Workplace Learning Record

VCE VET Music



CUA30920 Certificate III in Music

**Student name**:

Modification history

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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 WLR helps you gather evidence for assessment and is part of the requirement for obtaining SWL recognition.

To be eligible for one unit of credit towards your VCE or VCAL, you must:

* be enrolled in a minimum of 180 nominal hours of units of competency (UoCs) from the CUA30920 Certificate III in Music
* undertake a minimum of 80 hours (equivalent to 10 days of work) in a music industry placement
* reflect on a minimum of six UoCs from your program including the WHS UoC (CUAIND313 - see page 8).

VCE VET Music

CUA30920 / Certificate III in Music

The VCE VET Music 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** |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET course?** | |
|  | |
| **List the other subjects that you are undertaking.** | |
|  | |
| **Explain why you have chosen this overall program.** | |
|  | |
| **Outline what interests you about the industry.** | |
|  | |
| **What is your planned career path or future career aspiration?** | |
|  | |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** | |
|  | |
| **How have you developed these skills?** | |
|  | |

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 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. Do not use the names or details of any clients / stakeholders external to the organisation / other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

CUA30920 Certificate III in Music

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 | Nominal Hours | Year | Page |
| --- | --- | --- | --- | --- |
| **Work, Health and Safety Units** | | | | |
| CUAIND313 | Work effectively in the music industry | 35 |  | 8 |
| **Compulsory** | | | | |
| CUACMP311 | Implement copyright arrangements | 20 |  | 9 |
| CUAIND314 | Plan a career in the creative arts industry | 35 |  | 10 |
| **Performance Specialisation** | | | | |
| CUAMPF311 | Develop technical skills for musical performances | 20 |  | 11 |
| CUAMPF312 | Prepare for musical performances | 35 |  | 12 |
| CUAMPF315 | Develop and perform musical improvisation | 35 |  | 13 |
| CUAMPF412 | Develop and apply stagecraft skills | 70 |  | 14 |
| CUAMPF414 | Perform music as part of a group | 70 |  | 15 |
| CUAMPF416 | Perform music as a soloist | 70 |  | 16 |
| **Sound Production Specialisation** | | | | |
| CUASOU306 | Operate sound reinforcement systems | 40 |  | 17 |
| CUASOU308 | Install and disassemble audio equipment | 40 |  | 18 |
| CUASOU317 | Record and mix basic music demos | 40 |  | 19 |
| CUASOU321 | Mix music in studio environments | 60 |  | 20 |
| CUASOU412 | Manage audio input sources | 30 |  | 21 |
| **Electives** | | | | |
| CUALGT311 | Operate basic lighting | 30 |  | 22 |
| CUAMCP311 | Create simple musical compositions | 35 |  | 23 |
| CUAMKG311 | Assist with marketing and promotion | 43 |  | 24 |
| CUAMPF314 | Make music demos | 40 |  | 25 |
| CUASOU211 | Develop basic audio skills and knowledge | 40 |  | 26 |
| CUASOU212 | Perform basic sound editing | 30 |  | 27 |
| SITEEVT004 | Provide event staging support | 31 |  | 28 |

List any other units you are undertaking and include comments regarding additional units on page 29.

VCE VET units of competency

CUAIND313 Work effectively in the music industry

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

|  |  |
| --- | --- |
| **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? |  |

CUACMP311 Implement copyright arrangements

This unit describes the skills and knowledge required to implement individual or collaborative copyright arrangements.

|  |  |
| --- | --- |
| **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? |  |

CUAIND314 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. It involves building networks within the creative industry and developing a personal career plan and skills portfolio for practical use.

|  |  |
| --- | --- |
| **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. |  |

CUAMPF311 Develop technical skills for musical performances

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

|  |  |
| --- | --- |
| **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? |  |

CUAMPF312 Prepare for musical performances

This unit describes the skills and knowledge required to prepare for musical performances, including practising a selected instrument and/or voice.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe how you prepared for a musical performance. |  |
| What WHS requirements were discussed and observed in the workplace whilst rehearsing and performing? |  |
| Describe how you responded to feedback or interacted with other personnel. |  |

CUAMPF315 Develop and perform musical improvisation

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? |  |

CUAMPF412 Develop and apply stagecraft skills

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

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe how you engaged with the audience during a performance. |  |
| Describe how you integrated feedback from others to improve stage craft skills. |  |
| What were the requirements of the workplace for you to follow safe work practices while developing stagecraft skills? |  |

CUAMPF414 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. This includes preparing for performance, applying technical and musicianship skills during group performance, and evaluating elements of performance

|  |  |
| --- | --- |
| **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? |  |

CUAMPF416 Perform music as a soloist

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

|  |  |
| --- | --- |
| **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.

|  |  |
| --- | --- |
| **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? |  |

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.

|  |  |
| --- | --- |
| **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? |  |

CUASOU317 Record and mix basic music demos

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

|  |  |
| --- | --- |
| **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? |  |

CUASOU321 Mix music in studio environments

This unit describes the skills and knowledge required to operate industry-standard audio equipment for mixing music in the music, screen, media and entertainment industries.

|  |  |
| --- | --- |
| **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? |  |

CUASOU412 Manage audio input sources

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

|  |  |
| --- | --- |
| **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? |  |

CUALGT311 Operate basic lighting

This unit describes the skills and knowledge required to plot, record, modify and operate standard lighting cues on lighting consoles typically used in small-scale productions and events. It involves preparation, operation, and basic troubleshooting of lighting operations.

|  |  |
| --- | --- |
| **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. |  |

CUAMCP311 Create simple musical compositions

This unit describes the skills and knowledge required to create simple musical compositions, which may include songs or musical pieces.

The unit applies to those who are songwriters, musicians and music producers.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe discussions that contributed to the composition of a song or musical piece. Include details of the personnel involved and details of the music and instruments. |  |
| 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. |  |

CUAMKG311 Assist with marketing and promotion

This unit describes the skills and knowledge required to assist with an organisational marketing and promotional activities. It involves developing promotional strategies, undertaking promotional activities that include digital marketing, attending events or activities and building professional relationships and overseeing the results of promotional strategies.

|  |  |
| --- | --- |
| **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. |  |

CUAMPF314 Make music demos

This unit describes the skills and knowledge required for musicians to plan, organise, perform and finalise music demos in audio or video formats.

The unit applies to those who work as musicians or band members, and wish to work with recording personnel, to create a music demo for the public, music agents, record companies and media outlets.

|  |  |
| --- | --- |
| **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? |  |

CUASOU211 Develop basic audio skills and knowledge

This unit describes the performance outcomes, skills and knowledge required to complete basic audio tasks in different 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. |  |

CUASOU212 Perform basic sound editing

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

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| --- | --- |
| **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? |  |

SITEEVT004 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.

|  |  |
| --- | --- |
| **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? |  |

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. Teamwork
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 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.

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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.

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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.

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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.

|  |
| --- |
|  |

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?

|  |
| --- |
|  |

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**