

Unit outline for HSM115.7 Industry Placement

Name of unit
HSM1157 Industry Placement

Unit description
This Capstone unit, coming at the end of the course, gives students the opportunity to apply what they have learnt in a real-world context. Depending upon the vocational direction of each student, students will have the opportunity either to be placed in a professional context that reflects their post-graduation plans or to develop a portfolio that showcases their capabilities. Either choice will allow students to experience the demands of, and standards required by, the industry and to demonstrate that they are ready to succeed as capable professionals. Throughout this unit, students will be refining a portfolio of their skills, experience, and achievements which they can use in seeking employment.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Bachelor of Music	Full year	Final year	Dr Janelle Fletcher

Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
0.250 EFTSL, 12 cps	144 cps

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
Students will undertake between 150 and 180 hours of professional placement/ portfolio work in either a per week or an intensive framework.	Students will participate in workshops and undertake professional preparation (e.g., cv writing) relating to “study to work transition.” Students will also undertake personal reflection on their vocation and personal readiness.	Students will complete 288 hours in either a single semester (e.g., 16 weeks x 18 hours) or across two semesters (e.g., 2 x 16 weeks x 9 hours).

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Work-integrated learning activity

If the unit includes a work-integrated learning component (where completion of the unit requires students to undertake learning in a workplace outside of their higher education provider), provide details including the rationale, the specification and methods for assessing the learning outcomes, monitoring arrangements and whether the work integrated learning is required for professional accreditation. If necessary or preferred, you may provide this information in a separate document, using the ‘Attach evidence here’ function of the online form.

Also if available, upload copies or templates of the formal agreements with third parties for the work-integrated learning activity, using the ‘Attach evidence here’ function of the online form. Refer to the TEQSA Guidance Note on Work-Integrated Learning as required (available on the TEQSA website).

Students will have the choice to undertake learning in a workplace outside of the college provider as a part of this unit. The workplace must have a direct link to the music industries or to a music education program; this is consistent with the BMus’s “fitness of purpose.” It is expected that students will have significant opportunity to participate in the business of the workplace in a way that demonstrates their personal capabilities; this is not an observational/orientation unit.

Students will be provided with an on-site supervisor and an industry mentor (who may be the same person) as well as academic support relating to the preparation and reflection required for this unit.

Students will work with their academic mentor to develop a workplace plan that contains SMART goals (Specific, Measurable, Attainable, Relevant, and Timely) and personally devised criteria for assessing the achievement of these goals. The academic and professional mentors will assess the student’s processes and reflections more so than the “professional success” of their work; however, it will be necessary for the student’s contribution to the workplace to be assessed by the on-site supervisor as “professional.”

The college’s Professional Integrity policy covers the expected procedures relating to the wellbeing and safety of students while in their workplace.

Students will be invited to take the initiative in searching for workplace opportunities, with the guidance and support of the college; however, approval of any workplace depends upon the program coordinator assessing the opportunity as appropriate for the student to demonstrate their achievement of the learning outcomes and a satisfactory MOU/Learning Contract being agreed upon between the workplace and the college. Students who cannot identify an agreed upon workplace before the census date must choose the portfolio option instead.

Students will report their progress periodically to their academic mentor in addition to participating in supervision sessions and peer groups.

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Students should be in their final year of the BMus (i.e., more than 96cps completed) when they enrol in this unit.

Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

The workplace will be required to ensure that all needed facilities or equipment required is made available to the student; any reasonable cost will be covered by the college for unit fees.

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit
On successful completion of this unit students will be able to:
1. Promote themselves as a person ready to work within music industries or a music education program.
2. Employ skills appropriate to an early-career professional within the music industry to creatively contribute to a particular workplace (or, to create a portfolio that evidences readiness to contribute to various workplaces).
3. Confidently demonstrate entry-level professional skills as a part of a team engaged in music industries or a music education programs.
4. Apply musical and communication (verbal and written) skills in a way that helps achieve workplace goals.
5. Manage workplace demands, time manage tasks, and lead by example

Topics included in the unit
1. Becoming career ready
2. Professional communication
3. The music industry
4. Diversifying your skills
5. Portfolio and resume

Assessment tasks: Placement			
Type ⁽¹⁾	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
(1) Placement Search Journal Includes reflection on vocation, identification of career goals, and an associated action plan. Record of various workplaces approached. Completion of MOU and establishment of SMART goals.	Week 4	20%	1
(2) Professional CV Use an e-portfolio program to design a resume, which incorporates evidence of work performed, and include 2 completed job applications	Week 12	20%	1
(3) Completion of Placement Participate proactively in creating opportunities to achieve workplace goals. This will be assessed via workplace supervisor reports , participation in peer reviews, and report of success against SMART goals	Week 13	50%	2,3,4,5

Assessment tasks: Placement			
Type ⁽¹⁾	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
(4) Reflection 1000 word personal reflection on their sense of preparation for making the study to work transition, including at least 3 “growth goals”	Week 14	10%	1,2

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

Assessment tasks: Portfolio			
Type ⁽¹⁾	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
(1) Portfolio Plan Includes reflection on vocation, identification of career goals, and an associated action plan. Identification of how various portfolio elements will evidence necessary capabilities and competencies.	Week 4	20%	1
(2) Professional CV Use an e-portfolio program to design a resume, which incorporates evidence of work readiness, and include 2 completed job applications.	Week 12	20%	1
(3) Completion of Portfolio Completion of significant portfolio of work demonstrating competency and creativity that will be assessed at a level of professional expertise.	Week 13	50%	2.3.4,5
(4) Reflection 1000 word personal reflection on their sense of preparation for making the study to work transition, including at least 3 “growth goals”	Week 14	10%	1,2

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Texts:

Cleak, H., and Wilson, J. (2013) *Making the most of field placements* (3rd ed.). Melbourne: Thompson.

Smarthinking Career Writer's Handbook,

https://services.smarthinking.com/static/document_library/docs/career/Smarthinking_Career_Writers_Handbook-Master.pdf

Recommended:

Rutter, P. (2016). *The music industry handbook* (2nd ed.). Routledge.

Hesmondhalgh, D. (2012). *The Cultural Industries* (3rd ed.). Sage.

Harrison, A. (2014). *Music: The Business* (6th ed.). Virgin Books.

Online support for writing cv, cover letters, job interviews, etc.

Smarthinking Career Documents at <https://services.smarthinking.com/student/writingcenter/>