



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PROJECT - CEL PLACEMENT
Unit ID:	CGDTP5103
Credit Points:	30.00
Prerequisite(s):	(CGCTP5001 and CGCTP5002 and CGCTP5003 and CGCTP5004)
Co-requisite(s):	(CGDTP5101 and CGDTP5102)
Exclusion(s):	Nil
ASCED:	109999

Description of the Unit:

This unit places the student in a professional theatre environment where they stage/production manage or design an artistic project inclusive of all artistic outcomes.

Grade Scheme: Ungraded (S, UN)

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee.).

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory						
Intermediate						
Advanced				✓		

Learning Outcomes:**Knowledge:**

- K1.** Investigate the professional stage work environment
- K2.** Interpret the artistic brief in three dimensions

Skills:

- S1.** Demonstrate capacity to plan, design and cost or interpret an artistic brief in three dimensions
- S2.** Lead the production process in stage management, production management or design

Application of knowledge and skills:

- A1.** Complete a theatre project in a professional setting
- A2.** Reflect and critique project completion

Unit Content:

This unit places the student in a professional theatre environment where they stage or production manage or design an artistic project, inclusive of all artistic outcomes. This project may occur in the Arts Academy calendar of performances within QP5 or may be negotiated to occur under the auspices of a professional arts company. Working as a member of the creative team, students will:

- undertake the management and interpretation of an artistic brief;
- complete all consultations and meetings;
- develop schedules, budgets and technical documentation
- lead bump-in and bump-out;
- supervise and/or design, , production manage or stage manage the show;
- complete a reflective project at the conclusion of the project

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K1, S2	1
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	S1	2
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	S2, A1	3
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	S1, K2	3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K2, A2	4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2	Interpret the artistic brief in a professional team setting	Active participation and engagement in group work	S/U
S1, S2	Complete project planning	Journal	S/U
A1	Organise and fulfil the artistic brief through a series of live performances	Project	S/U
A2	Reflect on and critique on final project outcome	Essay	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)