VCE VET CREATIVE AND DIGITAL MEDIA
SUPPLEMENTARY ADVICE

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Acknowledgements

This publication would not be possible without the work and expertise of a team of vocational screen and media practitioners. The Victorian Curriculum and Assessment Authority (VCAA) gratefully acknowledges the following organisations, teachers, trainers and schools for their contributions and their willingness to share their knowledge:

- Jamie Le Rossignol, Bendigo Senior Secondary College, Bendigo
- Claire Bloom, VCE VET Creative Digital Media State Reviewer
- Elli Lightbody, Kingswood College, Box Hill
- Joanne Trim, Caulfield Grammar School, Caulfield
- Xin Chen, Mazenod College, Mulgrave
- Malcolm Beasley, Bass Coast College, Wonthaggi
- Victor Cai, St Francis Xavier College, Beaconsfield
- Frances Ibbott, Montmorency Secondary College, Montmorency
- James Yiannios, VCE VET Creative and Digital Media student, Mazenod College, Mulgrave
- Damian Nguyen, VCE VET Creative and Digital Media student, Mazenod College, Mulgrave
- Riady Santoso, Dzign Art
- Catherine Damon, Taylors Lakes Secondary College, Taylors Lakes
- Stuart Stanton, Final Focus Video, Seaford
- Kate Jones, Academy of Mary Immaculate, Fitzroy
- Anthony Keal, Bright Labs digital agency, St Kilda
- Michael Johnston, Momentary Video Productions, Collingwood

Authorised and published by the
Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street, Melbourne VIC 3000

ISBN: 978-1-925264-37-1

Published September 2022 | Edition 1

Picture acknowledgements:

Cover: istock.com/Wavebreakmedia; p. 7: iStock.com/YakobchukOlena; p. 9: iStock.com/xavierarnau; p.11: iStock.com/nimis69; p. 13: iStock.com/SerrNovi; p. 14: iStock.com/scyther5; p. 15: iStock.com/sturti; p. 22: iStock.com/milindri; p. 23: iStock.com/Valeriy_G; p. 25: iStock.com/Daviles; p. 26: iStock.com/grinvalds; p. 29: iStock.com/poba; p. 40: iStock.com/GOCMEN; p. 41: iStock.com/mgstudy; p. 44: iStock.com/SolStock; p. 48: iStock.com/NickyLloyd; p. 49: iStock.com/brightstars

Note: At the time of publication the hyperlinked URLs (website addresses) in this document were checked for accuracy and appropriateness of content; however, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified.

Contents

Introduction

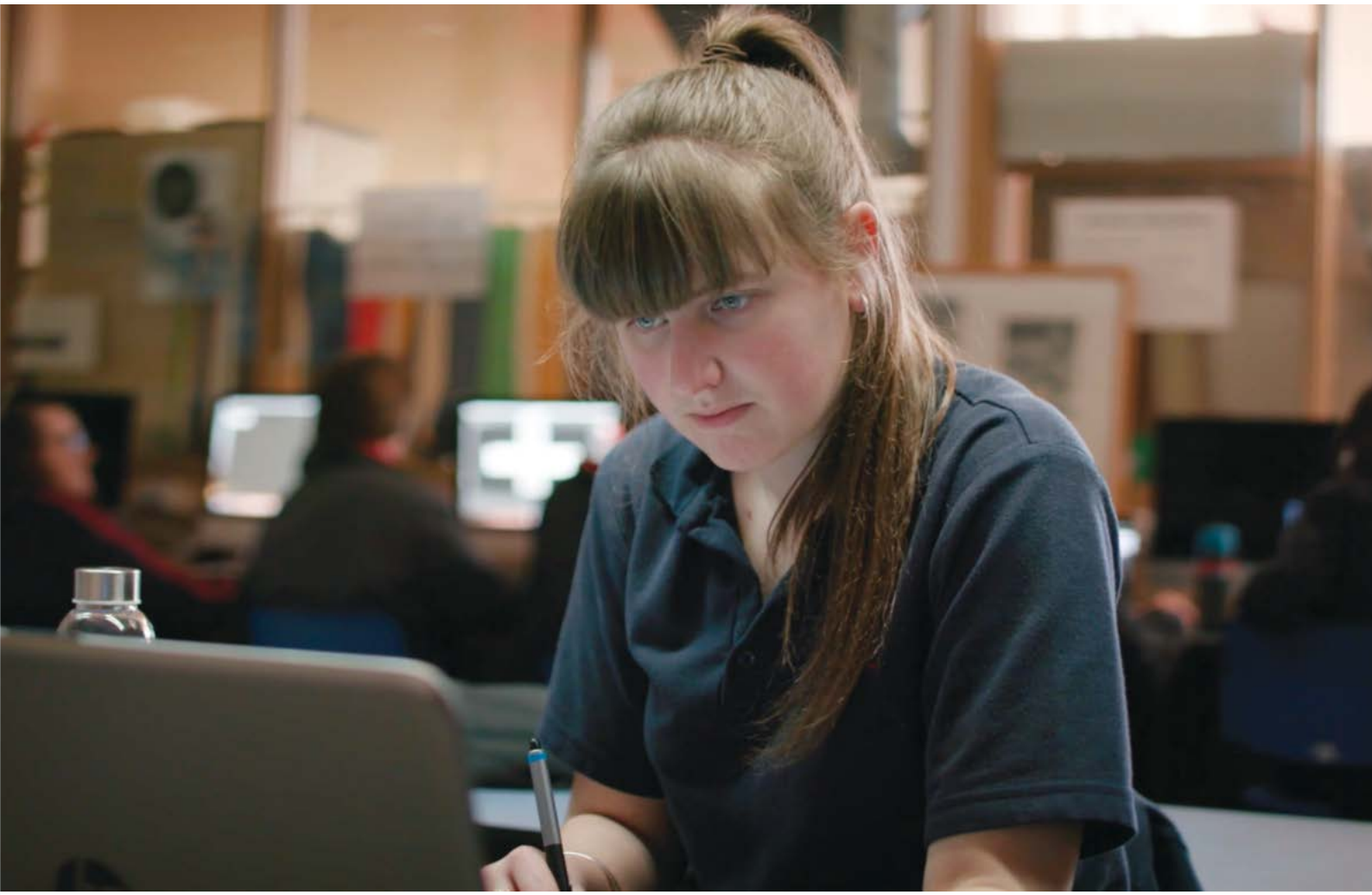
VCE VET Creative and Digital Media Supplementary Advice was produced to assist the implementation of the VCE VET Creative and Digital Media program. Content was informed through consultation with industry representatives, trainers and assessors, and Victorian secondary colleges. This publication provides advice about teaching and learning strategies that facilitate the transfer of skills and knowledge appropriate for work in the screen and media industry. It includes key program features and industry insights that can be used to continuously improve the quality of training and assessment. It is a practical resource that aims to assist schools to prepare students to join the digital workforce.

This guide is designed to support assessors, trainers, registered training organisations (RTOs) and enterprises with information about vocational pathways, access, equity, health and safety, and the overall implementation of the training package.

Information in this publication should be considered along with the *Creative Arts and Culture Training Package* and the *Creative Arts and Culture Training Package Companion Volume Implementation Guide*. Training package implementation guides are available on the **VETNet Training Packages webpages**.

This booklet should be read in conjunction with the VCAA's *VCE VET Creative and Digital Media Program Booklet* and the *VCE VET Scored Assessment Guide*. Further information can be found on the **VCAA website**. Schools are advised to regularly access the VCAA website for program updates.

Note: Go to the Resources section in this booklet to find web addresses for all online resources mentioned.

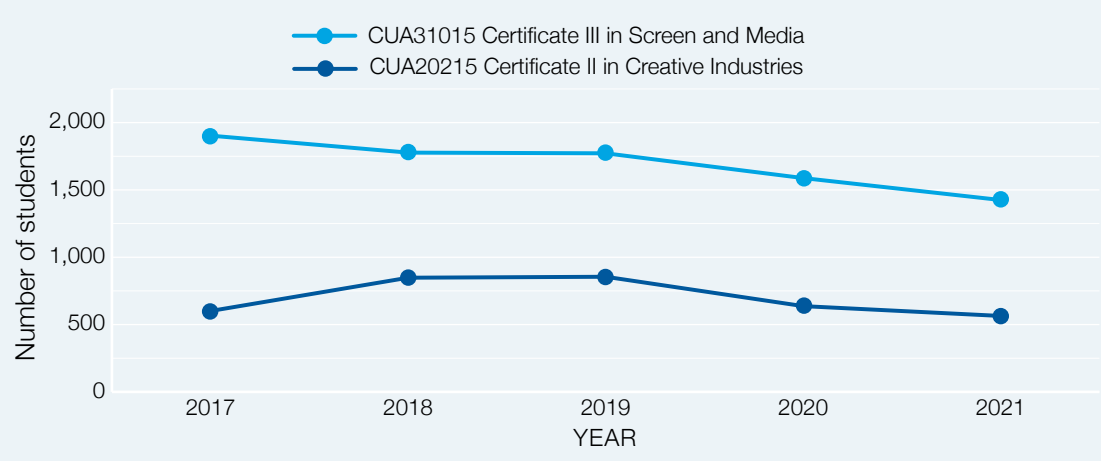


VCE VET Creative and Digital Media program

The VCE VET Creative and Digital Media program allows for VET credit in the Victorian Certificate of Education (VCE), the Vocational Major (VM), the Victorian Pathways Certificate (VPC) and nationally recognised qualifications. Two options are available: Certificate II in Creative Industries with VCE credit at Units 1 and 2, and Certificate III in Screen and Media with VCE credit at Units 1 to 4. The program encourages students to develop skills in animation, web development, writing for various media, drawing, basic sound editing, and digital imaging. It provides opportunity for diverse post-school pathways in visual arts, web design or film and television. Accordingly, learning is vibrant, creative and contemporary, as it prepares students for a digital workforce.

Despite the potential for students to enter many different roles, enrolments between 2019 and 2021 decreased, as shown in the chart below.

Schools that participated in the development of this resource offered the COVID-19 pandemic and difficulty finding suitably qualified teachers as the two most common reasons for declining enrolments.



Source: Victorian Curriculum and Assessment Authority

Figure 1: Enrolment data for VCE VET Creative and Digital Media

CUA20215 Certificate II in Creative Industries is equivalent to new qualification CUA20220 Certificate II in Creative Industries.

CUA31015 Certificate III in Screen and Media is equivalent to new qualification CUA31020 Certificate III in Screen and Media.

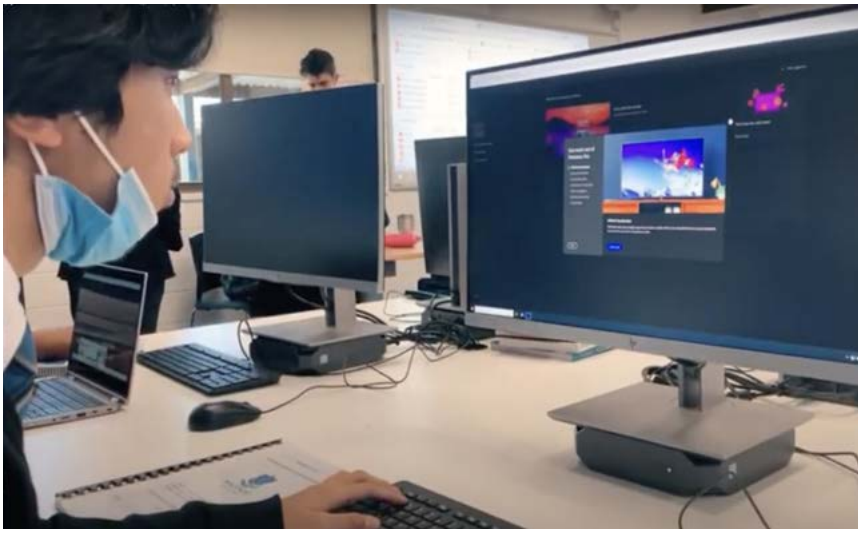


Figure 2: VCE VET Creative and Digital Media class at Mazenod College, Mulgrave

"Some students perceive that you need to be creative to undertake this training. This is not correct, as the use of software programs will facilitate creativity. You do not have to be skilled in drawing. Software programs can be applied to different skills levels and, really, the student is problem-solving when selecting software to enhance creativity."

Victor Cai,
St Francis Xavier College

> **“I have always been taught how to use lots of programming tools, which will help me choose a possible career path.”**

VCE VET Creative and Digital Media student, Mazenod College

Structured workplace learning

Structured workplace learning (SWL) is strongly recommended for this program to enable students to experience learning in real-world work situations. Experiencing workplace demands, such as meeting deadlines, juggling priorities and dealing with clients, helps students to acquire transferable skills. It can be difficult to source employers, but examples of suitable businesses include community radio stations, local councils, small studios or video production companies, and sign or graphic design companies. Evidence of this experience is increasingly valued by employers as proof that the applicant is ‘job-ready’.

Traineeships

There are limited traineeships for this program. Students may enter those in other design areas such as interior design, civil construction design or industrial design. There are links to many different job roles from the CUA qualifications.

Industry overview

The creative arts and culture industries

The creative arts and culture industries comprise a broad range of roles that offer flexible work options that appeal to young people engaging in study. Students are typically interested in journalism, creative and technical writing, photography, video and music production, backstage production, and digital technology. Whilst it is a highly technical industry, employers are also looking for social skills, and personal competencies such as teamwork, communication, creativity and problem-solving. It is a diverse industry that includes many different organisations and individuals that are working both commercially and for social outcomes. According to the Australian Industry and Skills Committee (AISC), the most common occupations in the creative and performing arts sector are music professionals, visual arts and crafts professionals, actors, dancers and other entertainers.

Labour trends

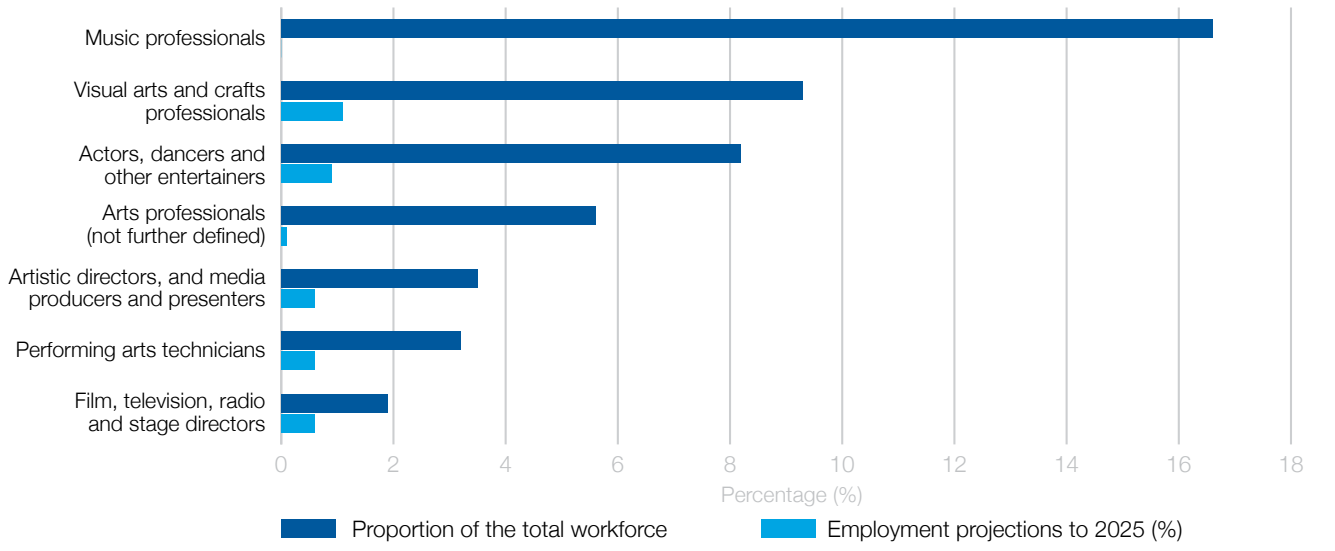
According to data from the National Skills Commission (NSC) employment in the industry rose overall until 2019, when a significant decline was experienced because of the COVID-19 pandemic. Data released in December 2021 predicts employment growth.

Each year, the NSC produces employment projections by industry, occupation and region for the following five years. The 2020 projections were delayed given the impact of the COVID-19 pandemic on the labour market. The eventual 2020 employment projections were based on the forecast and projected total employment growth rates published in the 2020–21 Mid-Year Economic and Fiscal Outlook, November 2020 Labour Force Survey data for total employment, and the detailed quarterly LFS data (November 2020) for industry employment data.

The following graph provides insight into the projected employment growth for creative arts and culture occupations.

VET-related occupations

Occupations as a proportion of the Creative and Performing Arts Industry (ANZSIC 900) workforce, and the projected employment growth for each occupation to 2025



Source: Adapted from 'Industries – Arts, Culture, Entertainment and Design', Australian Industry and Skills Committee (AISC) 2022, National Industry Insights Report website, accessed 2 June 2022; © Commonwealth of Australia (CC BY 4.0)

Figure 3: VET-related occupations

> **"I always believe people should try to become a 'jack-of-all-trades' before finding their specialisation, as it's great to understand everyone's role. Then, I tend to believe that specialising is a great idea – find the role that works best for you and try to master it.**
>
> **All the soft skills and attributes (communication, empathy, etc.) will always be important in the future."**
>
> *Michael Johnston, Momentary Video Production*

Digital skills and digital fluency

It is worth noting that almost two in three Australian workers (64%) currently apply digital skills in their work, and in the next five years that number is set to reach 90% (**World Economic Forum, The Future of Jobs Report, 2020**). The term 'digital skills' is broadly used to cover knowledge and skills in almost anything to do with the internet, computers, social media and smartphones. The term can be expected to rapidly evolve to include knowledge and skills around an ever-broader range of hardware devices and software due to the expanding Internet of Things.

The National Centre for Vocational Education Research's (NCVER) *Digital Skills Organisation Discussion Paper 2021* identifies other essential skills that are required in current and future workforces. It contends that employment is enhanced by non-technical skills such as communication and collaboration and technical skills such as digital fluency. It defines digital fluency as the ability to select and use the appropriate digital tools and technologies to reach a designated outcome.

Digital deepening

The NSC has identified and validated 25 'emerging occupations' within seven categories in the Australian labour market. Emerging occupations are defined as new, frequently advertised jobs that are substantially different to occupations already defined in the Australian and New Zealand Standard Classification of Occupations (ANZSCO).

'Digital deepening' is a category that includes some of these emerging occupations, referring to roles that may require highly technical skills in these three areas:

- digital marketing
- social media
- analysis of user experience.

While the COVID-19 pandemic severely impacted employment in the creative arts and culture industries, recovery has been strong because of the implementation of new skills and technologies such as live streaming and video conferencing. New ways of working were quickly explored and implemented.

VCE VET Creative and Digital Media equips students with the skills required to be able to work in changing conditions. Teachers are increasingly including marketing, the use of social media and understanding client perspectives in project-based learning. Teachers consulted in the development of this resource stressed the importance of students being able to pitch an idea to a client and work with brand identity. Some teachers are also focusing on communication skills in their presentations and learning activities, to help address the challenge of explaining digital technology to clients who may have limited understanding of applications and opportunities in the digital world.

The **Industry Skills Forecast and Proposed Schedule of Work: Culture and Related Industries** (Culture and Related Industries forecast, 2019) draws together reports from industry bodies and the Australian training sector, such as the Australian Theatre Network and NCVER. The forecast identified the following generic skills as important for workplaces in the industry (in order of importance):

- Communication / Collaboration, including virtual collaboration / Social intelligence
- Design mindset / Thinking critically / System thinking / Solving problems
- Entrepreneurial skills
- Learning agility / Information literacy / Intellectual autonomy and self-management (adaptability)
- Technology use and application.

Workforce skills and knowledge

Priority skill fields

Skills such as customer service, teamwork, communication and problem-solving feature strongly in recent discourse on the future of work and are often referred to as 'soft skills'. These skills and knowledge also feature strongly in the VCE VET Creative and Digital Media program.

Health and safety

The creative arts and culture industries have specific work health and safety (WHS) requirements that training should address. Students will need to understand the essential WHS components of a variety of workplaces, including the additional risks associated with working in locations such as theatres and film studios and on productions or events. The theatre and events industries have some specific risks related to working at heights, manual handling, working with electrical equipment and managing exposure to sound.

Other work-related risks include those associated with spending long periods of time using a computer or using chemicals for design projects or special effects.

Customer service, teamwork and communication

Teachers and industry representatives who contributed to this resource emphasised the need for students to be able to communicate with diverse clientele and clearly express their ideas. Design projects often involve a team of professionals, so being able to use technical language and align with group objectives was also highlighted. The creative and digital industry is fast paced and highly competitive. Pitching and presenting ideas and being able to respond to customers effectively and quickly were also seen as essential skills.

Self-promotion and marketing

Teachers and industry representatives who contributed to this resource emphasised the need for students to promote their skills and work through the compilation of a portfolio. Many universities ask students to submit a portfolio as part of their entry process and this may be accompanied by a presentation. This is in accordance with industry expectations. VCE VET Creative and Digital Media helps to prepare students for performing at work and reaching outcomes within specified timeframes; self-promotion skills are also required when applying for contract work or short-term projects, which is common in this sector.

Employers are seeking staff with the capacity to develop marketing plans on digital platforms. Marketing of products and services incorporates many internet-based methods such as using social media, websites, email and smartphone apps. Campaigns might also include using social media influencers and automated SMS alerts. Non-internet methods, such as using television or visual signage, continue to be part of a marketing strategy for businesses and sole traders.

Critical and creative problem-solving

Clients depend on staff to analyse their product or service and their competition and then provide creative solutions. This involves exploring digital tools and technologies and selecting the best fit for the brief.

To build students' critical and creative problem-solving skills, teachers who contributed to this resource exposed students to various marketing campaigns and branding. Students were asked to critique logos or slogans or look at data such as website traffic and propose improvements or reasons why objectives were not met.

"Professional communication and the ability to create work according to the brief is often overlooked. Staff might excel at tech but lack the skills to communicate."

Anthony Keal, Bright Labs

> “Virtual reality (VR) and augmented reality (AR) have the potential to shake up the creative and digital industries. The industry is evolving to be much more aware and supportive for cast and crew members alike. Emerging roles such as intimacy directors and wellbeing coordinators are now becoming the norm, rather than the exception, on set. I also believe consultants will be far more commonplace in the future, covering areas such as storytelling authenticity, set sustainability and inclusive work practices.”
>
> *Stuart Stanton, Final Focus Video*

Current workplace requirements

Several creative arts companies provided advice for this publication. All emphasised the importance of providing students with training that is based on real-life examples.

Key skills and knowledge areas that were highlighted include the ability to work in teams and an understanding of the production process. Knowing the function, responsibilities and major challenges of each area enables staff to work better with one another.

The following skills and attributes were noted as being highly regarded in workplaces.

The ability to work with software and digital equipment

Students need to apply basic software skills, but they must also have the ability to keep up with changes and build their capacity.

Basic drawing skills

High-level drawing skills are not necessary, but basic drawing skills are helpful in communicating ideas to clients and colleagues.

Ability to show initiative and solve problems

Employers appreciate a person who can solve problems rather than just raise issues. This might involve taking the initiative to investigate company policies and procedures rather than waiting for direction.

Idea generation

Providing creative solutions was noted as essential for the industry. The inclusion of creative thinking techniques, such as SCAMPER (substitute, combine, adapt, modify, put to another use, eliminate and reverse), mind mapping and Edward de Bono’s Six Thinking Hats model, was strongly supported.

Self-directed and ongoing learning

Undertaking self-directed learning was seen as essential to help keep up with an industry that is rapidly changing. The industry was described as fast paced and with unusual work hours. Employers value proactive staff and those who are willing to engage in ongoing professional development.

Respect

The companies consulted in the development of this resource mentioned the multicultural nature of organisations and the many different professions involved in projects. The ability to maintain respectful relationships at work is a critical attribute.

Future skills and knowledge

The Culture and Related Industries forecast (2019) identifies is the need to keep up with technological advances and changing work conditions as a key challenge for training. The learner who can apply creativity and problem-solve in the workplace will be able to meet this challenge. Schools need to address these demands when implementing VET programs and need to consider how best to resource teachers and students.

Employment in the Creative Arts and Culture industry is commonly via short-term contracts, often as part of what is referred to as the 'gig economy'. Some teachers of VCE VET Creative and Digital Media suggested that this casual employment model is not attractive to some students and may be contributing to the fall in enrolments in this study. Learners require additional skills to be able to secure employment opportunities posted on digital platforms or through other means such as corporate sponsorships.

Increasingly, work will involve online video conferencing, live streaming or video on demand. Creative roles might also require skills in augmented or virtual reality and digital production.

Technical skills

This word cloud details some of the skills that could be included in training.

Figure 4: Word cloud of technical skills

"Students need the ability to adapt to new techniques and software.

Because the pace of change in technology and techniques in this field is so high, the school leaver should understand that ongoing learning is key to their success.

Therefore, the school leaver should possess the learning skills to deepen his or her technical knowledge and expertise, as may be required by future employers."

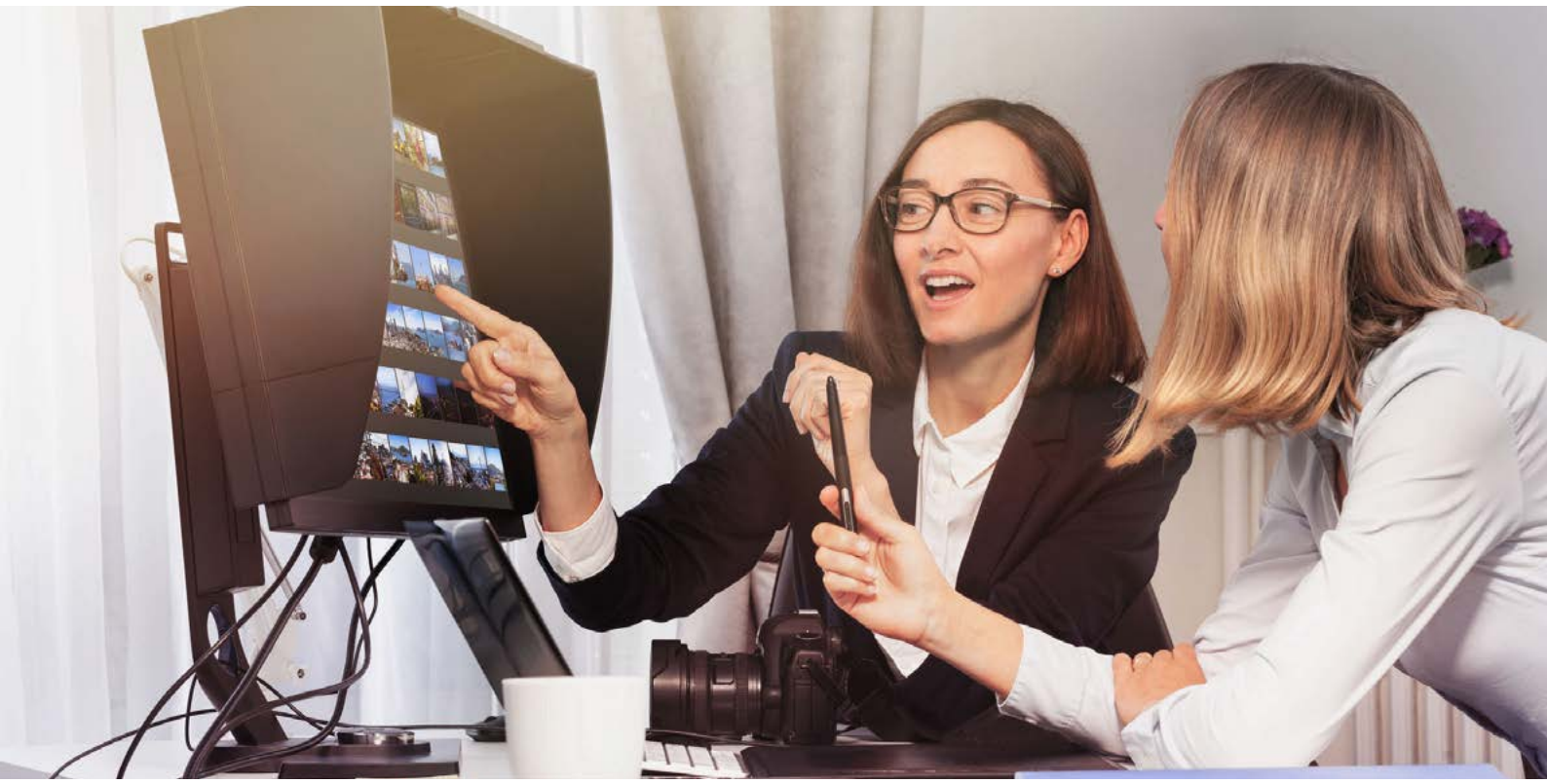
Craig McArthur, VCAA software programmer

"We started off animating a face and we had to make the face talk. We did a game as well, so we had a platform game, and we had to get the code and change all the pieces of the animation to what we wanted it to be. We also did a little bit of 3D animation, which was in Maya."

Caitlin, VCE VET Creative and Digital Media student, Bass Coast College

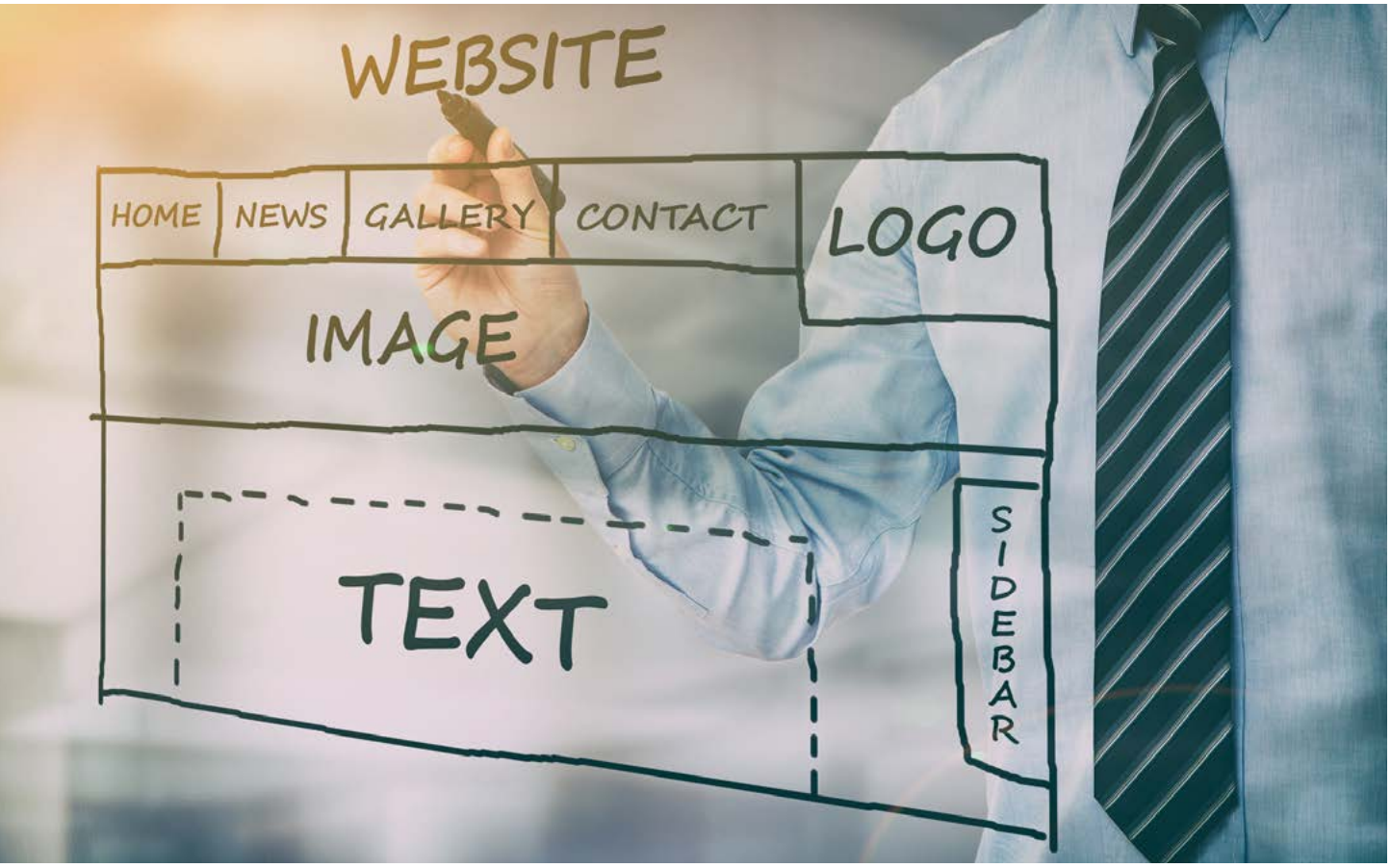
Examples of work roles

Performing arts	Visual arts, crafts and design	Screen – film and television	Media and publishing
Actor	Graphic designer	Screenwriter	Advertising copywriter
Dancer	Fashion designer	Producer	Marketing coordinator
Artistic director	Industrial designer	Director	Technical writer
Entertainer	Painter	Announcer/broadcaster	Public relations officer
Stage director	Sculptor	Professional writer/editor	Publishing manager
Musician	Photographer	Actor	Publishing assistant
Technician	Textile artist	Model	Content writer
Composer	Product designer	Hair/makeup artist	Journalist
Song writer	Webpage designer	Film crew	Campaign manager
Singer	Illustrator	Camera operator	Influencer
Radio announcer/ broadcaster	Logo designer	Film/video editor/producer	Web content designer
Administrator	Layout artist	Production assistant	Social media marketer
Stage crew	Interior designer		
Sound designer/engineer	Graphic artist		
	Retail art director		
	Draftsperson		
	Games developer/ programmer and animator		



Examples of workplaces and employers

Performing arts	Visual arts, crafts and design	Screen – film and television	Media and publishing	Digital technology
Performing arts organisations Theatres Dance companies Circuses Orchestras Government organisations Culturally specific organisations Film and television networks Entertainment centres Events companies Production companies Self-employed	Specialised design services Galleries Government organisations Community organisations Advertising agencies Public relations consultancies Commercial projects design and industrial design companies Manufacturers	Film and television networks Media networks Screen industry conferences and public events, including film festivals and screenings Screen industry organisations, including production companies, agencies and service providers Advertising agencies	Newspaper or book publishers Advertising agencies Public relations consultancies Marketing companies	Marketing agencies Publishing companies Advertising agencies Public relations consultancies Animation studios Education institutions, including universities, TAFEs and specialist training colleges 



Key work performance tasks

Outlined in the diagram below are potential roles and work activities for a student who has completed Certificate III in Screen and Media. Students may find work in web design, graphic design, film or video production or animation. Roles typically involve assisting professionals.

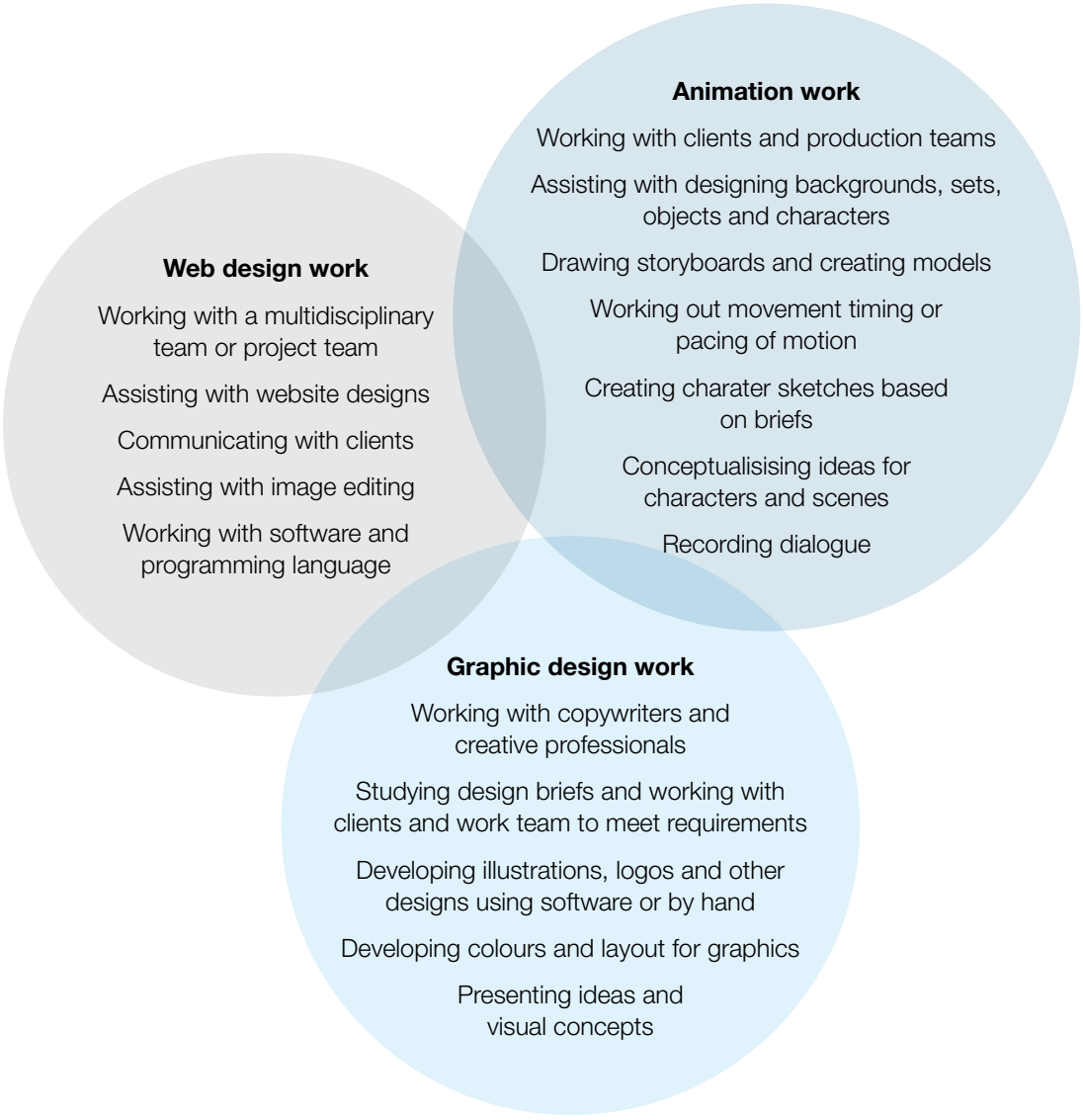
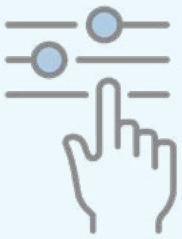


Figure 5: Potential roles and work activities

"The VCE VET Creative and Digital Media course – I got to do something fun and creative that I have a passion for and intend to do after school. It's a good way to know what the industry is like."

James, VCE VET Creative and Digital Media student, Mazenod College



Transition and pathways

Transition from school

Schools and their careers staff have always helped students prepare for employment and further education. Each year there are many more demands in workplaces, and industries are constantly changing to meet new standards, systems and processes; for example, the performing arts sector has recently focused on upskilling staff in workplace health and safety. Technology is changing rapidly, and employers expect prospective employees to have experience and knowledge that reflect current practices. There is also a greater emphasis on being able to analyse user experiences. Keeping up with industry changes and expectations is particularly challenging for schools and requires an ongoing investment in staff and physical and virtual resources.

In addition, employers are looking for workers who are flexible, communicate well, and can problem-solve and work in a digital world. Practical experience gained from a VET placement is increasingly valued by employers as an indication that school leavers will quickly adjust to the workplace.

Schools rely on the industry connections and partnerships from VET training to help provide options for students wanting to transition to a job, university degree or further VET studies.

Students select a VET course for many reasons, including as a way to explore a particular industry and make informed choices about their future. Some will welcome the opportunity for an Australian Tertiary Admission Rank (ATAR) contribution and others are seeking understanding of the 'world of work'. Students often indicate that they have chosen VET because they learn best by 'doing' or by engaging in practical activities. Teachers should bear this in mind when developing programs and assessment methods.

Transition from secondary school is not just about succeeding in further education but developing the skills to be able to cope outside the school structure, with new systems and communities. Young people need the confidence and acumen to be able to identify their own opportunities in the workforce. VET courses introduce students to 'employability' skills and workplace navigation strategies.

"Most people in the industry will look at your portfolio rather than your certificate or degree. So, get a few people together and make something!"

Michael Johnston, Momentary Video Productions

Transferable skills from VCE VET Creative and Digital Media

Transferable skills, also known as soft skills, are those you can take with you and apply across a broad range of jobs. In the simplest sense, transferable skills are any non-technical skills.

Undertaking a VET program enables students to gather skills from their training experiences and their experiences in structured workplace learning.

The following list of transferrable skills has been identified through consultation with industry representatives and VET teachers and trainers.

- **Creativity** – Creativity does not necessarily refer to artistic talent but rather the ability of employees to apply creative solutions in the course of their work. Creativity can be taught and developed by learning about the design process, which is a codified approach to ideation. Students apply creative skills when working with briefs. They are taught how to use the design process to find, develop and communicate creative solutions in response to the brief.
- **Self-directed ongoing learning** – Employers value staff who pursue professional learning opportunities and can identify their own learning needs: for example, staying up to date with technological developments. Working in teams and applying critical thinking skills in class encourages students to identify their own learning styles and skills and to reflect on outcomes.
- **Principles not products** – Software can be learned on the job. It is better for an employee to know and understand how and why a process or technique is used rather than focus on a particular product. Many teachers commented on how they focus on processes to elicit the desired outcome for the client. For example, students are introduced to the steps in a design process and the principles of preparing photo images.
- **Communication and collaboration** – Graduates work in teams made up of highly specialised professionals such as interface designers, graphic artists, programmers, animators, video producers and photographers. Therefore, the ability to work cooperatively in a team and communicate across disciplines is highly desirable. In addition, presenting ideas to clients is an important skill. Several teachers mentioned the importance of including role-plays in class, where students communicate with diverse clients and teams. This provides opportunity to strengthen interpersonal skills, and exposes students to industry terminology and nuances, thus building understanding and confidence.
- **Working to the brief** – This means listening to the client, understanding requirements and applying creativity to relevant design solutions.
- **Flexibility** – Employers expect that staff can create products from a diverse range of platforms and adapt to changing conditions, such as those experienced during the COVID-19 pandemic. Similarly, students are provided with examples where design did not meet desired outcomes for the client, and they use new digital tools and processes to reach a conclusion. Flexibility is demonstrated in simulated activities such as meetings where problems are discussed, consensus reached, and solutions proposed.
- **Other skills** – According to the World Economic Forum's Future of Jobs Report (2020), other skills that employers value are critical thinking and analysis, problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility.

"The soft skills are just as important to an employer at this stage: for example, the employee must be able to work effectively with others, have a good work ethic, be self-motivated, show initiative, be able to stay on task, meet deadlines, etc."

Craig McArthur, VCAA software programmer

Pathways from a VCE VET Creative and Digital Media program

Following completion of a VCE VET Creative and Digital Media program, there are many further education and training options in the VET and university sectors.

Certificates II to IV offer introductory skills and training and industry foundation skills. Students learn industry-specific knowledge and skills such as communication and teamwork:

- Certificate II qualifications prepare graduates for routine work and basic tasks within a defined context. Problem-solving is limited.
- Certificate III qualifications prepare graduates to apply skills and knowledge to a range of contexts. Graduates work under supervision.
- Certificate IV qualifications provide broader skills and knowledge. Graduates are expected to demonstrate autonomy and apply more complex problem-solving skills.

A diploma equips students to work in a variety of contexts and with a deeper knowledge of a particular area. It requires students to analyse problems and use judgment to make decisions.

VET courses can assist students to gain credit towards other VET courses or some higher education courses. For example, students who undertake a diploma may receive up to two or three semesters of credit towards a bachelor's degree. The exact amount of credit granted depends on the institution.

While VCE VET credit can only be counted once, units from one VET qualification can usually provide credit towards other qualifications.

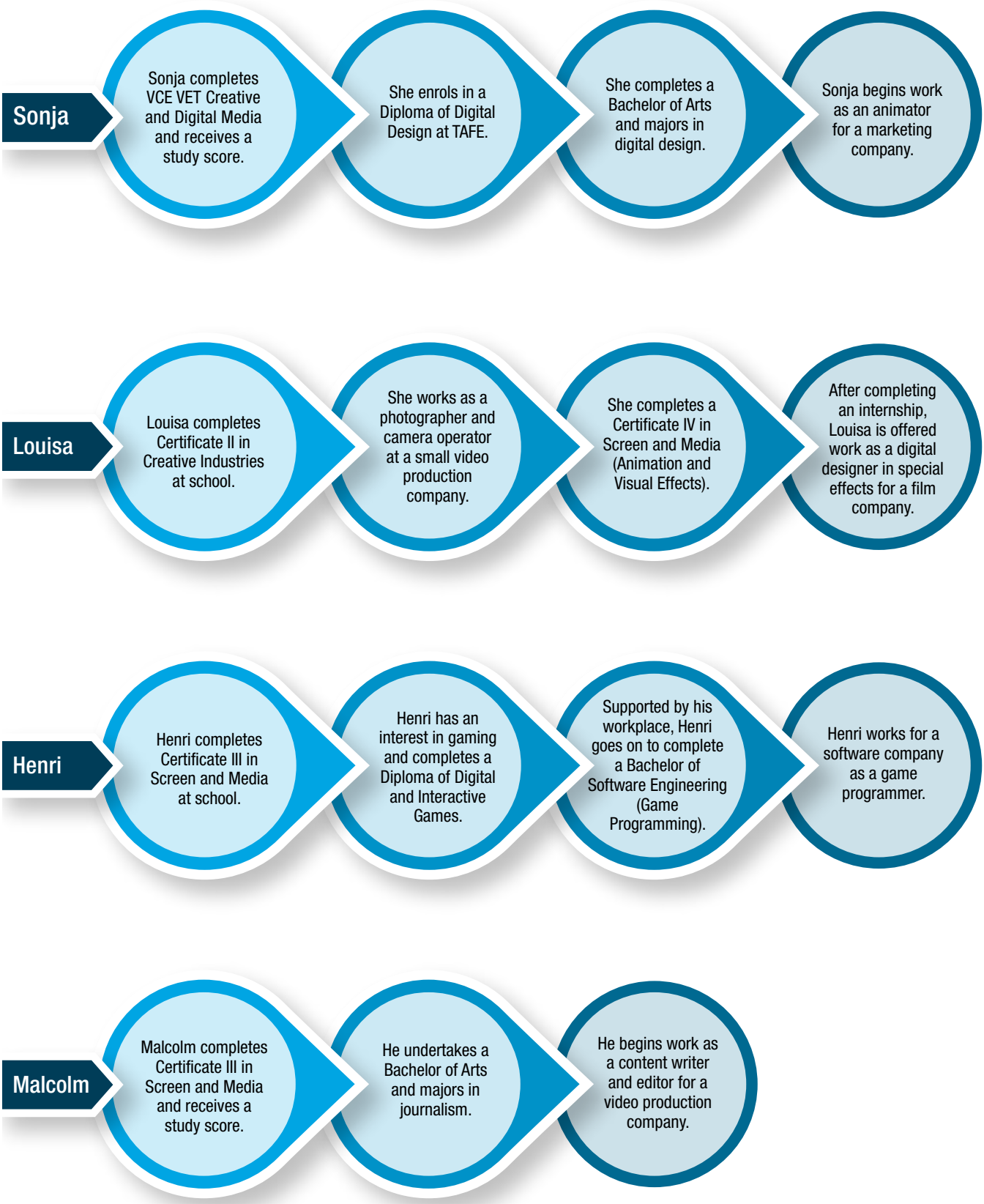
The following examples of learning journeys include examples of qualifications that students could pursue after completing the program as well as other pathways. Further information can be found in the Pathways section of the **VCE VET Creative and Digital Media Booklet on the VCAA website**.

"My ex-students have gained these roles after completing VCE VET Creative and Digital Media and university study: creative manager at Bondi Sands, project and content support officer at Headspace, civil engineer at Mott MacDonald Australia, graphic designer at Think HQ and graphic designer at United Media Group."

Kate Jones, Academy of Mary Immaculate

CDM Class, Mazenod College

Examples of learning journeys



Learning activities and teaching strategies

This section provides suggestions for learning activities for core units of competency and commonly delivered electives in Year 1 and Year 2 of Certificate III in Screen and Media.

It includes suggestions on how to cluster learning activities and gather holistic evidence. For units that are similar or complementary in nature, delivery can be grouped to enable students to experience real-life situations, to reduce content duplication and to make the most of class time.

Sample programs Year 1: Units 1 and 2

These two sample programs are for Year 1 of CUA31020 Certificate III in Screen and Media within the VCE VET Creative and Digital Media program. CUA31020 consists of 11 units, made up of three core and eight electives. It can include up to two imported electives at Certificate II or above. In general, electives are chosen by the auspicing RTO, not the school.

Sample program 1

Units		Unit type
BSBCRT311	Apply critical thinking skills in a team environment	Core
CUAIND311	Work effectively in the creative arts industry	Core
CUAWHS312	Apply work health and safety practices	Core
CUADIG303	Produce and prepare photo images	Elective
CUADES201	Follow a design process	Imported Elective
CUADIG211	Maintain interactive content	Imported Elective

Sample program 2

Units		Unit type
BSBCRT311	Apply critical thinking skills in a team environment	Core
CUAIND311	Work effectively in the creative arts industry	Core
CUAWHS312	Apply work health and safety practices	Core
CUAACD201	Develop drawing skills to communicate ideas	Elective
CUADIG303	Produce and prepare photo images	Elective
CUADES201	Follow a design process	Imported Elective

Sample delivery sequence Year 1: Units 1 and 2

Below is an example of a delivery sequence for sample program 2. The sequence is designed to ensure that students are engaged and, where possible, introduced in Year 1 to the skills required for Year 2.

Term 1 units	
CUAWHS312	Apply work health and safety practices
CUAACD201	Develop drawing skills to communicate ideas
CUADIG303	Produce and prepare photo images

Term 2 units	
CUAWHS312	Apply work health and safety practices
CUAACD201	Develop drawing skills to communicate ideas
CUADIG303	Produce and prepare photo images
CUADES201	Follow a design process

Term 3 units	
BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry
CUADES201	Follow a design process

Term 4 units	
BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry

It is best practice to spread content from some units, such as 'Apply work health and safety practices', across the year and link them to other units and practical skills. This reflects how WHS should be embedded in all work practices. Units such as 'Apply critical thinking skills in a team environment' and 'Work effectively in the creative arts industry' also have strong links to other units and multiple contexts that can be considered.

'Work effectively in the creative arts industry' also links well to 'Develop drawing skills to communicate ideas', 'Apply critical thinking skills in a team environment' and 'Follow a design process' since all four could be undertaken in the context of finding, developing and communicating creative solutions in response to a client brief. This work would also create strong foundations for work in the scored Unit 3 and 4 sequence in Year 2.

'Produce and prepare photo images' would provide a practical unit to keep the program engaging and to introduce some digital skills such as using a scanner, a digital camera, and image editing and processing software, all of which are good foundations for the design and web development components of the scored program in Year 2.

Sometimes, due to the school knowing and understanding the student cohort, first year electives that are chosen by the school rather than the RTO result in a program that is better able to provide students with foundation skills to take into Year 2. For example, 'CUAACD201 Develop drawing skills to communicate ideas' could include some animation work to allow students to develop skills needed for 2D animation in Year 2, and a unit such as 'CUADIG211 Maintain interactive content' could introduce students to web design and the use of web development software such as Adobe Dreamweaver.

Clustering delivery, with themes

The following table represents one way units of competency could be clustered together when delivering the sample program 2 in Year 1, providing themes for each term. Clustering delivery, with themes, enables teaching to be more closely aligned to industry experiences and provides a framework for building on student skills.

The units and clusters do not have to be delivered in lock step, with tight distinctions between units and clusters based simply on terms and timetables. Ideally there should be a degree of merging and blending across beginnings and endings.

The units included here are:

- Single unit:
  - CUAWHS312 Apply work health and safety practices
- Cluster 1:
  - CUAACD201 Develop drawing skills to communicate ideas
  - CUADIG303 Produce and prepare photo images
- Cluster 2:
  - BSBCRT311 Apply critical thinking skills in a team environment
  - CUAIND311 Work effectively in the creative arts industry
  - CUADES201 Follow a design process.

Term	Theme	Units
Term 1	**Theme – Introduction to the creative arts realm** Students are introduced to the creative arts industry while having some fun with drawing, expression, and creating, processing and editing digital images. WHS is introduced from the beginning to emphasise the need to work safely. The WHS unit will be delivered and assessed in parallel, as a separate unit that is frequently referred to in the context of other units. CUADIG303 is a practical unit and introduces some digital skills and equipment. This clustering and delivery model recommends avoiding tight distinctions between units based simply on school terms and timetabled periods. Units and clusters do not need to be delivered in discrete, self-contained steps.	Single unit: • CUAWHS312 Apply work health and safety practices Cluster 1: • CUAACD201 Develop drawing skills to communicate ideas • CUADIG303 Produce and prepare photo images
Term 2	**Theme – Designing to a brief** Cluster 2 commences with the introduction of the design process. A client brief is introduced, and students are taught how to use the design process to find, develop and communicate creative solutions in response to the brief. This is likely to subtly introduce concepts related to critical thinking and working effectively in the industry, without these being overt topics. There is plenty of scope for students to apply their newly developed drawing and digital imaging skills and to complete Cluster 1. 	Single unit: • CUAWHS312 Apply work health and safety practices Cluster 1: • CUAACD201 Develop drawing skills to communicate ideas • CUADIG303 Produce and prepare photo images Cluster 2: • BSBCRT311 Apply critical thinking skills in a team environment • CUAIND311 Work effectively in the creative arts industry • CUADES201 Follow a design process

Term	Theme	Units
Term 3	**Theme – The art of professional design** Although the WHS unit is complete, WHS is kept ever-present in students' minds in the context of other work. Sometime early in this term students should complete their exploration of the design process and then bring more concentrated attention to working as part of a team. This will include applying critical thinking as part of the design process. Role-plays could be introduced as teams of students develop responses to a brief and present their ideas in a simulated 'pitch to the client'. The creative solutions do not need to be fully realised; mock-ups, samples, mood boards, examples, etc. will suffice at this stage. This is meant to provide a thorough understanding of what it takes to work effectively in the industry.	Cluster 2: • BSBCRT311 Apply critical thinking skills in a team environment • CUAIND311 Work effectively in the creative arts industry • CUADES201 Follow a design process
Term 4	**Theme – Show us what you can do** Content delivery is now more or less complete. Working in a team, students will use drawing techniques, digital imaging skills, and critical and design thinking to again respond to a brief and present their solutions as a role-played and simulated 'pitch to the client'. This time, the creative solutions will be fully realised and could include things such as a poster including a logo, a website home page layout, a short video or a photo story. Students will also be required to self-evaluate and to take feedback on the overall result from fellow students and the trainer.	Cluster 2: • BSBCRT311 Apply critical thinking skills in a team environment • CUAIND311 Work effectively in the creative arts industry • CUADES201 Follow a design process

"I'm not sure if my approach to delivery is new, but for Digital Media my goal within the classroom is to create a sense of fun and freedom to experiment with ideas. This way it is easier for students to be creative."

Jamie Le Rossignol, Bendigo Senior Secondary College

Year 1 example learning activities

This section provides some examples of learning activities, provided by teachers of VCE VET Creative and Digital Media.

CUAWHS312 Apply work health and safety practices

This unit provides the skills and knowledge required to work safely in the creative industries. It involves processes such as assessing risk, identifying hazards and implementing emergency procedures. To adhere to the performance requirements for this unit, students must demonstrate skills on least three occasions. Context for the unit could be in a computer lab or workplaces such as studios.

Examples of learning activities

- Conduct a safety audit of the media studio and computer lab, recording any hazards on a hazard form.
- Plan an excursion to a relevant workplace such as an office, theatre or studio and audit the working area using a checklist. Present findings to the WHS representative at the school or workplace.
- Role-play identifying hazards that might occur in a relevant workplace and complete an incident form. Hazard examples could include but are not limited to tripping, electrical cables and power boards, manual handling, repetitive strain, workstation ergonomics, workplace lighting, exposure to chemicals such as inks and toners, and exposure to nanoparticles, vapours and UVB light from printers, plotters and photocopiers.
- Ask students to access information from the WorkSafe Victoria website to plan an event that mitigates safety risks to all stakeholders: for example, an outdoor filming session or a gallery opening.
- Brainstorm or explore risks to mental wellbeing from social media interactions or from working in a visual medium such as television.
- Ask students to create instructions or a poster that details safe work practices for working on computers for extended periods of time. Display it in the design and IT labs at school. This activity also draws on the knowledge evidence required for the next unit: 'CUADIG303 Produce and prepare photo images'.

CUADIG303 Produce and prepare photo images

This unit provides the skills and knowledge required to produce images for use virtually in a variety of media. It is a technical unit requiring access to a scanner, a digital camera and digital imaging software.

Skills can be applied to an individual or team project where the commercial use of images is explored.

Examples of learning activities

- Create images for use on an advertising billboard to promote the school to the local community. Create a slogan to accompany the images.
- Ask students to repair a damaged photo using software such as Adobe Photoshop or CorelDraw.
- Invite guest speakers to class (perhaps a professional photographer or a lawyer) to discuss copyright issues when using photos.
- Assign students to take photos of school events, such as fundraisers and sports carnivals, for publication in an online newsletter.

"One idea is to produce a brochure or video reflecting the WHS aspects of a specific career in the media industry."

Elli Lightbody, Kingswood College

CUAACD201 Develop drawings skills to communicate ideas

This unit describes the skills and knowledge required to select appropriate tools and methods to communicate ideas to a client. It is not based on artistic ability but rather the ability to work through a process to produce an appropriate drawing to convey a message. Students might benefit from analysing animation or drawings used in a marketing campaign or to represent a product.

Examples of learning activities

- Ask students to explore simple animation techniques such as a ball bouncing across the screen or a moving icon in a presentation. Techniques and a skills bank can be sourced on YouTube, and once evaluated by the teacher can be applied to a particular scenario.
- Introduce animation techniques into class, such as rotoscoping. Examples of software you can use for rotoscoping include Adobe After Effects, Adobe Photoshop, Fusion 9 and Silhouette FX.
- Ask students to develop a character that can be animated in a walk cycle or to create the illusion of taking steps. This technique is used in video games, commercials and film. Extend the skill by creating an advertisement, using an appropriate background.
- Teams can evaluate a design process used to produce an animated television advertisement and include criteria such as the purpose and intended audience.

BSBCRT311 Apply critical thinking skills in a team environment

This unit can be applied in activities such as team meetings or presentations at work. Students are required to demonstrate critical thinking skills in the workplace as part of a team. Role-play and simulation activities are suitable assessment methods. Of note is the requirement for students to generate and present solutions on at least two occasions and demonstrate both critical and creative skills.

Further information about the performance requirements can be found on pages 96 and 97 of the **Business Services Interpretation Manual V1.0**. The manual provides recommendations for creative and critical thinking techniques that can be used in class, and criteria to use when selecting solutions. It refers to legislation that is relevant to the creative arts industry and can help establish context for simulated learning activities.

Examples of learning activities

- Design workplace team meetings where students create solutions to issues such as a tight deadline, limited resources or a client who is unhappy with a product or service.
- Ask students to critique content in terms of compliance with copyright legislation.
- In teams, ask students to examine a website or animation that does not meet a particular brief or is outdated, propose improvements and present solutions to the rest of the class.
- In teams, ask students to improve a marketing strategy for a community event that has failed to attract ticket sales.

CUAIND311 Work effectively in the creative arts industry

Skills and knowledge from this unit can be applied to any role in the creative arts industry. It has a broad application and involves analysing the industry, understanding regulations, and working with documents such as contracts, and policy and procedural documents.

Examples of learning activities

- To create close industry links, invite guest speakers into classes for a question-and-answer session. Speakers may include retired actors and filmmakers, or staff from the school's marketing team (or, where relevant, the marketing agency contracted by the school).
- Provide students with sample workplace documents including contracts.
- Invite a lawyer to class to explore copyright information and employment law.
- Break students into film crews, assign roles according to industry guidelines, and have meetings to plan and film a short film. After filming, complete an evaluation detailing how successfully each role was performed.
- Set a research task about emerging technologies and how they can be used in industry. Consider specific technologies such as augmented reality and virtual reality.

CUADIG211 Maintain interactive content

Students must maintain interactive content for five different websites and social media channels. Content links to the requirements of the Year 2 unit 'CUADIG312 Author interactive sequence'. Teachers consulted in the development of this resource indicated that they use Dreamweaver and Adobe Captivate for this unit.

Examples of learning activities

- Use an online website provider such as Wix to create a travel agency website.
- Supply students with website files containing faulty code and get them to debug it. This should include using a logging sheet to track the maintenance of issues.

Learning in action

Ask students to create a revised website based on a business analysis that has revealed poor user experience, decreased traffic and less output or profit for the business. The brief might include criteria such as revised content, style or layout. Include some other quality feedback to inform the project. For example, data might indicate that the marketing is not reaching desired targets or a particular age group.

CUADES201 Follow a design process

This unit exposes students to design processes that may be used in Year 2. It can help establish underpinning knowledge for their projects and scored assessment tasks. Students are required to follow a design process on at least two occasions and problem-solve to meet challenges encountered in their work.

Following a design process usually involves design thinking, which can broadly be defined as a six-step process.

1. Define the problem or requirements (the brief)
2. Collect information (research)
3. Ideate (Brainstorm and analyse)
4. Develop solutions (prototype)
5. Get feedback (from the client or focus groups or colleagues)
6. Improve the design or solution (then return to step 1 until satisfied)

Examples of learning activities

- Set up an in-class individual or group competition where the class is split into two to three groups. The teacher provides a simple shape to be replicated by the teams within a certain time limit. The winning team may receive a virtual badge or award. The task could evolve into a discussion around potential difficulties related to managing a timeline and working with others.
- Provide students with a typical client brief asking them to design a logo, a poster, some packaging or similar. Working in small groups, teams develop at least two solutions and present them to the class at step 5 of the process. There is a benefit to having different teams working on the same brief as they get to see how others solve the same design problems.

Sample program Year 2: Units 3 and 4

Scored assessment is available for the CUA31020 Certificate III in Screen and Media qualification. To gain a study score a student must:

- be assessed as competent in the prescribed units
- complete all scored VCE VET assessments – School-Assessed Coursework (SAC) tasks
- complete an end-of-year examination.

School-Assessed Coursework tasks

School-Assessed Coursework (SAC) tasks, as the name suggests, are tasks assessed at the school level. They are used to both arrive at an assessment of competence and, for those students undertaking scored assessment, to arrive at a score. Schools are strongly advised to map assessment tasks to ensure that all requirements for the units of competency are included.

For further information on scored assessment and mapping, refer to the **VCE VET Scored Assessment Guide**.

When designing assessments and study content, refer to the **CUA Training Package Companion Volume and Implementation Guide** for this qualification.

Consider how design and creative arts professionals:

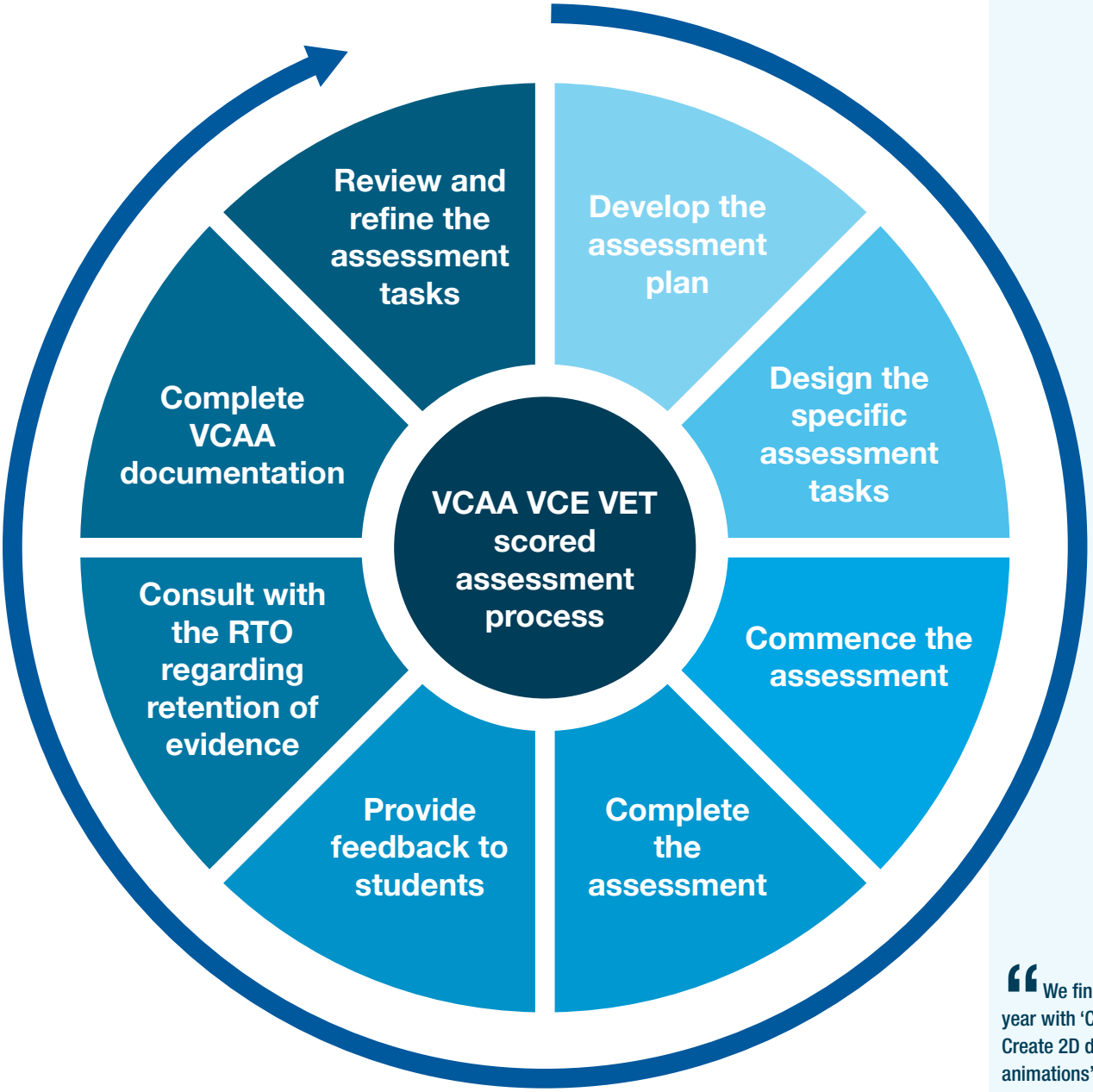
- deal with customers, including difficult customers and diverse types of customers
- use facilities and equipment that meet current industry standards
- plan and prioritise tasks to meet deadlines
- adhere to service standards, workplace procedures, and health and safety requirements
- work in teams
- respond to the constraints and pressures of the workplace, such as budget, time and availability of resources.

“All tasks are practically focused, and theory is taught through the practical lens in every single lesson. Connection to design studios in Melbourne is helpful, and more could be made of ACMI.”

Frances Ibbott, Montmorency Secondary College

Scored assessment process

The diagram below lays out the eight steps of the scored assessment process. Further detail can be found in the VCE VET Scored Assessment Guide.



> "We finish the year with 'CUAANM301 Create 2D digital animations' so that skills are fresh leading into the exam."
>
> *Jo Trim,*
> *Caulfield Grammar School*

Sample scored assessment program

An assessment plan, as shown below, is entered into the Victorian Assessment Software System (VASS) to identify students undertaking the scored units, how the units will be clustered and what assessment task types the trainer is using to assess each unit or cluster. The plan is created by whoever develops the assessment tasks. This could be the auspicing RTO or the trainer. It would be entered into VASS by whoever does the students' enrolment, usually the VASS administrator at the students' home school. Unused columns can be removed.

	Assigned to:		Work Perf. (1st)	Work Perf. (2nd)	Industry Project (1st)	Industry Project (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
	VASS data entry no:		01	02	03	04	05	06	07	08
CUAANM301	Create 2D digital animations	35					✓			
CUADES302	Explore and apply the creative design process to 2D forms	60					✓			
CUADIG304	Create visual design components	30								✓
CUADIG312	Author interactive sequences	40						✓		
CUAWRT301	Write content for a range of media	40								✓
	Allocation of nominal hours:						95	40		70

			Product (1st)	Product (1st)	Portfolio (2nd)
			05	06	07
CUADES302	Explore and apply the creative design process to 2D forms	60	✓		
CUAANM301	Create 2D digital animations	35		✓	
CUADIG312	Author interactive sequence	40		✓	
CUADIG304	Create visual design components	30			✓
CUAWRT301	Write content for a range of media	40			✓
	Allocation of nominal hours:		60	75	70

Sample delivery sequence: Units 3 and 4

Term 1
CUADES302 – Explore and apply the creative design process to 2D forms
CUADIG304 – Create visual design components

Term 2
CUADIG312 – Author interactive sequences
CUAWRT301 – Write content for a range of media

Term 3
CUAANM301 – Create 2D digital animations

Term 4
Exam revision

Themed delivery – Year 2

The following table demonstrates how units can be grouped together to underpin key delivery themes.

Term	Theme	Units
Terms 1 and 2	**Theme – Deep dive into 2D digital art** This term builds understanding of the design process from formulating a concept to developing digital art. Students digitise images using a scanner and camera and learn how to create 2D animation.	CUAANM301 Create 2D digital animations CUADES302 Explore and apply the creative design process to 2D forms CUADIG304 Create visual design components
Term 3	**Theme – Jump into video editing and web design** During this term, students develop skills working with multimedia assets they can use to create video and web designs.	CUADIG312 Author interactive sequences CUAWRT301 Write content for a range of media
	OR	
Term 1	Animation is produced as a scored assessment product task type.	CUAANM301 Create 2D digital animations CUADES302 Explore and apply the creative design process to 2D forms
Term 2	Students produce smaller tasks for a portfolio.	CUADIG304 Create visual design components CUAWRT301 Write content for a range of media
Term 3	Students use coding to produce a website.	CUADIG312 Author interactive sequences

"I start with creating visual design components where students create a variety of visual design components and produce a video or a poster. Then we look at 2D animation where the product is a 2D-animated advertisement. Lastly, we concentrate on web design and creation, including Cascading Style Sheets (CSS), with the final product being a personal promotional portfolio in the form of a website."

Kate Jones, Academy of Mary Immaculate

"A good design tells a story or communicates the message, is balanced, and is created to the brand – or designed to meet brand guidelines and client rules, such as using a logo appropriately."

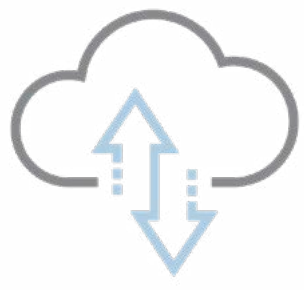
Anthony Keal, Bright Labs

Year 2 program topics

The following information suggests key topics for session plans. It could also be used when designing assessment tasks or contextualising scoring criteria.

Unit CUAANM301 Create 2D digital animations	
Key topic	**Content to be covered in sessions**
Processes	• Understanding the brief • Identifying purpose • Identifying outputs such as file formats and platforms • Researching solutions • Generating and assessing ideas • Consulting with relevant personnel on ideas • Scripting/storyboarding • Creating key drawings for the animation • Applying a continuous improvement approach to animation where the product is reviewed and adjusted according to feedback • Self-management and planning
Visual design principles	• Scale proportion • Unity balance • Emphasis • Perspective movement • Composition • Focal point
Communication skills	• Communicating a clear message as per the brief • Encouraging user interaction • Meeting audience requirements • Communicating with all stakeholders, including members of a professional team
Animation principles	• Key frames • Motion pacing/timing • Point of view
Screen principles	• Narrative • Editing (transitions) • Framing • Lighting • Montage • Coverage styles/genres • Storytelling
Use of tools	• Adobe Photoshop • Adobe Illustrator After Effects • Adobe Animate • Cell animation • Integrating audio
Design skills	• Sourcing and creating digital illustrations • Freehand sketches • Storyboards • Story trees
Animation skills	• Acceleration/deceleration • Hinges and pivots • Key frames and tweens • Looping backgrounds • Morphing / object exaggeration • Motion paths • Rotation speed / motion blur in time to music • Importing assets (drawings and audio)

Unit: CUADIG304 Create visual design components	
Key topic	**Content to be covered in sessions**
Design processes	• Understanding the brief • Identifying purpose • Identifying outputs such as file formats and platforms • Researching solutions • Generating and assessing ideas • Consulting with relevant personnel on ideas • Scripting/storyboarding • Creating key drawings for the animation • Applying a continuous improvement approach to animation where the product is reviewed and adjusted according to feedback • Self-management and planning
Visual design principles	• Scale • Proportion • Unity • Balance • Emphasis • Perspective • Movement • Composition • Focal point
Communication skills	• Communicating a clear message as per the brief • Encouraging user interaction • Meeting audience requirements • Communicating with all stakeholders, including members of a professional team
Visual design elements	• Alignment • Fonts and typefaces • Kerning • Leading point and size • Tracking • Serif/sans serif • Applying visual esign elements • Colour • Form • Line • Shape • Texture • Tone
Use of tools	• Adobe Photoshop • Adobe Illustrator • Adobe Fireworks
Design skills	• Sourcing and creating digital illustrations • Freehand sketches • Storyboards/story trees



Unit: CUADIG312 Author interactive sequence	
Key topic	**Content to be covered in sessions**
Author processes	• Understanding specification • Selecting software • Producing • Reviewing
Visual design process	• Scale • Proportion • Unity • Balance • Emphasis • Perspective • Movement • Composition • Focal point
Select tools	• Adobe Dreamweaver • Adobe Animate • Content management systems
Integrate assets	• Animation (optimise/integrate) • Audio (optimise/integrate) • Documents (optimise/integrate) • Graphics (optimise/integrate) • Photographs (optimise/integrate) • Text video (optimise/integrate)
Other skills	• Ability to work in a team • Literacy and communication skills • Self-management and planning skills

Unit: CUAWRT301 Write content for a range of media		
Key topic	**Content to be covered in sessions**	
Writing Processes	• Identifying production requirements and purpose • Researching and drafting content • Identifying content • Identifying audience (user data) • ABS statistics • Profiles/personas	• Site metrics/feedback • Survey/focus group • Identifying sources • Generating ideas • Selecting styles • Proofreading/correcting • Seeking feedback and finalising
Writing skills	• Inverted pyramid • Choosing appropriate words • Avoiding clichés, jargon and slang • Crafting paragraphs • Crafting sentences • Using active voice	• Cutting verbiage • Using the five Ws (who, what, when, where and why) • Using plain English • Creating relevant hyperlinks • Writing visually for an auditory medium
Content presentation	• Abstracts/blurbs • Bullet/numbered lists • Captions • Formatting • Headings/subheadings	• Hyperlinks • Typography • Keywords (search engine optimisation) • Tables
Proofreading and readability	• Index • Spellcheck	

"Showcase day – it is usually done by the groups who are about to complete the course, where they might have portfolios or great examples to be displayed to the school."

Riady Santoso, Dzign Art

Unit: CUADES302 Explore and apply the creative design process to 2D forms		
Key topic	**Content to be covered in sessions**	
Creative process	• Researching • Exploring/experimenting • Preparing, responding to and obtaining feedback	• Presenting • Storytelling
Visual design principles	• Scale • Proportion • Unity • Balance • Emphasis	• Perspective • Movement • Composition • Focal point
Procedures	• Identifying purpose • Identifying/accessing sources • Using creative thinking techniques	• Applying visual design principles • Using visual design elements: colour, form, line, shape, texture, tone
Select tools	• Digital equipment inks and washes • Markers and pencils • Pens and nibs • Brushes	• Papers • Relevant and current software • Rulers / cutting blades / scissors
Creative thinking	• Brainstorming • Daydreaming/mental wandering • Edward De Bono's Six Thinking Hats model • Alter ego/heroes • Graphic organisers • Lateral thinking games • Making associations • Mind mapping\ • Morphological analysis	• Storytelling • Subculture surfing • Trigger words • Metaphors/analogies • Vision circles • Visualisation • Wishful thinking • Word salads

Year 2 examples of learning activities

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

Students are required to apply a creative design process to produce at least two different 2D ideas.

This unit links well to 'CUADES201 Follow a design process' as the same process can be applied to developing 2D forms.

Examples of learning activities

- Ask students to design a television station or program ID that includes some 2D forms, such as a logo, and typography, such as a motion graphic.
- Ask students to create characters for an animated sitcom using design principles, and ensure the final design shows front and side views.

Learning in action

A specific brief should be provided to which students apply the creative process. In this case, it should be a 2D animation (which could be a motion graphic, short animated sequence or a small game) and visual design components (for example, logos, illustrations, graphics, displays, promotions, advertisements or product displays). Students are asked to conduct wide-ranging research and use a variety of creative thinking techniques and exploration to develop a series of ideas. The most appropriate creative solutions are recorded in a sketchbook, folio or journal. Small team approaches could be considered, with students adopting a different role within the team and making contributions from these different perspectives. In the final stage, each student needs to provide several 2D representations of their design solutions, preferably hand drawn. The work on the 2D animation should not commence until 'approval' is given that the design solution meets the design brief.

CUAANM301 Create 2D digital animations

Students are required to plan and produce 2D animations that respond to a particular brief. Evidence of collaboration, creative problem-solving and product review also forms part of this unit.

Examples of learning activities

- Using Adobe Animate, ask students to create two scrolling backgrounds with a range of layers. This could be a street scene or nature scene.
- Based on a case study, ask students to create a talking character. The brief can incorporate lip syncing technique, a close-up camera shot and appropriate background.

Learning in action

A client has requested a 2D animation for use in an online marketing campaign. The 2D animation could be a motion graphic, short sequence or small game. It is vital that the product adequately demonstrates a range of screen principles, visual design and animation principles. A clear narrative and a variety of 'camera' positions and transitions must be demonstrated. Students should evaluate the suitability of their animation and seek and respond to feedback by incorporating suggested improvements into their final animation.

> “One of the assessments we had to do was a quote for a client and doing the website for them. We had to figure out how to talk to them, how to best meet their needs and then design their website. Since doing that School-assessed Coursework (SAC) task and that quote and that assignment, it really feels like it’s equipped me to deal with people better. I am not so afraid of looking for clients who I could do work for, and it’s given me valuable skills that I can now use to do actual jobs, which is good.”
>
> *Caitlin, VCE VET Creative and Digital Media student, Bass Coast College*

CUADIG312 Author interactive sequences

This unit consolidates skills learnt in Year 1, such as being able to analyse a brief and applying developing skills to authoring interactive websites. It involves planning and using authoring software and producing interactive sequences according to project requirements.

Examples of learning activities

- Ask students to complete a functionality test for a website.
- Create a project where students design a website for a product or service that interests them. Provide essential assets and specifications for the website such as a minimum number of hyperlinks, pages and items in a navigation frame that should be included; a requirement to include images, short videos and a contact form; and an instruction to use CSS, including linking to a CSS file.
- Ask students to choose a website project from the list below:
  - a site promoting a location as a tourist destination
  - a bands’ website
  - a site selling homewares or fashion
  - foodie’s website
  - a fitness and wellness website.

  Include minimum specifications and provide essential assets for the website. Students should also be required to create some of their own assets, such as photos, videos, 2D forms or short animations such as GIFs.
- Students work with a local small business or community sporting or charity group to quote on, specify and deliver a simple website.

CUADIG304 Create visual design components

Students learn about visual design components and methods and create interactive designs that can be integrated into a range of media products.

Examples of learning activities

- Ask students to take a photo and use a range of tools to manipulate and change the photo. Ensure students save each adjustment, naming it correctly, before making another adjustment. (This task meets part of the unit’s performance evidence.)
- Provide students with examples of processed photos, ask them to identify some of the processes and effects that have been used, and to ‘mimic’ these effects by taking and processing their own photos.
- Provide students with a client brief requesting a logo.
- Provide students with a client brief requesting a poster to promote a band tour.

Learning in action

Inform students that their house captain requires them to design a high-impact animated logo to encourage participation in the school’s swimming carnival. The design brief specifies that:

- moving, swimming or diving figures must form part of the logo design
- the house colour must dominate the campaign
- a mascot be created to tie in with the design.

Students should seek feedback on the draft concept from their house leadership team and incorporate the feedback. Signoff from a teacher is also required.

CUAWRT301 Write content for a range of media

Students are required to write content for websites, social media, radio or television for this unit. Factors that impact outcomes, such as presentation, layout, audience characteristics and applicable laws, are considered and there must be evidence that the student responds to feedback and meets deadlines. Using correct spelling and grammar is vital for this unit, as is being able to express ideas clearly and simply. Readability testing and the 'inverted pyramid' concept are important concepts in this unit.

Examples of learning activities

- Ask students to complete a readability test on a page of the school's website. Use a checklist and develop ideas for improvement. Extend the activity to include an analysis of whether content meets accessibility standards and accommodates people with disabilities.
- Assist students' written expression by asking them to draft and write instructions for simple everyday tasks, such as travel directions or recipes. Attempting to write instructions for seemingly simple tasks such as tying shoelaces can be entertaining and impress upon students the need for clarity and a systematic approach.
- Ask students to write radio commercial copy for an everyday item or product. Identify the target audience and seek feedback from other students. The commercial could also be for their school as part of a community awareness campaign. Ask them to write three versions aimed at different target audiences.

Learning in action

Use newspaper articles to develop students' knowledge of their audience. Compare the same item in two different papers. Using the information found, write a version of the news article suitable for children.

Similarly analyse the language and images used in public health campaigns to target specific groups and provide technical information to a non-medical audience. Campaigns might involve heart health, smoking, drink driving, vaccination or mental health.

> "Presentation techniques are essential. Websites are often not read but scanned, and therefore formatting, lists, tables, blurbs and other techniques to highlight information are vital.
>
> It is important to understand [search engine] optimisation techniques (keywords, phrases, metadata) so that search engines prioritise the site."
>
> *VCE VET Interactive Digital Media Industry Advice, 2011*

More teaching strategies

Choosing technical equipment and resources

Schools wishing to deliver the scored program, including the examination, need to pay close attention to the examination specifications and approved software list available on the **VCE VET Creative and Digital Media program page** on the VCAA website.

The equipment and resources required to deliver the VCE VET Creative and Digital Media course vary significantly, depending on the focus of the program. The lists below are only a guide for equipment and resources you might consider.

Design and web development work

For design and web development work, all of the following equipment and resources should be considered.

- Adobe Creative Cloud – A collection of more than 20 apps (including for photography, video, design, web, UX and social media), such as Photoshop, Dreamweaver, Premiere Pro, After Effects, InDesign and Animate. Audio editing and effects are included (Audition) but not multitrack recording. Runs on PC and Mac
- 3D animation software, such as Maya
- Audio editing software, such as Adobe Audition or WavePad
- Laptop computers (one per student) capable of running Adobe Creative Cloud
- At least one digital camera, preferably a DSLR
- Digitising tablets
- A3 colour printers or plotters for larger work
- Scanners
- Possibly art and craft materials for making small models
- At least two devices (a tablet and a computer), browsers and operating systems for testing websites
- Access to the internet for research and testing

Video production

For video production and filming, including location work, all of the following cameras and related equipment should be considered.

- A minimum of an entry-level professional video camera and/or a video/still camera such as a DSLR (a DSLR camera has the advantage – for those on a budget – of providing a still and video option in the one camera; a professional video camera should provide – among other things –better handling of audio such as stereo XLR inputs)
- Lenses and filters
- Tripod and/or monopod
- Tripod dolly
- Helmet and helmet camera, such as a GoPro, for action filming
- Gimbal and stabiliser
- Dolly and/or camera slider
- High-speed SD cards

Figure 5: Green room, Mazenod College, Mulgrave

Audio work

For audio work, all of the following recording devices and related equipment should be considered.

- Audio recording device capable of at least two tracks (preferably with XLR inputs)
- Quality stereo headphones (one or more pairs)
- Shotgun microphone capable of being camera- or boom-mounted
- Caster stand and/or a boom
- Radio mic system, including one or more lavalier microphones (note that radio mics require batteries)
- Windsock (mandatory for location work)
- Possibly other mics and sound equipment depending on production goals, for example:
  - small mixer including phantom power
  - bidirectional mic for interviews
  - quality USB or condenser mic for voice-over work (condensers require phantom power or batteries)
  - pair of condenser mics and a stereo mic mount for stereo work and coverage of larger areas
  - one or more boundary mics (also good for large areas)

Multitrack audio recording and editing

For multitrack audio recording and editing work, all of the following recording devices and related equipment should be considered.

- Logic Pro – Mac only
- Pro Tools First – free
- Audacity – free
- WavePad – free
- A green room, or a portable or fixed green screen (for chroma keying)
- Assorted consumables such as cable ties, gaffer or duct tape, and batteries

Basic lighting equipment

Consider buying a kit that includes soft boxes and a portable green screen, or use advertised kits as a guide to the bare minimum starting point.

If you want the option to do lighting fades or dimming, ensure the lights you buy can be dimmed and include at minimum a two-channel lighting dimmer (or two separate dimmers).

Ideally get LED lights that are colour programmable. If you want to get more sophisticated with lighting, consider a DMX controller and multiple lights and stands (include one shot bag per stand).

Video editing

For video editing work, all of the following recording devices and related equipment should be considered.

- Adobe Creative Cloud – A collection of more than 20 apps (including for photography, video, design, web, UX and social media), such as Photoshop, Dreamweaver, Premiere Pro, After Effects, InDesign and Animate. Audio editing and effects are included (Audition) but not multitrack recording. Runs on PC and Mac.
- Final Cut Pro (includes colour correction feature) – Mac only
- iMovie – Mac only
- OpenShot
- Windows Movie Maker – PC only
- Colour correction apps

Using a flipped classroom approach

Several teachers consulted in the development of this resource recommended preparing a series of online tutorials in the form of video clips demonstrating skills and processes for students. This encourages self-directed learning supported by the teacher and it enables students to learn at their own pace. The tutorials can be regularly reviewed and updated with new techniques and in some cases a flipped classroom approach. A flipped classroom approach involves assigning projects to students before class or a unit begins, and the projects are then discussed or presented to the rest of the class. This approach encourages engagement outside of the classroom and problem-solving during class time.

Improving examination performance

The VCE VET Creative and Digital Media examination is computer-based. Examination specifications are released before the commencement of the academic year and include information about the required software programs and operating systems.

The examination specifications also include information about examination conditions, format and content. Teachers are advised to prepare students for the expected examination questions by referring to past examinations and examination reports published on the program's examination specifications and sample materials webpage.

The chief assessor for every VET program releases a report after each examination and it is posted on the VCAA website. This report provides valuable insight into common mistakes and how to interpret questions. It is recommended reading for both students and teachers.

The examination will focus on the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundation skills that are required for competent performance are incorporated in the performance criteria. Terminology as used in the units of competency will appear in the exam. Students may need assistance to fully understand industry terms.

Year 1 delivery can focus on the development of skills or knowledge applicable to understanding the units delivered in Year 2. Students are more likely to remember concepts and terminology when this approach is used.

Consider introducing a Year 1 exam that resembles the VCAA examination's format and questions so that students become familiar and confident with this assessment method.

A glossary can be commenced in Year 1 and carried into Year 2. This helps students understand the industry and unit of competency terminology. Ask students to submit their glossaries throughout the program to check their progress. Make time for peer review of the glossaries where students can share and expand on new terms together.

Create a culture in the first year of the program where students take responsibility for their outcomes.

Study plans during revision periods

Work with your students to develop study plans for each examinable unit. Base the plans on the unit of competency descriptions available on **training.gov.au**.

Include sample exam questions, chapters from texts, quizzes and other study materials. YouTube clips can often explain processes succinctly and appeal to visual learners.

The study plan should be updated every day, with a focus on topics that the student finds challenging.

Summary lists

Encourage students to develop a list of content from each examinable unit. These lists should be easy to read, well organised and in a logical order. Students can use highlighter, arrows, symbols and tables to help their memory. Numbering also helps with revision. The more active students are in writing notes, the more likely information will be remembered.

Concept and mind maps – active revision

During the examination, it may be easier for students to recall information that has been represented diagrammatically. Colours are particularly helpful to stimulate the memory.

There are no rules when it comes to making a mind map. A mind map essentially converts two to three pages of notes into a visual reminder. Start with the main topic in the middle and draw branches representing sub-topics and then branches from these sub-topics. Some students like to use pictures rather than words, or specific colours to show relationships or progression. There are many free online mind map tools available to assist students.

Introduce this strategy into your classes for Years 1 and 2.

Practice exams

Arrange to conduct a practice exam at school under the same timed conditions as specified for the VCAA examination. Not only will this familiarise students with examination conditions, but it can identify topics that require further work. Students can examine and discuss responses that achieved the highest marks and learn how to improve their own answers.

Audio revision

Students might respond positively to recording summaries or prepared answers to multiple choice questions or short answers with portable recording devices or their mobile phones. Student comprehension may improve if they listen and read at the same time. Students often multitask so they could listen to the summary while travelling home from school. Similarly, they can watch videos on their mobile phone to quickly refresh topics.

Topic reviews

Provide time in scheduled classes to conduct periodic reviews, where students complete worksheets or short quizzes. This refreshes knowledge learned at the start of the year and identifies any gaps in knowledge that require attention.

Students re-reading their notes and reviewing sessions involve passive learning. A better alternative is to use 'fill in the blank' tests or other ways of active review. For example, students can test each other or cover answers from an exam and self-test.

Students can create blank tests by photocopying a summary, using correction fluid to cover terms or important information, and then photocopying the corrected page again. They will end up with a page full of blank spaces that can be the ultimate revision tool.

Recall tips

Try these strategies to assist students to recall content. Students should focus on active recall rather than passive review.

- Create flashcards with a question on one side and the answer on the other. Students can test each other and receive immediate feedback. They immediately identify topics that require revision.
- Ask students to write down as much as possible that they remember at the end of a class. This helps to move or transfer new information into their memory. This could be structured into every class, particularly when units are 'content heavy'.
- Ask students to create topic summaries.
- Introduce frequent open-ended quizzes.
- Create a class structure where content is reviewed at the end of the class and the beginning of the next class.
- Link review quizzes to active, fun games.
- Ask students to incorporate acronyms or a mnemonic device into a song or humorous sentence to help remember terms.
- Try setting up quizzes using Quizlet to recall key concepts and content.

Study groups

Encourage students to form study groups outside of class where they can work on common difficulties, and review and improve on each other's work. They could work together on animation tasks from previous exams.

Reaching a study score

When reviewing student coursework, it can be difficult to assign a score. The levels of performance and scoring criteria are clearly explained in the *VCE VET Scored Assessment Guide*; however, it is up to the teacher/assessor to distinguish between each level and set the standards for a high score of 5.

Create a matrix detailing the specific behaviours or written content that would be expected from a high-performing student. Base this on industry standards and expectations. For example, did the written work address all questions and were all responses fully explained? Did the student show evidence of continuously learning and improving upon skills because of feedback and engagement? Growth is an important part of the learning journey.

See also the *VCE VET Scored Assessment Guide*, Appendix 4 – Scoring criteria sheets for **each task type**.

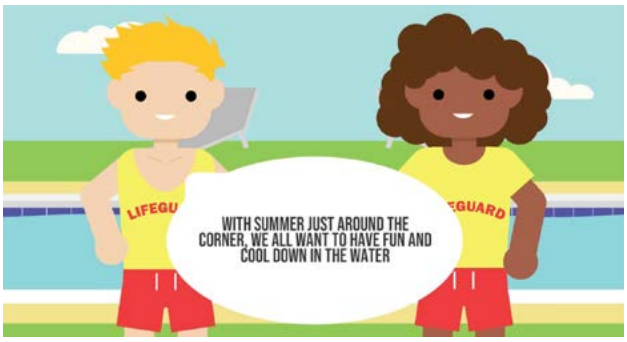
Source: Li Nila, 2021 VCE VET Creative and Digital Media student

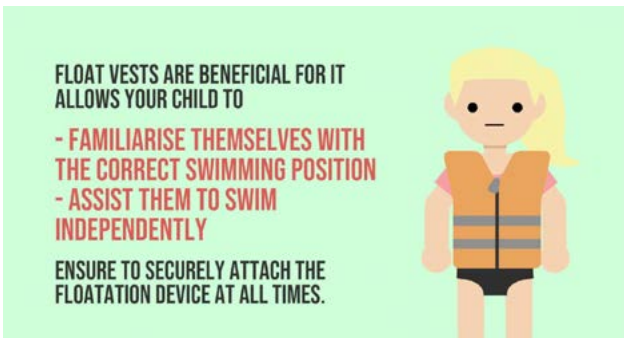
Showcasing student work

The VCE Season of Excellence is a five-month annual festival showcasing outstanding senior secondary student work from Victorian schools. The Season presents works created by VCE and VCE VET students in design, technology, research, multimedia and the cinematic, visual and performing arts through exhibitions, screenings and performances supported by education talks, forums and panel discussions, catalogues, programs and online material. The CDM program features in the 'Top Design' category. Applications open in September each year and successful Student submissions are exhibited at the Melbourne Museum in April through July of the following year. Teachers and schools can encourage students to participate in this festival both in Year 1 and Year 2.

VCE VET Creative and Digital Media students produce digital works that encompass web development, games and multimedia design, content writing, audio, film and video, photography, static design and animation. The works selected for the Top Designs exhibition demonstrate a range of capabilities, from traditional creative skills to engagement with and use of the latest technology and concepts.

Further information can be found on the **Top Designs webpage on** the VCAA website.





Source: Aimeree Manabat, 2021 VCE VET Creative and Digital Media student

Strengthening industry links in training

Schools have various methods for continuously reinforcing industry requirements in training. Teachers draw on their own work experiences and utilise feedback from industry networks or colleagues. Classes are designed in a way that replicates current industry work processes.

> "Every lesson is a practical session. We do theory and prac in each lesson to build skills and develop competence. We try to connect to the real world with the types of tasks so that they are highly relevant and closely linked to industry. All tasks are 'client' focused."
>
> *Jo Trim,*
> *Caulfield Grammar School*

Using technology in training and assessment

The teachers who contributed to this resource pointed to various examples of technology used in online classes during the COVID-19 pandemic. Breakout rooms in web conference platforms were used to enable students to engage in group activities, and Google Classroom was used for collaborations.

Miro was used for brainstorming and collaborative whiteboards. Graphics tablets were used in the animation units.

Some schools were hoping to improve delivery with the introduction of virtual reality and augmented reality and have built a depository of online tutorials, using TikTok and YouTube videos, for basic skills demonstrations. This was particularly useful during the COVID-19 pandemic, with the videos used as unit pre-work.

Other initiatives included using DaVinci Resolve for video editing, which is aligned with industry standards and is free, and Blender for motion graphics, digital sculpting, 3D printing and pre-visualisation in movies.

Online icebreakers

- **Three words** – Ask students to contribute words to a particular story or topic and move through the group quickly. This emphasises thinking quickly with time constraints. Allow 10 minutes for this activity. The activity can be done using Padlet, Lino or an online whiteboard.
- **Storytelling** – Using breakout rooms, present each group of students with a document or board showing four photos on each. Give each group 10 minutes to create a narrative that connects all four pictures. The stories can be presented to the other groups using a whiteboard, and feedback can be gathered on how the story could have been improved or further developed and different ways of using the images.
- **Take a picture** – Ask students to come to class with an uploaded photo. Share the photo on a virtual board and discuss why that item was selected.
- **Lost in space** – Ask students to imagine that they are living on a space station. It malfunctions and they must evacuate with only five items. Responses can be noted in the chat box to inform a discussion about why students selected particular items.
- **One image** – Ask students to download an image that best represents them, their life or something positive about them. Share the photo via chat or virtual whiteboard.

> "Overall, my teaching is process driven and real examples from industry are utilised. I prefer not to provide endless notes about preparing for exams but emphasise processes.
>
> Each lesson commences with a PowerPoint headed 'Industry', which is linked to our objectives. Students understand why I want them to work in a particular way as it is based on industry."
>
> *Victor Cai,*
> *St Francis Xavier College*

“I work on a lot of personal projects in digital media, some of which are on my YouTube Channel (Digital Ether). Each year I search out something new to challenge myself with. So, over the last few years, I have designed websites and book covers. I’m currently looking at a digital sculpture for 3D printing. I’m also in the Industry Placement program, the VET Development Centre’s (VDC) Professional Learning Program for VET Trainers, and the local Creative HUB.

In terms of professional reading for Digital Media, it’s ImagineFX, Creative Bloq and ArtStation.”

Jamie Le Rossignol, Bendigo Senior Secondary College

Maintaining sector knowledge

The teachers who contributed to this resource indicated a variety of strategies for maintaining industry currency. Some participated in sessions provided by their partner RTOs, others built up a supportive network of industry representatives, and some engaged in online professional development opportunities or were hoping to engage in an industry placement.

Here is a list of strategies provided by VCE VET Creative and Digital Media teachers.

- Maintain personal industry connections, such as engaging with companies that work in marketing, public relations and website development.
- Engage in professional reading, viewing and consumption of media that connects to the course.
- Attend PixelEd Meet Industry events.
- Sign up to be an audience member of television shows filmed locally.
- Attend conferences and trade shows.
- Direct filming of productions and live streaming events.
- Investigate and research new technology online (and purchase when possible).
- Complete professional learning centred around new technologies.
- Attend moderation days at RTO.
- Assess VCAA examination papers each year.
- Participate in online tutorials via LinkedIn Learning that include software updates and certificates.

Joining a teacher network

PixelEd is a voluntary teaching association established in 2004 to help implement the delivery of the VCE VET Creative and Digital Media training package in schools. The association is committed to offering professional development opportunities for teachers, as well as resources for classroom use.

For more information, contact the current president and the VCE VET Creative and Digital Media State Reviewer, Claire Bloom.

Resources

Industry organisations and resources

A comprehensive list of employee associations, industry associations and advisory bodies can be found at the **Australian Industry and Skills Committee** webpage for the arts, culture, entertainment and design industry, <https://nationalindustryinsights.aisc.net.au/industries/arts-culture-entertainment-and-design>

The **International Game Developers Association** (IGDA) is the world's largest non-profit membership organisation serving all individuals who create games, <https://igda.org>

IGDA Melbourne chapter, <https://igda.org/chapters/au-melbourne/>

Gamer Women is a site for women with an interest in gaming, <www.gamerwomen.com>

Australian Cinematographers Society (ACS) is a not-for-profit organisation for cinematographers with an emphasis on professional development, <https://cinematographer.org.au>

The **Australian Directors' Guild** is a not-for-profit industry association representing the interests of Screen Directors working across film, television, streaming and digital media, <https://adg.org.au>

A hub for professional screen composers in Australia, the **Australian Guild of Screen Composers (AGSC)** is the central point for the Australian screen composition community. The AGSC provides information, resources, advocacy, and support for its members. <https://agsc.org.au/>

The **Screen Editor's Guild** is an association of professional screen editors and assistants working in a wide range of disciplines, <www.screeneditors.com.au>

The **Australian Writers' Guild** is the professional association representing writers for stage, screen, radio and online, <www.awg.com.au>

Media, Entertainment and Arts Alliance (MEAA) is a union and industry advocate for Australia's creative professionals. Their members include people working in television, radio, theatre and film, entertainment venues, recreation grounds, journalists, actors, dancers, sportspeople, cartoonists, photographers, orchestral and opera performers as well as people working in public relations, advertising, book publishing and website production, <www.meaa.org>

Film Victoria is the state government agency that provides strategic leadership and assistance to the film, television and digital media sectors of Victoria, <www.film.vic.gov.au>

The **Australian Graphic Design Association (AGDA)** is the peak national organisation representing the Australian communication design industry, <https://agda.com.au>

The Design Institute of Australia (DIA) is Australia's professional membership body for designers and design businesses, <www.design.org.au>

The **Tech Council of Australia (TCA)** is the peak industry body for Australia's tech sector. Tech jobs are highly diverse. They include roles requiring STEM or technical skills, such as data scientists and software engineers; roles with creative, problem-solving and people skills, such as user experience designers and customer success managers; and roles that combine commercial, creative and technical knowledge, such as product managers, <https://techcouncil.com.au>

The Australian Digital Inclusion Alliance (ADIA) is a shared initiative with over 500 business, government, academic and community organisations, working together to accelerate action on digital inclusion, <www.digitalinclusion.org.au>

The Australian Film Television and Radio School (AFTRS) delivers future-focused, industry-relevant education, research and training, <www.aftrs.edu.au>

The AFTRS Media Lab offers free media arts resources for schools, <https://medialab.aftrs.edu.au>

Teaching and learning resources

Media Education Portal is an online resource for teachers and students of creative media, <www.media-education-portal.com>

ACMI is Australia's national museum of screen culture, located in Fed Square, Melbourne. Their website contains resources for teachers including lesson plans and worksheets, <https://www.acmi.net.au> and <https://2015.acmi.net.au/education/student-programs/generator/>

Fuse is a Victorian government initiative for resources in media education, <https://fuse.education.vic.gov.au/Secondary>

No Film School is a filmmaking site with education and how-to videos, <https://nofilmschool.com/>

Aussie Educator is a website that provides access to information on lesson content, <http://www.aussieeducator.org.au/index.html>

Lesson Bucket is an Australian media practitioner webpage with insightful resources for teaching and learning, <https://lessonbucket.com>

Art Education Australia provides support materials for arts in Australia, with information on exhibitions, <https://www.arteducation.org.au>

The **Teaching Critical Media Studies** website is a resource for teachers and students that explains the meaning of media literacy and how to apply that understanding to all forms of media texts, <www.teachingcriticalmediastudies.weebly.com>

Arts Access Victoria is the peak body for arts and disability in Victoria. It aims to increase participation in the arts and culture for people with disabilities, <www.artsaccess.com.au>.

Australian Teachers of Media (ATOM) Victoria is an independent, not-for-profit, professional association that promotes the study of media and screen literacy. They run the ATOM Awards, which are open to all screen content producers in Australia and New Zealand, including primary, secondary and tertiary students. ATOM also runs three creative media competitions, as well as national and international conferences for media and education professionals, and screenings of feature films and documentaries for teachers and lecturers, <https://atomvic.org/>

The Education Shop is run by ATOM and offers both free and paid education media resources targeted to Australian Students, <https://theeducationshop.com.au>

Arts Hub is Australia's leading independent online resource dedicated to the arts. Their website contains information on art, media and events around Melbourne and Australia, as well as lesson ideas and current arts issues, <www.artshub.com.au>

ABC Education provides teaching guides and foundational skills videos, <http://education.abc.net.au/home#!/resources/-/all/all/resource>

Media Education provides curriculum-linked online resources for teachers located in Western Australia, <https://mediaeducation.com.au>

The Cinematheque is a Canadian website with ideas for lesson plans and ways of framing media lessons, <http://thecinematheque.ca/education/media-literacy-lesson-plans/>

The National Film and Sound Archive of Australia highlights Australian content in film, television and multimedia, and provides teacher resources and classroom activities, <https://www.nfsa.gov.au/learning/educational-resources/film-australia-collection>

WNET Education is an American not-for-profit organisation that provides free resources for teachers, including lesson ideas, and content on how media shapes perspectives, <www.wnet.org/education/educator-resources/?subjects=media-literacy>

Deakin University Motion Lab is a community of researchers striving to bring Creative Arts and Humanities researchers together with new technologies, <https://motionlab.deakin.edu.au/>

The National Gallery of Victoria (NGV) offers interactive virtual self-guided tours, allowing patrons to experience NGV exhibitions and collections from home, <www.ngv.vic.gov.au/virtual-tours>

The **Top Designs** exhibition at **Melbourne Museum** showcases work from some of Victoria's most talented students of VCE Media, Product Design and Technology, Theatre Studies, Systems Engineering and Visual Communication Design, and VCE VET Creative and Digital Media, Integrated Technologies, Sound Production and Furnishing, <https://museumsvictoria.com.au/melbournemuseum/learning/top-designs-2021/>

VCAA resources

Get VET resources are available on the VCAA website and detail each VCE VET program. These resources include videos, success stories, pathways posters, charts, flyers and information that is relevant for teachers, students and parents.

Creative and Digital Media program video, <www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx>

Additional **Get VET resources**, <www.vcaa.vic.edu.au/studentguides/getvet/Pages/Resources.aspx>

VCE VET examination specifications, past examinations and reports, <www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/Index.aspx>

VCE VET program details, <www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

About the **VCE Vocational Major**, <www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

About the **Victorian Pathways Certificate**, <www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx>

VET resources

Australian Industry and Skills Committee, <www.aisc.net.au>

Australian Apprenticeships, <www.australianapprenticeships.gov.au>

Australian Qualifications Framework, <www.aqf.edu.au>

Australian Skills Quality Authority (ASQA), <www.asqa. gov.au>

Skills for Australia, <www.skillsforaustralia.com>

training.gov.au, <www.training.gov.au>

Victorian Registration and Qualifications Authority (VRQA), <www.vrqa.vic.gov.au>

VET Development Centre, <https://vdc.edu.au/>

Labour market resources

The National Skills Commission (NSC) provides data and insights on Australia's labour market, workforce changes and identifies current and emerging skills needs, <www.nationalskillscommission.gov.au>. It routinely publishes information on a range of labour market issues such as the impacts of COVID-19 on businesses. The NSC also develops new ways to interpret and use data, such as establishing innovative methods to link skills to occupations, and explore transferability of skills, as well as creating experimental datasets to provide timely labour market information.

The NSC's Labour Market Information Portal (LMIP) brings together data from a range of official sources to help you understand your local labour market, <https://lmip.gov.au>

The research paper **Creative skills for the future economy** analyses the skills and qualifications of people working in creative fields and how these may be used in the future, <www.infrastructure.gov.au/department/media/publications/creative-skills-future-economy>

The Victorian Skills Authority (VSA) is an administrative office of the Department of Education and Training that functions to develop an annual Victorian skills plan, support the professional development of the VET sector, analyse training data, and establish state-wide priorities, <www.vic.gov.au/victorian-skills-authority>

Tertiary education and training resources

Quality Indicators for Learning and Teaching provides information about Australian universities, including study experiences and employment outcomes, <https://qilt.edu.au>

My Skills is an online database of VET options, including information about providers, courses, outcomes, and fees, <www.myskills.gov.au>

training.gov.au provides information on training packages, qualifications, courses, units of competency and RTOs, <https://training.gov.au>

The **National Centre for Vocational Education Research** provides research and statistics about VET and the links between education and the labour market, <https://ncver.edu.au>

my future is an online career exploration service which includes information on a range of career-related topics, <https://myfuture.edu.au>

Careers Foundation provides an interactive careers wheel for students to explore careers in technology and pathways post-school, <https://myfuture.edu.au>

Glossary

Given the broad application of the creative and digital industries, it would be impossible to provide a glossary or list of technical terms that would encompass all activities.

The list below outlines basic digital terms that students should know and following that is a selection of online glossaries that teachers may wish to access for definitions of more technical terms.

Basic digital terms

Animation: Photographing drawings or models to create the illusion of movement when the photos or drawings are shown as a sequence

Application or app: A computer software program that performs a specific task

Augmented reality: Superimposing computer-generated content on a user's real view of the world

Bandwidth: The capacity of an internet connection, measured in megabits per second (Mbps)

Binary code: A coding system that uses combinations of zeros and ones to represent numbers and letters. Useful in computers and other electronic devices due to the ease with which zeros and ones convert to on and off voltages

Browser: A software program used to browse the World Wide Web. It interprets HTML (Hypertext Markup Language) and presents webpages to the user via a graphical interface

Bytes: a group of usually eight bits (ones and zeros) considered as a unit. Bytes are used in transmitting data and specifying memory size

Cel animation: The process of hand drawing subjects on transparent plastic sheets to produce animation

Desktop publishing (DTP): The production of publication-quality documents using a personal computer in combination with text, graphics and page layout programs

Encryption: The process of transmitting coded data so that only authorised recipients can decode it

File format: Describes the structure of a file and tells a program how to display its contents

Graphic animation: The use of graphics software to produce animation

HTML: Hypertext Markup Language is a system of symbols and codes used to tag a text file to define graphics, colours, fonts, hyperlinks and layout for display on the internet. It is interpreted by a browser

HTTP: Hypertext Transfer Protocol is an application protocol for data exchange on the web. It is a question-response protocol that gives users a way of interacting with web resources using clients and servers

HTTPS: Hypertext Transfer Protocol Secure is a variation of HTTP that includes encryption via Transport Layer Security (TLS), providing a secure way to exchange data on the internet

Hyperlink (or '**link**' for short): A piece of text or an image that is connected by hypertext coding to a different location

IP (Internet Protocol): A network-level method by which data is sent between computers using a unique number for each computer (host), known as an IP address

Mixed reality: Another term for 'Augmented Reality', where computer-generated content is superimposed on the user's real view of the world

Motion graphic: A form of animation that includes text as a major component

MP3: An acronym for MPEG audio layer 3. It is a system, developed by the Motion Picture Experts Group, for compressing digital audio, which endeavours to achieve a small file size without significant quality loss

Multimedia software: Programs that combine text and graphics with sound, video and animation

Pixel: The smallest area of illumination on a computer screen, also used to specify the resolution of an image: that is, the total count of pixels expressed in rows (M) by columns (N)

Rotoscoping: An animation technique that involves tracing over live action footage frame by frame

Stop motion: A film and video technique where the camera is repeatedly stopped and started to create the illusion of figures moving. It is used with drawings and clay (claymation)

Storyboard: A sequence of drawings, usually with some dialogue and/or directions, that provides a plan of the shots for a film or TV production. It has been adapted for use in planning website development

Streaming: A method of sending or receiving data (most commonly audio and video) over a computer network such as the internet, creating the impression of a continuous flow by commencing playback while data is still being received

URL (Uniform Resource Locator): The address of a webpage

Virtual reality (VR): A technology that allows the user to experience and interact with images in a simulated three-dimensional environment. In VR the user is taken out of the immediate environment using a headset or VR glasses

Online glossaries

Media Federation glossary of terms

Vic Screen glossary

National and Film Archive of Australia glossary

Adobe visual glossary

Preferred Media glossary of media terms

Bibliography

Age UK 2017, *A glossary of computer terminology*, <www.ageuk.org.uk/bp-assets/globalassets/leeds/computing-glossary-pdf-version.pdf>

Australian Government Australia Council for the Arts 2021, Digital Culture Strategy website <https://australiacouncil.gov.au/investment-and-development/digital-culture-strategy/>

Australian Government Department of Employment, Skills, Small and Family Business 2018, VET Information Strategy, <https://www.myskills.gov.au/media/1965/vet-employers-strategy-accessible.pdf>

Australian Government National Skills Commission 2021, Australian Jobs 2021, <www.nationalskillscommission.gov.au/publications/australian-jobs-2021>

Australian Industry and Skills Committee (AISC) 2021, 'Arts Culture, Entertainment and Design', National Industry Insights Report website, <https://nationalindustryinsights.aisc.net.au/industries/arts-culture-entertainment-and-design>

Digital Skills Organisation 2021, *Towards a new model for the development of digital skills: Digital Skills Organisation Discussion Paper 2021*, Digital Skills Organisation website, <https://digitalskillsorg.com.au/research/>

FutureNow 2020, Industry Snapshot: Performing Arts, FutureNow website, <www.futurenow.org.au/uploads/1/1/1/7/111700763/futurenow_perf_arts_snapshot_dec_2020.pdf>

FutureNow 2022, 'Visual Arts and Design', FutureNow website, <www.futurenow.org.au/visual-arts-and-design.html>

PWC 2019, *Industry Skills Forecast and Proposed Schedule of Work: Culture and Related Industries*, PWC's Skills for Australia website, <www.skillsforaustralia.com/industries/culture/>

PWC's Skills for Australia 2020, *CUA Creative Arts and Culture Training Package: Companion Volume Implementation Guide (Version 5)*, VETNet website <https://vetnet.gov.au/Pages/TrainingPackages.aspx>

Symonds Research 2022, '21 free fun icebreakers for online Teaching and virtual remote teams', Symonds Research Training Course Materials website, <https://symondsresearch.com/icebreakers-for-online-teaching/>

TechCouncil of Australia 2022, Australia's Tech Jobs Opportunity – Cracking the Code to Australia's Best Jobs, <https://techcouncil.com.au/wp-content/uploads/2022/03/2022-Tech-Jobs-Opportunity-report.pdf>

VCAA 2011, VCE VET Interactive Digital Media Industry Advice 2011

VicScreen 2021, Victoria's Screen Industry Strategy 2021–2025, <https://creative.vic.gov.au/__data/assets/pdf_file/0005/525866/VICSCREEN.pdf>

World Economic Forum 2020, *The Future of Jobs Report*, World Economic Forum website <www.weforum.org/reports/the-future-of-jobs-report-2020>


VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY


VICTORIA
State
Government