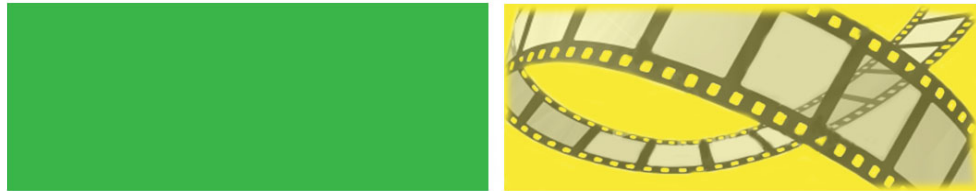


AUSTRALIAN COLLEGE OF DRAMATIC ARTS



**Year 1 & 2 22576VIC Certificate III in Acting (Screen)**  
**Delivered over 2 years**  
**RTO: 3139**

# **STUDENT INDUCTION INFORMATION 2023**

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# Section 1: Introduction

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

**Emily** (former Yarra Valley student)

## **Contact information**

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Alex Lowes – Film maker and Editor

Merylyn Brend and Bill Robinson established the Australian College of Dramatic Arts (ACDA) in 1991. ACDA delivers the nationally accredited 22576VIC Certificate III in Acting (Screen) course to students across Melbourne through the VETDSS program.

We recommend that you like ACDA's Facebook and Instagram pages, as class/industry photos are posted there throughout the year.

We also recommend that you subscribe to our YouTube channel for the latest updates on videos, some of which you may find yourself in.

Facebook Link: [facebook.com/MBCTA/](https://facebook.com/MBCTA/)

YouTube Link: [youtube.com/MBCTAandACDA/videos](https://youtube.com/MBCTAandACDA/videos)

## **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 years old – Year 10 to 12, VCE and Vocational Major students. VETDSS students come from a diverse range of cultures and educational backgrounds.

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.

The vocational employment outcomes for students in the **Certificate III in Acting (Screen)** are the knowledge 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, television 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 simple 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 warming up, acting, characterisation and performance for film
- cognitive and communication skills to apply known solutions to predictable problems encountered in performing, in front of camera, 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 judgement
- 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 filmed performances 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 580 – 710 hours.

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:

- 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

### **VET industry days**

Excursion and incursions are **COMPULSORY**.

Visits to set are not compulsory and are offered as an extra.

Up to date knowledge of the industry is an intrinsic part of your training.

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 who often have to change work dates and times.

Therefore, it is wise to be able to keep a degree of flexibility if there are changes.

We will make every effort to give lots of notice.

### **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 but are not limited to previous studies.

**Students should have literacy, language and numeracy at AQF Level 3 (Certificate III) and Australian Core Skills Framework (ACSF) 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
- Advertising
- Agents
- Animation artists
- Arts Administration
- Events Management
- TV presenters
- TV producers
- Casting
- Directors – including 2nd assistant to the director
- Drama teachers
- Graphic artists
- Lighting and sound technicians
- Make-up artists
- Presenter
- Production Crew – camera operator, sound operator, props design
- Properties design
- Safety officer
- Special effects
- Stage Managers
- Stunt actors/coordinators
- Technical crew members
- Script Writers
- Teachers – Media, Drama and Theatre Studies
- Other associated jobs (peripheral industries)

### **General information**

Students will be given a Learners Manual, workbooks, and a SD card. This is designed so students can view their acting progress and undertake self-critique. All materials 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:

- Learner Manual – must be brought to class every week
- Filming – must bring SD card to every class
- Must upload your filmed work onto your home computer in case you lose the card
- All homework must be handed in on time.

**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 15 core units of competency (UOC) and 1 elective over two years.

**Nominal hours over two years 580 to 710****Year 1- 8 Core Units of competency**

<b>CODE</b>	<b>Nominal Hours</b>	<b>TITLE</b>
BSBXTW301	40	Work in a team
BSBPEF301	30	Organise personal work priorities
CUAWHS302	10	Apply work health and safety practices
CUAIND201	20	Develop and apply creative arts industry knowledge
CUAMPF302	35	Prepare for performances
VU23078	45	Prepare and present self for auditions
VU23079	45	Develop script knowledge and performance skills
VU23080	45	Develop acting techniques

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

<b>CODE</b>	<b>Nominal Hours</b>	<b>TITLE</b>
BSBDIV301	30	Work effectively with diversity
CUFIND402	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**

<b>CODE</b>	<b>Nominal Hours</b>	<b>TITLE</b>
CUFMUP401	160	Design, apply and remove make-up
CUFAIR302	30	Develop techniques for presenting information to camera
CUFDRT602	50	Audition and select performers
CUFCAM401	70	Shoot a wide range of television content
CUFDRT502	50	Direct performers

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

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

Results are sent to VET Coordinators for entry onto VASS – therefore all work must be completed before the end of the school year.

End of term progress reports are tracked for 'at risk' students, if this occurs - students, VET Coordinators and parents will be notified. 'At risk' means a student who is receiving low marks and/or has not handed in work, has poor attendance or is not involved in learning.

### **Assessment information**

Divided into four terms, students undertake different assessment tasks.

Class work, working together, attitude to the work, attitude and participation to guest speakers, VET Industry days, warm-ups and rehearsals and filming performance are all subject to continual assessment.

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, presentations, 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.

### **Blended delivery**

The one thing we have learnt from the past two years is that we must be flexible. We will have face to face classes and *where necessary*, online classes to complete and be current in the skills needed for the screen industry. We use the online platforms of Zoom or Google meet.

This is an accredited course and is part of your subject selection, which means that you can pursue your strengths and interests and develop the skills and capabilities needed for vocational pathways and employment.



**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.

**Attendance and absences**

We expect 100% attendance but for certain situations please email student absent information to [admin@acda.vic.edu.au](mailto:admin@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. Make sure you read the Act (lesson) in the Learners Manual, so you know exactly what to do.

**How many absences are allowed?**

Please check the requirements in your cluster handbook

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. A medical certificate should be given to the VET Coordinator and a copy should be sent/emailed to the office.

We mark attendance with *Explained* absence or *Unexplained* absence.

If you have unexplained absences, Facebook/text messages/messages from your friends about being absent are NOT allowed.

If you don't do the hours, how can you learn all the requirements of the course?

If a class is cancelled due to teacher illness, then ACDA will send a message to all students via the locked Facebook group and post on Google Classroom stream. VET coordinators and parents will be contacted.

**At risk of failing – AROF**

AROF refers to "At Risk of Failing". This is used to communicate with schools when a student is at a potential risk of failing either a Unit of Competency or the entire program, this will be done consistently throughout the year. A student can be at risk due to many different reasons, this may include:

- More than 2 absences within a Semester
- Tendency to arrive late or leave early
- Disruptive behaviour in class

- Falling behind on work for one or multiple units
- Impacted by personal reasons

### **Employability skills**

At ACDA we help students build and foster the skills of Communication, Teamwork, Problem solving, Initiative and enterprise, Planning and organising, Self-management, Learning and basic Technology.

Employability skills are a set of broad skills, including communication, problem-solving and teamwork. They are regarded by employers as very important — technical skills alone no longer suffice for people entering and advancing in the workplace.

Employability skills area defined as 'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions. Ref: NCVER

### **Assessment appeals**

All appeals from students relating to results must be received in a period no longer than 30 days following the competency decision, however in the case of VET DSS delivery, the time period will be shorter as final assessments are completed at the end of Term 3/early Term 4 as VET subjects need to be finished by the time VCE Year 12 exams start in early November.

The student must be able to produce their work for reassessment.

The CEO will reassess and provide the student with the outcome of their findings in writing/email to the student.

### **Contribution to VCE and Vocational Major**

VCE/VCAL/VM: Certificate III qualifications provide credit at VCE Units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.

ATAR: This subject does not have a study score and therefore cannot contribute towards the student's primary four. Students who receive a Units 3 & 4 sequence through block credit recognition may be eligible for a 10% increment towards their ATAR (10% of the lowest result of your primary four scaled studies). Please note the student must already have English and three other fully scored VCE/VET subjects to create the primary four. VCAL and the VCE Vocational Major do not contribute towards an ATAR.

# Section 2: Policies and Procedures

## **Access and Equity policy**

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. 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.

## **Child Safe policy**

ACDA has a public statement of commitment to Child Safety on the ACDA website. ACDA is committed to child safety and has 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 we will respond to them with commitment and privacy. We have a legal and moral obligation to contact authorities when we are worried about student safety.

## **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

## **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.

## **Gender and sexuality guidelines**

ACDA 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 Marilyn Brend (Cert IV Community Services Work) for confidential help. For more information see [VRQA.vic.gov.au](http://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 hours 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.

### **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.

### **Car parking and Student transport**

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

Parking at ACDA (host schools) locations is at own risk.

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 for at risk students**

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

### **Issuing of certificate and/or statements of attainment (SOA)**

Certificate and SOA's are emailed to the student at the completion of the course. The Certificates and SOA's are issued in the students legal name.

Students can request a copy of their Certificate or Statement of Attainment issued to them which will be emailed.

### **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.

- Demonstrate honest, responsible, courteous and ethical behaviour towards all staff, teachers, fellow students and industry guest speakers
- Respect the privacy of fellow students
- Be responsible for own study program
- Comply with all ACDA's rules and regulations (see Student Induction Information)
- Meet the attendance and participation requirements of this program (see cluster handbooks and Student Induction Information)
- Provide true and correct information on enrolment and advise on any enrolment information updates
- Respect all personal, fellow student, teacher and school property
- Not bully or harass fellow students, teachers, staff, or guest industry speakers
- Not discriminate against fellow students, teachers, staff, or guest industry speakers on the grounds of gender identity, sexual orientation, race, physical features, disability, or religious belief
- Not do anything that may endanger the physical or mental health safety of students, staff teachers or industry guest speakers
- Use all resources and equipment safely and appropriately
- Not post any inappropriate photos or comments on social media or locked Facebook in regard to fellow students, teachers staff or industry guest speakers
- Comply with OHS requirements.

### **Communication**

Communications between the college and students will be by email, Locked Facebook group and Google Classroom.

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**

Materials handed out by ACDA include a Learners Manual with resources and workbooks. These are copyrighted to the ACDA and the intellectual property of Merilyn Brend.

The material may not be photocopied, edited, changed or shared in anyway. Education institutions are responsible for informing students of copyright and their rights.

Copyright does not only apply to commercial products

School is responsible for copyright

Students and schools are sued if breaches of copyright law occur

Photos are owned by photographer

Facebook is protected by copyright

If work/photos/vids are put on internet as a polished piece then copyright applies

Don't download music on ACDA's or schools Wi-Fi

Don't use illegal software on ACDA WIFI network

Must reference everything and only use for personal use, or with fellow students and teachers

Students should link the percentage of material or use Creative Commons licensed material. All Creative Commons licenses allow the material to be used for free for educational purposes.

### **Emergency response**

**Bushfire:** Many host schools are in bushfires areas. 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. 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 directions. In case of structure fire do not use lifts or elevators.

**Lockdown:** Your teacher will familiarise you with this procedure.

### **Facebook**

The ACDA uses the social networking site of Facebook and have locked groups for notifications. 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.

There will be one locked group per year level to 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 Marilyn Brend.

The Facebook groups are all monitored by administration at ACDA. Upon finalising Year 2, students can be part of the ACDA VETeran's Facebook page.

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.

The information contained here also applies to private students.

Once a student has commenced the course all fees paid are not refundable, except with certain clusters where students may withdraw after a given date, which is three weeks after the start dates (this applies to private students).

Some clusters may charge an administrative fee for withdrawing, again see your individual cluster handbook or contact your home school VET Coordinator. If you receive course materials and withdraw 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.

If fees that are not paid on time, then a transcript of results or a Statement of Results will not be received until the debt is paid in full. This is in accordance with the RTO's regulatory body. It should be noted that students and parents failing to

abide by the above course requirements may result in a student being withdrawn from a program at full cost to parents.

### **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 all students will be assessed. If you are assessed as 'at risk' and/or attendance is poor, 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 as a hard copy. This interim report is an informative and detailed report showing achievements and skills and knowledge that need to be improved.

### **Recognition of prior learning (RPL)**

RPL is a form of assessment that acknowledges skills and knowledge gained through:

- Formal training conducted by industry or education
- Work experience
- Life experience

The main principal of RPL focuses on the outcomes rather than when or where the learning occurred. Evidence of competency is collected by the student and submitted to the nominated assessor and assessment is made based on the required industry standard within the relevant training package unit of competency.

All applicants for RPL will be provided with a copy of the relevant unit of competency and evidence requirements for the units being applied for. Applicants will be informed of the fee and process of application.

*Disclaimer: All information has been checked and is deemed as correct; however, changes may occur, and amendments will be made as soon as practicable. Marilyn Brend.*