Music Industry (Technical production)

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units of competence		
CUSBGE01A	Develop and update music industry knowledge*	20
CUSADM07A	Establish and maintain work and contractual relationships	70
CUSSAF02A	Follow health, safety and security procedures in the music industry*	10
CUSSOU06A	Lay sound tracks*	35
Subtotal		135
Electives		
CUSSOU05A	Install, align and test sound equipment	35
CUEAUD3A	Operate audiovisual equipment	80
CUSSOU13A	Set-up, operate and de-rig portable sound recording equipment	35
CUSGEN01A	Use and adapt to changes in technology*	20
Subtotal		170
VCE VET Units 3–4		
CUSSOU12A	Edit sound using digital systems	85
CUSSOU11A	Operate sound mixing console	70
CUSSOU08A	Operate sound reinforcement system	40
CUSSOU09A	Mix sound sources	35
Subtotal		230
TOTAL		535

*These units of competence may have contributed to completion of a Certificate II program.