Workplace Learning Record

VCE VET Creative and Digital Media



CUA31015 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 CUA31015 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 (BSBWHS201 — see page 8).

VCE VET Creative and Digital Media

CUA31015 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.

CUA31015 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** |  |
| **Contact information** |  |

Within your VCE/VCAL why did you undertake this VET course?

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What VCE/VCAL subjects are you also undertaking?

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Why have you chosen this overall VCE/VCAL program?

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Program outline

CUA31015 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 | Year | Page |
| **VCE VET Units 1–2** | | | |
| **Compulsory** | | | |
| BSBWHS201 | Contribute to health and safety of self and others |  | 8 |
| BSBCRT301 | Develop and extend critical and creative thinking skills |  | 9 |
| CUAIND301 | Work effectively in the creative arts industry |  | 10 |
| **Electives** | | | |
| BSBCRT101 | Apply critical thinking techniques |  | 11 |
| CUADIG201 | Maintain interactive content |  | 12 |
| CUADIG303 | Produce and prepare photo images |  | 13 |
| BSBDES303 | Explore and apply creative design process to 3D forms |  | 14 |
| CUAANM302 | Create 3D digital animations |  | 15 |
| CUAAIR201 | Develop techniques for presenting information on air |  | 16 |
| CUABRD302 | Provide production support for television productions |  | 17 |
| CUACAM201 | Assist with a basic camera shoot |  | 18 |
| CUAPOS201 | Perform basic vision and sound editing |  | 19 |
| ICTPRG301 | Apply introductory programming techniques |  | 20 |
| **VCE VET Units 3–4** | | | |
| **Compulsory** | | | |
| BSBDES302 | Explore and apply the creative design process to 2D forms |  | 21 |
| CUAANM301 | Create 2D digital animations |  | 22 |
| CUADIG302 | Author interactive sequences |  | 23 |
| CUADIG304 | Create visual design components |  | 24 |
| CUAWRT301 | Write content for a range of media |  | 25 |

List any other units you are undertaking and include comments regarding additional units on page 26.

What interests you about the industry?

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| --- |
|  |

What is your planned career path or future career aspiration?

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|  |

Describe any workplace skills you have developed through previous work experience, SWL or part time employment?

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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 creative and digital media 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. This record does not require identifying actual people or events, as this may breach confidentiality.

VCE VET units of competency

BSBWHS201 Contribute to health and safety of self and others

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** |
| How did the workplace ensure that WHS requirements were being met? |  |
| What was the process for reporting emergency incidents and injuries in the workplace? |  |
| Outline how you contributed to workplace WHS meetings or activities. |  |

BSBCRT301 Develop and extend critical and creative thinking skills

This unit describes the skills and knowledge required to develop the habit of thinking in a more creative way through looking at things differently, musing, testing, experimenting and challenging existing thought patterns.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace encourage staff to generate ideas? |  |
| Provide examples of creative thinking techniques that you observed in the workplace. |  |
| How were common blockers to creative thinking overcome in the workplace? |  |

CUAIND301 Work effectively in the creative arts industry

This unit describes the performance outcomes, 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.

|  |  |
| --- | --- |
| **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. |  |

BSBCRT101 Apply critical thinking techniques

This unit describes the skills and knowledge required to use fundamental critical thinking skills in work and life situations.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace encourage asking questions? |  |
| Describe when staff spent time thinking critically.  What was the outcome? |  |
| How were conclusions and answers used in positive, practical and timely ways? |  |

CUADIG201 Maintain interactive content

This unit describes the skills and knowledge required to maintain interactive content for websites, learning resources or social media channels, using a content management system.

|  |  |
| --- | --- |
| **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.

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| --- | --- |
| **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? |  |

BSBDES303 Explore and apply 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? |  |

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? |  |

CUAAIR201 Develop techniques for presenting information on air

This unit describes the skills and knowledge required to communicate effectively on air using appropriate vocal delivery techniques.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What on-air presentation styles did you observe in the workplace? |  |
| Outline the ways in which staff were required to communicate effectively with listeners. |  |
| How did you contribute to on-air programs in the workplace? |  |

CUABRD302 Provide production support for television productions

This unit describes the skills and knowledge required to assist producers and directors during production of television programs.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace prepare for studio recording and operations? |  |
| Outline your role in productions. |  |
| Describe how staff in the workplace called shots and cues during a production. |  |

CUACAM201 Assist with a basic camera shoot

This unit describes the skills and knowledge required to assist with setting up and shooting low-budget, low-end single-camera video productions.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What camera types and media did the workplace use for camera shoots? |  |
| Outline your role in assisting with camera set-up on location. |  |
| What equipment was used whilst shooting video?  Include the main items of equipment you observed in the workplace. |  |

**CUAPOS201 Perform basic vision and sound editing**

This unit describes the skills and knowledge required to perform basic editing functions for screen productions.

|  |  |
| --- | --- |
| **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? |  |

ICTPRG301 Apply introductory programming techniques

This unit describes the skills and knowledge required to create simple applications or games.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What code was used in the workplace for creating simple applications or games? |  |
| What debugging techniques did you observe being used to trace code execution? |  |
| Outline the process used in the workplace for the creation of applications or games that you observed. |  |

BSBDES302 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.

|  |  |
| --- | --- |
| **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? |  |

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? |  |

CUADIG302 Author interactive sequences

This unit describes the skills and knowledge required to use an authoring tool to produce discrete interactive sequences for websites.

|  |  |
| --- | --- |
| **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? |  |

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? |  |

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? |  |

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. Team work
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 different 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.

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|  |

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

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

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|  |

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.

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

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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.

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

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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.

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|  |

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?

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| --- |
|  |

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**