Workplace Learning Record

VCE VET Creative and Digital Media

CUA31020 Certificate III in Screen and Media

**Student name:**

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East Melbourne VIC 3002

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Structured Workplace Learning Recognition

[VCE Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) provides students with the opportunity to gain credit towards their VCE (including the VCE VM) or VPC by undertaking a Structured Workplace Learning (SWL) placement that is aligned to their VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive credit, students are required to demonstrate satisfactory achievement of the outcomes for the relevant unit of the *VCE Structured Workplace Learning Recognition for VET* study design.

Students must maintain a Workplace Learning Record (WLR) for each placement. In the WLR students must reflect on a minimum of six units of competency (UoCs) from their program, including a workplace health and safety (WHS) UoC.

About this workplace learning record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placement for recording, authentication and assessment purposes.

Student reflections on their SWL placement are to be recorded in the three sections of this WLR to document the skills and knowledge learned, employability skills developed, and industry experience gained relating to the VET qualification being undertaken.

Students must undertake a work placement in a different workplace setting or context for each VCE unit and maintain a separate WLR per placement.

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET units of competency (UoCs) in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

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

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

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

Section 1: Learner profile

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

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

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

This section of the WLR will contain three key questions per unit of competency (UoC) designed to draw out related experiences you may be exposed to in a workplace.

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

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

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

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

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

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

Program outline

CUA31020 Certificate III in Screen and Media

The compulsory UoCs and a selection of electives are listed in the table below. You may list any additional UoC(s) relating to your experiences in the workplace in the table. Indicate the year in which you are undertaking each UoC. You must reflect on a minimum of six UoCs from your program, including a workplace health and safety (WHS) UoC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UoC code | UoC title | Nominal hours | Year | Page |
| **Work, Health and Safety** | | | | |
| CUAWHS312 | Apply work health and safety practices | 30 |  | 9 |
| **Compulsory** | | | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | 40 |  | 10 |
| CUAIND311 | Work effectively in the creative arts industry | 50 |  | 11 |
| **Electives** | | | | |
| CUAACD201 | Develop drawing skills to communicate ideas | 60 |  | 12 |
| CUAANM301 | Create 2D digital animations | 35 |  | 13 |
| CUAANM302 | Create 3D digital animations | 75 |  | 14 |
| CUADES201 | Follow a design process | 50 |  | 15 |
| CUADES302 | Explore and apply the creative design process to 2D forms | 60 |  | 16 |
| CUADES303 | Explore and apply the creative design process to 3D forms | 60 |  | 17 |
| CUADIG211 | Maintain interactive content | 30 |  | 18 |
| CUADIG303 | Produce and prepare photo images | 20 |  | 19 |
| CUADIG304 | Create visual design components | 30 |  | 20 |
| CUADIG312 | Author interactive sequences | 40 |  | 21 |
| CUAPOS211 | Perform basic vision and sound editing | 60 |  | 22 |
| CUAWRT301 | Write content for a range of media | 40 |  | 23 |

Reflect on the UoCs you have experienced in the workplace on the following pages.

VCE VET units of competency

CUAWHS312 - Apply work health and safety practices

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

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

BSBCRT311 - Apply critical thinking skills in a team environment

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

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

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

CUAIND311 - Work effectively in the creative arts industry

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

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

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

CUAACD201 - Develop drawing skills to communicate ideas

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

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

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

CUAANM301 - Create 2D digital animations

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

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

CUAANM302 - Create 3D digital animations

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

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

CUADES201 - Follow a design process

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

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

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

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

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

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

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

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

CUADIG211 - Maintain interactive content

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

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

CUADIG303 - Produce and prepare photo images

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

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

CUADIG304 - Create visual design components

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

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

CUADIG312 - Author interactive sequences

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

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

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

CUAPOS211 - Perform basic vision and sound editing

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

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

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

CUAWRT301 - Write content for a range of media

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

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

Comments/observations on any other UoCs not listed

|  |  |
| --- | --- |
| UoCs | Comments/observations |
|  |  |

Section 3: Student post-placement reflection

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

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

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

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations.

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

List of employability skills

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

Summary of industry learning

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

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

|  |
| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

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

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

**Signed** (Student)

**Name**

**Date**