



CUS09 Music Training Package

Frequently Asked Questions (FAQs)

August 2009

Prepared by Innovation & Business Skills Australia
Level 2, Building B, 192 Burwood Road
Hawthorn VIC 3122
Tel: 03 9815 7000 Fax: 03 9815 7001

Frequently asked questions (FAQs) CUS09 Music Training Package

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What's the relationship between CUS01 Music Industry Training Package and CUS09?

All qualifications and units of competency in CUS01 have been revised to reflect current industry practice. The industry coverage remains the same as for CUS01, namely music business, music composition, music performance and sound production. However, sound production has been expanded to encompass a broad range of industry production contexts – from live music concerts and stage productions to sound recording, mixing and editing in the screen, media and interactive games industries.

How was the review of CUS01 undertaken?

The review was undertaken in two phases. The first phase, completed in September 2005, involved consultation with industry and training providers to determine what changes needed to be made to the Training Package, including recommendations on new areas to be included.

The second phase of the review was completed in early 2009 and involved extensive consultation with industry and training providers. Draft units of competency and qualifications were available for comment and feedback incorporated into the final version which was endorsed by the National Quality Council in August 2009.

How do I know if I have the most current version of the Training Package?

Find the print version number which appears on the bottom of the title page of Volume 1. Compare this with the latest information on the National Training Information Service (NTIS) website at www.ntis.gov.au where you will find details of any modifications to the Training Package along with the latest print version number. Alternatively, contact Innovation and Business Skills Australia at www.ibsa.org.au to confirm the latest version number.

What does the review date mean?

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Training Packages and their components remain current until they are reviewed or replaced.

What does continuous improvement of Training Packages mean?

The review date of Training Packages incorporates continuous improvement, which focuses on information gathering and analysis in a context of industry engagement, market intelligence and product development.

The fitness for purpose and currency of Training Packages will continue to be monitored by the National Quality Council (NQC) in a three year cycle, but determinations will be made on the basis of evidence of continuous improvement and sufficiency of consultative processes.

A full review of a Training Package may still be undertaken where evidence of continuous improvement is not considered to be sufficient, or where consultation indicates the need. This may be requested by the NQC or by the Industry Skills Council (ISC).

Training Package coding will be updated every three years in line with NQC processes.

Continuous improvement processes will be used following the first review of each Training Package, except in cases where the time elapsed since the last review indicates a need for a full review.

How do the qualifications in CUS09 relate to those in CUS01?

Below is a table mapping the relationship between CUS01 and CUS09 qualifications.

| Qualification code and title CUS01 | Qualification code and title CUS09 | Mapping details |
|--|--|---|
| CUS10101 Certificate I in Music Industry (Foundation) | CUF10107 Certificate I in Creative Industries | Qualification deleted and replaced by importing CUF10107 Certificate I in Creative Industries from the CUF07 Screen and Media Training Package. |
| CUS20101 Certificate II in Music Industry (Foundation) | CUS20109 Certificate II in Music | Outcomes deemed as equivalent to CUS20101. |
| CUS30101 Certificate III in Music | CUS30109 Certificate III in Music | Outcomes deemed as equivalent to CUS30301. |
| CUS30201 Certificate III in Music Industry (Technical Production) | CUS30209 Certificate III in Technical Production | Qualification deleted and replaced by a flexible cross-industry qualification - CUS30209 Certificate III in Technical Production. |
| CUS30301 Certificate III in Music Industry (Business) | CUS30309 Certificate III in Music Business | Outcomes deemed as equivalent to CUS30301. |
| CUS40101 Certificate IV in Music | CUS40109 Certificate IV in Music | Outcomes deemed as equivalent to CUS40101. |
| CUS40201 Certificate IV in Music Industry (Technical Production) | CUS40209 Certificate IV Sound Production | Qualification deleted and replaced by a flexible cross-industry qualification - CUS40209 Certificate IV in Sound Production. |
| CUS40301 Certificate IV in Music Industry (Business) | CUS40309 Certificate IV in Music Business | Outcomes deemed as equivalent to CUS40301. |
| CUS50101 Diploma of Music | CUS50109 Diploma of Music | Outcomes deemed as equivalent to CUS50101. |
| CUS50201 Diploma of Music Industry (Technical Production) | CUS50209 Diploma of Sound Production | Qualification deleted and replaced by a flexible cross-industry qualification: CUS50209 Diploma of Sound Production. |
| CUS50301 Diploma of Music Industry (Business) | CUS50309 Diploma of Music Business | Outcomes deemed as equivalent to CUS50301. |
| CUS60101 Advanced Diploma of Music | CUS60109 Advanced Diploma of Music | Outcomes deemed as equivalent to CUS60101. |
| CUS60201 Advanced Diploma of Music Industry (Technical Production) | CUS60209 Advanced Diploma of Sound Production | Qualification deleted and replaced by a flexible cross-industry qualification - CUS60209 Advanced Diploma of Sound Production. |
| CUS60301 Advanced Diploma of Music Industry (Business) | CUS60309 Advanced Diploma of Music Business | Outcomes deemed as equivalent to CUS60301. |

Why was the Certificate I in Music Industry (Foundation) deleted?

At Certificate I level there are no specific employment outcomes and qualifications are generally seen as pre-vocational, allowing learners to develop skills and knowledge to prepare for work. At this level, therefore, it is more appropriate to offer a qualification with a broad, rather than a narrow focus. The development of the CUF07 Screen and Media Training Package led to the introduction of a broad-based, flexible pre-vocational qualification, the Certificate I in Creative Industries, which has been imported into CUS09 to replace the CUS01 Certificate I in Music Industry (Foundation). This qualification has three core units applicable to any sector of the cultural or creative industries and allows some specialisation through the selection of elective units. Two music performance units are available as electives, as well as a unit on applying a general knowledge of audio to work activities and units on the creative process.

What are the main differences between CUS01 and CUS09?

Significant differences include:

- an increase in the number of music performance and music literacy units in response to feedback in Phase One from RTOs wanting more capacity to differentiate skills progression across AQF levels
- a comprehensive set of audio/sound units that:
 - eliminate duplication of content in previous units
 - increase the range of industry contexts in which audio/sound production skills are applied
 - take proper account of audio units that can be imported from the CUE03 Entertainment Training Package.
 - technical and sound production qualifications that encompass live entertainment, music recording and screen production contexts
 - examples of job roles relevant to qualifications and examples of how units could be packaged to meet those roles
 - greater clarity in the language of units
 - formatting of units and qualifications in line with DEEWR requirements
 - importation of units from other Training Packages under IBSA's coverage to increase flexibility, pathways and recognition, e.g. management and finance units from the BSB07 Business Services Training Package
 - importation of units from Training Packages outside IBSA's coverage, e.g. a range of units from the SIT07 Tourism, Hospitality and Events Training Package to address event management skill requirements
 - reducing the number of AQF levels at which units can be packaged. With a few exceptions, all units are now recommended for packaging at no more than two AQF levels
 - development of new units to take account of advances in digital technology and the internet as a mass, global communication network. These have had a dramatic effect on the way music is performed, recorded, promoted and distributed. Significant shifts include:
 - the proliferation of home studios equipped with digital audio workstations that enable musicians and bands to record and mix their own singles and albums

- a decline in sales of physical products such as CDs countered by a dramatic rise in digital sales through outlets such as iTunes and mobile phone companies
- new business models which extend the range of services and products covered in contracts with performers
- new approaches to music distribution through the internet
- new forms of online marketing which tap into social networking sites that allow musicians to communicate directly with fans
- entry into the music industry of new players such as mobile phone companies.

How do I contextualise units from other Training Packages?

RTOs may contextualise units of competency imported from other Training Packages to reflect outcomes relevant to the music industry. Many units from the BSB07 Business Services Training Package have been imported into the music business qualifications to support those units which address specific aspects of doing business in the music industry, such as managing artists, distributing royalty income and managing the distribution of music.

Using 'BSBPUR402B Negotiate contracts' as an example, RTOs could add music-industry specific examples of what contracts with artists might cover, e.g. all rights under one deal, passive rights deal and so on. The list of 'relevant personnel' could be extended to include people such as artist managers, artists, publicists and promoters.

If 'BSBEBU501A Investigate and design e-business solutions' were imported, examples of 'e-business models' in the context of the music industry could be added. Similarly, the term 'business to consumer' could be expanded to embrace music industry terminology and concepts.

Can a music specialisation be named in brackets after the qualification title?

Guidelines on issuing qualifications and the protocol defining the form of qualifications are contained in the *Australian Qualifications Framework (AQF) Implementation Handbook* which can be accessed on the AQFC website at <http://www.aqf.edu.au/implem.htm>.

Qualifications in the CUS09 Music Training Package have industry descriptors only. There is no provision for nominating an occupational or functional stream in brackets after a title such as CUF40107 Certificate IV in Music. In the context of music performance, a functional stream could be seen as music styles or genres. However to specify such streams would narrow the focus of what students can achieve and would result in the addition of numerous qualifications to the Training Package without any actual change in their structure. However, RTOs issuing qualifications may wish to describe the specialisation in which individuals achieve competence in performance or composition. For example, the transcript of units completed could be preceded by a short statement such as:

'The chosen musical style for this qualification was jazz and the primary instrument was saxophone.'

The main specialisations which apply, either singly or in combination are:

- classical
- contemporary
- jazz
- world.

Any descriptive statement may nominate the individual instrument (e.g. violin, drums, piano, guitar) where competence has been achieved. Note that candidates may achieve competence in one or more instruments and that a specialisation may combine the style of music with the nominated instrument.

Descriptive statements on certificates should always be written with reference to the overall guidelines in the *AQF Implementation Handbook*.

How does CUS09 address employability skills?

An employability skills summary is included for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

In addition, employability skills are embedded in all units. Below are examples of employability skills embedded within unit components.

| Unit component | Example of embedded employability skill |
|----------------------|---|
| Unit title | Rehearse music for performance (Learning) |
| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to rehearse for a group performance. (Learning, teamwork) |
| Element | Participate in rehearsals (Learning, teamwork) |
| Performance criteria | Discuss and resolve any technical or other problems in a positive and appropriate manner (Communication, problem solving, teamwork) |
| Range statement | <p>Listening skills may include:</p> <ul style="list-style-type: none"> • instrument tuning • aural imagination to explore interpretation options • pattern and sequence recognition and memory in selected area of specialisation • reproduction of sequences from memory • recognising music systems and practices in selected area of specialisation • chords, keys in tonal or other musical systems in selected area of specialisation • listening to own and others' performance in an ensemble to guide and adjust own work • effective musical interaction with other members of the ensemble • adapting own performance to the overall performance of the group. <p>(Technology, communication, initiative and enterprise, teamwork, problem solving)</p> |

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|---|---|
| <p>Required skills and knowledge</p> | <ul style="list-style-type: none"> • interpret music appropriately for rehearsals and performance (Communication) • collaborate effectively with other artists during rehearsals in accordance with agreed schedule (Teamwork) • tune instrument to achieve intonation (Problem solving) • experimenting with a variety of musical interpretations (Initiative and enterprise) • plan practice time prior to rehearsals (Planning and organising) • arrive punctually at rehearsals (Self-management) • improve music performance craft skills and expression through rehearsal and performance (Learning) • tune instrument to achieve intonation (Technology) |
| <p>Evidence guide</p> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • perform proficiently on chosen instrument in at least three rehearsals (Technology) • listen effectively for and adjust intonation and nuance in performance (Communication, initiative and enterprise) • apply interpretation and expression skills (Initiative and enterprise) • communicate effectively with other performers to achieve the required standard of performance (Communication, teamwork) |

Are there any skill sets in CUS09?

Skill sets are one or more units of competency which meet a licence or regulatory requirement, or a defined industry need.

In response to issues raised in the first phase of the CUS01 Music Training Package review, a Music Tutor Skill Set has been developed. This contains a cluster of units addressing the small business and teaching skills required by music teachers who offer private music tuition. It provides pathways into qualifications in the BSB07 Business Services Training Package and the TAA04 Training and Assessment Training Package.