



**DANCEFACTORY**

## **CUA40313 Certificate IV 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.

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## 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)**

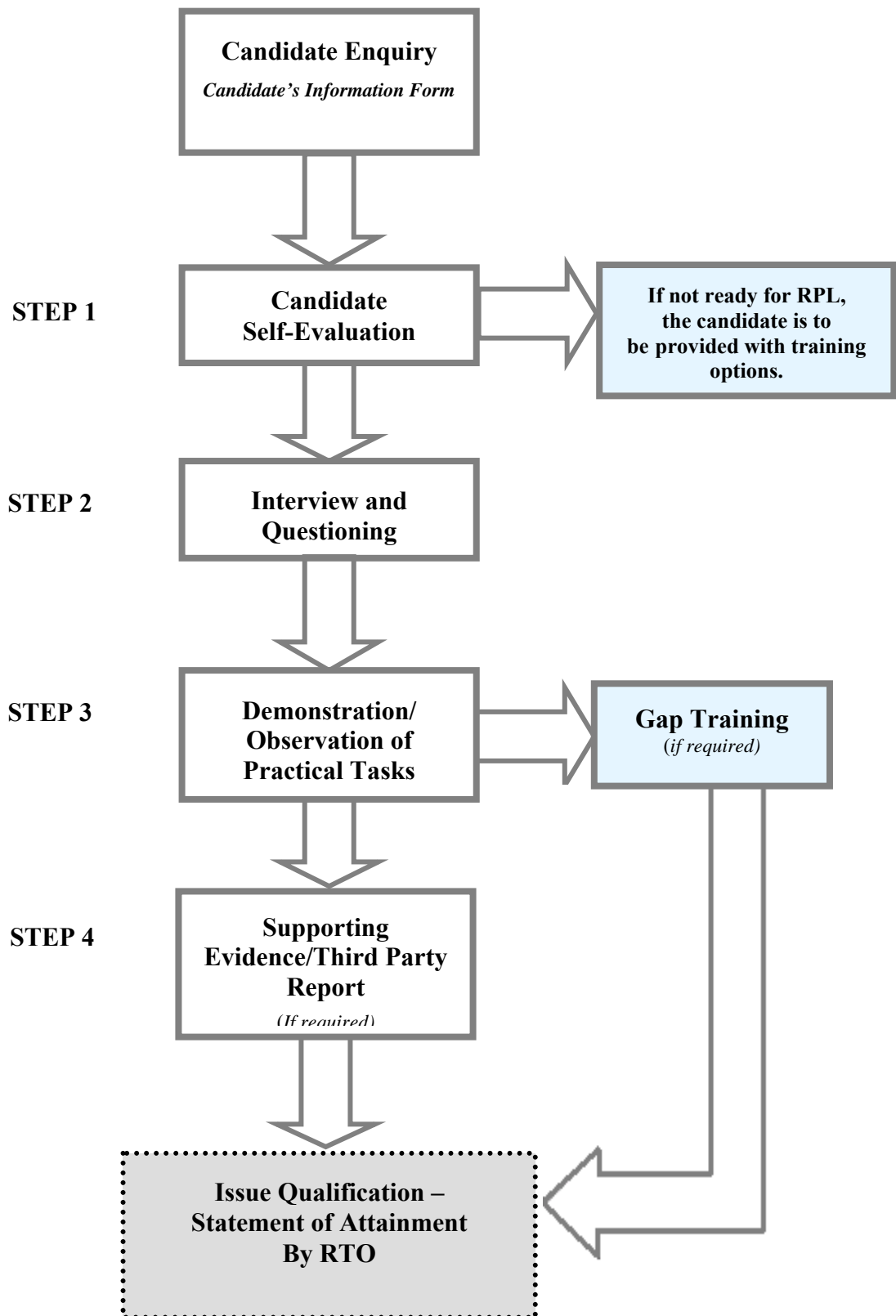
Sometimes the assessor or you might identify another relevant source of evidence that helps substantiate your competency. The assessor will not hesitate to consider creative options that support any evidence that is valid, current and authentic if it contributes to you providing sufficient evidence to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

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## 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	
Evidence of Teaching or Choreography	

**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.

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**EVIDENCE REQUIRED**

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

<b>CUADTM403 APPLY SAFE DANCE TEACHING METHODS</b>	
<p><b>1. ESTABLISH AN EFFECTIVE LEARNING ENVIRONMENT</b>            1.1 Ensure that resources required for teaching are available and that venues are ready for classes            1.2 At beginning of learning programs discuss and clarify objectives, expectations and requirements with students            1.3 Use appropriate verbal and interpersonal skills to establish a positive relationship with students</p> <p><b>2. TEACH CLASSES</b>            2.1 Apply learning principles associated with children, young adults and adults to interactions with students            2.2 Conduct classes according to lesson plans that are modified where appropriate to meet the needs of the students            2.3 Adjust expectations of individual class members to perform exercises or routines in line with their level of fitness            2.4 Use a range of teaching methods and appropriate technology and equipment as teaching aids to optimise learner experience            2.5 Build opportunities for practice into lessons</p> <p><b>3. USE EFFECTIVE TEACHING TECHNIQUES</b>            3.1 Ensure participation and class engagement through effective group facilitation and teaching skills            3.2 Use effective oral communication to teach and motivate students            3.3 Use effective interpersonal skills to maintain appropriate relationships and ensure inclusive classes            3.4 Ensure that teaching techniques reflect due diligence with regard to human contact and touch            3.5 Use observation skills to monitor individual and class progress</p> <p><b>4. INCORPORATE SAFE DANCE OR MOVEMENT PRACTICE INTO CLASSES</b>            4.1 Encourage healthy lifestyles and physical and emotional health for students through advice or referral to experts            4.2 Incorporate knowledge of the basic structure of the body into explanations and demonstrations of movement techniques            4.3 Include safe warm-up and warm-down procedures as an integral part of session planning and delivery</p>	<p><b>REQUIRED EVIDENCE</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• The ability to establish an effective learning environment</li> <li>• The ability to teach classes</li> <li>• The ability to use effective teaching techniques</li> <li>• The ability to incorporate safe dance or movement practice into classes</li> <li>• The ability to support and monitor learning</li> <li>• the ability to review and evaluate effectiveness of teaching</li> </ul> <p>As they apply to safe dance teaching methods</p>



- 4.4 Demonstrate the various types of stretches for flexibility and discuss their advantages and disadvantages with students
- 4.5 Sequence movements effectively and safely
- 4.6 Provide a teaching environment that complies with safe dance and movement practice and provide advice to students about the use of a safe environment when out of class practice is necessary
- 4.7 Take measures to prevent injuries
- 5. SUPPORT AND MONITOR LEARNING**
- 5.1 Monitor and document student progress and ensure outcomes are being achieved and student needs met
- 5.2 Adjust lesson plans to reflect specific needs and circumstances and unanticipated situations
- 5.3 Encourage students to reflect on personal learning progress
- 5.4 Manage learner behaviour to encourage learning
- 5.5 Maintain, store and secure student records according to legal and organisational requirements
- 6. REVIEW AND EVALUATE EFFECTIVENESS OF TEACHING**
- 6.1 Evaluate lesson plans to determine their effectiveness in guiding the learning process
- 6.2 Provide feedback on lesson plans to those responsible for writing them as required
- 6.3 Seek feedback from management and peers on the quality of own teaching and note areas for improvement
- 6.4 Reflect on own performance in teaching delivery
- 6.5 Consider and implement new ideas to improve the quality of teaching and to enhance learning experiences for students

**TAEASS402B ASSESS COMPETENCE**

**PREPARE FOR ASSESSMENT**

- 1.1 Interpret assessment plan and confirm organisational, legal and ethical requirements for conducting assessment with relevant people
- 1.2 Access and interpret relevant benchmarks for assessment and nominated assessment tools to confirm the requirements for evidence to be collected
- 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures
- 1.4 Organise specialist support required for assessment
- 1.5 Explain, discuss and agree details of the assessment plan with candidate

**2. GATHER QUALITY EVIDENCE**

- 2.1 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence
- 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence
- 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel
- 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
- 3. Support the candidate
  - 2.1 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence
  - 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence
  - 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel
  - 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
- 3. Support the candidate
  - 3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL)
  - 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback
  - 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics

**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 assessment
- the ability to gather quality evidence
- the ability to make the assessment decision
- the ability to record and report the assessment decision
- the ability to review the assessment process

As they apply to the assessment of competence

3.4 Access required specialist support in accordance with the assessment plan  
3.5 Address any OHS risk to person or equipment immediately

**4. MAKE THE ASSESSMENT DECISION**

4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence  
4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence  
4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan  
4.4 Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required

**5. RECORD AND REPORT THE ASSESSMENT DECISION**

5.1 Record assessment outcomes promptly and accurately  
5.2 Complete and process an assessment report according to agreed assessment procedures  
5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions

**6. REVIEW THE ASSESSMENT PROCESS**

6.1 Review the assessment process in consultation with relevant people to improve own future practice  
6.2 Document and record the review according to relevant assessment system policies and procedures

**CUAPPM01 CONTRIBUTE TO THE ORGANISATION OF PRODUCTIONS**

**1. CONTRIBUTE TO THE PLANNING OF PRODUCTIONS**

- 1.1. Discuss and confirm own roles and responsibilities related to production planning with relevant personnel
- 1.2. Discuss and confirm own creative planning roles and responsibilities with relevant personnel
- 1.3. Follow performance-planning instructions and preparations as advised by relevant personnel
- 1.4. Ensure responsibilities are completed within required timeframes

**2. ASSIST WITH RUNNING TECHNICAL AND CREATIVE DRESS REHEARSALS**

- 2.1. Coordinate performers effectively according to requirements
- 2.2. Ensure instructions given to performers are clear, audible and correctly sequenced
- 2.3. Work effectively with members of production teams
- 2.4. Follow OHS policy and procedures
- 2.5. Ensure performers follow OHS policy and procedures

**3. ASSIST WITH PRODUCTIONS**

- 3.1. Ensure performers arrive at venues on time to meet performance requirements
- 3.2. Ensure own roles and responsibilities are carried out as advised by stage manager or relevant personnel
- 3.3. Carry out post-production or bump-out responsibilities according to instructions from relevant personnel
- 3.4. Use feedback from relevant personnel to identify areas of own organisational practice that could be improved

**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 contribute to the planning of productions
- the ability to assist with running technical and creative dress rehearsals
- the ability to assist with productions

as they apply to contributing to the organisation of productions

## TAEDS401A DESIGN AND DEVELOP LEARNING PROGRAMS

### 1. DEFINE PARAMETERS OF THE LEARNING PROGRAM

- 1.1. Clarify purpose and type of learning program with key stakeholders
- 1.2. Access and confirm the competency standards and other training specifications on which to base the learning program
- 1.3. Identify language, literacy and numeracy requirements of the program
- 1.4. Identify and consider characteristics of the target learner group

### 2. WORK WITHIN THE VOCATIONAL EDUCATION AND TRAINING (VET) POLICY FRAMEWORK

- 2.1. Access relevant VET policies and frameworks, and apply to work practices
- 2.2. Identify changes to training packages and accredited courses and apply these to program development
- 2.3. Conduct work according to organisational quality assurance policies and procedures

### 3. DEVELOP PROGRAM CONTENT

- 3.1. Research, develop and document specific subject matter content according to agreed design options
- 3.2. Evaluate existing learning resources for content relevance and quality
- 3.3. Specify assessment requirements of the learning program

### 4. DESIGN STRUCTURE OF THE LEARNING PROGRAM

- 4.1. Break the learning content into manageable segments and document timeframe for each segment
- 4.2. Determine and confirm delivery strategies and required assessment methods and tools
- 4.3. Document complete learning program in line with organisational requirements
- 4.4. Review complete program with key stakeholders and adjust as required
- 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

### 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 define parameters of the learning program
- the ability to work within the vocational education and training (vet) policy framework
- the ability to develop program content
- the ability to design structure of the learning program

as they apply to the design and development of learning programs

**BSBSMB405 MONITOR AND MANAGE SMALL BUSINESS OPERATIONS**

**1. DEVELOP OPERATIONAL STRATEGIES AND PROCEDURES**

- 1.1 Develop an action plan to provide a clear and coherent direction, in accordance with the business goals and objectives
- 1.2 Identify occupational health and safety (OHS) and environmental issues and implement strategies to minimise risk factors
- 1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria
- 1.4 Develop performance measures and operational targets to conform with the business plan
- 1.5 Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance

**2. IMPLEMENT OPERATIONAL STRATEGIES AND PROCEDURES**

- 2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction
- 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan
- 2.3 Maintain staffing requirements, where applicable, within budget to maximise productivity
- 2.4 Carry out the provision of goods/services in accordance with established legal, ethical cultural and technical standards
- 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements
- 2.6 Apply quality procedures to address product/service and customer requirements

**3. MONITOR BUSINESS PERFORMANCE**

- 3.1 Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives
- 3.2 Review systems and structures, with a view to more effectively supporting business performance
- 3.3 Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system
- 3.4 Amend operational policies and procedures to incorporate corrective action

**4. REVIEW BUSINESS OPERATIONS**

- 4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives
- 4.2 Clearly record proposed changes to aid future planning and evaluation
- 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

**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 develop operational strategies and procedures
- the ability to implement operational strategies and procedures
- the ability to monitor business performance
- the ability to review business operations

as they apply to monitoring and management of small business operations

## CUADTM401 PLAN AND ORGANISE DANCE CLASSES

### 1. ANALYSE LEARNING ENVIRONMENT AND SESSION REQUIREMENTS

- 1.1 Establish learning context and organisational arrangements
- 1.2 Access and review learning program documentation to determine delivery requirements
- 1.3 Use available information and documentation to identify group and individual learner needs and learner characteristics
- 1.4 Follow processes to identify learner support requirements
- 1.5 Identify and assess constraints and risks to delivery
- 1.6 Confirm personal role and responsibilities in planning and delivering training with relevant personnel

### 2. PREPARE SESSION PLANS

- 2.1 Refine specific learning objectives and assessment activities according to learning program requirements, and specific needs of individual learners or target group
- 2.2 Generate ideas for teaching strategies using knowledge of learning principles and learning theories that reflect the requirements of classes
- 2.3 Evaluate existing learning resources and documented learning activities identified in learning programs for use in the specific teaching context
- 2.4 Develop and document session plans for each segment of learning programs to be addressed

### 3. PREPARE RESOURCES FOR SESSIONS

- 3.1 Modify and contextualise existing learning resources and learning activities to cater for particular individual learners and groups
- 3.2 Develop and document additional learning activities to meet specific session requirements based on the application of learning principles and individual and group learner styles
- 3.3 Organise and finalise learning materials required by learners in time for delivery
- 3.4 Identify and organise specific skills, technology and equipment needed in time for classes
- 3.5 Identify and organise additional resourcing to meet identified learner support as required
- 3.6 Confirm overall teaching plan with relevant personnel

### 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 analyse learning environment and session requirements
- the ability to prepare session plans
- the ability to prepare resources for sessions

as they apply to the planning and organisation of dance classes

## TAEASS401B PLAN ASSESSMENT ACTIVITIES AND PROCESSES

### 1. DETERMINE ASSESSMENT APPROACH

1.1 Identify candidate and confirm purposes and context of assessment/RPL with relevant people according to legal, organisational and ethical requirements

1.2 Identify and access benchmarks for assessment/RPL and any specific assessment guidelines

### 2. PREPARE THE ASSESSMENT PLAN

2.1 Determine evidence and types of evidence needed to demonstrate competence, according to the rules of evidence

2.2 Select assessment methods which will support the collection of defined evidence, taking into account the context in which the assessment will take place

2.3 Document all aspects of the assessment plan and confirm with relevant personnel

### 3. DEVELOP ASSESSMENT INSTRUMENTS

3.1 Develop simple assessment instruments to meet target group needs

3.2 Analyse available assessment instruments for their suitability for use and modify as required

3.3 Map assessment instruments against unit or course requirements

3.4 Write clear instructions for candidate about the use of the instruments

3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

### 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 determine assessment approach
- the ability to prepare the assessment plan
- the ability to develop assessment instruments

as they apply to planning of assessment activities and processes



<b>HLTAID003 PROVIDE FIRST AID</b>	
<p><b>1. RESPOND TO AN EMERGENCY SITUATION</b>            1.1 Recognise an emergency situation            1.2 Identify, assess and manage immediate hazards to health and safety of self and others            1.3 Assess the casualty and recognise the need for first aid response            1.4 Assess the situation and seek assistance from emergency response services</p> <p><b>2. APPLY APPROPRIATE FIRST AID PROCEDURES</b>            2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines            2.2 Provide first aid in accordance with established first aid principles            2.3 Display respectful behaviour towards casualty            2.4 Obtain consent from casualty where possible            2.5 Use available resources and equipment to make the casualty as comfortable as possible            2.6 Operate first aid equipment according to manufacturer's instructions            2.7 Monitor the casualty's condition and respond in accordance with first aid principles</p> <p><b>3. COMMUNICATE DETAILS OF THE INCIDENT</b>            3.1 Accurately convey incident details to emergency response services            3.2 Report details of incident to workplace supervisor as appropriate            3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies</p> <p><b>4. EVALUATE THE INCIDENT AND OWN PERFORMANCE</b>            4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents            4.2 Participate in debriefing to address individual needs</p>	<p><b>REQUIRED EVIDENCE</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• the ability to respond to an emergency situation</li> <li>• the ability to apply appropriate first aid procedures</li> <li>• the ability to communicate details of the incident</li> <li>• the ability to evaluate the incident and own performance</li> </ul> <p>as they apply to provide first aid</p>

## CUACHR402 CREATE SHORT DANCE PIECES

### 1. PLAN AND COMPOSE DANCE PIECES

- 1.1 Clarify intention of dance pieces with relevant personnel
- 1.2 Take account of movement elements and how they relate to dance styles when translating intention into choreographic plans
- 1.3 Agree on aspects of staging and performance and notate them on plans
- 1.4 Ensure safe dance practices are incorporated into plans and followed during classes, rehearsals and performances
- 1.5 Incorporate dance culture and terminology into dance composition process

### 2. DEMONSTRATE CHOREOGRAPHY AND PREPARE FOR STAGING PERFORMANCES

- 2.1 Ensure intentions in dance plans are brought into three-dimensional reality
  - 2.2 Demonstrate and express appropriate movement ideas and movement styles from plans
  - 2.3 Review and modify ideas and movement elements to produce well-crafted dance pieces
  - 2.4 Use content, phrasing and flow to maximise interest throughout dance pieces
  - 2.5 Select appropriate music, costumes and props to enhance movement intention
  - 2.6 Prepare performance space allowing for well-defined entrance, exit and audience orientation
  - 2.7 Ensure dancers, dancing and aspects of staging combine to create a creative experience and audience affect
- ### 3. EVALUATE DANCE PIECES
- 3.1 Improve and modify the dance-creation process through self-evaluation and consultation with relevant personnel
  - 3.2 Document the review process appropriately
  - 3.3 Discuss strengths and weaknesses of dance pieces with relevant personnel and identify strategies for improving own techniques

### 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 plan and compose dance pieces
- the ability to demonstrate choreography and prepare for staging performances
- the ability to evaluate dance pieces

as they apply to the creation of short dance pieces

**CUADAN409 DEVELOP EXPERTISE IN CONTEMPORARY DANCE TECHNIQUE**

**1. MAINTAIN A PHYSICAL CONDITIONING PROGRAM**

- 1.1 In consultation with relevant personnel, identify a range of techniques to prevent injuries and improve stamina, strength and flexibility
- 1.2 Set realistic physical conditioning goals aimed at improving own dance technique
- 1.3 Identify risk factors that may inhibit the achievement of goals and seek professional advice as required
- 1.4 Take fatigue and personal limitations into account when undertaking physical conditioning program
- 1.5 Observe safe dance practice by performing warm-up and warm-down activities in conjunction with dance activities
- 1.6 Wear appropriate clothing and footwear when undertaking exercise regime and practising dance technique

**2. USE PRACTICE SESSIONS TO INCREASE LEVEL OF EXPERTISE IN CONTEMPORARY DANCE TECHNIQUE**

- 2.1 Practise a range of exercises in preparation for contemporary dance performances
- 2.2 Practise techniques to produce clean and sharp isocentric and polycentric isolations
- 2.3 Practise conveying a range of emotions through dance
- 2.4 Extend techniques to give performances a range of dynamics
- 2.5 Use creativity, versatility, individuality and enthusiasm when performing exercises and dance routines
- 2.6 Ensure that flow and interaction with other dancers are smooth and well-timed
- 2.7 Apply precision, rhythm and musicality when performing dance sequences

**3. MAINTAIN EXPERTISE IN CONTEMPORARY DANCE TECHNIQUE**

- 3.1 Practise and refine combinations of complex movements and routines
- 3.2 Maintain and update knowledge of contemporary dance history and terminology
- 3.3 Use feedback from others to identify and develop ways to improve own contemporary dance performance skills
- 3.4 Regularly view performances by industry practitioners as a way of sourcing new ideas, identifying trends, maintaining motivation, and improving own technique

**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 maintain a physical conditioning program
- the ability to use practice sessions to increase level of expertise in contemporary dance technique
- the ability to maintain expertise in contemporary dance technique

as they apply to develop expertise in contemporary dance technique

**CUAWHS403 INCORPORATE ANATOMY AND NUTRITION PRINCIPLES INTO SKILL DEVELOPMENT**

**1. CONSOLIDATE UNDERSTANDING OF ANATOMY AND ANATOMICAL STRUCTURES**

- 1.1 Discuss with relevant personnel how an understanding of anatomy can contribute to developing safe dance techniques and movement skills
- 1.2 Use a wide range of anatomical terminology relevant to context
- 1.3 Identify how anatomical structures respond to physical activity
- 1.4 Apply a sound understanding of injury-avoidance techniques to dance and movement activities

**2. MAKE CONNECTIONS BETWEEN ANATOMY PRINCIPLES AND OWN PERFORMANCE TECHNIQUE OR TEACHING PRACTICE**

- 2.1 Assess ways in which knowledge of anatomy may be used, adapted or challenged in relation to own performance technique or teaching practice
- 2.2 Discuss with relevant personnel how own technique or teaching practice can be improved by applying a knowledge of nutritional principles
- 2.3 Distil key themes in knowledge of anatomy to identify implications for development of own teaching practice
- 2.4 In consultation with relevant personnel adjust own physical conditioning program and approach to development of technique or teaching practice as required

**3. MAINTAIN AND UPDATE KNOWLEDGE OF ANATOMY AND NUTRITION PRINCIPLES**

- 3.1 Identify and use opportunities to update and expand own knowledge of anatomy and nutrition
- 3.2 Monitor response to changes made to own performance practice or teaching methodology
- 3.3 Continue to adjust own practice to optimise results

**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 consolidate understanding of anatomy and anatomical structures
- the ability to make connections between anatomy principles and own performance technique or teaching practice
- the ability to maintain and update knowledge of anatomy and nutrition principles

as they apply to incorporate anatomy and nutrition principles into skill development

## CUADTM405 TEACH BASIC CONTEMPORARY 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 contemporary classes
- 1.3 Check that learners are wearing appropriate practice clothing and footwear

- 1.4 Demonstrate appropriate warm-up techniques

### 2. DEMONSTRATE BASIC CONTEMPORARY DANCE TECHNIQUES

- 2.1 Demonstrate to learners correct posture and body alignment appropriate to contemporary dance techniques 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 the simple chaining together of steps or combination of steps
  - 2.5 Demonstrate correct timing and phrasing between contemporary 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 BASIC CONTEMPORARY 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 contemporary dance techniques
- the ability to maintain expertise in basic contemporary dance technique

as they apply to teaching of basic contemporary dance technique

## CUADTM411 TEACH BASIC DANCE TECHNIQUE

### 1. PREPARE FOR DANCE CLASSES

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

### 2. DEMONSTRATE BASIC DANCE TECHNIQUES

- 2.1. Demonstrate to learners correct posture and body alignment appropriate to chosen dance technique and movement
- 2.2. Demonstrate isolation and coordination of the upper and lower body in simple movement sequences
- 2.3. Demonstrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts in an integrated manner in a range of techniques
- 2.4. Emphasise the importance of control, attention to detail and memory when demonstrating simple series of steps, or enchaînements
- 2.5. Demonstrate the timing and phrasing relationship between dance movement and the accompanying music
- 2.6. Follow safe dance practice in teaching activities
- 2.7. Demonstrate appropriate cool-down techniques

### 3. MAINTAIN EXPERTISE

- 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 stay abreast of current industry issues and trends
- 3.3. Identify and 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 dance techniques
- the ability to maintain expertise

as they apply to teaching of basic dance technique

## CUADTM404 TEACH BASIC JAZZ 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 jazz classes
- 1.3 Check that learners are wearing appropriate practice clothing and footwear
- 1.4 Demonstrate appropriate warm-up techniques

### 2. DEMONSTRATE BASIC JAZZ DANCE TECHNIQUES

- 2.1 Demonstrate to learners correct posture and body alignment appropriate to jazz 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 series of steps or enchaînements
- 2.5 Demonstrate the timing, phrasing and dynamic relationship between jazz 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 BASIC JAZZ 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 apply to teaching of basic jazz dance technique