



DANCEFACTORY

CUA50313 Diploma in Dance Teaching & Management RPL KIT

This Recognition of Prior Learning (RPL) Kit is designed to help you put together evidence through a recognition process to achieve competency in certain units. This is a formal process that is based on a portfolio of evidence submitted by you, the candidate.

You are going to work through the requirements of the unit and gather evidence for:

- **Credit Transfer** (exemption from study) for any given units of competency because you have already obtained the same unit with the same Unit Code and Unit Title; **AND/OR**
- **Recognition of Prior Learning (RPL)** (study is not required) for any given units of competency because through evidence of prior training and qualifications and/or evidence of current competency (sometimes called Recognition of Current Competency or RCC) you demonstrate that you already possess the required skills and knowledge and other evidentiary requirements.

Authenticity

You need supporting evidence to authenticate that the products and processes you are submitting are indeed your work. Third party letters may be needed to support your portfolio.

Recent evidence is preferred

The assessor is looking for currency of competence so use recent projects as evidence. As a rule of thumb, evidence from the last two years is preferable and do not go back more than five years.

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the unit you can be recognised for.

Note that nothing you submit can be returned to you, so **do not submit any originals**.

We also suggest that you take a copy of everything before making your submission.

Within 5-10 working days of receiving your submission a Dance Factory RPL assessor will contact you either to ask questions or to give you the result of their initial assessment. The Dance Factory RPL assessor will give you specific advice about whether or not you should proceed with the RPL application and the next step towards obtaining any potential RPL.

What is Recognition of Prior Learning (RPL)?

RPL is the acknowledgment of skills and knowledge obtained through learning achieved outside the formal education and training system and includes work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, mechanical or linguistic abilities.

RPL recognises any prior knowledge and experience and measures it against the qualification in which students are enrolled. The individual may not need to complete all of a training program if he or she already possesses some of the competencies taught in the program.

Why you should apply for RPL

If you apply for RPL and your application is successful you could:

- reduce or eliminate the need for any training in skills and knowledge you already have
- save time by not needing to attend any or a reduced number of classes and completing unnecessary work
- save money because you will not have to buy textbooks and other learning material
- complete your qualification in a shorter time
- advance to a higher level qualification in a shorter time if desired.

What Is Competence

Competence is the demonstration of skills and knowledge that you have gained through life and work experiences as well as any training that you have successfully completed that can be matched against a set of industry performance standards referred to as **units of competency**. These units are grouped together to form a specific industry qualification, within the Australian Quality Training Framework (AQTF).

Each unit of competency is divided into elements (a set of activities that lead to an overall achievement or demonstration of competence). Each of these elements is further broken down into a set of performance criteria which give a more detailed description of the skills and knowledge you need to be able to demonstrate.

Matching your evidence against each of the elements/performance criteria will help you to reach your qualification more quickly.

How to prepare for your RPL assessment

In order for your skills to be formally recognised as part of a national qualification, Assessors must make sure that you (the candidate) have the required skills and knowledge to meet the industry standard as specified in the relevant Training Package.

You must be involved in the RPL process so that all the experience, skills and knowledge you have gained over time can be correctly identified and suitably demonstrated. This evidence is gathered and used in recognition of all or some of the units for the qualification you wish to gain.

All assessment requirements will be discussed with you in advance and you will be given the opportunity to ask questions and clarify requirements. Being prepared for the assessment process and knowing what you need to provide can save you valuable time and ensure that the RPL assessment is as simple and stress-free as possible.

Here are some tips to make the application process and interview easier for you.

1. Your Assessor will ask you to talk about your work roles and your employment history. Bring a copy of your résumé. You might like to write down any work you have done in the past (paid or unpaid) and where this took place.
2. If you have certificates from any training courses you have completed, bring along either certified copies or the originals to the interview with the Assessor and they can make a copy of them.
3. Bring along any other documentation that you think would support your claim that you have done this work over time.

The following is a list of some of the documents you can provide as examples of your work history:

- CV/resume
- certificates/results of assessment
- Practical demonstrations in a studio or on stage
- tickets held, eg forklift, crane
- photographs, videos or showreels of work undertaken
- diaries/task sheets/job sheets/logbooks
- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate your trade or industry experience or support your claim.

Depending on where you have worked and what the work may have included, you may or may not have documentary evidence. Do not be put off if you do not have documentary evidence, as the Assessor will work with you during the assessment process.

4. Think about who you would consider to be your workplace contact or referee.
Is your employer happy to support your aim to become qualified?
Would you feel comfortable if the Assessor contacted your current workplace or previous workplace/s to validate your skills and spoke to your supervisor/s or employer/s?
 5. You will need to supply the contact details of work referees who can confirm your skills in the industry. Think about who the best person to confirm your skill level would be.
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Think about current or recent supervisors or employers who have observed your work and who would be able to confirm your previous work skills and experience. The Assessor will need to contact them.

6. You can speak with your Assessor about other ways you can show your skills for the trade or industry in which you are seeking recognition.

These could include letters from employers, records of any training courses or professional development sessions attended, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as there are no confidentiality issues – see below) or any other relevant documents.

Confidentiality issues

It is important that sensitive information is not included as part of your Supporting Documentation (as identified in Section 6 and any other documentation you wish to use as evidence). You may need authorisation from your supervisor to use some of your evidence, so it is always best to check the privacy and confidentiality policies of the organisation. Client names should be deleted and financial figures or other personal details should be blacked out and made unidentifiable.

STEPS IN THE RPL ASSESSMENT PROCESS

There are many ways that the Dance Factory Assessor might verify your achievement of the required course competencies. These steps do not always occur in the order specified below and your RPL Assessor will guide you through the steps required to demonstrate competency in the units for which you will be able to achieve RPL.

Step 1 – submit your evidence

Step 2 – Conversation with Assessor (when required)

Step 3 – Practical demonstration of your skills (when required)

The assessor may elect to conduct a practical skills test at Dance Factory. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focussed on skills that are required for each unit. Your assessor will identify the skills that he/she will want you to demonstrate.

Step 4 – Third Party Report (when required)

The assessor will be able to help you obtain any required third party reports where you have supervisors or peers that can help you substantiate your competency.

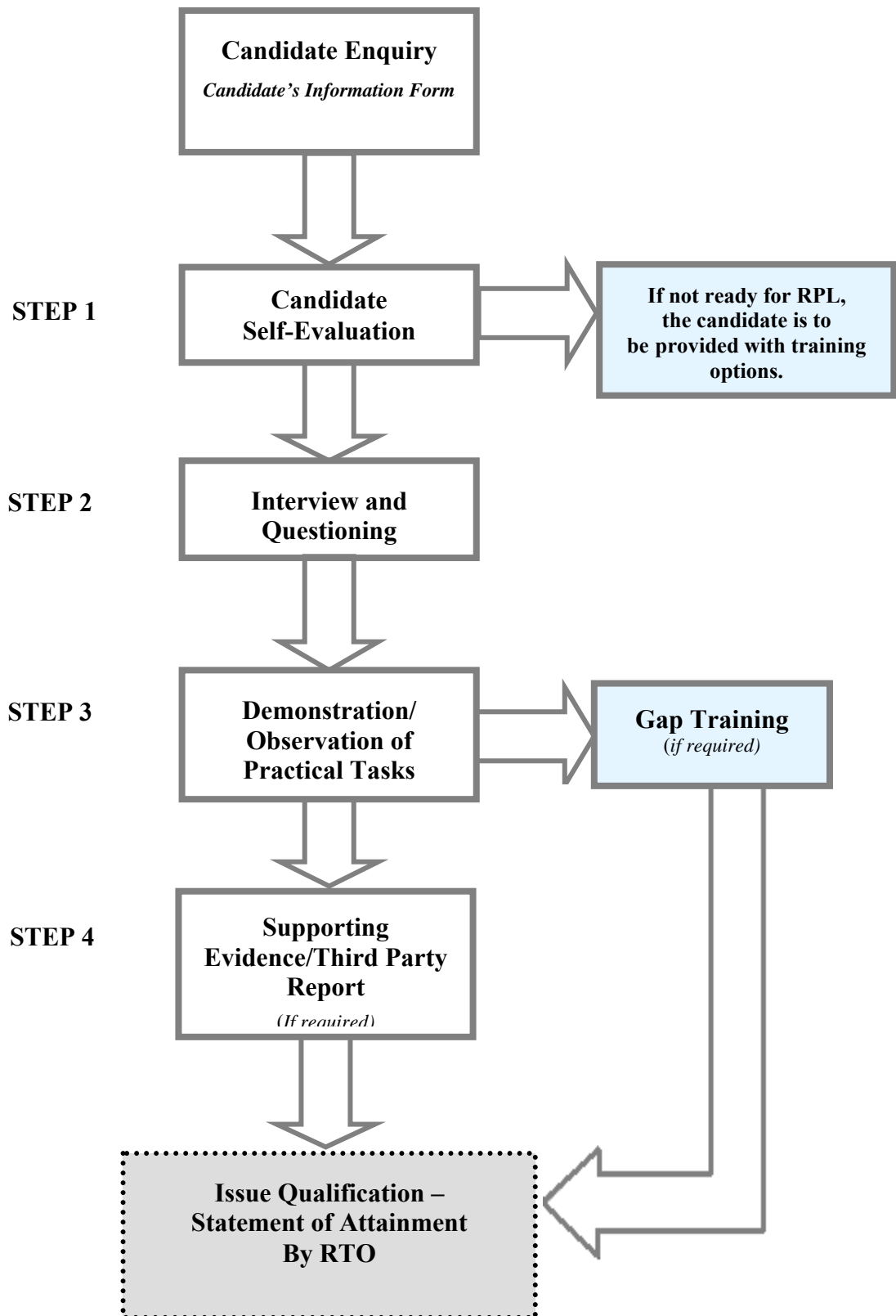
Step 5 – Other Evidence Sources (when required)

Sometimes the assessor or you might identify another relevant source of evidence that helps substantiate your competency. The assessor will not hesitate to consider creative options that support any evidence that is valid, current and authentic if it contributes to you providing sufficient evidence to be granted RPL.

Further steps

After the assessment, your assessor will give you information about the skills that have been recognised and whether you have gained competency in any units.

Overview of the Recognition Process



RPL SUBMISSION COVER SHEET

Candidate Name:			
Candidate Phone:		Candidate Email:	

DECLARATION: I declare that the information contained in this application is true and correct and that all documents are authentic.


Candidate Signature: _____ **Date** _____

GENERAL EVIDENCE CHECKLIST

Below is a general list of the types of evidence that can be provided by candidates to prove competency. Look through this list and put a tick against those which you will be able to provide. Your Dance Factory assessor will match the competencies to the evidence you provide, and will contact you if additional evidence needs to be provided.

It is not necessary or expected for you to provide all of the items that are on this list to gain competency in any unit. Also, do not hesitate to include additional evidence that you think might be relevant.

Complete this table to record what type of general evidence you are providing.

Evidence could include:	
CV including training	
Certificates/results of assessment VET both Nationally Recognised and In-House, Higher Education and/or overseas qualifications	
Results/statement of attendance/ certificates – workshops, seminars, symposiums, etc	
Industry awards	
Membership of relevant professional associations	
Learning programs	
Learning and assessment strategies	
Training session plans	
Learning resources developed (including electronic forms: videos, MP4s, DVDs...)	
References/letters from previous employers/supervisors	
Hobbies/interests/special skills outside work	

On the following pages Dance Factory has created a table that matches the competencies to specific types of evidence that could be provided. It is recommended that you use the detailed list to guide your submission.

Explanation of RPL documents

Interview Question Bank and Recording Sheets (Section 3): The interview question bank is the second stage of the process, in which the Assessor and the candidate confirm the knowledge by discussing a series of questions. Each of these questions includes a series of **Key Points** which may assist the Assessor in guiding the discussions.

Practical Tasks and Observation Recording Sheets (Section 4): These tools are designed to guide the Assessor and candidate through a workplace observation, proving the candidate's ability to conduct the specific tasks and skills required for recognition of competency in the particular area.

Candidate's Information and Self-Evaluation Forms (Section 5): This document is for the candidate to assess their suitability for RPL process, by asking them to consider each of the points and assessing their ability against the task. It has been broken into smaller skill groups, clustering like activities together to enable ease of completion. It is then reinforced by the candidate's supervisor's comments, both against tasks and as a summary for each group. This serves as third party validation of the candidate's claims.

Third Party Report and Supporting Documentation (if applicable) (Section 6): The third party verification report is provided for referees, for example the supervisor, to confirm the candidate's skills and experience in the qualification/occupation. This is particularly useful in addressing Employability Skill requirements. It is important to note that third party reports are not always available and that Assessors are recommended to use their professional judgement to determine if this is a requirement.

List of suggested supporting documentation (if applicable): A list of suggested industry specific evidence or supporting documentation (in addition to the generic documentation) is provided to assist the candidate in collecting evidence to support their application.

EVIDENCE REQUIRED

Critical aspects for assessment and evidence required to demonstrate competency in each unit

CUACHR501 CREATE AND PERFORM COMPLEX DANCE PIECES	
<p>1. PLAN COMPLEX DANCE PIECES</p> <p>1.1 Clarify the intention of dance pieces through discussions with others</p> <p>1.2 Develop a plan that outlines how the intention will be expressed through movement elements</p> <p>1.3 Relate movement elements to dance style and include in dance plans</p> <p>1.4 Incorporate intentions in dance plans that use three-dimensional movement reality to combine a dance style with creative movements</p> <p>1.5 Record choreographic ideas</p> <p>1.6 Include safe dance practices in plans and throughout conception, rehearsals and performances</p> <p>2. DEVELOP WORK OF HIGH COMPOSITIONAL STANDARD</p> <p>2.1 Create choreography, incorporating other artists or art forms</p> <p>2.2 Manipulate own ideas and movement elements to produce a well-crafted dance piece of high compositional standard</p> <p>2.3 Demonstrate own appropriate movement ideas and movement styles to express ideas and intentions</p> <p>2.4 Apply dance notation skills to document, analyse and reconstruct choreography</p> <p>2.5 Demonstrate a distinctive approach to and treatment of movement materials</p> <p>2.6 Devise, rehearse and edit dance pieces for formal presentation</p> <p>3. CREATE PRODUCTION ELEMENTS TO ENHANCE DANCE PIECES</p> <p>3.1 Select appropriate music, costumes and props to enhance movement intention</p> <p>3.2 Prepare performance space to allow for well-defined entrance, exit and audience orientation</p> <p>3.3 Ensure that dancers, dancing, costumes, props and effects combine to create a creative experience and audience affect</p> <p>4. PRESENT COMPLEX DANCE PIECES IN A FORMAL SETTING</p> <p>4.1 Contribute to the presentation of finished works in the role of choreographer or dancer</p> <p>4.2 Provide clear direction, feedback and encouragement to other dancers and technicians</p> <p>4.3 Maintain content, phrasing and flow throughout dance pieces</p> <p>4.4 Integrate projections of video in choreography as appropriate to presentation format for choreography</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • The ability to plan complex dance pieces • The ability to develop work of high compositional standard • The ability to create production elements to enhance dance pieces • The ability to present complex dance pieces in a formal setting • The ability to evaluate complex dance pieces <p>As they create and perform complex dance pieces</p>

<p>4.5 Document choreographic processes in journal or essay formats</p> <p>5. EVALUATE COMPLEX DANCE PIECES</p> <p>5.1 Improve and modify the dance-creation process through consultation with relevant personnel</p> <p>5.2 Document and record dance reviews</p> <p>5.3 Use reflection skills to review, self-evaluate and apply information to future work</p>	
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<p style="text-align: center;">SITXMPR502 DEVELOP AND IMPLEMENT MARKETING STRATEGIES</p>	
<p>1. COLLECT AND ANALYSE INFORMATION ON THE INTERNAL BUSINESS ENVIRONMENT</p> <p>1.1 Confirm core activities, customer base, business values and current business direction.</p> <p>1.2 Identify and analyse information on current and past marketing and its effectiveness.</p> <p>1.3 Review business performance information to identify strengths, weaknesses and critical success factors.</p> <p>1.4 Identify and record current capabilities and resources, including the need for specialist assistance.</p> <p>1.5 Record and report information according to organisational requirements.</p> <p>2. COLLECT AND ANALYSE INFORMATION ON EXTERNAL BUSINESS ENVIRONMENT</p> <p>2.1 Identify and analyse information on expected market growth or decline with associated risk factors.</p> <p>2.2 Record and analyse projected changes in the labour force, population and economic activity.</p> <p>2.3 Gather and analyse comparative market information.</p> <p>2.4 Identify and analyse industry and customer trends and developments, including emerging technologies and innovations.</p> <p>2.5 Identify and analyse legal, ethical and sustainability issues and potential business impacts.</p> <p>2.6 Record and report information according to organisational requirements.</p> <p>3. DEVELOP MARKETING STRATEGIES</p> <p>3.1 Identify and analyse opportunities based on internal and external market analysis.</p> <p>3.2 Explore new and innovative marketing approaches.</p> <p>3.3 Develop marketing strategies that are consistent with direction and values of the organisation.</p> <p>3.4 Integrate legal, ethical and sustainability considerations.</p> <p>3.5 Develop strategies in consultation with key stakeholders.</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • The ability to collect and analyse information on the internal business environment • the ability to collect and analyse information on the external business environment • the ability to develop marketing strategies • the ability to prepare marketing plan • the ability to implement and monitor marketing activities • the ability to conduct ongoing evaluation <p>As they develop and implement marketing strategies</p>

<p>4. PREPARE MARKETING PLAN</p> <p>4.1 Formulate marketing plan that clearly communicates priorities, responsibilities, timelines and budgets.</p> <p>4.2 Provide timely opportunities for colleagues to contribute to marketing plan.</p> <p>4.3 Submit marketing plan for approval according to organisational policy.</p> <p>5. IMPLEMENT AND MONITOR MARKETING ACTIVITIES</p> <p>5.1 Implement and monitor activities detailed in plan according to schedule and contingencies.</p> <p>5.2 Produce marketing reports according to organisational policy.</p> <p>5.3 Share information on marketing activities with operational staff to maintain awareness of current organisational focus.</p> <p>6. CONDUCT ONGOING EVALUATION</p> <p>6.1 Evaluate marketing activities using agreed methods and benchmarks.</p> <p>6.2 Make adjustments according to evaluation.</p> <p>6.3 Communicate and implement agreed changes.</p>	
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BSBWHS501 ENSURE A SAFE WORKPLACE	
<p>1. ESTABLISH AND MAINTAIN A WHS MANAGEMENT SYSTEM</p> <p>1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation</p> <p>1.2 Identify duty holders and define WHS responsibilities for all workplace personnel according to WHS legislation, policies, procedures and programs</p> <p>1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)</p> <p>2. ESTABLISH AND MAINTAIN EFFECTIVE AND COMPLIANT PARTICIPATION ARRANGEMENTS FOR MANAGING WHS</p> <p>2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation</p> <p>2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation</p> <p>2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand</p> <p>3. ESTABLISH AND MAINTAIN PROCEDURES FOR EFFECTIVELY IDENTIFYING HAZARDS, AND ASSESSING AND CONTROLLING RISKS</p> <p>3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks</p> <p>3.2 Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled</p> <p>3.3 Develop and maintain procedures for selecting and implementing risk controls</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to establish and maintain a WHS management system • the ability to establish and maintain effective and compliant participation arrangements for managing WHS • the ability to establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks • the ability to evaluate and maintain a WHS management system <p>as they ensure a safe workplace</p>

<p>according to the hierarchy of control and WHS legislative requirements</p> <p>3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures</p> <p>3.5 Identify requirements for expert WHS advice, and request this advice as required</p> <p>4. EVALUATE AND MAINTAIN A WHS MANAGEMENT SYSTEM</p> <p>4.1 Develop and provide a WHS induction and training program for all workers as part of the organisation's training program</p> <p>4.2 Use a system for WHS recordkeeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision</p> <p>4.3 Measure and evaluate the WHSMS in line with the organisation's quality systems framework</p> <p>4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives</p> <p>4.5 Ensure compliance with the WHS legislative framework so that, as a minimum, WHS legal requirements are achieved</p>	
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BSBFIM501 MANAGE BUDGETS AND FINANCIAL PLANS	
<p>1. PLAN FINANCIAL MANAGEMENT APPROACHES</p> <p>1.1. Access budget/financial plans for the work team</p> <p>1.2. Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible</p> <p>1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation</p> <p>1.4. Prepare contingency plans in the event that initial plans need to be varied</p> <p>2. IMPLEMENT FINANCIAL MANAGEMENT APPROACHES</p> <p>2.1. Disseminate relevant details of the agreed budget/financial plans to team members</p> <p>2.2. Provide support to ensure that team members can competently perform required roles associated with the management of finances</p> <p>2.3. Determine and access resources and systems to manage financial management processes within the work team</p> <p>3. MONITOR AND CONTROL FINANCES</p> <p>3.1. Implement processes to monitor actual expenditure and to control costs across the work team</p> <p>3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns</p> <p>3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives</p> <p>3.4. Report on budget and expenditure in accordance with organisational protocols</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to plan financial management approaches • the ability to implement financial management approaches • the ability to monitor and control finances • the ability to review and evaluate financial management processes <p>as they manage budgets and financial plans</p>

<p>4. REVIEW AND EVALUATE FINANCIAL MANAGEMENT PROCESSES</p> <p>4.1. Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team</p> <p>4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes</p> <p>4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation</p>	
<p>BSBMGT515 MANAGE OPERATIONAL PLAN</p>	
<p>1. DEVELOP OPERATIONAL PLAN</p> <p>1.1. Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers</p> <p>1.2. Develop and/or implement consultation processes as an integral part of the operational planning process</p> <p>1.3. Ensure details of the operational plan include the development of key performance indicators to measure organisational performance</p> <p>1.4. Develop and implement contingency plans at appropriate stages of operational planning</p> <p>1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required</p> <p>1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved</p> <p>2. PLAN AND MANAGE RESOURCE ACQUISITION</p> <p>2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices</p> <p>2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures</p> <p>3. MONITOR AND REVIEW OPERATIONAL PERFORMANCE</p> <p>3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation</p> <p>3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5. Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups</p> <p>3.6. Develop and implement systems to ensure that procedures and records associated</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to develop operational plan • the ability to plan and manage resource acquisition • the ability to monitor and review operational performance <p>as they manage operational plans</p>

<p>with documenting performance are managed in accordance with organisational requirements</p>	
<p>CUAPPM501 MANAGE SMALL-SCALE LIVE PRODUCTIONS</p>	
<p>1. PLAN AND ORGANISE TECHNICAL ASPECT OF PRODUCTIONS 1.1 Form production teams and initiate production meetings 1.2 Choose and evaluate venues in light of safety, technical and creative requirements 1.3 Oversee and contribute to developing, documenting and distributing technical plans and schedules 1.4 Allocate technical roles and responsibilities to relevant personnel as required 1.5 Advise relevant personnel of technical and safety issues 1.6 Provide assistance and guidance so that technical tasks are completed promptly</p> <p>2. PLAN AND ORGANISE CREATIVE ASPECTS OF PRODUCTIONS 2.1 Form creative teams and initiate creative planning meetings 2.2 Oversee and contribute to the development, documentation and distribution of creative plans and schedules 2.3 Allocate creative roles and responsibilities of relevant personnel as required 2.4 Provide assistance and guidance so that creative tasks are completed promptly 2.5 Anticipate issues that may disrupt the smooth running of productions and plan accordingly</p> <p>3. PLAN AND ORGANISE TECHNICAL AND CREATIVE REHEARSALS 3.1 Allocate sufficient rehearsal time to live productions to achieve production requirements 3.2 Prepare a bump in schedule and brief personnel accordingly 3.3 Mark out and prepare performance area according to production requirements 3.4 Allocate change rooms or areas in appropriate locations with sensitivity to cultural differences and special needs 3.5 Establish and communicate in-venue safety procedures to relevant personnel according to health and safety requirements 3.6 Advise relevant personnel of safety issues that may affect the production 3.7 Conduct creative and technical rehearsals efficiently and to schedule 3.8 Update and distribute production documentation on last-minute changes arising from technical or creative rehearsals as required</p> <p>4. MANAGE PRE-PRODUCTION ACTIVITIES 4.1 Monitor progress of pre-production technical and creative tasks and take action to ensure that production schedules are met 4.2 Consult with relevant personnel to determine need for additional resources and take action to ensure pre- and post-production requirements are met 4.3 Monitor the set-up of video and sound equipment if live performances are to be recorded</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to plan and organise technical aspects of productions • the ability to plan and organise creative aspects of productions • the ability to plan and organise technical and creative rehearsals • the ability to manage pre-production activities • The ability to manage operations during performances • The ability to manage post-production activities <p>as they manage small-scale live productions</p>

<p>4.4 Maintain and promote positive work relationships and regular communication throughout production runs</p> <p>5. MANAGE OPERATIONS DURING PERFORMANCES</p> <p>5.1 Ensure backstage announcements and call cues are relayed clearly so performers and relevant personnel are in appropriate locations to meet performance requirements</p> <p>5.2 Ensure audience announcements are clear and accurate</p> <p>5.3 Manage and monitor duty of care regarding health and safety requirements in a performance environment</p> <p>5.4 Monitor technical aspects of performances and offer creative solutions to unforeseen problems as required</p> <p>5.5 Ensure scene, prop and costume changes are undertaken safely and on time</p> <p>MANAGE POST-PRODUCTION ACTIVITIES</p> <p>6.1 Establish timeframes and task schedules for post-production and bump out activities</p> <p>6.2 Allocate and communicate tasks to relevant personnel promptly</p> <p>6.3 Monitor progress of bump out to ensure that schedules are met</p> <p>6.4 Discuss and review productions with relevant personnel and identify and suggest improvements for future productions</p>	
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<p align="center">CUADTM508 REFINE DANCE TEACHING METHODOLOGIES</p>	
<p>1. ADHERE TO THE DANCE INDUSTRY CODE OF ETHICS</p> <p>1.1 Comply with Dance Industry Code of Ethics when interacting with students and members of the public</p> <p>1.2 Communicate with students, parents and carers in a professional manner</p> <p>1.3 Inform parents or carers of the policy and procedures of school or studio</p> <p>1.4 Ensure that assessment tools and procedures enable students, parents and carers to have access to accurate and honest feedback and advice when requested.</p> <p>1.5 Ensure that class sizes and dance school or studio facilities are appropriate to the age group and level of students and dance style being taught</p> <p>1.6 Ensure that references to or comparisons with the services of others are fair and balanced</p> <p>1.7 Avoid situations that may lead to a conflict of interest</p> <p>2. INCREASE DEPTH OF TEACHING METHODS</p> <p>2.1 Use feedback from others about ways to improve own teaching methods that create an optimal learning environment and facilitate learners' professional development</p> <p>2.2 Develop own confidence in using a range of different teaching methods to engage learners and enhance their learning experience</p> <p>2.3 Apply well-developed knowledge of instructional design principles to the design and delivery of programs</p> <p>2.4 Extend knowledge of anatomy and physiology to improve own ability to discuss with learner the body's responses to physical activity</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to adhere to Dance Industry Code of Ethics • the ability to increase depth of teaching methods • the ability to work effectively with others <p>as they refine dance teaching methodologies</p>

<p>2.5 Integrate the concept of lifelong learning into own professional development as a teacher</p> <p>2.6 Engage in ongoing collaboration with peers and others</p> <p>2.7 Challenge, refine and adapt own ideas and strategies for developing professional practice as a teacher</p> <p>3. WORK EFFECTIVELY WITH OTHERS</p> <p>3.1 Communicate with others in a way that engenders respect</p> <p>3.2 Share information and ideas in a timely fashion to enhance work outcomes</p> <p>3.3 Seek information and ideas from others as required to assist achievement of work requirements</p> <p>3.4 Observe linguistic and cultural protocols when communicating with others</p>	
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CUADTM509 REFINE PROFESSIONAL PRACTICE AS A DANCE TEACHER	
<p>1. ADHERE TO THE DANCE INDUSTRY CODE OF ETHICS</p> <p>1.1 Comply with Dance Industry Code of Ethics when interacting with students and members of the public</p> <p>1.2 Communicate with students, parents and carers in a professional manner</p> <p>1.3 Inform parents or carers of the policy and procedures of school or studio</p> <p>1.4 Ensure that assessment tools and procedures enable students and parents or carers to have access to accurate and honest feedback and advice when requested</p> <p>1.5 Ensure that class sizes and dance school or studio facilities are appropriate to the age group and level of students and dance style being taught</p> <p>1.6 Ensure that references to or comparisons with the services of others are fair and balanced</p> <p>1.7 Avoid situations that may lead to a conflict of interest</p> <p>2. APPLY PROFESSIONAL BUSINESS PRACTICE</p> <p>2.1 Report medical concerns along with referral recommendations to relevant personnel</p> <p>2.2 Comply with statutory requirements regarding student confidentiality and duty of care</p> <p>2.3 Distribute only promotional material that contains factual statements, the accuracy of which can be verified</p> <p>2.4 Set up and use effective systems for managing budgets, finance and paperwork associated with own practice as a teacher</p> <p>2.5 Demonstrate effective support services</p> <p>3. CONDUCT TEACHING PRACTICE IN AN ETHICAL MANNER</p> <p>3.1 Uphold and enhance the reputation of the dance teaching profession</p> <p>3.2 Ensure no attempt is made to influence or intimidate examiner at an examination or judge at a competition</p> <p>3.3 Act with impartiality in any assessment or judging role</p> <p>3.4 Act in an ethical manner with regard to other dance schools when conducting student recruitment campaigns</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to adhere to the Dance Industry Code of Ethics • the ability to apply professional business practice • the ability to conduct teaching practice in an ethical manner • the ability to work effectively with others <p>as they refine professional practice as a dance teacher</p>

<p>4. WORK EFFECTIVELY WITH OTHERS</p> <p>4.1 Communicate with others in a way that engenders respect</p> <p>4.2 Share information and ideas in a timely fashion to enhance work outcomes</p> <p>4.3 Seek information and ideas from others as required to assist achievement of work requirements</p> <p>4.4 Observe linguistic and cultural protocols when communicating with others</p> <p>4.5 Seek feedback from relevant personnel on own teaching practice and incorporate constructive suggestions into continuous improvement strategies</p>	
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<p align="center">CUAMUP501 APPLY THEATRICAL MAKE-UP AND HAIRSTYLES</p>	
<p>1. CLARIFY THEATRICAL MAKE-UP AND HAIR REQUIREMENTS FOR PERFORMANCES</p> <p>1.1 Consult with relevant personnel and determine factors that influence the styles of make-up and hair for performances</p> <p>1.2 In consultation with relevant personnel, plan styles and colours of make-up and hair relevant to own performance character</p> <p>1.3 Confirm final designs and plans for make-up and hair styling</p> <p>1.4 Develop understanding of the essential components in a theatrical make-up kit</p> <p>2. IMPLEMENT MAKE-UP PLANS</p> <p>2.1 Work with relevant personnel to examine the physical structures or features of own head and body and identify areas requiring corrective action or camouflage make-up or hair dressing</p> <p>2.2 Ensure tools and equipment are sanitised and in good working order</p> <p>2.3 Apply theatrical make-up in the required sequence, seeking assistance from others as required and following health and safety procedures</p> <p>2.4 Work with relevant personnel as required to review make-up plans and check that final effects meet production and characterisation requirements</p> <p>2.5 Document theatrical make-up designs for continuity purposes as required</p> <p>3. CREATE HAIRSTYLES FOR PERFORMANCES</p> <p>3.1 Ensure hairstyling tools and equipment are sanitised and in good working order</p> <p>3.2 Use appropriate techniques to create hairstyles for performances</p> <p>3.3 Correctly apply and integrate false facial hair with theatrical make-up as required</p> <p>3.4 Work with relevant personnel, as required, to review hairstyle plans and check that final effects meet production and characterisation requirements</p> <p>3.5 Document hairstyle designs for continuity purposes as required</p> <p>4. FINALISE MAKE-UP AND HAIRSTYLE PROCESSES</p> <p>4.1 Remove theatrical make-up and deconstruct hairstyles appropriately, working with relevant personnel as required</p> <p>4.2 Clean, sanitise and store theatrical make-up and hairstyle elements and components in line with organisational procedures</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to clarify theatrical make-up and hair requirements for performances • the ability to implement make-up plans • the ability to create hairstyles for performances • The ability to finalise make-up and hairstyle process <p>as they apply theatrical make-up and hairstyles</p>

<p>4.3 Implement strategies to maintain healthy skin and hair 4.4 Seek and use feedback from relevant personnel to improve on own theatrical make-up application skills</p>	
<p>CUADTM502 TEACH MEDIUM LEVEL CLASSICAL BALLET DANCE TECHNIQUE</p>	
<p>1. PREPARE FOR DANCE CLASSES 1.1 Ensure dance elements or movements for classes are safely sequenced 1.2 Identify and minimise risk factors relevant to the teaching of classical ballet classes 1.3 Check that learners are wearing appropriate practice clothing and footwear 1.4 Demonstrate appropriate warm-up techniques</p> <p>2. DEMONSTRATE MEDIUM LEVEL CLASSICAL BALLET TECHNIQUES 2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level classical ballet technique and movement 2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences 2.3 Demonstrate a range of techniques that integrate balance, flexibility, coordination, stamina and control and articulation of individual body parts 2.4 Emphasise the importance of control, attention to detail and memory when demonstrating complex series of steps or enchaînements 2.5 Demonstrate the timing and phrasing relationship between classical ballet movement and the accompanying music 2.6 Follow safe dance practice in teaching activities to minimise risk of injuries 2.7 Demonstrate appropriate warm-down techniques 2.8 Manage class dynamics and learner behaviour to encourage learning</p> <p>3. MAINTAIN EXPERTISE IN TEACHING MEDIUM LEVEL CLASSICAL BALLET TECHNIQUE 3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved 3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice 3.3 Participate in professional development activities as required</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to prepare for dance classes • the ability to demonstrate medium level classical ballet techniques • the ability to maintain expertise in teaching medium level classical ballet technique <p>as they teach medium level classical ballet dance technique</p>

CUADTM504 TEACH MEDIUM LEVEL CONTEMPORARY DANCE TECHNIQUE	
<p>1. PREPARE FOR DANCE CLASSES</p> <p>1.1 Ensure dance elements or movements for classes are safely sequenced</p> <p>1.2 Identify and minimise risk factors in the teaching of contemporary dance classes</p> <p>1.3 Check that learners are wearing appropriate practice clothing and footwear</p> <p>1.4 Demonstrate appropriate warm-up techniques</p> <p>2. DEMONSTRATE MEDIUM LEVEL CONTEMPORARY DANCE TECHNIQUES</p> <p>2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level contemporary dance technique and movement</p> <p>2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences</p> <p>2.3 Demonstrate a range of techniques that integrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts</p> <p>2.4 Emphasise the importance of control, attention to detail and memory when demonstrating complex sequences or enchaînement of dance steps</p> <p>2.5 Demonstrate correct timing and phrasing between contemporary dance movement and the accompanying music</p> <p>2.6 Follow safe dance practice in teaching activities to minimise risk of injuries</p> <p>2.7 Demonstrate appropriate warm-down techniques</p> <p>2.8 Manage class dynamics and learner behaviour to encourage learning</p> <p>3. MAINTAIN EXPERTISE IN TEACHING MEDIUM LEVEL CONTEMPORARY DANCE TECHNIQUE</p> <p>3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice</p> <p>3.3 Participate in professional development activities as required</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to prepare for dance classes • the ability to demonstrate medium level contemporary dance techniques • the ability to maintain expertise in teaching medium level contemporary dance technique <p>as they teach medium level contemporary dance technique</p>
CUADTM511 TEACH MEDIUM LEVEL DANCE TECHNIQUE	
<p>1. PREPARE FOR DANCE CLASSES</p> <p>1.1 Ensure dance elements or movements for classes are safely sequenced</p> <p>1.2 Identify and minimise risk factors in the teaching of classes in chosen dance style</p> <p>1.3 Check that learners are wearing appropriate practice clothing and footwear</p> <p>1.4 Demonstrate appropriate warm-up techniques</p> <p>2. DEMONSTRATE MEDIUM LEVEL DANCE TECHNIQUES</p> <p>2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level in chosen dance style or movement skill</p> <p>2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences</p> <p>2.3 Demonstrate a range of techniques that integrate balance, flexibility, stamina,</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to prepare for dance classes • the ability to demonstrate medium level

<p>coordination, weight transfer and control and articulation of individual body parts</p> <p>2.4 Emphasise the importance of control, attention to detail and memory when demonstrating complex series of steps or enchantments</p> <p>2.5 Demonstrate the timing and phrasing relationship between dance movement and the accompanying music</p> <p>2.6 Follow safe dance practice in teaching activities to minimise risk of injuries</p> <p>2.7 Demonstrate appropriate warm-down techniques</p> <p>2.8 Manage class dynamics and learner behaviour to encourage learning</p> <p>3. MAINTAIN EXPERTISE IN TEACHING MEDIUM LEVEL DANCE TECHNIQUE</p> <p>3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice</p> <p>3.3 Participate in professional development activities as required</p>	<ul style="list-style-type: none"> • dance techniques • the ability to maintain expertise in medium level dance technique <p>as they teach medium level dance technique</p>
<p>CUADTM503 TEACH MEDIUM LEVEL JAZZ DANCE TECHNIQUE</p>	
<p>1. PREPARE FOR DANCE CLASSES</p> <p>1.1 Ensure dance elements or movements for classes are safely sequenced</p> <p>1.2 Identify and minimise risk factors in the teaching of jazz dance classes</p> <p>1.3 Check that learners are wearing appropriate practice clothing and footwear</p> <p>1.4 Demonstrate appropriate warm-up techniques</p> <p>2. DEMONSTRATE MEDIUM LEVEL JAZZ DANCE TECHNIQUES</p> <p>2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level jazz dance technique and movement</p> <p>2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences</p> <p>2.3 Demonstrate a range of techniques that integrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts</p> <p>2.4 Emphasise the importance of control, attention to detail and memory when demonstrating a complex series of steps or enchaînements</p> <p>2.5 Demonstrate the timing, phrasing and dynamic relationship between medium level jazz dance movement and the accompanying music</p> <p>2.6 Follow safe dance practice in teaching activities to minimise risk of injuries</p> <p>2.7 Demonstrate appropriate warm-down techniques</p> <p>2.8 Manage class dynamics and learner behaviour to encourage learning</p> <p>3. MAINTAIN EXPERTISE IN TEACHING MEDIUM LEVEL JAZZ DANCE TECHNIQUE</p> <p>3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice</p> <p>3.3 Participate in professional development activities as required</p>	<p>REQUIRED EVIDENCE</p> <p>Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:</p> <ul style="list-style-type: none"> • the ability to prepare for dance classes • the ability to demonstrate medium level jazz dance techniques • the ability to maintain expertise in teaching medium level jazz dance technique <p>as they teach medium level jazz dance technique</p>

CUADTM505 TEACH MEDIUM LEVEL TAP DANCE TECHNIQUE

1. PREPARE FOR DANCE CLASSES

- 1.1 Ensure dance elements or movements for classes are safely sequenced
- 1.2 Identify and minimise risk factors in the teaching of tap dance classes
- 1.3 Check that learners are wearing appropriate practice clothing and footwear
- 1.4 Demonstrate appropriate warm-up techniques

2. DEMONSTRATE MEDIUM LEVEL TAP DANCE TECHNIQUES

- 2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level tap dance technique and movement
 - 2.2 Demonstrate isolation and coordination of the upper and lower body in simple movement sequences
 - 2.3 Demonstrate a range of techniques that integrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts
 - 2.4 Emphasise the importance of control, attention to detail and memory when demonstrating simple sequences or enchainement of dance steps
 - 2.5 Demonstrate the timing and phrasing relationship between tap dance movement and the accompanying music
 - 2.6 Follow safe dance practice in teaching activities to minimise risk of injuries
 - 2.7 Demonstrate appropriate warm-down techniques
 - 2.8 Manage class dynamics and learner behaviour to encourage learning
- ### 3. MAINTAIN EXPERTISE IN TEACHING MEDIUM LEVEL TAP DANCE TECHNIQUE
- 3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved
 - 3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice
 - 3.3 Participate in professional development activities as required

REQUIRED EVIDENCE

Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:

- the ability to prepare for dance classes
- the ability to demonstrate basic jazz dance techniques
- the ability to maintain expertise in basic jazz dance technique

as they teach medium level tap dance technique

CUAWRT501 WRITE ABOUT DANCE

1. PREPARE TO WRITE MATERIAL

- 1.1 In consultation with relevant personnel, confirm type of written material required
- 1.2 Identify factors that may affect the writing assignment and plan accordingly
- 1.3 Determine style or tone appropriate to the target publication
- 1.4 Discuss plans or preliminary ideas with relevant personnel as required
- 1.5 Take account of copyright and issues that could lead to legal action when planning writing assignments

2. RESEARCH TOPIC

- 2.1 Use appropriate information sources to gather background material
- 2.2 Conduct interviews to gather information as required
- 2.3 Review information gathered to determine the best approach to writing assignments
- 2.4 Discuss results of research, ideas and proposed approach with relevant personnel as required

3. WRITE MATERIAL

- 3.1 Ensure that language and writing style are suited to the target audience and publication
- 3.2 Ensure that specialised vocabulary is appropriate to the context of brief and subject matter
- 3.3 Ensure that work is proofed and edited to required standard

4. REVIEW WRITTEN PIECE

- 4.1 Present a draft for review by relevant personnel
- 4.2 Adjust work as required and present final draft in the agreed manner and timeframe
- 4.3 Evaluate writing process, assessing own performance and noting areas for future improvement

REQUIRED EVIDENCE

Demonstrate through evidence of professional experience, previous study, body of work, C.V. professional references, document production and demonstration, a knowledge and understanding of the required outcomes of this unit:

- The ability to prepare to write material
- The ability to research topic
- The ability to write material
- The ability to review written piece

As they apply to write about dance