

# Diploma of Screen Media

CUA51015

Thank you for your interest in the **CUA51015 Diploma of Screen and Media!**

This Course Guide is designed to provide you with detailed course information to support making a decision about whether this course is the most suitable and appropriate for your career goals and individual needs.

### Course Details

- *Code name:* Diploma of Screen and Media
- *Course code:* CUA51015
- *Release Number:* 1
- *Currency:* Current

This qualification reflects the role of individuals who possess a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate the work of self and/or team in the film, television, radio and interactive media industries.

### Target Students

Foundry Academy key student target group are those who wish to build a career in the Creative Industries.

This qualification reflects the role of digital designers at the beginning of their professional careers. They combine technical, creative and conceptual skills to create designs that meet client requirements and solve a range of visual communication challenges.

The student will develop a sound understanding of digital design theory and practice and are able to analyse and synthesise information from a range of sources to generate digital solutions. Digital designers work in many different commercial and community contexts across both print and digital media.

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

Designers will likely be working in junior or generalist roles. Their work may include or have links to areas such as advertising and promotion, social media, user experience, instructional design, digital illustration, database management, videography and web design.

### Location

Foundry Campuses:

- Top Floor, 22 Cameron Street, Launceston TAS 7250
- Top Floor, Brooke St Pier, Franklin Wharf, Hobart TAS 7000

### Course Duration & Timelines

The course can be delivered over a range of course durations, depending on the needs and characteristics of the student and their employer where relevant.

The standard course duration is 18 months part time.

Students may complete the program earlier than these timelines through achievement of RPL or credit transfer. Please refer to the Foundry Academy Student Handbook for further information.

### **Specific Industry / Stakeholder Needs**

Depending on the industry area where course delivery occurs, Foundry Academy will customise delivery activities for workplaces to support industry licensing requirements or the specific employer needs for employees undertaking the course.

There are no licensing requirements for this course. Students undertaking this training are required to successfully complete a language, literacy and numeracy (LLN) test to demonstrate a reasonable level of English in both written and verbal, at ACSF Level 2, to be able to communicate effectively in the workplace.

### **Course Organisation & Delivery Modes**

The course units of competency are studied as per the Training & Assessment Sequencing Plan (Appendix One). Foundry Academy personnel recommend a study pathway providing a logical program structure for students undertaking learning and assessment tasks.

Students should expect to undertake on average 47 hours study per unit (9 hours per week) for the standard duration of the course.

Mentoring sessions are conducted at times and locations negotiated. A student to trainer ratio of a maximum of 25 students to 1 trainer is maintained for campus-based delivery approaches.

Actual study hours for each unit of competency may vary depending on the volume of learning and assessment required to meet the requirements of the unit.

The delivery environment is on campus. Course delivery including mentoring activities typically occurs during weekdays and standard working hours. Weekend or out of standard hours' sessions may however be negotiated on a client by client basis.

The delivery approaches used are on-campus study, self-directed study with one-to-one coaching/mentoring support.

As the learning topics are a mix of theory and practical content, this approach is most suitable to provide the individual, customised program required for students.

### **Work Placement Arrangements**

No work placements are applicable.

Participation in this course is only open to students employed, with access to administrative work, studying via a workplace supported program.

### **Pathways for Students**

#### **Training Pathways**

Students will be able to use this Diploma as a gateway to an Advanced Diploma of Screen and Media or higher-level degrees in digital design and the broader discipline areas such as graphic design:

- Digital Media - Advanced Diploma of Screen and Media.
- Graphic Design - Advanced Diploma of Graphic Design.
- University – Associate Degree of Applied Design.

#### **Employment Pathways**

The Diploma of Screen and Media focuses on the essential skills and knowledge necessary for a career as a professional digital designer to work for self and/or with a team in the creative media industries. Students may be employed in any of the following positions on completion of this course:

- Digital designer.
- Graphic designer.
- Frontend web developer.
- Experience design (UX/CX).
- Videographer/producer/editor.

### Course Requirements -Core and Elective Units

The CUA51015 Diploma of Screen and Media requires completion of fifteen (15) units made up of:

§ 3 core units; plus

§ 12 elective units, of which:

§ 10 units must be from the qualification packaging rules; and

§ 2 units may be from the qualification packaging rules from any currently endorsed Training Package or accredited course at Certificate IV, Diploma or Advanced Diploma level.

### Core Units

- CUAIND502 Maintain and apply creative arts industry knowledge
- CUAPPR505 Establish and maintain safe creative practice
- BSBCRT501 Originate and develop concepts

### Elective Units

- CUAANM503 Design animation and digital visual effects
- CUADIG502 Design digital applications
- CUADIG505 Design information architecture
- CUAANM403 Create titles for screen productions
- CUADIG403 Create user interfaces
- CUASOU407 Edit sound
- BSBMKG527 Plan social media engagement
- ICTDBS504 Integrate database with a website
- ICTDMT501 Incorporate and edit digital video
- CUAIND401 Extend expertise in specialist creative fields
- ICTWEB505 Develop complex web page layouts
- ICTWEB506 Develop complex cascading style sheets

The elective unit options listed represent the only approved elective unit options offered that have been selected and approved for delivery by Foundry Academy. This is a reduced list from the qualification packaging rules specified electives list.

Elective units selected are relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

## Course Entry Requirements

Nil mandatory requirements specified.

## Foundry Academy Course Admission Requirements

Students must:

- Be at least 17 years of age;
- Have completed Year 10 in the Australian school system or equivalent;
- Have language, literacy and numeracy skills equivalent to ASCF Level 2;
- Have access to access to a laptop with an internet connection (Mac/PC) which includes iMovie, Keynote and a student edition of Adobe Creative Cloud software (A\$28.59/mth); and
- Have successfully completed CUA30715 Certificate III in Design Fundamentals, or submit a folio of work that demonstrates the entry requirements of this award, and attend an interview to assess required knowledge.

To enter this qualification, individuals must provide evidence of their technical skills and ability to:

- Produce multiple examples of digital design work that respond effectively to different design challenges; and
- Use digital design industry software

Skills may have been acquired through personal or work experience, or through formal study.

## Language literacy and numeracy assessment (LLN)

To work in a business environment, students must demonstrate suitable LLN skills which are assessed when applying for enrolment. The assessment relates to the Australian Core Skills Framework (ACSF) and is a required part of applying for enrolment.

Selection criteria takes into account various factors when deciding upon which students will be offered places in the course including;

- The students' needs and desired outcomes;
- The ability and commitment of the student to complete the course;
- Eligibility requirements listed in the national Training Package;
- Students existing ability in the ACSF core skills - learning, reading, writing, oral communication and numeracy;
- Any areas where students may need additional support (e.g. if they have low English levels) and to identify whether students' physical attributes may influence their ability to complete the training and assessment (e.g. if heavy lifting is required).

## Student Identification

Students are advised the minimum identification requirements must be met prior to enrolment:

- Provision of the student's Unique Student Identifier (USI);
- Provision of Australian legal photo identification for assessment purposes.

If students do not have a USI they can create one at [www.usi.gov.au](http://www.usi.gov.au) or ask Foundry Academy for assistance.

## Licensing Requirements

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Student Resources, Texts, Materials, Equipment Requirements

### Other Resources

No other resources or equipment is required to be provided by the student – all other resource needs for this course are provided to students by Foundry Academy.

### Fees

Course tuition and related fees may vary depending on unit selections and individual student preferences. Please refer to Foundry Academy's Schedule of Tuition Fees for further information and to determine the course fees for your course engagement:

[www.myfoundry.com.au](http://www.myfoundry.com.au)

### Support Services

A *Training Plan* is completed with all students prior to enrolment to identify any individual need, resource requirements, delivery unit schedule and support options.

Students are asked to identify their individual needs, but are sometimes reluctant to do so. Foundry Academy personnel monitor the progress of all students and their readiness for assessment as they progress through their course.

Delivery materials and methods may be adapted for the special needs of clients. Some examples may include enlarging print materials for vision requirements, provision of ICT equipment and support, accessing interpreter services or using individual delivery methods. A range of support services, including LL&N training, may be accessed as required for student needs.

### Assessment Arrangements

The assessment environment is the student's workplace. Workplace and case study projects are employed for summative assessment, where workplace application of all competencies can be observed by an Assessor.

For on-the-job assessment observations, the Assessor organises to visit the student on-site at a mutually convenient time.

Recognition documentation and applications is available for all units of competency for those students who have extensive experience in the unit areas. RPL applications will be offered and processed as per Foundry Academy's Student Advice and Selection Policy.

At all times, the assessment approaches planned will be compliant with Foundry Academy's Assessment Policy, and when implemented will meet the Code of Conduct requirements. All assessment approaches used are compliant with the requirements of the Assessment Guidelines from the national Training Package or accredited course curriculum.

For each unit of competency (and each element within the unit), a range of evidence will be collected.

Resources are often specified that must be used in assessment at a unit of competency level. All specific resources for each unit of competency are listed within Foundry Academy's Assessment Workbook for each unit. Information within each unit resource includes:

- Specific assessment resources required;
- Assessment methods available to be used;
- Plan for and timing of assessment; and
- Any adjustments that may be needed to cater for different student characteristics.

### Recognition of Prior Learning (RPL) and Credit Transfer (CT)

Recognition documentation and applications is available for all units of competency for those students who have extensive experience in the unit areas. RPL applications will be offered and processed as per Foundry Academy's Student Advice and Selection Policy.

Foundry Academy recognises Qualifications and Statements of Attainment issued by other RTOs under the Australian Qualifications Framework (AQF). Students may use Qualifications and Statements of Attainment to gain credit towards programs offered by Foundry Academy.

Please refer to Foundry Academy's *Student Handbook* for further information.

### **Reasonable Adjustment**

There may be times and situations in which a student may require 'reasonable adjustment' of the training and assessment methods implemented by Foundry Academy to meet their specific individual needs.

Reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the candidate and the type of evidence to be collected from the candidate) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

The reasonable adjustments to the training and assessment process may include a variety of modifications to the methods of delivery and assessment to assist the student undertake the course. The adjustments may include actions such as:

- Assistance in the form of the training location to allow easier access
- Accessing relevant equipment or aids to assist the student adjustments to the assessment methods to cater for any special needs (without effecting the integrity of the outcome)

### **Course Specific Withdrawal Information**

No specific withdrawal requirements are relevant for this course.

For general information about the grounds on which the student's enrolment may be deferred, suspended or cancelled, please refer to Foundry Academy's *Student Handbook*.

### **Unit Outlines**

#### **CUAIND502 Maintain and apply creative arts industry knowledge**

This unit describes the skills and knowledge required to maintain creative arts industry knowledge and monitor and manage own professional practice. It applies to individuals with advanced research and analysis skills working as practitioners, administrators or managers. They could be working in the public or private sector in a variety of contexts.

#### **CUAPPR505 Establish and maintain safe creative practice**

This unit describes the skills and knowledge required to determine and respond effectively to broad and specific safety requirements in a professional practice. It applies to individuals who are sole practitioners or working in collaborative teams across all sectors and areas of expertise, who are responsible for managing safety. The practitioner applies a self-directed approach to ensuring safety. The unit could apply to a range of internal and external work environments, including workshops, studios, offices, field locations and performance venues.

#### **BSBCRT501 Originate and develop concepts**

This unit describes the skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level. It applies to individuals who develop concepts for any business or community activity or process, such as marketing and advertising campaigns, staff development programs, information technology and

communication systems, radio and television programs, entertainment events, films, exhibitions and digital media products. Individuals operate with a high degree of autonomy but collaborate with others to generate ideas and refine concepts to the point where they can be implemented.

### **CUAANM503 Design animation and digital visual effects**

This unit describes the skills and knowledge required to design animation and digital visual effects for screen productions such as television commercials, feature films, animated films or interactive games. It applies to individuals who have high-level skills in research and creative concept development. They work closely with people such as directors or producers to generate concepts and prepare design specifications for animation or visual effects for a range of projects.

### **CUADIG502 Design digital applications**

This unit describes the skills and knowledge required to design digital applications, which may consist of one or many technologies integrated in various combinations. It applies to individuals who work with clients to design specifications for digital applications, which are then built by other specialised team members. Digital applications may be operated in a web or mobile device environment.

### **CUADIG505 Design information architecture**

This unit describes the skills and knowledge required to design the information architecture of an interactive media product. It applies to individuals who work collaboratively with clients and senior team members to develop content, structure and navigation of interactive media products. They also test the prototype.

### **CUAANM403 Create titles for screen productions**

This unit describes the skills and knowledge required to design and develop opening titles and captions for screen productions including film and television, games and e-learning resources. It applies to individuals who generate digital titles and work collaboratively with directors and post-production personnel to meet deadlines.

### **CUADIG403 Create user interfaces**

This unit describes the skills and knowledge required to create a user interface for an interactive media product. It applies to individuals who respond to design specifications and generate a range of design options that incorporate user-centred design principles and comply with platform standards. They work in a team environment with some supervision or guidance.

### **CUASOU407 Edit sound**

This unit describes the skills and knowledge required to edit sound material to meet production requirements. This involves assessing the quality of source materials, preparing source materials for sound editing, making technically accurate sound edits, and applying sound effects to enhance the final product. It applies to individuals who work as part of a production team to edit sound material for a range of productions. It also applies to individuals working in film and sound archives. Individuals work with minimal supervision and guidance and may supervise others.

### **BSBMKG527 Plan social media engagement**

This unit describes the skills and knowledge required to effectively engage with a preferred audience on social media. It applies to individuals working in a variety of marketing



communications occupational roles who have responsibility for developing social media plans and facilitating social engagement.

**ICTDBS504 Integrate database with a website**

This unit describes the skills and knowledge required to ensure the database is integrated with a website. It applies to individuals employed as web developers who are responsible for creating data-driven web applications.

**ICTDMT501 Incorporate and edit digital video**

This unit describes the skills and knowledge required to incorporate, and edit, digital video into interactive media presentations. It applies to individuals who possess a sound knowledge of digital media, are independently responsible for the workflow process and provide support and supervision within a team.

**CUAIND401 Extend expertise in specialist creative fields**

This unit describes the performance outcomes, skills and knowledge required by those working in the creative industries to add depth to expertise in a specialist field or technique. Fields include dance, music, cultural heritage, screen and media, visual arts, craft and design. The unit is particularly applicable in contexts where techniques require a high level of skill and coordination. At this level, work would usually be undertaken with limited guidance and specialists could also be responsible for mentoring others on the job. Depending on the specialist area, guidance from mentors and experienced practitioners could be expected.

**ICTWEB505 Develop complex web page layouts**

This unit describes the skills and knowledge required to design and create a web page layout, to suit a range of devices and a variety of browsers, to industry standards. It applies to individuals who work as web designers and web developers, have a highly developed understanding of design principles and apply technical skills proficiently, according to unique specifications.

**ICTWEB506 Develop complex cascading style sheets**

This unit describes the skills and knowledge required to develop complex cascading style sheets (CSS) that are attached to a markup language document. It applies to individuals working as web designers and developers who are involved in the layout and appearance of web pages, and have a highly developed understanding of design principles, and software languages, and can apply protocols and standards proficiently.

**Next Steps!**

Thank you again for your interest in this course program. Please contact Foundry Academy's Student Support team on 0499 927 598 or [hello@myfoundry.com.au](mailto:hello@myfoundry.com.au) to commence the application process!

# FOUNDRY

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Academy

**Launceston**

22 Cameron Street  
Launceston, Tasmania 7250

**Hobart**

Top Floor, Brooke Street Pier  
Franklin Wharf, Hobart, Tasmania 7000

P - 0499 927 598

E - [hello@myfoundry.com.au](mailto:hello@myfoundry.com.au)