



AUSTRALIAN COLLEGE OF DRAMATIC ARTS



**22307VIC Certificate III in Acting (Screen)**  
**(delivered over 2 years)**

**STUDENT INDUCTION  
INFORMATION  
2020**

**RTO: 3139**

## **SECTION 1**

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

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

### **CONTACT INFORMATION**

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Marilyn Brend and Bill Robinson established the Australian College of Dramatic Arts (ACDA) in 1991. ACDA delivers the nationally accredited 22307VIC 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](http://www.acda.vic.edu.au)

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

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

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

### **DELIVERY OF THIS COURSE**

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

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

### **COURSE DURATION**

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

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

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

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

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

The time required to undertake these activities will vary between students based on their experience. On average, the non-supervised activities listed above will

equate to 500 hours. Students will be required to keep a Log of hours to record performance arts activities, many will be directly relatable to the course learning tasks, but some may be from additional studies with the performance arts.

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

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

### **INDUSTRY INTERACTION**

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

- Visits to suitable film and television environments, if available
- VET Industry days - visits/lectures/workshops from industry guest speakers

### **THINGS YOU WILL BE WORKING ON**

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

### **PRE-REQUISITES**

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

Students should have literacy, language and numeracy at AQF Level 3 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	arts administration	agent
casting consultant	events management	teacher (drama)
producer	director	presenter
advertising	radio	production crew
camera operator	lighting	sound
stage management	stunt personnel	safety officer
designer	make-up	special effects
script writer	graphic designer	and other peripheral industry jobs

## **GENERAL INFORMATION**

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

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

Your work is divided into many parts:

- 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, only one resubmission will be given if work is not correct or not at a satisfactory standard.**

## **UNITS OF COMPETENCY**

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

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

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

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

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

Divided into four terms, students undertake different assessment tasks. The units run concurrently, some require you to hand in workbooks while other units of competency need practical assessments in front of camera. All aspects of filming work is critiqued and assessed. Workbooks are marked and assessed. Class work, working together, attitude to the work, attitude and participation to guest speakers, VET Industry days, warm-ups and rehearsals are all subject to continual assessment.

**Classroom based face-to-face training includes:**

- Practice exercises that reinforce the required interpersonal skills for individuals and group work.
- Context related training activities in the classroom involving individuals, pairs and small group activities.
- Learner resource manual and workbooks to support training, independent reading and research projects.
- Within the assessment of the units, learners are required to participate in simulated activities that closely reflect workplace processes and unexpected activities.

Non-supervised activity will involve:

- 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

Year 1 – will receive a Statement of Attainment in the UOC's that have been passed with a live-filmed presentation at the last class. Year 2 – are awarded the Nationally Accredited Certificate with a live-filmed graduation for parents and friends.

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.

The interim report (end of Term 2) is an informative and detailed report showing achievements and skills and knowledge that need to be improved. It is the most important report of the year.

All Student Assessment Marking Guides show you what you must do to achieve competence. The Acting UOC assessment marking guides are continually assessed; they will help you understand what you need to do to get satisfactory marks.

The Acting UOC's do NOT have workbooks but filming tasks are worked on throughout the year and area continually assessed. The marking guides show you what you need to do to be assessed as competent by your teacher.

## **ASSESSMENT INFORMATION**

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

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

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

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

## **ASSESSMENT MARKING GUIDE INFORMATION**

**VET means vocation, education and training, you have enrolled in VET Acting.**

**17 Units of Competencies to be completed over two years, 9 core UOC's for Year 1 and 7 core UOC's and 1 elective for Year 2. You are continually assessed throughout the year. There are no exams.**

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

Compulsory Assessment Level of performance on task

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

0 Unacceptable	Consistently displayed lack of basic knowledge and demonstrated inability to perform task(s). Does not meet the criterion.
1 Less than acceptable	Student is below average on knowledge and demonstrated inability to performance task(s). Demonstrated significant gaps in meeting the criterion.
2 Acceptable	Consistently attempted to meet the criterion and demonstrated capacity and potential to develop performance task(s). Is showing average knowledge, skills and ability.

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

You can only attain COMPETENCIES if you get results of 2 and 3.

All teachers keep a record of your progress by marking workbooks, journals and folios, which include internet research and email tasks.

- Direct observation
- Verbal Questioning
- Practical tasks - Rehearsal and filmed performance, audition, chat to camera, screen-tests
- Third part reports from Industry guest speakers and CEO
- Multiple choice assessment task

**RECORDING YOUR RESULTS**

Your teacher will give you your mark (0, 1, 2, 3) at the end of all assessment tasks. Make sure you complete your score/comments in your journal.

**EXAMPLE: ACTING UOC SCRIPT**

**Assessment: ACTING**

**Assessment Marking Guide (Confidential Student Record)**

**UOC: VU21839 Develop acting techniques**

**Assessment: Develop a range of acting techniques to work imaginatively and creatively for an acting role for screen**

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

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

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

	0	1	2	3
Practice improvisation, planned and impromptu				
Understand how to prepare mentally and physically for work in front of camera				
Practice and perform tactile work (action acting)				
Research, plan and film a duologue				
Use constructive criticism to develop your performance				
Use appropriate understated acting techniques				
Awareness of techniques/protocols of acting in front of camera				
Reacting to action and cut				
Producing consistent take after take				



Sustained an appropriate and consistent focus on the task and did not get side-tracked producing a reliable performance				
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*Clarifying comments to support assessment/observations:*

Other evidence gathering techniques used to show that you are gaining knowledge and skills are:

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

Indirect - such as a portfolio of evidence

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

### **EMPLOYABILITY SKILLS**

<b>Certificate III in Acting (Screen)</b>	
<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include the following facets:</b>
<b>Communication:</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with crew and cast</li> <li>• Listen to and interpret verbal information related to performance requirements</li> <li>• Read, interpret and apply technical information on performance requirements</li> <li>• Speak effectively for a filmed performance</li> <li>• Listen actively to crew and cast</li> <li>• Participate in interviews</li> <li>• Recognise and interpret non-verbal signs, signals and behaviour</li> <li>• Participate in negotiations with agents, casting consultant, and on set working with crew and cast</li> </ul>
<b>Teamwork:</b>	<ul style="list-style-type: none"> <li>• Work as a member of a cast</li> <li>• Work collaboratively with other cast members in the context of completing work</li> <li>• Contribute to resolving interpersonal conflicts that may arise with crew or cast</li> <li>• Collaborate with crew and cast in production activities</li> <li>• Work with colleagues of different ages, gender, sexual preference, race, religion and political persuasion</li> <li>• Value input from crew and cast</li> </ul>
<b>Problem solving:</b>	<ul style="list-style-type: none"> <li>• Assist in developing practical solutions for problems arising in performance and production activities</li> <li>• Solve problems in teams within own area of responsibility</li> <li>• Show independence and initiative in identifying problems and solving them</li> </ul>
<b>Initiative and enterprise:</b>	<ul style="list-style-type: none"> <li>• Choose from a number of strategies dependent on performance requirements</li> <li>• Recognise and respond to changes in performance requirements</li> <li>• Value input from other crew and cast members</li> </ul>

	<ul style="list-style-type: none"> <li>• Translate ideas into action in performance activities</li> <li>• Manage the response to any contingencies and changes in situations</li> </ul>
<b>Planning and organising:</b>	<ul style="list-style-type: none"> <li>• Access, record, collect, analyse, interpret and organise information needed to perform</li> <li>• Prepare scope of work and work plans for self</li> <li>• Ensure feedback and other information contributes to improvements in own performance effectiveness</li> <li>• Use time management skills to plan and organise the completion of tasks</li> </ul>
<b>Self management:</b>	<ul style="list-style-type: none"> <li>• Interpret and apply instructions</li> <li>• Establish and follow own work plans and schedules</li> <li>• Evaluate and monitor own performance</li> <li>• Take responsibility for meeting own performance objectives</li> <li>• Develop trust and confidence in crew and cast</li> </ul>
<b>Learning:</b>	<ul style="list-style-type: none"> <li>• Manage adaptation of self to any changes in performance requirements</li> <li>• Be open to new ideas and changes in performance requirements</li> <li>• Apply previous experience and feedback to improve performance practice</li> <li>• Update own knowledge and skills required for performance</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Apply a range of basic IT skills</li> <li>• Use IT to organise and access information</li> <li>• Implement and monitor the application of OH&amp;S procedures when using IT and equipment and facilities</li> <li>• Apply IT as a management tool to store and organise data</li> </ul>

### **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 in schools 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.

### **LEARNER 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 student 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 Learners 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 and licensing requirements.

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

### **WORKBOOKS**

Reflect the elements and performance criteria of the Units of Competency. The workbooks are the assessment tools whereby students demonstrate an understanding of the course material 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.

### **LOG OF HOURS**

**Keep a log of hours** for all your acting. You may include Performing Arts activities such as singing or dancing lessons, 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:**

<b>DATE</b>	<b>ACTIVITY</b>	<b>HOURS</b>	<b>RUNNING TOTAL</b>
23.02.18	Acting & singing class	5-8pm	3.00
25.02.18	Learn VET script	40 mins	3.40

**Year 1****9 Core Units of Competency**

<b>CODE</b>	<b>Nominal Hours</b>	<b>TITLE</b>
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**

<b>CODE</b>	<b>Nominal Hours</b>	<b>TITLE</b>
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

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

**Nominal hours over two years 570 to 700****CONTRIBUTION TO VCAL/VCE**

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

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

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

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

## SECTION 2

### ATTENDANCE AND ABSENCES

**We expect 100% attendance. However for certain situations please email as soon as you can 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
- 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 in 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/messages from your friends about being ill are not good enough. At this stage we will check your hours.
- If you don't do the hours how can you learn all the requirements of the course?

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

If a class is cancelled, ACDA will send a message to you via the locked Facebook group or text or individual email. If the matter is urgent then your school coordinator and/or parent will be contacted.

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

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

**THIS CAN ONLY BE DONE ONCE.**

If in doubt contact the college or your teacher.

## **ACDA HOODIES**

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

## **CHILD SAFE**

ACDA has a public statement of commitment to Child Safety this is also 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.

## **ACCESS AND EQUITY**

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

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

## **ANTI-HARASSMENT POLICY**

Students have the right to be treated in a fair manner and be part of a safe environment free from harassment and intimidation. All forms of bullying and harassment result in a sense of powerlessness and have a negative effect on individuals and can adversely affect one’s workplace or learning environment. 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.

## **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

## **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**

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 Merylyn 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 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.

**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**

Materials handed out by ACDA include a Learners Manual, workbooks and handouts are copyright 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

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

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

Not to be made public i.e. YouTube or you lose 'fair dealing' defence

*\*Fair Dealing – Students may include material without owner's permission if fair dealing exception applies:*

*Research or study – e.g. students downloading material from the Internet for inclusion in a podcast for their research or study*

*Criticism or review – e.g. students including a short extract of material from a website in a podcast that reviews that website. The source material, the author and copyright owner (if different) must be identified*

*Parody or satire – e.g. students copying extracts of webpages to include in a podcast that is a parody or satire.*

*Reporting news*

*Remember, to rely on a fair dealing exception the portion of the copyright material used must be reasonable having regard to the purpose of the use.*

*Otherwise, the use might not be 'fair'.*

*(Extract from Smartcopying – The official Guide to copyright Issues for Australian Schools and TAFE)*

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

Respect copyright

Don't download infringing material

Don't illegally share your resources

Don't use illegal software on ACDA WIFI network

Respect moral rights and reference work

[www.smartcopying.edu.au/national](http://www.smartcopying.edu.au/national)



### **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 directions.

In case of structure fire do not use lifts or elevators.

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

### **FACEBOOK POLICY**

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

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

It is recommended that students have a Facebook account, purely for class use. 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 0413 445 744.

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

ACDA will also update students with information through locked Facebook groups and or emails, such as; updates to scripts, updates to work, guest speakers, incursion, excursions, audition and screen-test details.

**All Facebook communications must be respectful of fellow students.**

**Students who make their own chat groups must be aware of the consequences of the legal obligations of social media abuse.**

### **FEE POLICY/INFORMATION**

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

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

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

### **REFUND POLICY**

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

The information contained here also applies to private students.

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 (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.

### **ISSUING OF CERTIFICATE AND/OR STATEMENTS OF ATTAINMENT (SOA)**

Certificate and SOA's are given to the student at Year 1 presentation and Year 2 graduation ceremonies.

Any student absent from the compulsory presentation and/or compulsory graduation for any reason may request that their certificate or SOA be posted to them.

### **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 fee is \$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.

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

Your class will be made up from students from different schools. At VET Industry days you will meet students from other clusters across Melbourne. Please be

aware that you are all studying the same course and be respectful of each other, just as you would when meeting new people at work or on set.

### **MOBILE PHONES**

Mobile phones must be turned off and out of sight.

### **POLICIES AND PROCEDURES**

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

### **PUNCTUALITY AND ID**

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

### **REPORTS**

At the end of every term you will be assessed. If you are assessed as 'at risk' and/or attendance is low then this is communicated to your home school. In Term 2 your teacher will write an individual interim report either in the cluster portal or hard copy.

### **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.

### **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 a government mandatory regulation.

**VET INDUSTRY DAYS**

**Excursion and incursions are COMPULSORY.**

**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.

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.