CUSIND401A Develop specialist expertise in the music industry

Revision Number: 2

CUSIND401A Develop specialist expertise in the music industry

Modification History

Release	Comments
Release 2	Created to fix formatting errors only.
	Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop specialist expertise in one or more fields of the music industry.

Application of the Unit

This unit applies to people working in a wide range of areas in the music industry, including music performance, composition, private music teaching, music business and sound production. It is particularly applicable in contexts where people need to incorporate new business models and emergent trends and technologies into their work practice.   This level of specialist work is usually undertaken with limited guidance and specialists could also be responsible for mentoring others on the job.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and apply industry trends and emergent technologies	1.1 Identify *trends and emergent technologies* in the music industry using appropriate *sources of information*
	1.2 Examine and clarify implications and consequences of trends and emergent technologies
	1.3 Critique and review trends and emergent technologies with *appropriate personnel* to explore, develop and express conceptual ideas
	1.4 Explore and use new ideas and emergent technologies to expand own *skills and knowledge*
	1.5 Maintain currency of knowledge of legislative requirements and apply in area of specialist expertise as required
2. Apply skills and knowledge in a specialist context	2.1 Use *critical thinking techniques* to identify opportunities to enhance skills and knowledge
	2.2 Plan *strategies* to develop and enhance skills and knowledge in a specialist music industry context
	2.3 Identify and use feedback, discussion and evaluation techniques to continuously improve skills and knowledge
	2.4 Explore capability of materials, tools and equipment as a means to continuously improve technical skills as required
3. Evaluate own professional development in specialist context	3.1 Seek and apply constructive criticism from others to improve own skills and knowledge
	3.2 Continuously evaluate own skills and knowledge against planned strategies and career goals
	3.3 Compare and contrast own skills and knowledge to those of other specialists in order to extend and enhance own professional work practices
	3.4 Adjust own professional work practices to improve and refine skills and knowledge

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills sufficient to access information relating to trends, emergent technologies, work opportunities and career planning in the music industry
- literacy skills sufficient to interrogate and interpret a broad range of information on new trends and technologies in the music industry
- communication skills sufficient to:
  - critique and discuss new trends and technologies
  - discern and listen to advice from relevant personnel
  - use industry and community networks as sources of information
- critical-thinking skills sufficient to identify opportunities to enhance own skills and knowledge
- learning skills sufficient to seek expert advice when implementing new trends and technologies
- planning and organisational skills sufficient to plan integration of new technologies into own professional work practices
- problem-solving skills sufficient to recognise and resolve workplace issues when implementing new technology into own professional work practices

Required knowledge

- commonly used research methodologies
- copyright, moral and intellectual property issues associated with area of specialisation
- current trends and emergent technologies in area of specialisation in the music industry
- OHS requirements relating to area of specialisation in the music industry
- implications for self and/or organisation of adopting trends and emergent technologies
- physical capabilities of materials, tools and equipment and their applications in area of specialisation
- theoretical and historical contexts relevant to area of specialisation

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evaluate own skills and knowledge against planned strategies and career goals • apply planned strategies to develop and enhance own skills and knowledge • research trends and emergent technologies within area of specialisation in the music industry.

Context of and specific resources for assessment	Assessment must ensure:
	
	 • access toan environment where:
	     • conceptual ideas can be critiqued and reviewed with relevant personnel
	     • skills and knowledge can be developed and enhanced
	 • access to appropriate technology and sources of information to research trends and emergent technologies within the music industry
	 • access to appropriate learning and assessment support when required
	 • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.

Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate developing and enhancing technical and conceptual skills • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess candidate's ability to research trends and emergent technologies • problem-solving activities to assess candidate's critical-thinking skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Trends and emergent technologies may include:	• music business trends:
	  • 360 degree music business model
	  • all rights under one deal
	  • passive rights deal
	  • distributed patronage
	  • new and emerging distribution systems
	  • new forms of marketing, branding and product placement
	  • alliances with allied technologies and businesses
	• opportunities for increased airplay of music through:
	  • digital radio
	  • digital television
	  • mobile phones
	  • internet
	• advances in software applications for sound recording and editing
	• new terminology
	• developments in techniques for teaching music performance and composition skills
	• social, political and environmental developments
	• changing nature of work, including:
	  • occupations that are disappearing and how they are being replaced
	  • changes to the mix of skills and knowledge required in different areas of the industry.

Sources of information may include:	• copyright and legal representatives • discussions with innovative industry practitioners • electronic and print media • employer and employee associations • union representatives and other sources of

        Innovation and Business Skills Australia

	industrial relations information • events, including: • industry functions • conferences • trade fairs • community activities • exhibitions • festivals • social events • government bodies and associated publications • induction kits • industry associations • internet • libraries and archives • personal observations and experience • policy and procedures manuals • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • technical publications.
Appropriate personnel may include:	• performer • composer • ensemble member • presenter • musical director • stage director • stage manager • production manager • production supervisor • technical crew • broadcaster • floor manager • graphics personnel • writer and editor • designer: • sound • lighting • costume • make-up and hair • special effects

Innovation and Business Skills Australia

	• client • marketing and promotions personnel • artist's agent • legal adviser • conductor • manager • supervisor • tutor • mentor.

Skills and knowledge may include:	• business:
	  • marketing and promotion
	  • public relations
	  • distribution
	  • financial management
	  • strategic and business planning
	  • artists' management
	• performing:
	  • instrumental techniques
	  • vocal techniques
	  • improvisation
	  • stagecraft
	  • in an ensemble
	  • solo performances
	• sound production:
	  • recording
	  • editing
	  • sound reinforcement
	  • sound design
	  • sound for film and media productions
	  • sound for interactive digital media products, such as games
	  • sound for online products.

Critical thinking techniques may include:	• analysing and evaluating actions and policies • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts

	• examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically • recognising contradictions • transferring insights to new contexts • using critical vocabulary.
Strategies may include professional development opportunities, such as:	• awards • competitions • conferences • exhibitions • master classes • seminars • symposiums • training programs • workshops.

Unit Sector(s)

Industry capability - industry context