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**22307VIC Certificate III in Acting (Screen)**

**(Over 2 years)**

**STUDENT INDUCTION INFORMATION**

**2018**

**RTO: 3139**

**SECTION 1**

***“If you read this then you’ll understand the course better!”***

**Emily Nancarrow** (former Yarra Valley student)

**CONTACT INFORMATION**

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Merilyn Brend - CEO & principal teacher

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Merilyn Brend and Bill Robinson established the Australian College of Dramatic Arts (ACDA) in 1991. ACDA delivers the nationally accredited 22307 Certificate III in Acting (Screen) course to students across Melbourne through the VET in schools program (VETis).

For more information on the Australian College of Dramatic Arts visit our website www.acda.vic.edu.au

ACDA has a Facebook page that can be found at **facebook.com/MBCTA/** we recommend that you like this page as class/Industry photos are posted there throughout the year. We also recommend that you subscribe to our YouTube channel for the fastest updates on videos, some of which you may find yourself in.  **youtube.com/MBCTAandACDA/videos**

**22307VIC Certificate III in Acting (Screen)**

The general purpose of the program is to provide the skills, knowledge and attitudes for training in acting for film and television. This training is designed for students who have strong intentions of pursuing acting as a career and will provide the skills and knowledge in a broad range of foundation (Year 1) and intermediate acting tasks (Year 2) relating to film and television, developing acting techniques and expanding repertoire to enhance employment prospects as performers in film and television. However, much of the course content knowledge and skills has relevance to long-term life skills and interests. Many of the skills and knowledge attained are transferable to related arts industries.

**DELIVERY OF THIS COURSE**

The VET acting for screen course is delivered for 15 to 18 year olds – Year 10 to 12, VCAL and VCE students. **VET in Schools (**VETis) students come from a diverse range of cultures and educational backgrounds.

The vocational employment outcomes for students in the **Certificate III in Acting (Screen)** are theknowledge and skills to work as an extra and a bit part actor and in Year 2 from bit parts to possible lead actor(s) in film and television productions.

This work requires:

* demonstration of factual, technical, procedural and theoretical knowledge in relation to film and other screen performance; in preparing for and presenting at auditions and screen tests and in related OHS
* technical skills to undertake, under direction, a range of acting tasks where choice between a limited range of options is required
* demonstration of relevant theoretical and operational knowledge in script interpretation, screen terminology and OHS in a performance context
* selection and application of a range of well-developed techniques and skills in movement, acting, characterisation and performance for film
* cognitive and communication skills to apply known solutions to predictable problems encountered in performing, presenting for an audition or taking a screen test at a professional level
* interpretation of available information in a performance situation or a negotiation, using discretion and judgment
* adaptation and transfer of skills and knowledge in acting within a defined range of situations and time constraints
* taking responsibility for the outputs of oneself and others in planning and presenting a filmed performance and undertaking support roles in professional screen productions.

## COURSE DURATION

It is recommended that the Certificate III in Acting (Screen) be delivered over a period of two years, to allow for development of skills and knowledge, exposure to a variety of environments and experiences in performance and related skills.

Nominal hours Certificate III: Total nominal hours over two years 570 – 700 hours

Suggested learning time: three plus hours per week plus research, study (non-supervised learning), and Industry days (excursions).

The course provides for delivery in a variety of modes, including:

* acting exercises
* practical assessments in front of camera
* interesting range of topics covered
* pathways and peripheral jobs information
* industry guest speakers workshops and tutorials
* knowledge of how the industry works

The time required to undertake these activities will vary between students based on their experience. On average, the non-supervised activities listed above will equate to 500 hours. Students will be required to keep a Log of hours to record performance arts activities, many will be directly relatable to the course learning tasks, but some may be from additional studies with the performance arts.

In addition to scheduled formal class hours, students are required to participate in the following non-supervised activity. Non-supervised activity will involve the student:

* undertaking self-paced study
* undertaking research
* preparing for and participating in performances
* collection and analysis of industry information
* preparing assignments, reports and other assessment materials.

**INDUSTRY INTERACTION**

Some industry guest speakers will be integrated into the course through:

• Visits to suitable film and television environments, if available

• VET Industry days - visits/lectures/workshops from industry guest speakers

**THINGS YOU WILL BE WORKING ON**

* Overview and Introduction to the working of the Film and Television Industry
* Legislation and governing bodies
* Film and Television careers and skills
* Types of auditions
* Audition preparation
* Health, fitness and diet, grooming & make-up
* Character development
* Script knowledge and development
* Rehearsing and performing scripts
* Performance in front of camera/live audiences
* Screen tests
* Rehearsing and filming scenes and styles (contemporary and classical)
* Acting Techniques (action acting, improvisation, character development)
* Camera techniques and filming styles
* Protocols and knowledge of working in the Film and Television industry
* Workplace communication, business opportunities, OH&S
* Elective filming project covering auditions and casting, behind camera, directing, presenting and make-up

**PRE-REQUISITES**

It is anticipated that students choosing this course would be currently studying Drama (either at school and/or privately) and other appropriate studies include VCE Drama and/or VCE Theatre Studies.

Students should have spoken and reading skills in English (Literacy level 2). Students wishing to apply for the Recognition of Prior Learning (RPL) into the Certificate III must fulfill the RPL criteria. At a minimum they should have knowledge of the industry, have an agent, auditioned and screen-tested for a variety of screen jobs and have worked professionally on set in a variety of extra roles to bit part roles.

**EMPLOYMENT/CAREER OPPORTUNITIES**

These courses will provide pathways and options for further information in training and/or career opportunities in the arts, for example:

acting arts administration agent

casting consultant events management teacher (drama)

producer director presenter

advertising radio production crew

camera operator lighting sound

stage management stunt personnel safety officer

designer make-up special effects

script writer graphic designer and other peripheral industry jobs

**GENERAL INFORMATION**

You will be given a Learners Manual, workbooks and a SD card and if needed a SD card reader. This is designed so students can view their acting progress and undertake self-critique.

The SD card must be brought to class every filming session. It is a very important record of your filming/acting progress; you must load your work on to your home computer so you can view your work objectively. If you lose the SD card you must replace it immediately at your cost.

Your work is divided into many parts:

1. Learner Manual – must be brought to class every week
2. Filming – must bring SD card to every class
3. Must upload your filmed work onto your home computer incase you lose the card
4. Journals - may be filled in electronically and emailed to homework@acda.vic.edu.au or print a copy and hand to the teacher on the due date
5. Homework to the workbooks and attachments may be filled in electronically and emailed to homework@acda.vic.edu.au or print a copy and hand to the teacher on the due date
6. It is your responsibility to hand in work on time. If work is emailed then learn to put your NAME on the document, for example: Emily Smith CV.doc.
7. **All homework must be handed in on time, only one resubmission will be give if work is not correct or not at a satisfactory standard**.

Please bring one A4 binder book to put into your Learners Manual folder for use as for notes every week. After work is marked it must be retained in your Learners Manual folder.

**COPYRIGHT**

The Material handed out by the Australian College of Dramatic Arts including; Learner Manual, workbooks and handouts are copyright to the Australian College of Dramatic Arts and the intellectual property of Merilyn Brend.

The material may not be photocopied, edited or changed in anyway.

**UNITS OF COMPETENCY**

There is no exam for this certificate course; students are assessed continuously as either Satisfactory (S) or Not Satisfactory (NS). In order to attain UOC COMPETENCIES, work must be assessed as SATISFACTORY throughout the year.

There are no letter grades given in this course. Rather, students are graded against *Units of Competency* as either ‘competent’ (meaning you have passed) or ‘not yet competent’ (meaning you have not yet passed, but have more opportunities to do so).

The Certificate III in Acting (Screen) has a core and elective structure. To successfully complete the course, the learner must complete 16 core units of competency (UOC) and 1 elective over two years.

After Year 1 students will receive a *Statement of Attainment* for the 9 units of competency (UOC) they have completed. In Year 2, the *Nationally Accredited Certificate* will be awarded after completing the 8 units of competency.

If a student is not competent in any of the units then a *Statement of Attainment* will be issued where competencies are achieved.

Divided into four terms, students undertake different assessment tasks.

The units run concurrently, some require you to hand in workbooks while other units of competency need practical assessments in front of camera.

All aspects of filming work is critiqued and assessed. Workbooks are marked and assessed. Class work, working together, attitude to the work, attitude and participation to guest speakers, VET Industry days, warm-ups and rehearsals are all subject to continual assessment.

**ASSESSMENT INFORMATION**

Continual assessment takes place throughout every lesson with some practical or theory tasks being marked with S for Satisfactory or NS for Not Satisfactory. These marks accumulate until a Competent has been achieved for Units of Competency.

Modes of assessment include practical assignments, reflective writing, presentation – improvisation and warm-ups, written and practice-based research, auditions and screen tests, have an appreciation of working in front of camera and the role of the actor on set, be able to successfully break down a script and bring honesty to a screen performance.

Assessment also will include the ability to focus, take direction, learn and interpret lines, as well as working in an ensemble work. Using a wide range of scripts students will develop a natural screen presence by working directly to camera, learn about screen tests, audition techniques and industry expectations. Students will look at the technical demands placed on the actor when working in front of the camera; such as finding marks and key lights, acting for different shot sizes, continuity, and developing an ease in front of the camera and a comfort that translates into compelling screen performances.

Actors will explore how to make the most of their auditions/screen-tests, to be bold and make exciting choices in front of the camera and make the most of a role (guest/bit part). By working scenes on camera every second week, this course will give actors greater confidence at auditions and on set.

## ASSESSMENT MARKING GUIDE EXAMPLE FOR STUDENT TASK

This formative summary is designed for teachers to mark when working with and/or observing individual students’ cognitive and affective performance skills. It is important to gather evidence to confirm the observations/assessments during the tasks. This assessment task gathers evidence of both desirable and undesirable behaviours demonstrated by the student.

Compulsory Assessment Level of performance on task

0 (unacceptable) 1 (less than acceptable) 2 acceptable 3 (more than acceptable)

0 Unacceptable Consistently displayed lack of basic knowledge and demonstrated inability to perform task(s). Does not meet the criterion.

1 Less than acceptable Student is below average on knowledge and demonstrated inability to performance task(s). Demonstrated significant gaps in meeting the criterion.

2 Acceptable Consistently attempted to meet the criterion and demonstrated capacity and potential to develop performance task(s). Is showing average knowledge, skills and ability.

3 More than acceptable Met and exceeded the criterion. Student is above average on knowledge and demonstrated ability for this level.

EXAMPLE: **ACTING UOC Assessment: Period script**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor name / Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ COMPETENT ☐ NOT YET COMPETENT ☐ MORE WORK NEEDED

*Clarifying comments to support assessment/observations:*

**0 (unacceptable) 1 (less than acceptable) 2 acceptable 3 (more than acceptable)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance** | **0** | **1** | **2** | **3** |
| Vocal – changed to suit the era |   |   |   |   |
| Movement and gesture – changed according to the era |   |   |   |   |
| Facial expressions – in keeping with the era |   |   |   |   |
| Awareness of techniques/protocols of acting in front of camera |   |   |   |   |
| Reacting to action and cut |   |   |   |   |
| Crew set up awareness |   |   |   |   |
| Producing consistent take after take |   |   |   |   |
| Sustained an appropriate and consistent focus on the task and did not get side-tracked |   |   |   |   |

# Other evidence gathering techniques used to show that you are gaining

# in knowledge and skills are:

Direct - such as an observation of workplace performance by an assessor

Indirect - such as a portfolio of evidence

Supplementary - Industry guest speakers and reports, visit to set reports, elective film projects

# LEARNERS MANUAL

This resource contains lesson plans for the student. The manual covers the theoretical and practical sections of the course. It is laid out in a logical sequence to best equip the student to understand the material. It assists with the learning process, the application and assimilation of knowledge and skills and the delivery of concurrent units of competency.

Practical filming work occurs every second week. This allows the students to be continually assessed and reflects the assimilation and development of knowledge and skills within this creative arts subject.

Additional filming projects provide opportunities to expand knowledge and skills and credit should be given to the students for taking on additional work. This will be reflected in the *student assessment mapping overview*.

Year 2 students complete filmed elective projects where they compile folios, which must include extended research.

Progressive and final dates for tasks and assessments are given in the learner manual and shown in the workbook guide and the task & assessment checklist.

Information handouts supplement the Learners Manual and give some extra learning resources for students. Occasionally handouts will be given out to inform about current Film and Television Industry practices and regulatory/licensing requirements.

Industry guest speakers conduct workshops throughout the year by way of incursion or excursion. These are compulsory.

**WORKBOOKS**

Reflect the elements and performance criteria of the Units of Competency. The workbooks are the assessment tools whereby students demonstrate an understanding of the course material byanswering questions and participating in practical activities to prove theircompetence and complete the formative assessment requirements of the unit ofcompetency and must be completed by the due date.

**LOG OF HOURS**

**Keep a log of hours** for all your acting. You may include performing arts activities, VCE Drama, VCE Theatre Studies performances, other drama/performance arts classes particularly log the time it takes you to learn scripts.

Please do this on the log sheets at the back of the Learners Manual.

**Please keep a running total. See example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **ACTIVITY** | **HOURS** | **RUNNING TOTAL** |
| 23.02.18 | Acting & singing class | 5-8pm | 3.00 |
| 25.02.18 | Learn VET script | 40 mins | 3.40 |

**Year 1 9 Core Units of Competency**

|  |  |  |
| --- | --- | --- |
| **CODE** | **Nominal Hours** | **TITLE** |
| CUECOR02C | 15 | Work with others |
| BSBWOR301 | 30 | Organise personal work priorities and development |
| CUSOHS301A | 10 | Follow occupational health and safety procedures |
| ICPDMT263 | 20 | Access and use the internet |
| CUFIND201A | 20 | Develop and apply creative arts industry knowledge |
| CUSMPF302A | 35 | Prepare for performances |
| VU21837 | 45 | Prepare and present self for auditions |
| VU21838 | 45 | Develop script knowledge and performance skills |
| VU21839 | 45 | Develop acting techniques |

**Year 2 7 Core Units of Competency and 1 elective**

|  |  |  |
| --- | --- | --- |
| **CODE** | **Nominal Hours** | **TITLE** |
| BSBDIV301 | 30 | Work effectively with diversity |
| CUFIND401A | 30 | Provide services on a freelance basis  |
| FNSCUS401 | 20 | Participate in negotiations |
| VU21843 | 50 | Write the script |
| VU21840 | 50 | Expand skills for auditions |
| VU21841 | 50 | Expand script knowledge and performance skills |
| VU21842 | 50 | Extend acting techniques |

|  |
| --- |
| **UNIT BANK ELECTIVES – CHOOSE ONE** |
| **CODE** | **Nominal Hours** | **TITLE** |
| CUFMUP401A | 160 | Design, apply and remove make-up |
| CUFAIR302A | 30 | Develop techniques for presenting information to camera |
| CUFDRT602A | 50 | Audition and select performers |
| CUFCAM401A | 70 | Shoot a wide range of television content  |
| CUFDRT502A | 50 | Direct performers |

**Nominal hours over two years 570 to 700**

**CONTRIBUTION TO VCAL/VCE**

**VCAL:** This program contributes to the industry strand of VCAL

**VCE:** Block Credit arrangements are available for this program. Students can obtain a 3-4 sequence equivalent by undertaking this course.

**ATAR:** This subject does not have a study score and therefore cannot contribute towards the students primary four. It is counted as a 5th or 6th subject and contributes towards their ATAR (10% of the average primary four scaled)

Please note: The student must already have English and three other fully scored VCE VET subjects to create the primary four.

**SECTION 2**

**ATTENDANCE AND ABSENCES**

**We expect 100% attendance. However for certain situations please email as soon as you can** **absences@acda.vic.edu.au**

**Lack of attendance and lack of completion of homework will mean that you cannot be assessed as competent.**

**It is almost impossible to reschedule some assessment tasks for ACDA especially if a professional industry person is conducting the assessment.**

**Missing one VET class is equivalent to missing three one-hour sessions of a VCE subject per week**.

* You must make every effort to complete the homework requirement for that week
* Every second week you are filmed, if you miss a filming session, you will not be able to complete the required hours for the practical part of the course.
* Likewise if you miss a theory class it will be hard for you to catch up.
* Make sure you read ahead on the Learners Manual so you know exactly what to do.

How many absences are allowed?

1. If you are away for a school related reason you must get your VET coordinator to email us with your absence.
2. If you are sick you must get your parents to contact us. We mark attendance with *Explained* absence or *Unexplained* absence.
3. If you have unexplained absences, Facebook/text messages/messages from your friends about being ill aren't good enough, at this stage we check your hours and so need exact information or you will be at risk of not having enough hours and therefore not having done enough work requirements.
4. If you don’t do the hours how can you learn all the requirements of the course?

A medical certificate may be provided immediately on return to school. A copy should be given to the VET Coordinator and a copy should be sent/emailed to the office.
If a class is cancelled, ACDA will send a message to you via the locked Facebook group or text or individual email. If the matter is urgent then your school coordinator and/or parent will be contacted.

**If you are away for a class, please record this in your journal, read the lesson/ACT within your Learners Manual to make sure that work is researched or script learned for the following week so you don’t fall behind.**

**If you are absent from a filming session then you must complete filming at home and present your film on a USB and/or SD card only so the teacher can upload to their computer for assessment.** **This must be of good quality and evident that you are not reading from the script.**

If in doubt contact the college or your teacher.

**ACDA HOODIES**

All Hoodies are black with “Australian College of Dramatic Arts” on the back and “*Passion for performance*” on the front left in white. Please refer to the handout for how to purchase.

**CHILD SAFE**

ACDA has a public statement of commitment to child safety acting in the best interest of supporting child safety, this is also on ACDA website.

ACDA is committed to child safety and have zero tolerance of child abuse. We support and respect all our students, as well as our trainers, staff, industry guests and volunteers. We promote diversity and tolerance at ACDA and promote the cultural safety, participation and empowerment of Aboriginal students, students from culturally and/or linguistically diverse backgrounds as well as students with a disability. ACDA is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. All allegations and safety concerns will be treated very seriously and respond to them with commitment and privacy. We have a legal and moral obligation to contact authorities when we are worried about student safety.

ACCESS AND EQUITY

Where possible the college adopts an open equity and diverse policy.

Where students have diagnosed disorders and disabilities ACDA will work with the home schools/parents and where possible help will be given.

**ANTI-HARASSMENT POLICY**

 Students have the right to be treated in a fair manner and be part of a safe environment free from harassment and intimidation. All forms of bullying and harassment result in a sense of powerlessness and have a negative effect on individuals and can adversely affect one’s workplace or learning environment. Harassment may be experienced by anyone. Under the Equal Opportunity Act 2010 many forms of harassment are unlawful and are forms of discrimination.

ACDA is committed to promoting positive relationships and encouraging tolerance among staff and students.

ACDA does not tolerate harassment or bullying in any form.

ACDA will act on all reported instances of harassment

**EQUITY AND DIVERSITY GUIDELINES**

**Disability Guidelines.**

The Australian College of Dramatic Arts recognises the barriers to participants in the arts for people with disabilities and advocates and facilitates the provision of arts experience for them.

We will ensure processes used within the course are inclusive, encouraging respect and acceptance, and encourages individuals with a range of ability.

**Cultural and Linguistic Guidelines**

The Australian College of Dramatic Arts acknowledges cultural and linguistic diversity within the arts industry and the community as a whole.

We ensure that the ethnic backgrounds of all students are acknowledged and value the characteristics of culturally and linguistically diverse communities.

**GENDER AND SEXUALITY GUIDELINES**

The Australian College of Dramatic Arts is committed to ensuring that these courses are free from biases, prejudices and normative assumptions in relation to sexualities.

**Who can I talk to about this?**

It’s a good idea to talk to an adult you trust about any concerns you have. Therefore if you have concerns please contact your home school VET Coordinator, home school welfare/wellbeing/chaplain or contact Merilyn Brend (Trained Cert IV Peer) for confidential help.

For more information see VRQA.vic.gov.au Child safe standards

**Useful links**

There are services that you can contact to access more information, and in some cases, to speak to somebody about your concerns.

[National Child Abuse Helpline (Child Wise)](http://www.childwise.org.au/page/8/child-wise-national-child-abuse-prevention-help-line)

A toll-free number with access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

[Kids Helpline](http://www.kidshelp.com.au/)

For any time and for any reason - free, private and confidential phone and online counselling 24 hrs a day 7 days a week.

[Headspace (National Youth Mental Health Foundation)](http://headspace.org.au/)

Headspace can help if you are aged 12 or over and you are going through a tough time. You can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website.

**CAR PARKING**

Please adhere to the host school parking procedures. For parking at MBCTA Youth Theatre you may use the car park at your own risk.

**CATCH UP CLASSES**

Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend. The student and/or parent will be required to cover additional costs related to these classes should they be applied.

**CODE OF BEHAVIOUR/ STUDENT CONDUCT**

It is expected that participants will behave in a way that is courteous and that does not hinder the participation of other students. The Australian College of Dramatic Arts reserves the right to refuse continuing enrolment should participant behavior be deemed inappropriate.

Participants who do not comply with our Code of Behavior and Student Conduct may be excluded from class. In such instances refunds of course fees will not be available.

**COMMUNICATION**

Communications between the college and with students is by different methods

Memos (in class) Phone/ Text

Email Locked Facebook group message

However no after hours contact with teachers should be necessary unless it is an emergency or urgent message relating to, for example: a change to an excursion date.

**EMERGENCY RESPONSE**

Bushfire: many Host Schools are in bushfires areas. Therefore if the host school is under threat or there is a warning of bushfire, or threat warning of ember and/or smoke attack, students are not to come to class - where possible students will be notified by Facebook message and/or mobiles. Therefore it is vital that the office have your updated and correct Facebook and Mobile numbers.

Evacuation of premises: ensure you are aware of exit points and evacuation meeting areas; follow the teacher or person in charge direction.

Incase of structure fire do not use lifts or elevators.

Lockdown: Your teacher will familiarise you with this procedure.

**FACEBOOK POLICY**

The Australian College of Dramatic Arts uses the social networking site of Facebook and have locked groups for each certificate class for one year only.

This means that messages can be delivered in an effective and timely way from the college, teacher to the student or vice versa.

It is recommended that students have a Facebook account, purely for class use. These locked groups enable the students, teachers and administration to communicate with class tasks, excursion/incursion information, visits to set or even audition information. It is not to be used by the students as a social networking site. **Students are NOT to use Messenger to contact teachers.** If **URGENT** contact Merilyn Brend 0413 445 744.

The Facebook groups are all monitored by administration at ACDA. Upon finalising second year students have the opportunity to be part of the ACDA VETeran’s Facebook page.

ACDA will also update students with information through locked Facebook groups and or emails, such as; updates to scripts, updates to work, guest speakers, incursion, excursions, audition and screen-test details. All Facebook communications must be respectful of fellow students. Students who make their own chat groups must be aware of the consequences of the legal obligations of social media abuse.

**FEE POLICY/INFORMATION**

The policies for material fees might vary between independent, catholic and government schools.

The fee that you are charged is an individual school decision.

Parents and/or guardians should seek information from home school VET Coordinators.

**REFUND POLICY**

The refund policy is set by the individual clusters and is written in the cluster handbook, therefore see individual cluster booklets.

Howeveras a general rule once a student has commenced the course all fees paid are not refundable, except with certain clusters where students may withdraw at the end of February, which is three weeks after the start dates. Some clusters may charge an administrative fee for withdrawing, again see your individual cluster handbook or contact your home school VET Coordinator. If your child receives course materials and withdraws from the course, then the materials must be returned to the college (not the class teacher) in good condition. If they are not returned then a fee will be charged.

**GRIEVANCE POLICY**

If you have a problem with another student, a trainer, a situation or any other issues you need to report them the steps you need to undertake are in the policy on the website. For urgent matters contact your trainer, home school or ACDA administration.

# HOUSEKEEPING NOTES

* Know where emergency exits are.
* Go through emergency procedures in case teacher becomes ill. If you have a First Aid qualification please let your teacher know?
* Clean your drama area after use: all props/tables/chairs to be put back in place. Do not drop paper/rubbish in drama area and expect your teacher to pick up after you. You would not do this on set, please respect your acting area.
* Use Recycle Bins and Rubbish Bins effectively e.g. do not put liquids in them.
* Hygiene - wash hands after toilet visits and when you have a cold.
* Bring own water bottles to class especially on very hot days.
* Dress code - wear school uniform to classes in school hours but pack costumes for filming. For classes out of school hours you may wear free dress (always carry your ID).
* If contact details change, such as address or mobile number – please let ACDA know urgently.
* Remember manners, courtesy, honesty, respect are basics in life.
* If you have any problems talk to your teacher

Your class will be made up from students from different schools. At VET Industry days you will meet students from other clusters across Melbourne. Please be aware that you are all studying the same course and be respectful of each other, just as you would when meeting new people at work or on set.

**MOBILE PHONES**

Mobile phones must be turned off and out of sight.

**POLICIES AND PROCEDURES**

For more information on Policies and Procedures please go to the ACDA website.

**PUNCTUALITY AND ID**Please be punctual to class. If your host school requires ID then make sure it is visible when entering school grounds.

# REPORTS

At the end of every term you will be assessed. If you are assessed as ‘at risk’ and/or attendance is low then this is communicated to your home school.

In Term 2 your teacher will write an individual interim report either in the cluster portal or hard copy.

**REQUEST FOR COPY OF CERTIFICATE OR STATEMENT OF ATTAINMENT**

Students can request in writing to ACDA a copy of their Certificate or Statement of Attainment issued to them.

A fee payable to ACDA will apply in obtaining a copy of the certificate or Statement of Attainment. The CEO will determine the fee. The fee is currently $55.00 per Certificate or Statement of Attainment.

Only once the fee has been paid will the copy of Certificate or Statement of Attainment be issued to the student.

# STUDENT FEEDBACK FORMS

Student feedback forms evaluate and appraise the work we are all doing together. It is important that you fill them out as part of the UOC workbooks and at any other stage of the course.

Evaluations are written at the end of ever term in your journals. Please give an overview of what you have learnt and how you are improving in your skills and knowledge. You should use any class notes and filming critiques to help you structure your term overview report.

**STUDENT TRANSPORT**

Any students obtaining a lift to class or excursions from another student must do at their own cognizance.

Parking at ACDA locations is at own risk.

**TIMETABLES**

Term timetables will be given out with the Learners Manual. If there are any changes to dates, students and VET coordinators will be notified.

Please highlight your course dates and times within your school diary. The course is divided into four terms.

*Term 4 culminates in a* ***compulsory*** *filmed presentation for Year 1 students and a Graduation performance for Year 2 graduating students.*

# UNIQUE STUDENT IDENTIFIER (USI)

Please see information on the email enrolment form. Supplying your USI number is a government mandatory regulation.

**VET INDUSTRY DAYS**

**Please note that dates could change due to excursions or guest speakers.** Students will receive notification of excursions/guest speakers well ahead of time. But please remember that the people who are guest speakers are Film and Television Industry professionals and by the very nature of the industry often have to change work dates and times. Therefore it is wise to be able to keep a degree of flexibility but we will make every effort to give lots of notice.