

DRAFT Subject Outline

| | |
|----------------------|-----------------------|
| Subject Name: | Creative Culture 1 |
| Subject Code: | NM1011 |
| Study Period: | Study Period 2, 2014. |
| Study Mode: Internal | Internal |
| Campus: | Townsville |
| Subject Coordinator: | Dr. Janet Marles |
| Lecturer: | Dr. Janet Marles |

JAMES COOK UNIVERSITY
SCHOOL OF CREATIVE ARTS
FACULTY OF LAW, BUSINESS & THE CREATIVE ARTS

<http://www.jcu.edu.au/soca/>

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Staff Contact Details

| Teaching team | Staff member | Room | Phone | Email | Consultation times* |
|---------------------|-------------------|-----------------------|--------------|-------------------------|---------------------|
| Subject Coordinator | Dr. Janet Marles | D27 222 | 478131 29 | Janet.marles@jcu.edu.au | TBA |
| Lecturer | Dr. Janet Marles | D27 222 | 478131 29 | Janet.marles@jcu.edu.au | TBA |
| Tutor 1 | Bernadette Ashley | Via SoCA office | 478131 66 | | TBA |

* Students should initially approach the Lecturer for all subject-related questions and issues. On occasion, the Lecturer may refer matters to the Subject Coordinator.

Bachelor of New Media Arts Course Learning Outcomes:

JCU graduates are committed to lifelong learning, intellectual development and to displaying exemplary personal, professional and ethical standards. They have a sense of their place in the Tropics and are charged with professional, community and environmental responsibility. They exhibit a willingness to lead and to contribute to the intellectual, cultural and social challenges of regional, national and international communities.

Knowledge = Assignment

- K1) Appraise the global traditions, practices and theories informing creative arts practice;
- K2) Evaluate theoretical and conceptual insights into media arts practice;
- K3) Compare direct experiences of the nature of the global creative industries sector including insights into career management strategies for artists;
- K4) Develop an appreciation and understanding of indigenous perspectives.

Skills = Assignment

- S1) Demonstrate a high level of digital technology based expertise in at least one discipline area of creative practice;
- S2) Apply specialist professional knowledge of at least two discipline areas of creative practice;
- S3) Demonstrate an appreciation and understanding of urban and natural tropical environments;
- S4) Illustrate an awareness of intellectual curiosity, ethical behaviour and sustainable practice in the arts.

Application = Assignment

- A1) Practice collaborative enterprise within creative communities emerging within the knowledge economy;
- A2) Demonstrate advanced oral, written and networked communication skills suitable for the contemporary information and communication technologies sector;
- A3) Employ strong problem solving, research, critical thinking and analytical skills required for contemporary arts practice.

Section 1. Subject at a glance

1.1 Student participation requirements

The JCU Learning, Teaching and Assessment Policy (4.3) indicates that, “a **3 credit point subject** will require a **130 hour work load** of study-related participation (including class attendance) over the duration of the study period, **irrespective of mode of delivery**”. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours**, including completion of assessment requirements. Note that “attendance at specified classes may be a mandatory requirement for satisfactory completion of some subjects” (Learning, Teaching and Assessment Policy, 5.9); and that additional hours may be required per week for those students in need of **English language, numeracy or other learning support**.

| Key subject activities | Time | Day/ Date | Room/ Location |
|------------------------|---------------|---|----------------|
| Lecture | 2:00 – 3:00pm | Thursday Commences: Week 2 7 August, 2014 | 025-001 TSV |
| Tutorial | 3:00 – 5:00pm | Thursday Commences: Week 2 7 August, 2014 | 025-001 TSV |

For information on the days and times when lectures, tutorials, workshops, etc. are scheduled for all of your subjects, visit *JCU Lecture Timetables* at <http://www.jcu.edu.au/ttable/>

1.2 Key dates

| Key dates | Date |
|--|--|
| Census date | see 2014 Study Period and Census Dates |
| Last date to withdraw without academic penalty | see 2014 Study Period and Census Dates |
| Assessment task 1 Survey (20%) | Due: Thursday 4 th September |
| Assessment task 2 Online Forum (20%) | Due: Weeks 2-12 |
| Assessment task 3 Presentation (20%) | Due: Weeks 9-11 |
| Assessment task 4 Exam (40%) | In examination period |

Section 2. Subject details

2.1 Subject description

Students will be provided with a solid grounding in the theory and language of new media, including a historical overview of the emergence of the discipline and an analysis of new directions. The significant impact of global information networks will be explored from a range of perspectives and students will also be exposed to a range of significant art works that embody new media.

2.2 Subject learning outcomes

Students who successfully complete this subject will be able to:

- explain the emergence and place of new media in society;
- contextualise new media as a discipline of contemporary arts practice;
- apply the theory and language of new media across a range of contexts and settings.

These outcomes will contribute to your overall achievement of course learning outcomes.

| <i>Subject Learning Outcomes</i> | <i>Related Content /Assessment</i> |
|--|------------------------------------|
| explain the emergence and place of new media in society | Lectures / Workshops / Tutorials |
| contextualise new media as a discipline of contemporary arts practice | Lectures / Workshops / Tutorials |
| apply the theory and language of new media across a range of contexts and settings | Lectures / Workshops / Tutorials |

2.3 Learning and teaching in this subject

This subject uses a combination of approaches to teaching and learning, including both student centred and teacher directed approaches. The content of the subject may be disseminated using a variety of teaching strategies including lectures, practical demonstrations, personal guidance for individual projects and class critiques.

Students are expected to be active participants in the learning process and are encouraged to participate in class activities. All materials and resources referred to in this Subject Outline are available through JCU's library holdings, e-journals, or databases. Any questions in relation to the manner in which this subject is delivered should be directed to the subject coordinator responsible for the overall delivery of the subject.

Lecturers and tutors support your use of Facebook and other social media to discuss with your fellow students subject and course related matters. However, a word of caution: sometimes wrong and inaccurate information is distributed on social media. If you have a question about basic subject information, like "what is my assessment?", you need first to read your subject guide carefully and then if you have questions, **ask your lecturer**. The lecturer is the best person to ask about key subject information. If you ask your lecturer, and you still do not understand, please ask again. Lecturers are ready to help you and are keen that you understand fully and clearly what the subject requirements are.

2.4 Student feedback on subject

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. **YourJCU Subject and Teaching Surveys** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens. We value your feedback and ask that you to provide considered feedback for each of your subjects.

Each year student feedback is reviewed and consideration given to amending subject content, assessment and delivery. In this year's subject, the theoretical material has been replaced with more student centred material and practical engagement. Students are again encouraged to provide feedback this year.

2.5 Subject resources and special requirements

There are no required texts for this subject. However, some texts and media will be referenced throughout the semester. Certain materials and equipment may be required to successfully complete the subject. Students will be advised of any particular requirements at appropriate times.

SoCA Readings Charge: An Annual Readings Charge of \$60.00, payable to Student Services, provides unlimited access for 2014 to Lynda.com the SoCA tutorial readings service. Students paying the charge receive a personal log-on and password to the service. Access otherwise will be available via at a designated workstation in the School at Cairns and Townsville without charge.

Readings at Lynda.Com (**There are no specific links to Lynda.Com for this subject**)

Further Reading

Texts from a variety of mediums will be referenced during the lecture program and, when necessary, discussed during workshop and seminar sessions.

What follows is a list of additional texts, which may provide the student with further inspiration and understanding. As is often the case, lists such as these are works in progress and are by no means complete. Students are encouraged to compliment this list and share access to, and knowledge of, suitable reference texts and online resources with their colleagues.

Books, Websites, Media, Magazines & Journals

| | |
|-------|---|
| Book | Shaw, D (2008) <i>The Key Concepts of Technoculture</i> , Berg, New York. |
| Book | Lanier, J (2011) <i>You Are Not A Gadget</i> , Penguin, New York. |
| Video | <i>How TV Ruined Your Life</i> (Brooker, 2011) (30 Minutes) |

The "creative industries" is an area of activity that is discussed and debated in numerous areas of the WWW. Students are encouraged to use search engines to explore particular issues and which will lead to various sites, magazines and journals. For example, the library has a subscription to the *Creative Industries Journal* which is a very useful resource. Access library e-journals at this site:

http://www-public.jcu.edu.au/libcomp/resources/articles/index.htm?utm_source=LibcompHomePage&utm_medium=Link&utm_campaign=JournalArticles

Section 3. Assessment details

3.1 Requirements for completion of subject

Students must attempt all assessment items and receive at least a 50% overall score to pass this subject. Students are not required to satisfy the examiners in all assessment tasks, however, they must obtain at least an average of 40% for invigilated components within the subject. It is important to be aware that assessment "is **always subject to final ratification** following the examination period and that **no single result represents a final grade** in a subject" (Learning, Teaching and Assessment Policy 5.21.).

3.2 Feedback on student learning

As a student it is important for you to understand how the essential learning outcomes are achieved throughout the subject in the way these are taught and assessed. The following table shows the alignment between the learning outcomes, the related content and assessment activities.

3.3 Assessment Tasks

ASSESSMENT TASK 1: Survey

| | |
|--|--|
| Aligned subject learning outcomes | An understanding of surveys and their uses for creative culture research. |
| Group or individual | <i>Individual</i> |
| Weighting | <i>20%</i> |
| Due date | <i>Thursday 3pm 4th September</i> |

ASSESSMENT TASK 1: DESCRIPTION

Researchers and organisations conduct surveys to discover answers to particular questions. These answers help us understand trends and developments in people’s choices.

There are a number of ways surveys can be used:

1. To discover what is happening in a target population.
2. To provide an opportunity to discuss key topics with a target population.
3. To identify population trends based on objective data.
4. To provide a benchmark or “snapshot” of your target population’s attitudes towards a particular topic. This establishes a baseline from which you can compare your target population over time or compare your target population against other populations.

Your task is to survey two households regarding their television viewing choices and input their responses into the survey database by the assessment due date.

Each household may only be surveyed once.

ASSESSMENT TASK 1: CRITERIA SHEET

| Item | Pass | Fail | Score |
|--|---|---|--------------|
| Ability to conduct a survey with two unique households. | Successfully conducted two unique household surveys | Unsuccessful at conducting two unique household surveys | /10 |
| Ability to input your respondents’ answers into the survey database. | Successfully entered respondents’ answers into the survey database. | Unsuccessful at entering respondents’ answers into the survey database. | /10 |

ASSESSMENT TASK 2: Online Forum

| | |
|--|---|
| Aligned subject learning outcomes | Identify and understand a variety of creative industries sectors. Investigate and research in detail one sector. |
| Group or individual | <i>Group</i> |
| Weighting | <i>20%</i> |
| Due date | <i>Continuous Assessment - participation necessary every week of semester.</i> |

ASSESSMENT TASK 2: DESCRIPTION

Participate in the class online forum and prepare a detailed report of your industries sector. Identify the scope and reach of your sector as a whole and create a detailed analysis of one aspect of your sector including detailed examples.

ASSESSMENT TASK 2: CRITERIA SHEET

| Item | Outstanding | Good | Average | Fail | Score |
|--|---|---|---|--|-------|
| Industry sectors | A clear identification of your industry sector including an extensive number of well researched examples within your sector. The sources of evidence are accurate and very clear. | A clear identification of your industry sector including a moderate number of well researched examples within your sector. The sources of evidence are valid and reasonably well explained. Further reflection or detail is required. | A clear identification of your industry sector including a basic number of researched examples within your sector. The sources of evidence are valid and reasonably well explained. Much more reflection or detail is required. | Few sectors are presented in the required industry categories, and/or they are poorly explained and justified, and/or there is insufficient evidence provided. | /20 |
| Participation in Online Forum. Clear documentation of the process of analysis with clear structure, analytical and written skills. | Professional standard work with virtually no errors or flaws. Participation and writing skills are outstanding at all times. | Above average work with some errors or flaws. Participation and writing skills are outstanding at all times. | Basic work with some errors and flaws. Participation and writing skills are reasonable. More engagement is required in the Online Forum. | Poorly constructed work with errors, incoherence and gaps. Very problematic in terms of participation, structure and/or writing skills throughout the Online Forum. Poor work overall. | /10 |

ASSESSMENT TASK 3: Presentation

| | |
|--|--|
| Aligned subject learning outcomes | Ability to accumulate researched data and present this data in a clear and succinct manner. |
| Group or individual | <i>Group</i> |
| Weighting | <i>20%</i> |
| Date | <i>Weeks 9 - 11</i> |

| Item | Outstanding | Good | Average | Poor | Score |
|---|--|---|--|--|-------|
| Ability to define creative industry sector and key elements that make it distinctive | Extremely clear, evidenced sense of creative industry sector. An excellent, analysis and understanding of key elements is presented. | A well-defined, sense of selected creative industry sector a clear analysis and understanding with most detail presented. | A creative industry sector is briefly presented as is the analysis and understanding giving some detail. | creative industry sector is poorly defined or not dealt with adequately. | /8 |
| Presentation skills including layout, speaking, writing skills and accuracy | Professional standard work with no errors or flaws. Presentation, layout, grammar and spelling are outstanding. | Good work with few errors or flaws. Presentation, layout, grammar and spelling are generally good. | Acceptable work with some errors or flaws. | Poor work with frequent errors and problems in presentation, formatting, structure and/or writing. | /6 |
| Evidence of group coherence with members working together equally in research, planning | Professional standard work with no errors or flaws. Group members work collaboratively and present an outstanding | Good work with few errors or flaws. Group members work collaboratively and present a good presentation with a | Acceptable work with some errors or flaws. Group members are disjointed and the presentation is not | Poor work with frequent errors and problems in presentation, formatting, | /6 |

| | | | | |
|---------------|---|---------------------------|-----------|--|
| and delivery. | presentation with a coherent and united team. | coherent and united team. | coherent. | structure and/or writing. Group members are not coherent and united. |
|---------------|---|---------------------------|-----------|--|

ASSESSMENT TASK 3: DESCRIPTION

Present as a group the findings of your research into your chosen industry sector. The presentation will take the form of a “Pecha Kucha” meaning a presentation of 20 slides shown for 20 seconds each – total duration = six minutes forty seconds.

ASSESSMENT TASK 3: CRITERIA SHEET

ASSESSMENT TASK 4: Final Exam

| | |
|--|---|
| Aligned subject learning outcomes | In-depth knowledge and understanding of a variety of Creative industry sectors. |
| Group or individual | <i>Individual</i> |
| Weighting | <i>40%</i> |
| Date | <i>In examination period – students must check the exam timetable as appropriate and ensure they attend at the correct time and date.</i> |

ASSESSMENT TASK 4: DESCRIPTION

The final exam is based on the material delivered in the lectures and tutorials. The exam may consist of multiple choice, short and/or long answers. It will be scheduled during the examination period with the date and time set by the examination office, hence students should not make any travel plans until the exam date is set. Keep in mind also that the exam day/time might change due to scheduling conflicts or weather incidents (e.g. cyclones, heavy rain).

Section 4. Other information about assessment and student support

4.1 Submission and return of assessment

Assessments must be submitted by 3pm on the due date unless otherwise stated in the course outline. Pay careful attention to the submission requirements as you may be required to submit a digital copy to the SoCA Digital Drop Box as well as a hard copy to the Assignment Drop Box in the foyer of the SoCA Admin office.

When submitting any form of digital files please ensure that you follow the prescribed file naming protocol:

NM3302_1_JC199567_Jagger

Where **NM3302** is the subject code, **“1”** is the number of the assessment item, **“JC199567”** is your JC number and **“Jagger”** is your last name.

For group submissions, include each group member’s last name alphabetically; for brevity we will drop the JC Number in this instance: **NM3302_2_Jagger_Richards_Watts**

Where **“NM3302”** is the subject code, **“2”** is the number of the assessment item and **“Jagger”, “Richards” & “Watts”** are the last names of the group members.

This naming convention will make it easier to identify artefacts and assessment submissions when browsing the SoCA server as files and folders will be sorted by subject code and assessment number before student names and id.

When handing in hard copies to the Assignment Drop Box make sure you sign and date stamp the assignment cover sheet provided. Students who are found to be cheating this system will be graded as a fail. The school takes very seriously any attempt to subvert the systems put in place to assure an equitable submission process of assignments.

Faculty of Law, Business and the Creative Arts Assessment Rules

a. Supervised Individual Assessment

You are not required to satisfy the examiners in all assessment tasks but you must obtain a final mark of at least 50% to pass the subject. In addition, the expectation is to obtain at least an average of 50% over all invigilated components* within a subject to pass the subject overall, any student who does not achieve a pass in the invigilated components may, in exceptional circumstances, be reviewed by the School Assessment Committee.

*It should be noted that invigilated components include but are not limited to: in class tests; presentations; examinations; a task that takes place under the supervision of a member of the teaching staff or can be authenticated as the student’s own work, for example by a viva voce.

b. Assessment completion

To be eligible to pass this subject, participants are expected to attempt all forms of assessment and must demonstrate a reasonable degree of competence in the required subject learning outcomes as examined in each form of assessment. Students who have completed less than 100% of the assessment will be subject to review by the School Assessment Committee which could result in an overall fail.

c. Supplementary Exam for Final Subject

A candidate who has failed a single subject towards the award in their final teaching period and who gained 40% or more of the marks for that subject may be granted a supplementary examination in that subject. However if that subject is required for accreditation, then the criteria specified by that accreditation will apply.

d. Supplementary (NS) Rule

The School Assessment Committee may award a supplementary grade “NS” to a student who in exceptional circumstances does not achieve a pass in the subject assessment. The subject coordinator/lecturer would need to provide evidence to support their recommendation for an NS grade that may include special consideration application from the student; sound attendance and participation in class; engagement in online tutorials; assessment submitted on-time.

Late Submission Penalties

Late assignments unaccompanied by the appropriate certificates will incur a 5% reduction per day from the final mark. For example if an assessment is worth 30 marks of the overall marks available for the subject (ie 30%) then each day that the assignment is late represents a reduction of 1.5 possible marks.

Student Data Management

It is considered to be a default scenario that any student studying a New Media Arts subject which involves the use of home or laboratory computers for assignment completion has backed-up their work on either an external Hard Drive or personal USB stick. The SoCA student servers are temporary storage environments and by no means fail-safe, while the lab computers themselves have been scripted to wipe clean the desktop, and remove any locally stored files upon reboot.

If you have any questions about this process please consult the Subject Coordinator.

4.2 Plagiarism and referencing

Reproduction without acknowledgement of another person's words, work or expressed* thoughts from any source is plagiarism. The definition of words, works and thoughts includes such representations as diagrams, drawings, sketches, pictures, objects, text, lecture handouts, artistic works and other such expressions of ideas, but hereafter the term 'work' is used to embrace all of these.

Plagiarism comprises not only direct copying of aspects of another person's work but also the reproduction, even if slightly rewritten or adapted, of someone else's ideas. In both cases, someone else's work is presented as the student's own. Please see the **JCU Student Academic Misconduct Requirements Policy**

<http://www.jcu.edu.au/policy/student/rights/JCUDEV_005375.html>

Referencing is a systematic way of acknowledging the sources that you have used. Students should check out the very helpful online resources relating to academic writing, referencing and avoiding plagiarism at:

- Writing and Maths Skills Online <http://www-public.jcu.edu.au/learningskills/resources/wsonline/index.htm> (In particular, the booklet Summarising, Paraphrasing & Avoiding Plagiarism is a very useful guide).
- The Referencing Libguide <<http://libguides.jcu.edu.au/referencing>>
- What is Plagiarism? <http://www.jcu.edu.au/student/assessmentexams/misconduct/JCU_090850.html>

4.3 Important advice relating to examinations

If you experience **difficulties or serious circumstances** before or up to the day of your exam, which you believe may affect your ability to sit the exam successfully or perform at your best, you can apply for special consideration in the marking of your exam. Please see the **JCU Special Consideration, Supplementary, Deferred and Special Examinations Requirements** <http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html>

If you are unable to attend an exam at the scheduled time due to extenuating circumstances/circumstances beyond your control, you may apply for a deferred exam. **Deferred exams** are granted in **exceptional circumstances** such as **severe medical conditions** or family or personal **trauma**. For further information, visit

<http://www.jcu.edu.au/student/assessmentexams/exams/JCU_096513.html>

4.4 Student support

James Cook University is committed to ensuring people with disabilities, injuries, illnesses or health conditions are able to participate to the fullest possible extent in the educational programs offered by the University and all other aspects of University life. Students with disabilities, injuries, illnesses or health conditions, who require special arrangements or consideration, should contact **AccessAbility Services** (see table below).

| If you want further information regarding: | Visit the URL |
|--|---|
| AccessAbility Services | http://www.jcu.edu.au/disability/index.htm |
| Accommodation | www.jcu.edu.au/accommodation/ |
| Careers and employment | www.jcu.edu.au/careers/ |
| Childcare | http://www.jcu.edu.au/student/support/JCUPRD_017384.html |
| Counselling | www.jcu.edu.au/student/counselling/ |
| Enrolment | http://www.jcu.edu.au/student/enrolment/index.htm |
| Feedback and complaints | http://www.jcu.edu.au/student/complaints/index.htm |
| Fees and financial support | www.jcu.edu.au/student/Loans/studentloans/ |
| Inclusion and engagement | http://www.jcu.edu.au/studentequity/ |
| Indigenous student support | http://www.jcu.edu.au/getready4uni/life/JCU_117712.html |
| Information for current students | www.jcu.edu.au/student/ |
| International student support | http://www.jcu.edu.au/international/ |
| Learning skills/ Language support | http://www-public.jcu.edu.au/learningskills/ |
| Library and computing services | http://www-public.jcu.edu.au/libcomp/index.htm |
| Librarians – Faculty | http://www-public.jcu.edu.au/libcomp/library/contacts/liaison/index.htm |
| Responsibilities and rights | http://www.jcu.edu.au/student/responsibilities/index.htm |
| Review of Assessment and Student Access to Scripts and Materials Policy | http://www.jcu.edu.au/policy/allitoz/JCUDEV_005333.html |
| Special Consideration, Supplementary, Deferred and Special Examinations Requirements | http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html |
| Student Academic Misconduct Requirements | http://www.jcu.edu.au/policy/allitoz/JCUDEV_005375.html |
| Student Policies | http://www.jcu.edu.au/policy/student/ |
| Student Association | http://www.jcu.edu.au/studentassoc/ |

Notice that students with a disability who require special arrangements or consideration should contact the Disability Resources Officer <http://www.jcu.edu.au/disability/>

The Faculty of Law Business & Creative Arts employs Indigenous Student Support Officers in Townsville & Cairns. Their role is to provide indigenous students with resources and information to assist you in your studies. These include scholarships, tutorial assistance, traineeships through the National Indigenous Cadetship Program, textbook bursaries and much more.

Both ISSOs Contact details are:

Florence Onus email: Florence.onus@jcu.edu.au ph: (07) 47814938, DA027 Rm 103 Townsville.

Robyn Boucher, email: Robyn.boucher@jcu.edu.au ph: (07) 40421844, Building A1 Rm 22.83 Cairns.

Section 5: Guide to Student Placement and Risk

Students in the School of Creative Arts from time to time undertake unpaid work experience/community placements. All of these must be approved by the School. You will need to fill out a form to seek approval. These forms can be obtained from the Coordinator in any SoCA subject that includes placements as part of the authorized curriculum.

Student Placement Policy

The goal of student placement is to enable:

- Contacts with professional practitioners and industry representatives;
- In-depth knowledge of contemporary creative arts industry issues;
- Opportunities to benchmark and validate creative outputs by reference to industry professionals and standards

Exclusions: Field Trips

Normally the School does not authorize or undertake field trips as part of its curriculum. An undergraduate student seeking to undertake activities in the field must:

1. Familiarise themselves with JCU's policy and procedure for Fieldwork Health & Safety [http://www.jcu.edu.au/soca/JCUEDEV_011015.html];
2. Complete a Risk Assessment using the risk assessment form found on the SoCA homepage under 'Information for'...Work Health and Safety;
3. Submit that form to the subject coordinator, who will load it into the *Riskware* application.

Student Placement Steps

1. The placement must be approved by the subject coordinator.
2. Student placement forms must be obtained from the subject coordinator.
3. Student placement forms must be submitted by every student seeking permission to undertake a placement to the subject coordinator for the coordinator's signature. (The coordinator will then submit the form to the Head of School for signature.)
4. Obtain and submit with the placement form, written verification, (using the *careersHUB* checklist), from placement organisations that appropriate safety induction will be conducted when the placement commences.

Student obligations

Students should:

- be able to describe a hazard; and be aware of the more common workplace hazards, such as: manual handling; slips, trips and falls; machinery noise/vibration; bullying/harassment; stress/fatigue; extended/excessive hours; ventilation; hazardous substances; exposure to disease; contact with electricity; and dust.
- understand the potential a hazard has to cause death, injury or disease; and make judgements about the safety of themselves and others;
- understand how the risks from workplace hazards are identified, assessed and controlled;
- understand their role in identifying and reporting, in *Riskware*, hazards and matters such as accidents, incidents and injuries;