



Recognition of Prior Learning (RPL)

and

Credit Transfer Kit

Information for applicants

2009

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1. Introduction

OPEN CHANNEL offers Recognition of Prior Learning (RPL) or Credit Transfer to apply for Units of Competency available under the following Qualifications:

- CUF30107 Certificate III in Media
- CUF60107 Advanced Diploma of Screen And Media

The kit contains information about RPL and Credit Transfer and provides a step-by-step guide to going through the process at OPEN CHANNEL.

If you need assistance to understand this kit or complete any forms, please call the Training Department on (03) 86109300.

2. What are RPL and RCC?

Recognition Of Prior Learning (RPL) is an assessment process that assesses an individual's non-formal and informal learning (such as learning in the workplace) to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Prior learning can include skills and knowledge gained through:

- paid work experience - full-time, part-time or casual in Australia or overseas
- voluntary work
- family duties such as raising children or being a carer
- hobbies or leisure activities
- unpaid work that you do for yourself or your family such as farming, cooking, gardening, fixing things or managing events
- being coached or mentored (or coaching and mentoring others)
- attending and participating in seminars, conferences and workshops
- short courses that are not accredited
- private study and research
- any other life experiences that have given you competencies that match those
- in the relevant courses.

The Recognition of Prior Learning process can also be used to assess current competency if you need to have your skills re-assessed to ensure you have maintained competency.

Credit Transfer assesses a course or subject previously undertaken that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

Credit Transfer procedures involve validating your Statements of Attainment or Transcripts of Results and providing credit where there is a match.

3. What you need to know about RPL and Credit Transfer

All prospective and currently enrolled students and clients of OPEN CHANNEL are entitled to apply for RPL and Credit Transfer - before or at enrolment or at any time during your training.

You should only apply for RPL/Credit Transfer in any Unit(s) of Competency in which you can demonstrate (evidence) that your prior learning and or experience show that you are already competent in all aspects of that Unit.

In applying for RPL or Credit Transfer, YOU collect evidence of your competence or arrange to demonstrate it to an industry practitioner (Stage One), and are interviewed by a qualified practitioner/assessor (Stage Two) before being assessed as Competent.

If you have applied for RPL/Credit Transfer for selected Units of Competency from one or more Training Package qualifications, you will receive *Statements of Attainment* for the units of competency for which you have been recognised.

There is an appeals process if you do not agree with the final assessment decision. A copy of this procedure can be requested from OPEN CHANNEL at any time.

In summary, you are entitled to seek a review of your assessment result if you believe that:

- an error has occurred in the calculation of a result
- the assessment did not comply with the information published in the Training Package
- there has been an error in the assessment process

You have **20 working days** from the date of the official publication of your results to lodge an appeal to have your assessment reviewed.

4. What are the benefits of RPL and RCC?

A successful application for RPL and/or Credit Transfer can:

- provide formal recognition for experienced practitioners, for example those wishing to become trainers and assessors who have not undergone prior formal training
- better document your skills and knowledge that you can use for other purposes such as job applications or career planning
- recognise that you are entering a course with existing skills
- mean that you only need to study units which are relevant
- eliminate the need for training in skills and knowledge you already have
- save time by not having to attend classes and completing unnecessary work
- save money because you will not have to buy textbooks and learning resources, or pay the full costs of training and accreditation
- help you to complete your qualification in a shorter time
- help you to advance more quickly to a higher level qualification if you wish

5. Steps in the application process

Note: If you are currently enrolled you can omit Step 4.

Step 1. Get the right information

Make sure that you have the information you need about the Courses/Units for which you wish to seek recognition.

In order to make a decision about whether to apply for RPL or RCC, you need to know:

- the Course/Unit name/s
- the Elements/Performance Criteria (content) for each Unit of competency, and the associated learning outcomes (for AQF level)

This information is available from OPEN CHANNEL or your assessor.

You can also download a copy of the entire Training Package or Individual Units of Competency at www.ntis.gov.au

Refer to the relevant Qualification page Course Chooser to see which Units OPEN CHANNEL currently delivers within its course offerings.

If you need assistance interpreting this information, contact OPEN CHANNEL.

Step 2. Learn about collecting evidence and demonstrating competence, and decide whether you will apply for RPL/CREDIT TRANSFER

In order to be assessed for RPL and CREDIT TRANSFER you need to provide evidence that you are competent and/or demonstrate competency. Section 5 of this kit explains this in more detail.

Generally, RPL/Credit Transfer is unlike regular training and assessment, and you are asking to be assessed for your existing knowledge and skills without any training or advice. While your Assessor may choose to provide feedback on why you are not yet competent (if this is the case), or may offer you additional chances to demonstrate competence where there is uncertainty, your Assessor or OPEN CHANNEL are under no obligation to do so. It is your responsibility when applying to RPL/Credit Transfer to ensure you are competent and to provide all the necessary evidence to demonstrate this *prior to lodgement*. If you are unsure about the evidence you are going to provide you should discuss your application with OPEN CHANNEL *before* submitting it. Failure to do this may result in forfeiting your application fees if the application is accepted for assessment and subsequently fails to demonstrate competency.

Remember! Undertake consultation with OPEN CHANNEL if you would like to discuss RPL/CREDIT TRANSFER further, or find out more about how it works if this document does not answer all your questions.

Step 4. Collect evidence to demonstrate competence, then formally apply for RPL/CREDIT TRANSFER

Start to collect evidence that demonstrates your current competence, or where necessary identify ways you can demonstrate competence to an Assessor. The onus is on the applicant to provide evidence that covers all aspects of the Unit/s of Competency.

Organise your evidence in accordance with instructions detailed in Section 5 below to complete your portfolio.

To formally apply for RPL/Credit Transfer, complete and sign an *Application Form* and submit along with your portfolio of evidence and payment of fees. Be sure to complete all your personal details, Work Experience, Education and Training details on the Application Form.

Including a self addressed envelope / postage bag – postage paid for return of your portfolio if you are not able to personally pick up your portfolio from OPEN CHANNEL on request after assessment.

OPEN CHANNEL may retain copies of all evidence submitted in association with your assessment. All personal information collected by OPENChannel is protected by The Privacy Act 1988, is confidential and will not be disclosed without your consent.

Step 5. Initial Assessment

Once your application is received, an Assessor* will be assigned within 14 days to review your RPL/CREDIT TRANSFER application and portfolio of evidence, and you will be formally notified of your Assessor. Your application may be rejected at this stage by OPEN CHANNEL if incomplete, and in this case your application fee would be refunded. If your application is accepted, and once an Assessor has been assigned by OPEN CHANNEL, your application fee is unable to be refunded.

* The Assessor may be a qualified Trainer and Assessor who has demonstrated industry competence in the relevant Unit/s, and/or this assessment may require a practitioner with industry competence to undertake assessment *together with* a qualified Trainer and Assessor.

You will hear from your assessor regarding any queries with your application. Your Assessor may choose to request additional evidence in consideration of your application.

Initial assessment will occur within 30 days of initial receipt of your application.

If your application is deemed **unsatisfactory** at this stage you will be notified in writing and your portfolio can be returned to you. You *may* be notified as to reasons as to why the evidence was judged unsatisfactory at your Assessor's discretion. You may re-apply for RPL/CREDIT TRANSFER again once you have addressed the relevant issues notified to you, by submitting a new application and fee. Resubmission is likely to require collection of additional evidence, and may require further training or work experience to be able to collect such evidence.

If your folio is deemed **satisfactory** in demonstrating "likely competency", you will be requested to attend a final Interview with an experienced Assessor (or an industry practitioner in conjunction with a qualified Assessor) to demonstrate your understanding and/or skills.

Step 6. Final Interviews

You will be invited to attend an interview at a time convenient to yourself and the Assessor. Once your interview time is confirmed, failure to attend at scheduled Interview time may result in disqualification and forfeiting of application fee/s.

Final interviews may be quite lengthy to demonstrate your understanding of the Unit/s for which you are seeking recognition. Allow up to one hour for each Certificate III Unit or two hours for Advanced Diploma Unit. The time taken will depend on the information needed to satisfy the assessor that you are competent in each Unit.

Your assessor may request the final interview take place at OPEN CHANNEL, at a workplace, online, by telephone or in a community setting. It may take place over one or more meetings and it may be with a group of other RPL/CREDIT TRANSFER applicants. You may be requested to bring additional evidence not supplied in your original application.

Although rare, in some instances this final Assessment *may* involve visiting you to in the workplace to observe you demonstrating your competence, if there is question over competency based on hard evidence provided. Such instance will be subject to the support of your employer, or a simulated workplace may be arranged for you if it is not possible to visit your workplace.

Your Assessor is required to keep a record of any demonstration observation, or questions and answers within the oral interview. You may be requested to have a video or audio record made of your demonstration or interview.

Step 6. You will be advised of results.

On completion of the final interview your assessor (or an industry practitioner in conjunction with a qualified Assessor) will make a decision as to whether you are competent or not, and notify you in writing within 14 days.

The originals of documents that you presented for assessment will be returned to you or your will be requested to pick them up from OPEN CHANNEL (if you have not provided pre-paid postage envelope).

If you are **unsuccessful**, your Assessor *may* outline where further experience/skills or evidence needs to be obtained before re-applying for RPL. The Assessor is not under obligation to disclose these reasons, although documentation on the decision will be filed at OPEN CHANNEL. If you are not happy with your assessment result, you may appeal through the OPEN CHANNEL appeals process.

If **successful** in demonstrating competency in one or more Units through both folio assessment, and the interview, you will be issued with a Statement of Attainment for one or more applied Units, or full Qualification listing all Units where relevant, on payment of a single additional \$25.00 issuing fee.

A Qualification is issued once you have met all the packaging requirements of a particular Qualification. Visit www.ntis.gov.au or speak with OPEN CHANNEL for more information.

Step 8. Decide on your future training options

When the RPL/CREDIT TRANSFER process is complete there are a number of options open for your continuing training.

Continue with your studies to complete the remaining Units required to attain the Qualification.

Talk to OPEN CHANNEL or your assessor about training pathways into higher level qualifications including Higher Education.

6. Collecting evidence and demonstrating competence

Competence, Training Packages and qualifications

'Competence' means ability or skill. In the Vocational and Education Training (VET) sector, we assess competence by matching evidence of skill or ability to industry standards set out in National Training Packages that have been developed for most industries in Australia. The Training Packages specify the standards that industry requires of its employees.

The standards are grouped together to form qualifications that sit within a national framework of qualifications called the Australian Quality Training Framework (AQTF). Qualifications in VET are at different levels, generally from level 1 (Certificate I) through to level 6 (Advanced Diploma). Descriptions of these levels are found in section 9 of this kit.

When you are assessed for RPL, as in any other assessment, you collect evidence and/or demonstrate competence against the standards set out in the Training Package.

You can download Training Packages and national curriculum at www.ntis.gov.au.

For more information about the AQTF and qualifications, go to www.training.com.au/aqf2007.

Units of competence

Standards in Training Packages are grouped into *units of competence*. These are skills required to do job. Qualifications consist of groups of units. Sometimes there are core and elective units within a qualification.¹

Each unit is broken down into elements and each element into performance criteria. For the purposes of making a judgment about whether you can apply for RPL, focus on the unit title and the elements. Do not try to gather evidence at the level of every performance criteria (although you should understand them), as these may vary slightly according to what is necessary for you to be able to do a particular job. It is your assessor's job to deal with these, and to ensure you meet the criteria necessary to be able to perform the job task.

¹ OPEN CHANNEL may not offer all the electives available within a particular qualification. Ensure you check that OPEN CHANNEL can assess you for the Units you are applying for, if they are not included in current OPEN CHANNEL courses.

For example, in the Certificate III in Media (CUF30107) there is a unit titled *CUFWRT302A: Write simple stories*

Within this unit there are three elements:

1. Clarify storytelling requirements
2. Prepare to write stories
3. Draft stories
4. Refine stories

If you believe that you are already competent in writing simple stories, you could apply for RPL for this unit and start to collect evidence that you can clarify storytelling requirements, prepare to write, draft and refine stories.

This qualification is a Certificate III (level 3). If you refer to Section 9 in this kit, you find that at this level you should be able to demonstrate some relevant theoretical knowledge and apply a range of well-developed skills and known solutions to a variety of predictable problems, using some discretion and judgement in interpreting available information. The evidence you provide to your assessor should reflect this level of complexity.

Evidence

Evidence consists of documents, products or items that you can provide or processes you can demonstrate to an assessor so they can judge whether you are competent.

There are no restrictions on what you provide, but it must:

- be authentic - The evidence presented must be the participants own work
- be valid - The evidence supplied must, in total, cover the broad range of knowledge and skills required to satisfy the assessment criteria
- demonstrate your own work in entirety, or identify which component of a work is your own
- be current - i.e. show you are still competent or still have the skill
- be sufficient in demonstrating competence

Generally, more than one piece of evidence will be needed to cover each element. One piece of evidence may demonstrate your underlying knowledge, and one piece of evidence may demonstrate practical skill. For example, training certificate may demonstrate the knowledge component, and a third party report from your employer may demonstrate that you have the appropriate skills.

Your assessor and OPEN CHANNEL must also check that the evidence is Reliable. Our policy is that Assessment practices are monitored and reviewed to ensure consistency in the interpretation of evidence.

Evidence can be in many forms, for example:

- a demonstration of your skill
- third party reports (e.g. from your supervisor or work colleagues)
- training certificates or training program information
- study results/transcripts
- work records and samples that you have produced such as:
 - o drawings
 - o plans
 - o written documents
 - o artwork
 - o products
 - o samples
 - o spreadsheets
- photographs or video footage of something you have built, designed, fixed or made
- references or testimonials
- reports and letters
- performance appraisals
- job description or statement of duties
- presentation of a work project
- log book, diary or journal entries
- notes or letters of appreciation

- workplace records
- articles or photographs about your achievements
- awards, commendations or certificates of merit
- personal statements written by you about your experience and skills
- professional evaluations/recommendations
- audio and/or video evidence of working sessions
- production paperwork prepared by you
- documentation of attendance at workshops or seminars
- examples of film/screen work/credits where your work is demonstrated clearly

Credit Transfer involves assessing accredited or formally recognized study/training/education results transcripts, statements of attainment, plus detailed syllabus or program information, so an assessor can map achieved study across to competency information in the current Training Package. Where there is a resulting gap in this mapping process, RPL evidence may supplement this prior study/training/education documentation to complete demonstration of competence.

Formally recognised training may have been delivered by TAFE institutes; secondary schools; enterprise, community or adult education providers; a group training company; private training organisations or higher education institutions.

You may not need separate pieces of evidence for each part or element of Units of Competency. Various elements or Units may be covered by the same piece of evidence.

For example, a personal diary or journal can provide evidence of your ability to prioritise and your ability to schedule or plan events. Speak to OPEN CHANNEL if you have any questions about the evidence you are gathering, *prior to submission of your application*.

Things to keep in mind in relation to your evidence, which may support your application:

- All evidence should provide sufficient information for the Assessor to verify the information being provided. For example, contact details of organisations, associations and individuals (telephone numbers, email address etc).
- When providing educational/training information for full or partial credit transfer, an original official transcript or certified copy of results obtained should be provided for those subjects for which you are seeking credit. Web printouts are unlikely to be acceptable as evidence.
- Evidence of change of name if different from accompanying documentation
- For some items of evidence it may be appropriate to indicate which part of the item is relevant to which aspect of the unit (by a note on the evidence or by using a highlighter pen for example)
- If you don't have primary evidence that you can submit to substantiate your claim, but consider that you could demonstrate your competence to assessors, please make a note to that effect on the Evidence Matrix

Ensure your evidence makes it as clear and easy as possible for your Assessor to be assured you have the required competency, and that this competency is still current.

7. Presenting your Evidence

You may be required to put the evidence together in a portfolio but this depends on the nature of the evidence and the skills being assessed. In some cases, workplace demonstrations will be sufficient evidence.

Where hard items are presented in a portfolio, you should label each item providing it with an individual sequential number (i.e. 1, 2, 3...) and your full name.

You are also required to prepare an **Evidence Mapping Matrix for each Unit of Competency**, that maps each Element of a Unit of Competency, to the item/s of evidence which you believe adequately demonstrate your competence. It is not the responsibility of the assessor to establish the relationship of the evidence to the unit topics. If the relationship is not established by the applicant, RPL/CREDIT TRANSFER cannot be granted.

Example of layout of matrix:

Name of Applicant: J Adams					
Unit/s Applied		Evidence	Evidence Description	Office Use	
Unit Code	Element Number/Description			Assessor's Signature/s	
				Granted	Denied
CUFWRT302 A	1 Clarify storytelling requirements	3	Third Party report by Producer		
		5	Story structure Masterclass completion evidence and content covered		
		6	Notes from initial meeting with Producer and Director in diary		
	2 Prepare to write stories	2	Research notes on script		
		3	Third Party report by Producer		
	3 Draft stories	1	Sample screenplay		
	4 Refine stories	3	Third Party report by Producer		
		4	First draft notes and subsequent draft		

Also include a cover sheet titled **Evidence Listing** which lists every item of evidence provided (numbered), and the type of evidence.

Example of layout of Evidence listing:

Name of Applicant: J Adams					
Evidence	Work Sample	Third Party Report	Questioning by Assessor	Case Study	Certificate
1. Report by J Adams of XYZ Productions Pty Ltd		✓			
2. Daily paperwork prepared by candidate in daily duties	✓				

8. RPL/CREDIT TRANSFER application fees

Full Qualification up-front fee paying student (RPL replaced Training/Assessment path for relevant Unit/s)	no fee
General Application – per Certificate III in Media Unit	\$100
General Application – per Advanced Diploma of Screen & Media Unit	\$200
Issuing Fee (successful applicants) per transcript	\$25

All prices quotes in Australian dollars.

Refer to full refund conditions on the application form. Course credit equivalent to a portion of the fees paid may apply for applicants who are unsuccessful. This credit may be used on any OPEN CHANNEL training course within a designated timeframe.

9. Australian qualifications (AQF) levels 1-6

Certificate I (Level 1)

- Demonstrate knowledge by recall in a narrow range of areas
- Demonstrate basic practical skills such as the use of relevant tools
- Perform a sequence of routine tasks, given clear directions
- Receive and pass on messages/information.

Certificate II (Level 2)

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Take limited responsibility for own outputs in work and learning.

Certificate III (Level 3)

- Demonstrate some relevant theoretical knowledge
- Apply a range of well-developed skills
- Apply known solutions to a variety of predictable problems
- Perform processes that require a range of well-developed skills where some discretion and judgement are required
- Interpret available information using discretion and judgement
- Take responsibility for own outputs in work and learning
- Take limited responsibility for the output of others.

Certificate IV (Level 4)

- Demonstrate understanding of a broad-range knowledge base, incorporating some theoretical concepts
- Apply solutions to a defined range of unpredictable problems
- Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- Identify, analyse and evaluate information from a variety of sources

- Take responsibility for own outputs in relation to specific quality standards
- Take limited responsibility for the quantity and quality of the output of others.

Diploma (Level 5)

- Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- Analyse and plan approaches to technical problems or management requirements
- Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- Evaluate information and use that information to forecast for planning or research purposes
- Take responsibility for own outputs in relation to broad quantity and quality parameters
- Take some responsibility for the achievement of group outcomes.

Advanced Diploma (Level 6)

- Demonstrate understanding of specialised knowledge with depth in some areas
- Analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- Generate ideas through the analysis of information and concepts at an abstract level
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- Demonstrate accountability for personal outputs within broad parameters
- Demonstrate accountability for group outcomes within broad parameters.

10. Glossary of terms

Accreditation

Accreditation is the process used by Australian state/territory governments to ensure that qualifications developed by Registered Training Organisations (RTOs) meet designated quality standards. State accredited qualifications are listed on the National Training Information System at www.ntis.gov.au.

Articulation

Arrangements that allow for learners to progress smoothly from one qualification to another within Vocational Education and Training (VET) qualifications and between VET and Higher Education programs.

Assessment

The process of collecting evidence and making judgments on whether competency has been achieved at a standard that is stated in National Training Packages or nationally accredited curriculum. Assessment should be fair, flexible, valid, reliable and sufficient.

Australian Qualifications Framework (AQF)

The framework that defines all Australian qualifications nationally in post-compulsory education and training.

Competence

Competence means ability or skill. In the Vocational and Education Training (VET) sector, competency refers to the ability to perform skills to a standard expected in the workplace.

Course

At OPEN CHANNEL, a short course is used to refer to a program of delivery which may deliver training in one or more nationally recognised units of competency. Formal assessment at OPEN CHANNEL is generally an optional/separate component to the delivery

that takes place within a course.

Credit Transfer

Credit Transfer is an administrative process used to formally recognise your competency in formal/recognised courses that you completed elsewhere, but which do not have the same Unit Code for which you are applying.

Evidence

Evidence consists of products or items that you can provide or processes you can demonstrate to an assessor so they can judge whether or not you are competent.

Endorsed/endorsement

All nationally endorsed components (Units/Qualifications/Skill Sets within a Training Package under the national Vocational Education and Training (VET) system) which are recognised in all Australian states and territories.

Learning

'Formal learning' refers to learning that takes place through a structured program that is linked to the attainment of a formal qualification or award such as a certificate, diploma or university degree.

'Non-formal learning' refers to learning that takes place through a structured program but does not lead to the attainment of a formal qualification or award, such as in-house training run by a business.

'Informal learning' refers to learning that comes from life and work experiences such as work-related, social, hobby or leisure activities.

Recognition of Prior Learning (RPL)

An assessment process through which you can gain accreditation in Units of Competency (credit toward Qualifications) based on the skills you have gained through life and work experiences and training elsewhere.

Recognition of Current Competency

A form of RPL which involves having your skills re-assessed to ensure you have maintained competency in an accredited course that you may have completed previously.

Registered Training Organisation (RTO)

Training providers that are registered by state/territory governments to provide and assess nationally recognised qualifications and Skill Sets. Apart from TAFE institutes, a wide range of organisations may be registered including secondary schools, companies, industry associations and community organisations.

Skill Set

Single units of competence or groupings of units that link to a licence or regulatory requirement or a defined industry need.

Statement of Attainment

Formal certification provided by a Registered Training Organisation that lists the units or modules that a person has achieved as part of a national qualification or Skill Set.

Training Packages

A document containing a set of nationally endorsed standards, assessment guidelines and national qualifications for a specific industry, industry sector or enterprise. For examples, go to www.ntis.gov.au.

Unit of Competency

Training Packages are grouped into units of competency which describe in detail the underlying knowledge and practical skills associated with a single work task. Each unit has a general title that briefly states what the competency is about e.g. *Manage personal work priorities and professional development*. The sub-skills that make up the competency (**elements**) are listed and for each of these the industry benchmarked standard at which you would be expected to perform this skill in the workplace (**performance criteria**).

Units of competency also list the possible range of circumstances in which you would perform the competency and the essential skills and knowledge that underpin the competency. Assessment requirements are also described. To see an example of a unit of competency with Training Packages, go to www.ntis.gov.au.

11. Units available within Qualifications available at OPEN CHANNEL

CUF30107 Certificate III in Media

Core units

Creative Thinking

BSBCRT301A Develop and extend critical and creative thinking skills

Industry context

CUFIND301A Work effectively in the screen and media industries

OHS

BSBOHS201A Participate in OHS processes

Elective units

Animation and digital effects

CUFANM301A Create 2D digital animations

CUFANM302A Create 3D digital animations

CUFANM303A Create 3D digital models

Audio/sound

CUSSOU04A Record sound

CUSSOU09A Mix sound sources

CUFSOU204A Perform basic sound editing

CUFSOU301A Prepare audio assets

CUFSOU302A Compile audio material for broadcast

CUSSOU10A De noise soundtracks

Bookkeeping

BSBFIA301A Maintain financial records

Broadcasting

CUFBRD301A Perform basic transmission operations

CUFBRD302A Provide production support for television productions

CUFBRD303A Prepare video material for television transmission

Camera/cinematography

CUFCAM201A Assist with a basic camera shoot

CUFCAM301A Shoot material for screen productions

CUFCAM302A Rig camera infrastructure

Creative thinking

BSBCRT101A Apply critical thinking techniques

Customer service

BSBCUS201A Deliver a service to customers

Design

BSBDES201A Follow a design process

BSBDES202A Evaluate the nature of design in a specific industry context

BSBDES302A Explore and apply the creative design process to 2D forms

BSBDES303A Explore and apply the creative design process to 3D forms

Digital content and imaging

CUFDIG201A Maintain interactive content

CUFDIG301A Prepare video assets

CUFDIG302A Author interactive sequences

CUFDIG303A Produce and prepare photo images

CUFDIG304A Create visual design components

Diversity

BSBDIV301A Work effectively with diversity

Drawing

CUVCOR08B Produce drawings to represent and communicate the concept

First aid

HLTFA301B Apply first aid

General maintenance

CUFGMT301A Repair and maintain production equipment

ICT use

ICAU3019B Migrate to new technology

ICAU3126B Use advanced features of computer applications

Innovation

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT301A Prepare, install and test lighting equipment

CUFLGT302A Record and operate standard lighting cues

CUFLGT303A Install and operate follow spots

CUFLGT304A Operate floor electrics

On air presentation

CUFAIR201A Develop techniques for presenting information on radio

CUFAIR301A Present radio programs

CUFAIR302A Develop techniques for presenting information to camera

Post production

CUFPOS201A Perform basic vision and sound editing

CUFPOS301A Prepare motion picture film for printing or transfer

CUFPOS302A Process motion picture film

CUFPOS303A Print motion picture film

Production planning and management

CUFPPM301A Plan and prepare programs

CUFCMP301A Implement copyright arrangements

Research

CUFRES201A Collect and organise content for broadcast or publication
Writing
CUFWRT301A Write content for a range of media
CUFWRT302A Write simple stories

CUF60107 Advanced Diploma of Screen and Media

Core units

Creative thinking
BSBCRT501A Originate and develop concepts
CUFCRT07A Research and apply concepts and theories of creativity

Elective units

Advertising
BSBADV602B Develop an advertising campaign
BSBADV604B Execute an advertising campaign
BSBADV605B Evaluate campaign effectiveness
Animation and digital effects
CUFANM503A Design animation and digital visual effects
Audio/sound
CUSSOU16A Develop sound design
CUSSOU18A Manage production for sound design
CUSSOU22A Implement sound design
Broadcasting
CUFBRD501A Operate master control
Camera/cinematography
CUFCAM601A Direct cinematography for screen productions
Compliance
BSBCMP501B Identify and interpret compliance requirements
CUFCMP501A Manage and exploit copyright arrangements
Digital content and imaging
CUFDIG502A Design web environments
CUFDIG503A Design e learning resources
CUFDIG504A Design games
CUFDIG505A Design information architecture
CUFDIG507A Design interaction
CUFDIG508A Design digital simulations
Directing
CUFDRT501A Direct rehearsals of performers
CUFDRT502A Direct performers
CUFDRT601A Establish the creative vision for screen productions
CUFDRT602A Audition and select performers
CUFDRT603A Direct screen production crews
CUFDRT604A Devise camera coverage
CUFDRT605A Collaborate with editors during post production
Financial management
BSBFIM601A Manage finances

BSBPUB503A Manage fundraising and sponsorship activities
 Human resource management
 BSBMGT502B Manage people performance
 BSBMGT615A Contribute to organisation development
 BSBMGT605B Provide leadership across the organisation
 Innovation
 BSBINN501A Establish systems that support innovation
 BSBINN502A Build and sustain an innovative work environment
 BSBINN601A Manage organisational change
 International trade
 BSBREL502A Build international business networks
 Lighting
 CUFLGT501A Conceive and develop lighting designs
 Management
 BSBPMG510A Manage projects
 Marketing
 BSBMKG603B Manage the marketing process
 BSBMKG605B Evaluate international marketing opportunities
 BSBMKG606B Manage international marketing programs
 BSBMKG607B Manage market research
 BSBMKG608A Develop organisational marketing objectives
 BSBMKG609A Develop a marketing plan
 OHS
 BSBOHS509A Ensure a safe workplace
 Production planning and management
 CUETEM08B Realise productions
 CUFPPM504A Manage locations for film and media productions
 CUFPPM601A Plan and manage film and media pre-production
 CUFPPM602A Plan and manage film and media post production
 Scenery and set construction
 CUEPRP501A Conceive, develop and realise props designs
 CUESET501A Conceive, develop and realise set designs
 Strategic management
 BSBMGT608B Manage innovation and continuous improvement
 BSBMGT616A Develop and implement strategic plans
 BSBMGT617A Develop and implement a business plan
 Workforce development
 TAADES503B Research and design e learning resources
 TAADES504B Develop and evaluate e learning resources
 TAATAS501B Undertake organisational training needs analysis
 Writing
 BSBWRT501A Write persuasive copy
 CUFWRT501A Develop storylines and treatments
 CUFWRT601A Write scripts
 CUFWRT602A Edit scripts

12. Further Information

Contact the Training & Professional development department at training@openchannel.org.au or call 03 86109300 for more information.