

AUSTRALIAN COLLEGE OF DRAMATIC ARTS



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

STUDENT INDUCTION INFORMATION 2025

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

Emily (former Yarra Valley student)

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Marilyn 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.

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.

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.

Enrolment

Students must ensure they supply their USI (Unique student identifier) number on their Expression of Interest form. Information regarding USI can be found on the USI website <https://www.usi.gov.au>

Once we have an Expression of Interest form, ACDA will be sending an email invite from enrol@acda for students to enrol with us, this must be completed before classes begin.

Continual Assessment

The VET Acting course has NO exams but has CONTINUAL ASSESSMENT. This means that work tasks MUST be submitted on time. Tasks are worked on in class with research and extended work to do from those tasks.

For example: A filming task has four components:

1. Learn and rehearse the script
2. Write the character backstory (before filming)
3. Film the scene
4. Write the teacher and own feedback/critique from the filming

Continual assessment is in keeping with all VET subjects complete with EMPLOYABILITY SKILLS built into all tasks, this means that we are trying to get everyone ready for work.

Students need to rethink their work ethics and communication skills so that they embrace this way of working, after all, any workplace will want their employees to work well and function.

Multiple absences can put continual assessment in jeopardy. Always check your clusters attendance rules. Essentially, we need 100% attendance, it is a practical course and filming needs must be met.

The Learners Manual gives lesson plan, the teachers give practical and theoretical information. Students should use the Learners Manual if unavoidably absent from class and use the online resources for more details.

Google classroom is our online medium for sending messages to students, we would appreciate students checking consistently for messages and then confirming when they are asked to. To enable this, students should have Google Classroom notifications activated to ensure they do not miss important information.

About the 22576VIC 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.

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.

Employability skills are embedded within all UOC's and 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 to achieve one's potential and contribute successfully to enterprise strategic directions. (Ref: NCVET)

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)

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 Work, Health and Safety (WHS) concerns.
- 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 WHS 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

The Certificate III in Acting (Screen) is delivered over 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 between 520 and 710 hours over two years. 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.

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

VET industry days

VET Industry Days focusing on industry guest speakers will be integrated into the course through excursions and incursions and are **COMPULSORY**.

Visits to set are not compulsory and are offered as an extra, if they are available.

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 dates of excursions/incursion well ahead of time. Please remember that the 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 for changes of dates.

Attendance and absences

We expect 100% attendance and punctual arrival at class.

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

It is not always possible to reschedule some assessment tasks for ACDA.

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.

Year 11 SAC's and Year 12 practice SAC's, School production rehearsals and some excursions can be rescheduled by your home school so that students can go to VET classes. Please check with your VET coordinator.

It is imperative that good hours are achieved.

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. You may not leave class without prior notification.

At every stage you must explain why you are absent.

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 a post on the Google Classroom stream. VET coordinators and parents will be emailed as well.

Blended delivery

The one thing we have learnt from previous 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.

Tuition materials and online material resources

Students will be given a Learners Manual hard copy and access to online Resources annually.

A SD card is given to students for the duration of the course. This is designed so students can view their acting progress and undertake self-critique. If you lose the SD card, you must replace it immediately at your cost. You might need a hub so your SD card can be loaded onto your laptop, please check.

- **Learner Manual – must be brought to class every week**
- **Filming – must bring SD card to every class, you must load your work on to your home computer so you can view your work objectively and in case you lose your card.**
- **All work must be completed by the due dates.**

Please bring your SD card and a charged laptop to every class

Year 1 - 8 Core Units of Competency

CODE	Nominal Hours	TITLE
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

CODE	Nominal Hours	TITLE
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		
CODE	Nominal Hours	TITLE
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

The Certificate III in Acting (Screen) has a core and elective structure. To successfully complete the course, the learner must pass 15 core units of competency (UOC) and 1 elective over two years.

After Year 1 students will receive a *Statement of Attainment* for the 8 units of competency (UOC) they have passed.

All Year 1 UOC's must be passed to continue into Year 2.

In Year 2, the *Nationally Accredited Certificate* will be awarded after completing a further 8 units of competency that 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.

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

The Certificates and SOA's are issued in the students legal name.

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.

Assessment information

VET Acting classes are divided into four terms (similar to the school 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**.

Tasks are 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.

Students 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 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 VETDSS 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.

Reports

At the end of every term student progress is tracked for 'at risk' behaviours.

At the end of Term 2 your teacher will write an individual interim report which will be uploaded to your cluster portal or emailed to your home school VET Coordinator.

This interim report is an informative and detailed report showing achievements and skills and knowledge that need to be improved.

At Risk of Failing - AROF

When a student is potentially at risk of failing then students, VET Coordinators and parents will be notified.

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

- Low marks
- Impacted by personal reasons
- **If necessary, you will be asked to sign and follow a Work Action plan.**

Catch up session(s) for at risk students

Where necessary, students may be required to attend a catch up session(s). The student and/or parent will be required to cover additional teacher costs.

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

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. Application and assessment fees apply.

Access and Equity policy

The college adopts an open equity and diverse policy.

Where students have diagnosed disorders and disabilities ACDA will work with the home schools/parents.

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.

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 and Torres Strait students, students from culturally and/or linguistically diverse backgrounds, as well as students with a disability.

Speak up – it’s your right

Victoria’s Child Safe Standards are designed to keep you safe.

Why the standards came about

In 2013, the Victorian Government looked at how safe organisations are for children and young people.

It found that sometimes children and young people have not been kept safe by organisations and the adults who work in them.

More needed to be done to keep children and young people safe in the future.



What are they for?



Out of home care providers, schools, churches, sports clubs, dance schools and other organisations have to keep you safe.

This means:

- Only choosing adults who are safe to work with you.
- Listening to you about what makes you feel safe.
- Acting to protect you if someone hurts you or makes you feel unsafe.

What they mean for you

You can expect to be safe and to feel safe, wherever you go and whatever you do.

You can expect that adults that work with you know how to keep you safe.

You can tell an adult if you don’t feel safe and they have to help you.



Get in touch with us

www.cyp.vic.gov.au

1300 782 978


[ccyp_vic](#) [ccypvictoria](#)

Victoria's Child Safe Standards

Plain language summary

- 1


Your organisation welcomes Aboriginal children. You support them to express their culture and to enjoy their rights. You don't allow racism.


- 2


Child safety is important to everyone at all levels in your organisation. You document how you find, avoid, and stop risks of child abuse or harm.


- 3


Your organisation supports children to know their rights to be safe from abuse, informed, and involved. You help them to talk openly and take part in decisions that affect them.


- 4

Your organisation tells families and the community about what you do, and how you keep children safe from harm and abuse. You help families to have a say and to take part in decisions that affect their child.


- 5

Your organisation understands that every child is different and has different needs. You make sure that they can get the information and help that they need.


- 6

Staff know what they must do to keep children safe from abuse and harm. They record, report, and share information about child safety when they should. Staff who work with children have had the background checks they need.


- 7

Children and their families know how to make a complaint and what happens when a complaint is made. Your staff know how to respond properly to complaints.


- 8

Your organisation trains and supports staff to keep children safe from abuse and harm. Your staff know the signs of child abuse and harm and what to do if there are issues of abuse and harm.


- 9

Your organisation makes sure children are safe when they use your services, settings, and activities. This includes when children are online.


- 10

Your organisation checks and improves the ways you keep children safe from abuse and harm.


- 11

Your organisation has written policies about how you keep children safe from abuse and harm. They are easy to understand, and all staff follow them.



For more information, contact the Commission for Children and Young People
www.ccyp.vic.gov.au



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

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

Parking at ACDA and/or 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.

Code of behaviour/ student conduct – Student Commitment form

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/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.

- Meet the attendance and participation requirements of this program (check cluster handbooks).
- 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 in regard to fellow students, teachers' staff or industry guest speakers.
- Comply with WHS requirements.

Note: Phones may not be used in class unless directed to by the teacher.

A Student Commitment form must be signed.

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 Marilyn 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.

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 Google Classroom Stream. It is vital that the office have your updated 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.

Photos

Class photos are posted on Instagram page [acda-mbcta](#) 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.

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

This is only for students aged 16 and over.

Fee policy/information

The policies for fees might vary between independent, catholic and government schools. The fee that you are charged is an individual school decision. The refund policy is set by the individual clusters and is written in the cluster handbooks. Parents and/or guardians should seek information from home school VET Coordinators.

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.

For private students, if fees 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.

Punctuality and ID

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

Useful links

National Child Abuse Helpline (Child Wise):

Kids Helpline:

Headspace (National Youth Mental Health Foundation):

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.