Workplace Learning Record

VCE VET Creative and Digital Media



CUA31020 Certificate III in Screen and Media

**Student name**:

Modification history

|  |  |  |  |
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SWL Recognition

Structured Workplace Learning (SWL) recognition provides you with the opportunity to gain credit into your VCE or VCAL for undertaking SWL that matches your VCE VET program.

To receive recognition and credit, you will be required to reflect on your experience in the workplace and how this relates to your VET course. Your reflections are to be recorded in the three sections of this Workplace Learning Record (WLR).

About this workplace learning record

This WLR helps you gather evidence for assessment and is part of the requirement for obtaining SWL recognition.

To be eligible for one unit of credit towards your VCE or VCAL, you must:

* be enrolled in a minimum of 180 nominal hours of units of competency (UoCs) from the CUA31020 Certificate III in Screen and Media
* undertake a minimum of 80 hours (equivalent to 10 days of work) in a creative and digital media industry placement
* reflect on a minimum of six UoCs from your program including the WHS UoC (CUAWHS312 — see page 8).

VCE VET Creative and Digital Media

CUA31020 / Certificate III in Screen and Media

The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia.

These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

CUA31020 Certificate III in Screen and Media provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences, and creating visual design components.

Possible career pathways include:

* media technician
* community radio program maker/presenter
* digital artist
* radio producer/presenter
* television producer/presenter
* animator
* interactive media editor
* web designer.

Workplace Learning Record

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET UoCs in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

Section 1: Learner profile

Complete the learner profile and discuss this with your host employer on or before your first day of placement.

|  |  |
| --- | --- |
| **Name** |  |
| **School**  |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET course?** |
|  |
| **List the other subjects that you are undertaking.** |
|  |
| **Explain why you have chosen this overall program.**  |
|  |
| **Outline what interests you about the industry.** |
|  |
| **What is your planned career path or future career aspiration?**  |
|  |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** |
|  |
| **How have you developed these skills?**  |
|  |

Section 2: Learning about VET units of competency in the workplace

This WLR contains three key questions per UoC designed to draw out related experiences you may be exposed to in a workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have experienced in the workplace and reflect on actual observations or activities that you have been exposed to. Your observations will:

* reinforce the training you have undertaken
* identify differences in practice or equipment
* identify areas requiring further training or practical experience.

You are encouraged to take photos and/or video where appropriate to showcase learning in the workplace. Evidence you collect can include:

* observations
* descriptions of activities and tasks
* conversations with employers and other staff
* participation in meetings
* workplace documents
* research in the workplace
* photos of equipment/processes/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. Do not use the names or details of any clients / stakeholders external to the organisation / other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

CUA31020 Certificate III in Screen and Media

UoCs included in this program are listed below. There are compulsory UoCs, along with a selection of electives. You can make a note of any UoC that relates to your experiences in the workplace. Indicate the year you are undertaking each UoC.

| Unit code | Unit of Competency | Nominal Hours | Year | Page |
| --- | --- | --- | --- | --- |
| **Work, Health and Safety Units** |
| CUAWHS312 | Apply work health and safety practices | 30 |  | 8 |
| **Compulsory** |
| BSBCRT311 | Apply critical thinking skills in a team environment | 40 |  | 9 |
| CUAANM301 | Create 2D digital animations | 35 |  | 10 |
| CUADIG304 | Create visual design components | 30 |  | 11 |
| CUADIG312 | Author interactive sequences | 40 |  | 12 |
| CUAIND311 | Work effectively in the creative arts industry | 50 |  | 13 |
| CUAWRT301 | Write content for a range of media | 40 |  | 14 |
| **Electives** |
| CUAACD201 | Develop drawing skills to communicate ideas | 60 |  | 15 |
| CUAANM302 | Create 3D digital animations | 75 |  | 16 |
| CUADES201 | Follow a design process | 50 |  | 17 |
| CUADES302 | Explore and apply the creative design process to 2D forms | 60 |  | 18 |
| CUADES303 | Explore and apply the creative design process to 3D forms | 60 |  | 19 |
| CUADIG211 | Maintain interactive content | 30 |  | 20 |
| CUADIG303 | Produce and prepare photo images | 20 |  | 21 |
| CUAPOS211 | Perform basic vision and sound editing | 60 |  | 22 |

List any other units you are undertaking and include comments regarding additional units on page 23.

VCE VET units of competency

CUAWHS312 Apply work health and safety practices

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What are some of the possible WHS risks at work? |  |
| What was the process for reporting incidents and hazards in the workplace? |  |
| What are risk control actions in this workplace? What was the process in this workplace for documenting risk control actions? |  |

BSBCRT311 Apply critical thinking skills in a team environment

This unit describes skills and knowledge required to apply critical thinking skills to generate solutions to workplace problems in a team environment.

The unit applies to individuals who are required to develop and extend their critical and creative thinking skills to different issues and situations. These individuals apply a range of problem solving, evaluation and analytical skills resolve workplace issues within a team context.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace encourage staff to generate ideas? |  |
| Provide examples of creative thinking techniques that you observed by workplace teams |  |
| How did workplace teams overcome issues? |  |

CUAANM301 Create 2D digital animations

This unit describes the skills and knowledge required to plan and implement design concepts and use industry animation software to create 2D animations for inclusion in interactive media products, short stand-alone animated sequences and basic games.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace work with project briefs when developing 2D animations? |  |
| Outline the 2D animation projects that you observed in the workplace. |  |
| What software and animation techniques did you observe being used in the workplace? |  |

CUADIG304 Create visual design components

This unit describes the skills and knowledge required to create visual designs for interactive media components that can be integrated into a range of media products.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How were project briefs presented and interpreted in the workplace? |  |
| Outline all of the projects that you observed and what the design concept process included. |  |
| What copyright laws were taken into account when developing visual design components in the workplace? |  |

CUADIG312 Author interactive sequences

This unit describes the skills and knowledge required to use an authoring tool to produce discrete interactive sequences for websites. It involves planning the use of the authoring tool, preparing authoring software for authoring and producing interactive sequences according to project requirements.

The unit applies to those working collaboratively with technical assistance and under direction, who develop small components such as web pages or a sequence of screens, which are integrated into a larger project.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What authoring software did you observe being used in the workplace? How was it used? Were you able to use this software? |  |
| What was your role in producing interactive sequences in the workplace? |  |
| How did the workplace check the interactive elements and ensure minimal error on a variety of devices, operating systems and browsers? |  |

CUAIND311 Work effectively in the creative arts industry

This unit describes the skills and knowledge required to work effectively in the creative arts industry. It applies to any field of the arts industry and is relevant to people in a wide range of occupations, for example, dancers, musicians, actors, cabaret performers, street performers, entertainment administrators, reviewers, film makers and public artists.

These individuals are required to apply judgement and operate under broad supervision within an established framework of plans and procedures.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace ensure that staff are up to date with industry trends? |  |
| What was the process for ensuring that copyright ownership and protection was managed in the workplace? |  |
| Outline the specific terminology associated with the industry which was frequently used in the workplace. |  |

CUAWRT301 Write content for a range of media

This unit describes the skills and knowledge required to write content for a range of purposes and platforms.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What were the various publishing mediums that the workplace was required to write content for? |  |
| What were the various writing techniques that you observed in the workplace? |  |
| How was draft content reviewed and edited? What saving and archiving procedures existed? |  |

CUAACD201 Develop drawing skills to communicate ideas

This unit describes the skills and knowledge required to develop simple drawing techniques to communicate ideas. It does not relate to drawing as an art form.

It applies to individuals who use drawing to visually represent ideas about objects, the use of space, narratives, or the steps in a process.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| List some of the drawing techniques, tools and materials used in this workplace? |  |
| Why were these drawing techniques in use and were they effective? |  |
| Give an example from this workplace of an idea that was represented using drawing. |  |

CUAANM302 Create 3D digital animations

This unit describes the skills and knowledge required to animate simple 3D models and create 3D animations, which may include audio components. The models are for inclusion in interactive media products, short stand-alone animated sequences and basic games.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace work with project briefs when developing 3D animations? |  |
| Outline the 3D animation projects that you observed in the workplace. |  |
| What software and animation techniques did you observe being used in the workplace? |  |

CUADES201 Follow a design process

This unit describes the skills and knowledge required to follow a design process at a basic level, incorporating an element of problem solving to identify and resolve challenges that may hinder the process. It involves establishing the challenges faced in the design process, exploring different ideas for solutions, and solving the associated challenges through implementation of solutions.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Give an example of some constraints on the design process that had to be considered in this workplace. |  |
| Give an example of at least one way they generated new ideas as part of the design process in this workplace. |  |
| Give an example of how a proposed design solution was modified because of feedback during your time in this workplace. |  |

CUADES302 Explore and apply the creative design process to 2D forms

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of two-dimensional (2D) forms. It involves exploring ideas and the creative design process, and communicating different ideas through application of design processes to 2D forms.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace source information on 2D design? |  |
| What was the creative design process for 2D forms used by the workplace? |  |
| How did the workplace obtain feedback from others about the 2D form and its success in communicating the concept or idea? |  |

CUADES303 Explore and apply the creative design process to 3D forms

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of three-dimensional (3D) forms.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace source information on 3D design? |  |
| What was the creative design process for 3D forms used by the workplace? |  |
| How did the workplace obtain feedback from others about the 3D form and its success in communicating the concept or idea? |  |

CUADIG211 Maintain interactive content

This unit describes the skills and knowledge required to maintain interactive content for websites or social media channels using a content management system. It involves confirming content requirements, checking links and media assets are valid and functional, updating applicable content and testing content functionality on the server.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace check content for productions? |  |
| How did the workplace obtain copyright clearance for all new content? |  |
| Describe how the workplace updated content for the use in productions. |  |

CUADIG303 Produce and prepare photo images

This unit describes the skills and knowledge required to prepare photo images for integration into an interactive media sequence or product.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Explain how scanners were used in the workplace to capture photo images. |  |
| Explain how digital cameras were used in the workplace to capture photo images. |  |
| What was the process used by the workplace to edit photo images? What software was used? |  |

CUAPOS211 Perform basic vision and sound editing

This unit describes the skills and knowledge required to perform basic editing functions for media productions. It involves preparing source materials to be edited and completing basic edits according to production requirements.

The unit applies to those who are responsible for digitising, cutting and logging pre-recorded image and audio content under the direction of an experienced editor. Within clearly defined parameters, they also edit content using the basic functions of editing software.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What equipment and preparations did the workplace use when editing vision and sound? |  |
| Outline the process that the workplace used for creating edit decision lists. |  |
| What was the software used in the workplace for editing? |  |

Comments/observations on any other unit(s) of competency not listed

|  |  |
| --- | --- |
| **Unit(s)** | **Comments/observations** |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day in the workplace.

1. Communication
2. Teamwork
3. Problem solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are on work placement, you will be using employability skills in many ways.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations. Assessment of SWL recognition is based on a discussion of each of the sections from this booklet with a school representative.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly, or reading and writing.

|  |
| --- |
|  |

How did you demonstrate **teamwork**? For example, by working as part of a team or sharing ideas and resources with co-workers.

|  |
| --- |
|  |

How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

|  |
| --- |
|  |

How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

|  |
| --- |
|  |

How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting, or analysing and organising information.

|  |
| --- |
|  |

How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry), or being able to learn new skills from the technology used in this industry.

|  |
| --- |
|  |

How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

|  |
| --- |
|  |

How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

|  |
| --- |
|  |

Summary of industry learning

At the conclusion of your SWL for this VET Qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

|  |
| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |
| --- | --- |
| **Employer/Company/Business name** | **Total hours of placement** |
|  |  |
|  |  |
|  |  |
| **TOTAL** |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name** (Block letters)

**Date**