



AUSTRALIAN COLLEGE OF DRAMATIC ARTS



22307VIC Certificate III in Acting (Screen)
(Over 2 years)

**STUDENT INDUCTION
INFORMATION**

2018

SECTION 1

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

Emily Nancarrow (Yarra Valley student)

CONTACT INFORMATION

Australian College of Dramatic Arts
7 Macquarie Place, Boronia.
Victoria, 3155

General enquiries and Absences: 03 9720 6200

Email contact admin@acda.vic.edu.au

Merylyn Brend - Administrator and principal teacher

Nikki Wellington - Administration

Karen Haymes - Administration

Bill Robinson -Technical Advisor

Merylyn 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 .

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, VET Industry Day, excursion/incursion information or even audition information.

For more information see *Facebook Policy* in this booklet.

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/user/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** (known as 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 the development of the knowledge and skills to work as an extra, bit part actor and in Year 2 to bit parts and possibly lead actor 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
- Please note: additional fees will be charged for VET Industry days conducted by Industry professionals. Where possible these fees are kept in line with school excursion charges.

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

second year of 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.

Please bring one A4 binder book to put into your Learners Manual folder for use as a journal/film critiques/homework every week. Typed work must be printed at home (with name on) and brought to class. Do not expect your teacher to print it out for you. 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. All work is to be emailed to admin@acda.vic.edu.au

When emailing work from the UOC workbooks always write the question first and then the answer. Put your name on your work. After work is marked it must be retained in your Learners Manual folder.

UNITS OF COMPETENCY

Divided into four terms, students undertake different assessment tasks. 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 one 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.

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.

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.

Nominal hours over two years 570 to 700
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

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.

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

- 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?

If you are away for a school related reason you must get your VET coordinator to email us with your absence. If you are sick you must get your parents to contact us. We mark attendance with *Explained* absence or *Unexplained* absence.

If you have unexplained absences, Facebook/text messages 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. If you don't do the hours how can you learn all the requirements of the course?

Provide a medical certificate immediately on return to school. A copy should be given to the VET Coordinator and a copy should be sent/mailed to the office. 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.

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 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.

If in doubt contact the college or your teacher.

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 and where possible help will be given.

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.

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

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.

Student Assessment Year 1 and Year 2 booklets are given to the student to record results.

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 perform 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

Year 2 only – elective film projects.

Awards

2015 Finalist Victorian Training Awards

2013 Finalist Victorian Training Awards

2011 Awarded VET in Schools Finalist in Skills Victoria Vocational Training Provider of the Year award

BEING SAFE – CHILD SAFETY

You have the right to be safe and free from abuse.

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)

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

Kids Helpline

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)

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.

Victorian Centres Against Sexual Assault

Victorian Centres Against Sexual Assault provide services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past.

Create Foundation

Creating a better life for children and young people in care.

Youthlaw

Free and confidential legal advice.

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.

COPYRIGHT

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

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.

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.

EXAMS

There are no exams; you are continually assessed throughout the year with some very specific assignments to attain competencies in. A multiple choice assessment task and AQTF Learners Questionnaire are however compulsory.

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.

The aim is purely to deliver messages that relate to incursions/excursions, visits to set, work due, work help or overdue work notices. It is not to be used by the students as a social networking site. Students are NOT to use Messenger to contact teachers. The Facebook groups are all monitored by administration at ACDA. At the conclusion of the school year the locked Facebook groups are disbanded. 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

COURSE FEE (TUITION)

Student's home schools will apply for VET government funding for the Course fee (Tuition) and this cost is in most cases fully covered by the funding for State Schools. Independent and Catholic Schools do not attract the same funding and therefore parents/guardians should seek information from their VET Coordinators.

COURSE FEE (MATERIAL)

The Materials fees must be paid in accordance with the home school/cluster policy. Please refer to your VET Coordinator.

REFUND POLICY

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

However as 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. Your individual cluster sets refund of fees. Some clusters may charge an administrative fee for

withdrawing, again see your individual cluster handbook or contact your home school VET Coordinator.

FILMING CRITIQUE

Filming critique needs to be completed after every filming session. You must load your work from your SD card on to your computer so you have a work in progress record, then watch your work and make reflective comments on your performance.

- How long did you spend time preparing your script
- What naturalistic techniques did you use?
- Were you/others focused during rehearsal and performance?
- Were lines well prepared?
- What costumes/props did you use? How did this enhance the performance?
- How did you use blocking to give meaning to the script?
- Did your back-story enhance your performance? Explain.
- What feedback did you receive from your teacher/peers?
- How did you feel before, during and after your filming?
- Was there evidence of rehearsal and thought?
- List improvements you could make to your filming technique?
- When watching yourself back, what were you most pleased with?
- What areas could you still work on to improve your acting skills?
- What did you learn about yourself, in class and acting?

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 or even unconscious! Who has first aid?
- Clean up your drama area after use: All props/tables to be put back in place. In some classroom chairs to be put on tables.
- Use Recycle Bins and Rubbish Bins effectively (do not put for example: noodles and liquid in a recycling bin). 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.
- 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, pack character costumes. For classes out of school hours you may wear free dress (always carry your ID).
- Be respectful of your drama area, don't pick up props and put them in another location. Somebody else might need them.
- 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
- **Respect each other**

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.

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.

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
23.02.16	Drama class	5-8pm	3 hours
25.02.16	Learn VET TV script	40 mins	3.40

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 every 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 mandatory.

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.

Please note: additional fees will be charged for VET Industry days conducted by Industry professionals and venue hire. Where possible these fees are kept in line with school excursion charges.

WORKBOOKS

Reflect the UOC elements and performance criteria. The workbooks are the assessment tools whereby students demonstrate an understanding of the course material by answering questions and participating in practical activities to prove their competence and complete the formative assessment requirements of the unit of competency and must be completed by the due date.

