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**22576VIC**

**Certificate III in Acting (Screen)**

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This is a VET program facilitated by the Inner Melbourne VET Cluster

Date of Booklet: August 2021



**Who is the Inner Melbourne VET Cluster (IMVC)?**

The Inner Melbourne VET Cluster (IMVC), is a not-for-profit incorporated association established in 1998. We are at the forefront of developing best-practice initiatives and models to serve the needs of at risk young people and marginalised cohorts who experience barriers to education and employment, by providing them with endless opportunities to fulfil their potential for economic and social participation. IMVC oversees the facilitation of VET programs in schools for three Clusters.  All Clusters are cross sectorial and actively promote the provision of vocational education and training for students in the post compulsory years.

**IMVC** **–** facilitates VET programs for schools in the City of Melbourne, City of Port Phillip, City of Yarra City of Stonington, City of Boroondara and City of Glen Eira.

**PSVC** **–** focuses on strengthening and supporting the capacity of students with disabilities to build vocational and employability skill sets.

**ENVC –** facilitates VET programs for schools in the cities of Monash, Whitehorse and Manningham.

**2021 IMVC members**

Academy of Mary Immaculate

Albert Park College

Alia College

Auburn High School

Beth Rivkah Ladies College

Bialik College

Brighton Grammar School

Brunswick Secondary College

Buckley Park College

Camberwell Grammar School

Camberwell High School

Canterbury Girls' Secondary College

Carey Baptist Grammar School

Collingwood Alternative School

Collingwood College

De La Salle College

Elwood College

Epping Secondary College

Firbank Grammar School

Fitzroy High School

Genazzano FCJ College

Glen Eira College

Kew High School

King David School

Lauriston Girls' School

Leibler Yavneh College

Loreto Mandeville Hall

MacRobertson Girls' High School

Marian College

Melbourne Girls' College

Melbourne Girls' Grammar School

Melbourne Grammar School

Melbourne High School

Melbourne Montessori School

Melton Secondary College

Mercy College

Mordialloc College

Mount Alexander College

Northcote High School

Preshil - The Margaret Lyttle Memorial School

Princes Hill Secondary College

Richmond High School

River Nile School

Rosamond School

Sacre Coeur

Santa Maria College

Scotch College

Shelford Girls Grammar

Siena College

Simonds Catholic College

St Aloysius College

St Bernard's College

St Catherine's School

St Columba's College

St Kevin's College

St Mary's College

St Michael's Grammar

Strathcona Baptist Girls Grammar School

Swinburne Senior Secondary College

Sydney Road Community School

Thomas Carr College

Trinity Grammar School

University High School

Virtual School Victoria

Wesley College - Melbourne

Xavier College

Yesodei Hatorah College

Youth2Industry College

**2021 PSVC members**

Ashwood School

Caroline Chisholm Catholic College

Croxton School

Eastern Ranges School

Jackson School

Montague School

Rossbourne School

Victorian College for the Deaf

**2021 ENVC members**

Ashwood High School

Blackburn High School

Box Hill High School

Caulfield Grammar School – Caulfield

Doncaster Secondary College

East Doncaster Secondary College

Emmaus College

Forest Hill College

Glen Waverley Secondary College

Highvale Secondary College

Huntingtower School

John Monash Science School

Kilvington Grammar

Kingswood College

Koonung Secondary College

Luther College

Marcellin College

Mount Scopus Memorial College

Mount Waverley Secondary College

Oakleigh Grammar

Our Lady of Sion

Salesian College – Chadstone

South Oakleigh Secondary College

Templestowe College

Warrandyte High School

Wheelers Hill Secondary College

**IMVC VET Facilitation Role**

IMVC offers a VET facilitation role to member schools, which includes:

* Conducting an environment scan to identify:

1. VET program needs of students/schools
2. Local industry needs

* Identifying RTOs who can provide relevant training and negotiating suitable delivery arrangements in line with Cluster requirements. RTOs have been selected based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. IMVC’s VET facilitation role does not represent or exonerate RTOs from their responsibilities to respective governing bodies
* Developing collaborative school protocols/structures for delivery of VET programs, including timetable arrangements and establishing and implementing student expression of interest protocols
* Maintaining a web based portal to communicate and keep school staff up to date with VET operations. This includes facilitating the collation of VASS codes, scored VET assessment plans, indicative grades and student results. Please note, RTOs are responsible for inputting and ensuring accuracy of student results within the designated Cluster timeframes
* Setting up protocols in collaboration with schools to assist in monitoring student progress
* Developing and implementing a promotional campaign for relevant stakeholder groups
* Conducting information workshops for students, parents, trainers and new VET Coordinators
* Assisting schools to identify suitable professional development activities
* Facilitating Memorandums of Understanding with home/host schools and the Cluster
* Assisting with the communication between Host /Home schools and RTOs regarding VCAA VET audit requirements
* Disseminating relevant VET literature or information to schools and RTOs

A fee contributes to the administration of the above responsibilities.

**RTO Code of Conduct**

The purpose of the RTO Code of Conduct is to:

* Provide school communities with a clear statement of the standards which RTOs are expected to adopt and deliver
* Enable training providers to understand the code of conduct expected of them

RTOs have been selected to work alongside member schools based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. Cluster Members and IMVC’s brokerage role do not represent or exonerate the RTO from their responsibilities to AQTF or SNR.

**RTO obligations:**

* Commitment to excellence in service delivery and maximising student outcomes
* The RTO will adopt policies and management practices which will maintain high professional standards in the delivery of education and training services
* The RTO will issue partnership agreements/contracts outlining roles and responsibilities of each partner, delivery arrangements, timeline of agreed deliverables, communication protocols, grievance procedures and agreed costs and invoicing arrangements
* The RTO will comply with all laws regarding the operation of the training venues and will ensure that facilities and equipment are adequate for the programs being delivered
* The RTO will have the capacity to deliver the programs for which it has been registered and use methods and material appropriate to the learning needs of trainees
* The RTO will monitor and assess the performance and progress of its trainees. This will include providing UoCs and VCAA Assessment Plans, completing weekly IMVC online attendance records, interim/end of Semester reports, communicating Units 3 & 4 indicative grades, communicating ‘at risk’ students and VASS results in a timely manner
* The RTO will comply with the all the relevant guidelines in regard to the delivery and assessment of programs
* The RTO will supply accurate relevant and up-to-date information to prospective trainees and will market its programs with integrity and accuracy. This will include reviewing IMVC VET handbook details and attending annual IMVC Information sessions for parents and students
* Participants will be provided with all appropriate information including course details, assessment requirements and all relevant policies and procedures. This includes formally enrolling and inducting students
* All trainers and assessors are qualified
* All trainers and assessors are sensitive to the needs of course participants
* The RTO will issue Qualifications/Certifications in a timely fashion
* The RTO will continually monitor and improve their performance by collecting and acting upon information gathered, including evaluation, learner feedback and self-assessment

**What is VET?**

VET refers to Vocational Education and Training (VET) programs.

**Features of VET delivered to secondary students**

* VET combines senior school studies and accredited vocational education and training
* It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
* It allows a student to go directly into employment or receive credit towards further vocational training
* It develops students’ employability and industry-specific skills
* It is a vocationally oriented school program designed to meet the needs of industry

**How does VET work?**

A VET program is usually made up of Units of Competency and Structured Workplace Learning.

1. **Unit of Competency**

Delivered by a Registered Training Organisation (RTO), at their venue, the students’ school or another school close by.

1. **Structured Workplace Learning (SWL)**

SWL involves an employer accepting a student on a one day a week basis or a week block basis, enabling the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

**VET contribution to the VCE**

With the exception of English, there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as a VCE VET or Block Credit Program.

1. **VCE VET Programs**

* Are fully recognized within the Units 1 – 4 structure of the VCE;
* Have equal status with other VCE studies;
* May offer scored assessment and provide a study score (selected programs only).

Furthermore, all three sequences other than English can be approved VCE VET Units 3 & 4 sequences, with study scores. Scored VCE VET programs contribute directly to the ATAR in the primary four or as a 5th or 6th study increment.

1. **Block Credit VET Programs**

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR.

Please note VCE and VCE VET results will take precedence over Block Credit results. Block Credit can still be used in the calculation of the ATAR. However, it can only be used in the calculation of an ATAR if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a Block Credit result cannot be used.

**Course Requirements**

**Attendance and punctuality**

Attendance is a major part of the completion of any certificate. The following policy aims to cover attendance requirements for all programs.

Students must attend all classes. An allowance of two absences a Semester or four for the year is allocated to students. An additional two approved absences is allowed for school camps, excursions etc. Where possible, students need to notify their VET Coordinators, trainers and/or their workplace in advance.

**Student behaviour**

Currently, there are approximately 1,600 students undertaking VET or programs through IMVC. It is imperative that if these programs are to remain available to all Cluster students, that students abide by the trainer’s rules and the rules of the Host School whenever they are on site. This includes meeting Occupational Health and Safety requirements in and out of the classroom. Attitude and behaviour are to be of the expected standard.

**Program costs**

All VET programs facilitated through the IMVC attract costs. Through the clustering arrangement these costs are kept to a minimum where possible. Program costs will vary according to the purchase of training hours, the materials required by students to complete the program, uniforms, trade materials, books and equipment required. It should be noted that a student’s school determines costs and payment of costs.

**Please note:** Please contact your school’s VET Coordinator for detailed information. Most Cluster Members will require payment by February, 2022. Once a student has commenced the course, the fees will not be refunded.

**How do I check which VET class I am in?**

Contact your VET Coordinator for specific information regarding VET enrolments. Your VET Coordinator and/or staff from your secondary college will assist you with information about travel arrangements associated with your VET Program.

**Assessment in VET programs**

Assessment means collecting evidence about your skills and knowledge, comparing it to a set of competency standards per unit and evaluating whether you’re competent.

Your training provider will carry out your assessment. This will mean evaluating whether you are ‘competent’ or ‘not yet competent’.

If you are ‘not yet competent’ your assessor will talk to you about what you can do about it. You may need to undertake additional assessment tasks, do some more training or gain more experience before being assessed again for that unit.

All tasks as assigned by the trainer/employer are to be completed by the due date. Students who fail to meet deadlines will be given a warning and a second submission date will be negotiated.

**What does it mean to be competent?**

* Knowing how to do a task to enterprise standard at your place of work
* Understanding why it should be done that way
* Being able to do different tasks at the same time
* Dealing with everyday problems that occur
* Understanding workplace policies and procedures and the laws that impact your workplace
* Fitting in with others in the workplace

Your trainer will want to be convinced that you can do all tasks on a number of occasions and that you can apply your new skills and knowledge.

**Catch up classes**

Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend. The student and/or parent will be required to cover additional costs related to these classes should they be applied.

**Reports**

All students undertaking an IMVC facilitated VET program will receive an official written report indicating their progress in the program. These reports are issued by the training providers to the student’s school and will include information on completed competencies, student learning, attendance, behaviour and general comments. Parents will receive a copy of these reports in Terms 1, 2 and 4.

Certificates/Statement of Attainments will be sent directly to schools at completion of the course by the relevant training provider. Schools will forward these to students. It should be noted that completed certificates might not be sent until the following year in accordance with graduation processes from the various TAFE and Training Institutions.

VET programs with a Study Score or increment at Year 12 will have their results appear as part of their VCAA Study Scores. ATAR contributions are calculated at the Year 12 level only by VTAC and are made available to students by VTAC through the normal channels.

**Communicating to students**

Administrative issues will generally be communicated to students via their school based VET Coordinator. Occasionally, it may be appropriate to contact the student via SMS (e.g. to inform of a cancelled class) or email.

**Unique Student Identifier (USI)**

The Unique Student Identifier (USI) came into effect in 2015. The aim of the USI is to:

* Help build a national system for the storage of information and enable VET records to be linked
* Make it easier for students to access their VET achievement across multiple providers in the one transcript
* Seamlessly provide a single consolidate ‘outcome level’ transcript for all VET study
* Enable students to also easily access secure digital transcripts of their achievements
* Ensure VET records are not lost (i.e. particularly where an RTO closes)
* Assist development of transparency in the VET sector

Students studying VET programs will not be able to receive a Statement of Attainment or their Qualification until they have a valid USI.

**How do students obtain a USI?**

To obtain a USI, students can either apply themselves online, or can provide sufficient identity documentation at enrolment to enable the Institute to apply on their behalf.

The online USI system is **available** for students to [apply for their USI](http://usi.gov.au/Pages/default.aspx) electronically, at <http://usi.gov.au/>.

A brief USI student video on **how to apply** is available on the USI site at: <http://usi.gov.au/Students/Pages/default.aspx>. The application steps are very simple, with basic student information being required, along with details of one [identity document](http://usi.gov.au/Students/Pages/proof-of-ID.aspx) needing to be recorded. Part of applying is obtaining a USI Student Account that then will enable a student to view their VET outcomes achieved regardless of provider, in the future.

A USI is then allocated on the spot on screen, and is also emailed to student instantly. The application process takes just a couple of minutes providing the student has their identity proof at hand. Valid acceptable identity proof includes:

* Driver’s License
* Medicare Card
* Australian Passport
* Visa (with Non-Australian Passport)
* Birth Certificate (Australian) \*please note a Birth Certificate extract is not sufficient
* Certificate of Registration by Descent
* Citizenship Certificate
* [ImmiCard](http://usi.gov.au/help-centre/proof-of-ID/Pages/immicard.aspx)

Please note, RTOs have the right to reject an Expressions of Interest if a USI is not supplied on the form.

**VET Acting (Screen)**

The Inner Melbourne VET Cluster in conjunction with the Australian College of Dramatic Arts will offer the Certificate III in Acting (Screen).

The program has been designed for students with a strong interest in pursuing acting or related jobs. The course will provide the skills and knowledge needed for a broad range of acting tasks relating to the Film and Television industry. Please note, this is a full two-year course and mid-year intakes cannot be offered.

**Program delivery**

**St Mary’s College**

187 Dandenong Road, Windsor

Class days and times TBC

The RTO for this course is:

**Australian College of Dramatic Arts**

RTO Number: 3139

Website: www.acda.vic.edu.au

**What do you achieve on successful completion of this program?**

On successful completion of the VET program, a student achieves the following:

**VCAL:** This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand.

**VCE:** Certificate III qualifications provide credit at VCE Units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.

**ATAR:** This subject does not have a study score and therefore cannot contribute towards the student’s primary four. Students who receive a Units 3 & 4 sequence through block credit recognition may be eligible for a 10% increment towards their ATAR (10% of the lowest result of your primary four scaled studies). Please note the student must already have English and three other fully scored VCE/VET subjects to create the primary four.

A Statement of Results (issued at the end of the first year) and a Certificate (issued at the end of the second year) listing all units of competencies completed will be issued upon successful completion.

**Course outline**

Competencies that students will study are subject to change and will not be confirmed until the commencement of each calendar year. A sample program includes:

**First Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| BSBXTW301 | Work in a team |
| BSBPEF301 | Organise personal work priorities |
| CUAWHS302 | Apply work health and safety practices |
| CUAIND201 | Develop and apply creative arts industry knowledge |
| CUAMPF302 | Prepare for performances |
| VU23078 | Prepare and present self for auditions |
| VU23079 | Develop script knowledge and performance skills |
| VU23080 | Develop acting techniques |

**Second Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| BSBTWK301 | Use inclusive work practices |
| CUAIND402 | Provide freelance services |
| FNSCUS401 | Participate in negotiations |
| VU23081 | Expand skills for auditions |
| VU23082 | Expand script knowledge and performance skills |
| VU23083 | Extend acting techniques |
| VU23084 | Write the script |

**Electives (students choose one elective)**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| CUACAM401 | Shoot a wide range of screen content |
| CUAAIR302 | Develop techniques for presenting to camera |
| CUADRT502 | Direct performers for screen productions |
| CUADRT602 | Audition and select performers |
| CUAMUP401 | Design, apply and remove make-up |

**Content that is delivered**

**The first year of the program focuses on:**

**Year One** focuses on an overview of the Film and Television industry. Students gain first-hand knowledge of types of auditions, audition preparation, script knowledge and development, interpretation of performance, requirements of individual characterisation for acting in front of camera and skills for employability. Practical filming lessons alternate between theory lessons.

**The second year of the program focuses on:**

**Year Two** focuses on performing in front of camera, screen tests, rehearsing and filming scenes. Students expand their knowledge of Film and Television industry protocols, camera techniques and filming styles. Students also select one extra unit of competency allowing them to specialise in an industry skill; presenting to camera, directing, make-up, audition, casting and shoot TV.

**In the second year, students elect one unit of competency for Certificate III with the intended career explorations of:**

* Direct performers
* Develop techniques for presenting information to camera
* Audition and select performers
* Shoot a wide range of television content
* Design, apply and remove make-up

As outlined in the units titles above, the students are working on a range of skills that will equip them to be able to handle not only the acting profession but to be able to think laterally within any employment opportunity.

**Assessments undertaken**

* Practical filmed assessments
* Elective filming project assessment
* Assessment of folio work that accompanied filmed project
* Workbook skills and knowledge assessment
* Grooming and attitude to work assessments
* Multiple choice assessments
* Screen-test with industry guests

**Field work or excursions undertaken**

* VET Industry days conducted by Professional Industry Guest speakers
* Incursion with Industry Guest speakers
* Elective filming project
* Visit to set

ACDA students are fortunate to be exposed to regular industry interaction that provides opportunities to work with Industry professionals, practical filming lessons and sessions with industry guest speakers designed to ‘meet-and-greet’ those who actively work in film and television. Where possible a visit to set will be arranged.

**Skills students should possess to successfully complete course content**

* Be able to act
* Be able to audition and screen-test
* Be able to take on bit parts/lead roles in a variety of roles for Film and Television
* Know the protocols and procedures for working out on set
* Have IT skills to be able to research scripts/communicate with agents/network
* Know how to groom for auditions/interviews
* Be able to work in an ensemble
* Be able to work independently
* Be able to communicate and present for a job interview
* Understand pathways

**Additional requirements**

It is recommended that participants have literacy and numeracy competencies equivalent to Australian Core Skills Framework (ACSF) Level 3, which include: Comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit; and identifying, using, checking on and communicating straightforward mathematical procedures and representations in familiar and predictable contexts. Materials are given to the students at the beginning of the year and must be brought to class every week.

**What are the pre-requisites for the program?**

In order to gain entry into the program, students will need to have successfully completed Year 10 (or Year 9).

**Work placement requirements**

Work placement is not required however there are compulsory industry excursions and incursions.

**Career opportunities**

* Actor
* Technical Crew Member
* Lighting and Sound Technician
* Stage Manager
* Writer
* Drama Teacher
* Director
* Producer
* Casting Consultant
* Agent

**RTO enrolment processes**

Once Expressions of Interest have been accepted by the RTO administering the respective VET program, students will need to formally be enrolled. It is imperative that students have their Unique Student Identifier (USI) and Victorian Student Number (VSN). Below is an outline of enrolment processes for each RTO.

**ACDA:** It is compulsory that a USI number, D.O.B and an email address is provided in the IMVC Expression of Interest. An electronic internal enrolment form from ACDA will be emailed to be completed prior to the commencement of the course. Student Indemnity paperwork will be forwarded at the commencement of the class.

**More information about ACDA**

Guest speakers included, Chris Peters – Stunt and Safety Coordinator, Stunt actor and Coordinator deliver practical action acting skills development workshops for screen action acting. Work includes action acting aimed at action and reaction, selling the action and working safely on set. The aim of action acting is to expand the actors’ tactility skills. Agent Ann- Maree Spencer and/or Ian White Management agency deliver a workshop on how to get an agent, and Jan Russ (ex Neighbours) deliver workshops on what a Casting Consultant looks for at auditions and how to screen-test.

Col Parrot – CEO of an advertising agency and Executive Television Producer demonstrates what advertisers are looking for in actor interviews/auditions as well as providing information on current industry television production.

Warren Parrot – Executive Television Producer simulates a role-play situation where he creates a situation that necessitates the students to be able work on the Unit of Competency Participate in Negotiations. He gives an honest and detailed analysis of students in a mock audition/screen test situation.

Shaylee Bartholomeusz - Neighbours make-up artist delivers information for grooming and screen-tests.

**Some photos from the program!**

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**2022 VET Dates**

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| --- | --- |
| **Term 1** | Week beginning Monday 31st January  Week ending Friday 8th April |
| **Term 2** | Week beginning Tuesday 26th April  Week ending Friday 24th June |
| **Term 3** | Week beginning Monday 11th July  Week ending Friday 16th September |
| **Term 4** | Week beginning Monday 3rd October  Week ending Friday 4th November |

Please note, listed VET Dates are applicable unless otherwise expressed by the respective RTO/Host venue.

**For more information**

Visit our website:

www.imvc.com.au

Please note arrangements regarding times, venues and course outlines are subject to change and will be confirmed by the end of this calendar year.