

# 2023 Subject & Assessment Guide

## Work Health and Safety

CUA51020 Diploma of Screen and Media

CUA51120 Diploma of Visual Arts

Art Stream

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# Work Health and Safety

## Units of Competency

The units of competency that are covered in this subject are as follows:

### **CUAPPR515 - Establish and maintain safe creative practice**

Assessment processes and competency evidence requirements are described in the *Assessment Criteria* section below. If you have prior or other evidence against competency you should discuss this with your teacher.

## Subject Overview

### Overall Learning Outcomes

- Understand workplace health and safety terms and concepts.
- Understand duties and responsibilities.
- Identify hazards.
- Assess risks.
- Find solutions to minimise risk.
- Write a workplace health and safety plan.

### Subject Description

You'll be spending some years sitting at a computer workstation. Could this be hazardous to your health? Is it dangerous? What are the risks? What is the likelihood that you may be injured in some way and how might that affect your career?

This subject is about understanding how to use workplace health and safety concepts, terms and work flows to assess workplace hazards that affect game developers and VFX artists and develop a plan to minimise and control those risks.

### Industry Relevance

Working in any industry will have some level of risk. The game development and VFX industries come with their own types and levels of risk. Knowing and understanding how to evaluate risks and ensure a safer workplace is relevant to the wellbeing of employees, employers, studios and ultimately the industry as a whole.

### Assumed Knowledge

- Internet research skills

# Assessment Criteria

## Assessment Description

### *Assessment Milestones*

Please refer to your Class Schedule for actual dates on your campus.

### *General Description*

Is working at a computer workstation for years developing games or VFX assets unhealthy? Is it dangerous?

Workplace health and safety is about ensuring that possible harm, danger, or unhealthy practices are identified understood and addressed. Workplace health and safety should not be seen as a burden. It is a preventative measure to ensure problems don't escalate.

How would you know if a work practice was unhealthy or dangerous?

Methods have been developed to help us assess a work environment and find out what action we might have to take. In this subject, we will learn these methods.

For your assessment, you'll need to review a workplace and write a WHS management plan. You'll need to understand and use the WHS methods and terminology to write your plan.

You'll take the role of an employer at an imaginary home or office studio then develop a WHS plan for a Game developer or VFX Artist. The workplace may either be a studio (office) environment or a home studio environment (in the case of a freelance contractor).

The aim of the plan is to advise a new worker how to conduct themselves in a safe manner whilst at the chosen work environment including:

1. Identify goals of the plan and WHS duties of the employer and employee.
2. Identify and list 3 potential hazards (hazard identification).
3. Assess risk of each hazard (risk assessment).
4. Write a plan to address the hazards that require action using a hierarchy of control (risk control) include an incident of the hazard occurring.
5. Identify a link to an expert who could assist with WHS matters and the specific hazard in question.
6. Create a process to review the plan.

See more information in the rubric below

### *Evidence Specifications*

This is the specific evidence you must prepare for and present by your assessment milestone to demonstrate you have competency in the above knowledge and skills. The evidence must conform to all the specific requirements listed in the table below. You may present additional, or other evidence of competency, but this should be as a result of individual negotiation with your teacher.

### **Your Roles and Responsibilities as a Candidate**

- Understand and feel comfortable with the assessment process.
- Know what evidence you must provide to demonstrate competency.
- Take an active part in the assessment process.
- Collect all competency evidence for presentation when required.

This table defines what you need to produce as evidence of competency.

<b>Assessment Tasks &amp; Evidence Descriptions</b>
<p><b>1. Workplace Health and Safety Plan</b></p> <p>A written report, blog and/or other presentation showing evidence which includes:</p> <ul style="list-style-type: none"> <li>• Identification of potential hazards associated with the scenario</li> <li>• Research of WHS legislation, WHS codes of practice and at least two WHS professional development activities</li> <li>• The goals of the WHS management plan</li> <li>• Identification of who holds the duty of care</li> <li>• Definition and understanding of WHS responsibilities of managers, employees, and contractors</li> <li>• Understanding of hierarchy of control</li> <li>• A process of monitoring WHS issues in a changing workplace</li> <li>• A WHS Management plan that includes conducting and evaluation of a risk assessment and proposed control measures</li> <li>• A list of resources and associated costs for the WHS management plan</li> <li>• Identification of training requirements for the WHS management plan</li> <li>• Feedback gathered on WHS management plan and implemented improvements to the plan as required</li> </ul>

## Assessment Instructions for Candidate

### METHOD OF ASSESSMENT

Assessment is a cumulative process which takes place throughout a subject. A ‘competent’ or ‘not yet competent’ decision is generally made at the end of a subject. Your assessment will be conducted by an official AIE qualified assessor. This may be someone other than your teacher. The evidence you must prepare and present is described

above in this assessment criteria document. This evidence has been mapped to the units of competency listed at the beginning of this document. Assessments will be conducted on a specific milestone recorded above in this assessment guide document.

### ASSESSMENT CONDITIONS

Formative assessment takes place as your teacher observes the development of your work throughout the subject and, although the assessor is likely to be aware of the evidence you are submitting, it is your responsibility to be prepared for the interview where a competency judgement is made (summative assessment). Forgetting something or making a small mistake at the time of the milestone assessment, can be corrected. However, the assessor may choose to assess other candidates who are better prepared and return to you if time permits.

Upon completion of the assessment, you will be issued with feedback and a record of the summative assessment and you'll need to acknowledge that you have received the result. If you have not submitted the required evidence by the assessment milestone (without prior agreement or a sufficiently documented reason) you will be assessed as not yet competent.

### GRADING

The assessment you are undertaking will be graded as either *competent* or *not yet competent*.

### REASSESSMENT PROCESS

If you are assessed as being not yet competent you will receive clear, written and oral feedback on what you will need to do to achieve competence. You will be given a reassessment milestone no more than one (1) week later to prepare your evidence. If you are unsuccessful after your reassessment, you may be asked to attend a meeting with your Head of School to discuss your progress or any support you may need and further opportunities to gain competency.

### REASONABLE ADJUSTMENTS

We recognise the need to make reasonable adjustments within our assessment and learning environments to meet your individual needs. If you need to speak confidentially to someone about your individual needs, please contact your teacher.

### FURTHER INFORMATION

For further information about assessment and support at AIE, please refer to the assessment and course progress sections of your student handbook.

## Software

### Internet searches

Use of the internet for research.