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RPL Candidate Guide

CUA30313 Certificate III in Assistant Dance Teaching

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Recognition of Prior Learning (RPL) and Course Credit (CT) Candidate Guide

Qualifications

- CUA30313 Certificate III in Assistant Dance Teaching

A guide to recognition of prior learning for dance teachers

'This is a modified document based on materials prepared by Innovation and Business Skills Australia Ltd, the original of which can be found on the IBSA website <http://www.ibsa.org.au>.'

Contents

Contents	2
Introduction	3
Modules and Units of Competency	4
The RPL and CT Process	5
How to Submit an RPL/CT Application	6
Fees.....	7
Evidence.....	7
Appendix 1 – Sample Unit of Competency - CUADTM411 Teach Basic Dance Technique.....	10
Appendix 2 – Sample RPL and CT Agreement and Outcome Letter.....	14
Appendix 3 – RPL Evidence Samples - Certificate III in Assistant Dance Teaching.....	15
Appendix 4 – Sample Interview Questions - Certificate III in Assistant Dance Teaching.....	19
Appendix 5 – RPL and CT Application Form.....	24

Introduction

Australia's dance industry is recognised at home and abroad for its diversity, creativity and innovative choreography. The backbone of this vibrant industry is the wide range of private dance schools and studios in metropolitan and regional centres around the country.

The introduction of national qualifications and skill sets in dance teaching and management opens the way for studio dance teachers to have their skills and knowledge formally recognised at a national level.

They do this by undertaking what is called recognition of prior learning (RPL) – a process that involves producing evidence of the skills and knowledge they already have, so that registered training organisations (RTOs) offering national qualifications can determine where they are equivalent to what is being taught.

Credit Transfer (CT) is also offered for units of competency that have been successfully completed at any RTO.

The aim of this guide is to help experienced dance teachers put together the evidence they need to apply for RPL and CT to be awarded a Statement of Attainment for the units outlined below in:

- CUA30313 Certificate III in Assistant Dance Teaching.

These units of competency from CUA Live Performance Training Package, HLT Health Training Package and SIS Sport, Fitness and Recreation Training Package meet industry requirements for providing dance training to individuals in a private studio or community environment.

Candidates may be awarded RPL/CT for individual units of competency, complete modules or full qualifications. Candidates must be aware that some modules are delivered holistically, and as such, RPL of partial modules may not always be possible.

Modules and Units of Competency

The following tables show a list of the units of competency as they are delivered in modules in each qualification.

CUA30313 Certificate III in Assistant Dance Teaching

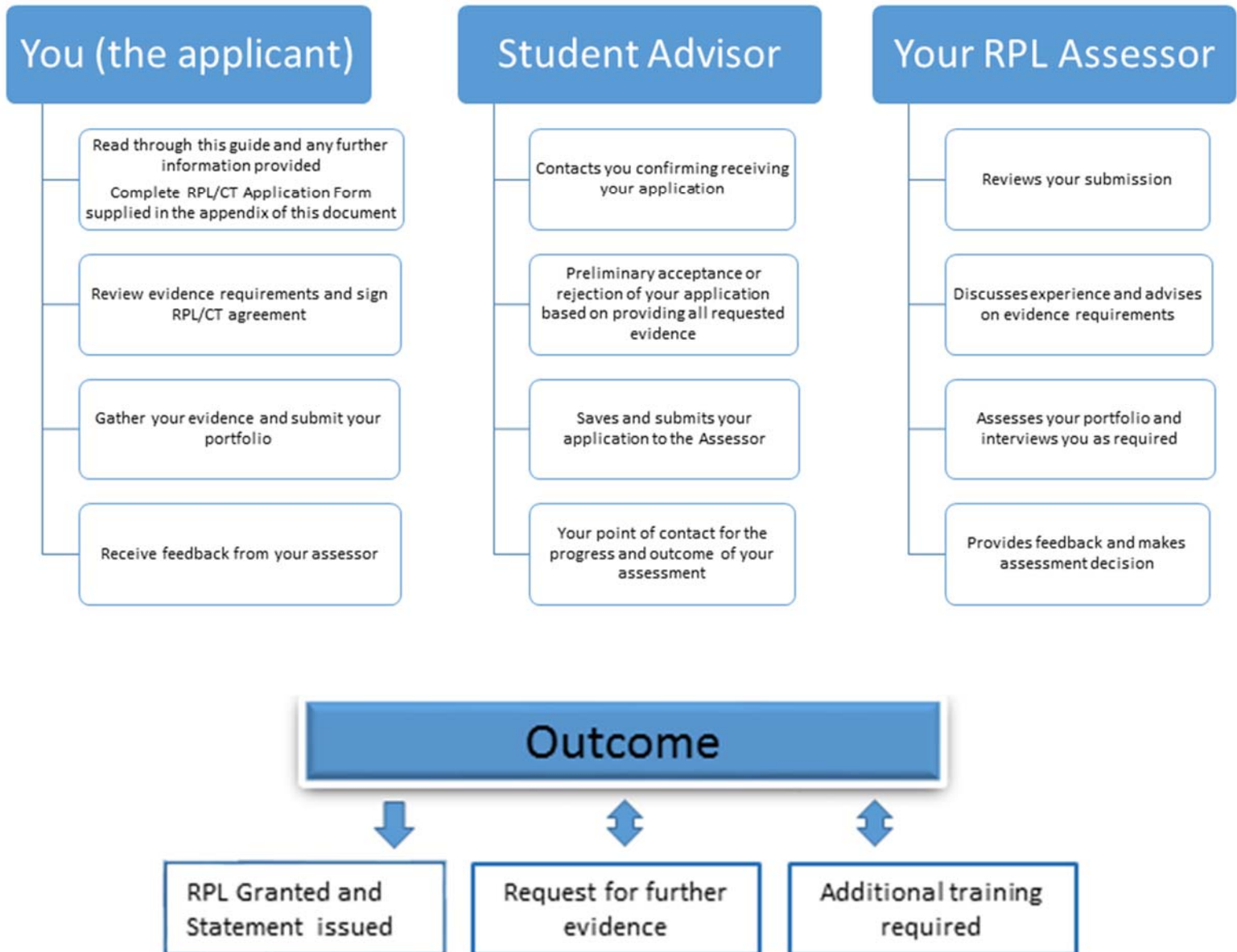
In private dance studios it is common practice for senior students to assist with the teaching of beginners.

CUA30313 addresses the training needs of this target group.

First Aid	HLTAID003	Provide First Aid
Module 1 - Safe Dance Practices	BSBWHS201A	Contribute to health and safety of self and others
	CHCECE006	Support behaviour of children and young people
	SISCCRO302A	Apply legal and ethical instructional skills
Module 2 - Dance Teaching and Analysis	CUADLT301	Develop basic dance analysis skills
	CUADTM301	Assist with dance teaching
	CUADTM411	Teach Basic Dance Technique
Module 3 - Anatomy and Nutrition	CUAWHS403	Incorporate anatomy and nutrition principles into skill development
Module 4 - Rehearsals and Performances	CUSMLT201A	Develop and apply musical ideas and listening skills
	CUSADM301A	Administer operations for rehearsals and performances

These units provide credit towards CUA40313 Certificate IV in Dance Teaching and Management and other qualifications that allow for selection of these units.

The RPL and CT Process



How to Submit an RPL/CT Application

Course Credit Procedure

1. Complete the RPL/CT Application Form in [Appendix 5 – RPL and CT Application Form](#).
2. Collate your evidence to support your application, using this guide to assist you.
3. Submit the Application Form and evidence via email. All evidence must be scanned as per scanning requirements below.
4. The initial application fee will be processed upon receiving your application as per your payment details on the application form.
5. Your application will then be assessed based on the evidence submitted. If the evidence submitted in the application is not deemed adequate in terms of authenticity, validity, reliability, currency or sufficiency, the assessor may request further evidence. Further training may also be required.
6. The student will be advised of the outcome of the application via email.
7. The outcome will include a summary of relevant fees payable based on the number of modules/UOCs successfully exempted and the requirements for further assessment. These fees must be paid before the RPL assessment can be proceed further.
8. The student must sign their outcome agreement.
9. The student record will be updated according to the outcome of the application.
10. If the student does not agree with the outcome of the application, the student has the right to appeal using ALG's appeals process.

Document and Scanning Requirements

Please attach scanned copies of academic transcripts, course outlines, diplomas, degrees or other certifications. All documents must be in English. Translated documents must be from an authorised translation service.

Requirements of scanned documents:

- Documents must be scanned from the original documents. Scans from a photocopy or a faxed copy are not acceptable
- Documents must be scanned in colour
- Applicants must ensure no portion of the document is missing (look out for page numbers)
- Documents must be scanned at the original size. If the document is larger than A4 then the document should be scanned in A4 sized portions without size reduction
- If the document has markings or text on both sides e.g. a registration number then both sides must be scanned
- File size of any single document should not exceed 3MB
- ALG reserves the right to view original versions, conduct authenticity checks, of any scanned documents which accompany your application at any stage of the process.

Tips for Application

- Details must be provided, not just certificates or transcripts. Unless you provide certificates from another registered training organisation, certificates do not contain the detail needed to assess your training. Please provide detailed content of the studies you have undertaken and your experience.
- Details need to include hours of study for each unit and date/year studied
- Current competency – this requires that your skills have been used in the last 2-3 years. If you have studied more than 4+ years ago, you must provide evidence of current competency i.e. you have been working in that field and your skills are still current.
- Allow a minimum of 10 working days needed to review documents
- Review the competency list provided – and outline where your training covers these areas.

Fees

A non-refundable administration fee of \$85 per course will apply when you lodge your application.

The RPL fee payable will be determined by the assessment requirements, training requirements and the number of modules or units exempted.

The purpose of RPL is to reduce the time and/or cost associated with training. Your RPL fee will never exceed the cost of the course.

RPL fees must be agreed upon and paid prior to the finalisation of the RPL process.

Evidence

In applying for RPL/CT, you will be assessed against the requirements of the units listed in the relevant qualification as outlined previously. [Appendix 1 – Sample Unit of Competency - CUADTM411 Teach Basic Dance Technique](#) contains a copy of one of these units. You may wish to access www.training.gov.au and search for every unit in the qualification to assist you with your submission. Alternatively, use the table below as a basis for collecting evidence, your RPL assessor will also guide you in this regard.

After submitting your application, the RTO may require a meeting with you to discuss your experience and to advise on the most appropriate evidence for you to present in light of your experience and particular circumstances. This will be summarised in the RPL/CT agreement mentioned in the above diagram.

Generally speaking, most requirements can be covered through two types of evidence.

1. Authenticated documentation.
2. Videos of you teaching classes. If the RTO happens to be nearby, you may be able to arrange for the assessor to observe you teaching classes. This would eliminate the need for video recordings.

This evidence will be supplemented by:

- information about your experience as a dancer and dance teacher supplied on the RPL application form you submit to the RTO (e.g. a copy of your resume)
- how you respond to questions the assessor asks during interviews

Approach the RPL process as you would a job interview. In that situation you submit documentation, such as:

- your application, which addresses selection criteria
- your resume
- copies of your qualifications including transcripts
- examples of work you have done
- references from current and previous employers

The information you provide at the application stage may be enough to grant RPL. For example, if you have previously studied the same unit of competency. A student who holds a valid first aid certificate would not be required to undergo an interview and there would be no need to provide further evidence in this case.

Your RPL assessor may request an interview by phone or in person if required. This will involve answering questions about aspects of the job. This is your opportunity to expand on what you submitted in written form. The interviewer may also discuss other types of evidence that must be submitted to satisfy RPL assessment.

Key Principles of Evidence

The standards under which RTOs operate are very specific about the types of evidence that must be submitted to support your assessment. Evidence must satisfy ALL of the following points:

Evidence must be:

valid	<ul style="list-style-type: none"> • directly related to the unit of competency
sufficient	<ul style="list-style-type: none"> • covers everything in the unit of competency • shows competency over a period of time • shows competency in different contexts
current	<ul style="list-style-type: none"> • relates to experience in the past two to three years
authentic	<ul style="list-style-type: none"> • can be clearly identified as evidence of your own competence.

Remember: your assessor must be satisfied that your evidence satisfies each of the key principles of evidence. If it does not, your assessor will ask for further evidence or will be unable to grant the RPL.

A range of documentation developed by the candidate may be used to show evidence of requirements. It is important to remember that to satisfy the rules of evidence, more than one piece of evidence may be required to demonstrate competency.

Below is a list of the types of evidence that can be used, but this is by no means exhaustive:

- Third-party verification that documentation was developed by the candidate
- Response to questions during an assessor interview (phone, skype or in person)
- References (written or verbal) from current and/or previous employers
- Resources developed by the candidate and verified by a third party
- Observation of the candidate undergoing practical tasks (video or direct)
- Verification by third party that the candidate has undergone practical tasks or displayed relevant knowledge
- Documented self, peer or employer evaluations of candidate's performance
- Evaluation sheets completed by clients or third parties
- A Statement of Attainment for a unit that has been obtained through having completed an accredited course in the past two or three years
- Outlines, reports, documentation, programs or sessions that have been completed by the candidate.

[Appendix 3 – RPL Evidence Samples - Certificate III in Assistant Dance Teaching](#) has been developed to provide guidance on the types of evidence that may satisfy your RPL request. Any evidence must be assessed against the performance criteria, performance evidence, knowledge evidence and assessment conditions of the unit.

Assessor interview

An interview may be conducted in person or by phone if required. In an interview, your assessor will be checking that you have the underpinning knowledge required by the units of competency. The good news is that many of the knowledge requirements are repeated across units.

Prior to meeting with your assessor, read through the required knowledge section of each unit of competency, as well as the elements and performance criteria and associated range statement. This will give you a clear picture of the underpinning knowledge required. Since your assessor will already have your documentary and video evidence, you may find questions that relate to those sections as well.

[Appendix 4 – Sample Interview Questions - Certificate III in Assistant Dance Teaching](#) shows sample questions that you can expect in the interview.

The RPL agreement

Once you have submitted your application and your first round of evidence, your assessor will provide you with a simple agreement that states:

- the supplementary evidence candidates must provide
- the timeframe for submitting evidence
- arrangements for the assessor interview (if needed) and other activities, such as video submission
- contact details for people who can authenticate documentary evidence that candidates provide
- cost to the candidate.

The Assessment Decision

Your assessor will make an assessment decision based on the evidence that you have provided. That decision may be:

1. Full RPL for the entire qualification (Statement of attainment issued)
2. Partial RPL for modules or units of competency within a qualification (Statement of attainment issued)
3. Request further information
4. Request further training
5. Require challenge tests to be completed

Right to Appeal

As with all assessment decisions, students have the right to appeal the assessment decision. The process for appeal is documented in the Student Handbook.

Reasonable adjustment

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a special need. A reasonable adjustment can be as simple as changing a written exam question to a question that is asked orally, or providing additional time for completion.

Reasonable adjustment must NOT affect the rigour or intent of the requirements of a unit of competency. For instance, if a unit requires students to complete a form, it would not be 'reasonable' to have them respond orally. Your RPL assessor will reasonably adjust any assessment where possible if you inform them of a special need to do so.

Outcome of Application

This process to identify whether there will be any credit given to the selected course/s will be completed within 10 working days.

If credit is given, a course credit document will be issued stating the components within the course that the student is exempt from completing.

If no credit is given, the candidate will be provided with information as to why the application was unsuccessful and advise the next steps to gaining the qualification.

Appendix 1 – Sample Unit of Competency - CUADTM411 Teach Basic Dance Technique

CUADTM411 Teach basic dance technique

Modification History

Release	Comments
Release 1	This version first released with <i>CUA Live Performance and Entertainment Training Package Version 1.0</i> .

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate safe dance practice into the teaching of basic techniques in any dance style.

Dance teachers who specialise in teaching any style of dance apply the skills and knowledge in this unit. Typically these teachers are working in dance studios or in venues such as community halls, where flooring is appropriate for the safe teaching of dance.

At this level, teachers and instructors may be working from learning programs developed by others, and structuring lesson plans around those programs. Alternatively, they may be devising and conducting classes which are not based on a particular syllabus.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – dance teaching and management

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 and phrasing relationship between 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 basic dance techniques	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

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.3	<ul style="list-style-type: none"> Seeks feedback and accepts guidance from others Accepts opportunities to participate in formal professional development activities
Reading	3.2	<ul style="list-style-type: none"> Obtains information from written sources
Oral communication	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1, 3.2	<ul style="list-style-type: none"> Seeks the views and opinions of others Obtains information by listening and questioning Uses clear language and correct industry terminology to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.6, 3.2, 3.3	<ul style="list-style-type: none"> Identifies and follows procedures and expectations associated with own role Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies Maintains an appropriate standard of personal presentation Takes responsibility for own professional development
Interact with others	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1	<ul style="list-style-type: none"> Ensures that every learner has an opportunity for participation and input during classes Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals Interprets and addresses learner behaviour that puts others at risk Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds Respects expertise and background of learners
Get the work done	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2	<ul style="list-style-type: none"> Adopts a methodical and logical approach to the process of preparing for and conducting dance classes Facilitates the learning of others through competent delivery of dance classes Monitors and adjusts teaching to meet group or individual requirements Uses the internet as a source of information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<p>Techniques taught at a basic level must relate to:</p>	<ul style="list-style-type: none"> • adage • rolls • correct body alignment • stretches • abdominal strengthening • focusing eyes and mind while performing • isocentric and polycentric isolations • locomotor exercises and sequences: <ul style="list-style-type: none"> ○ pirouettes ○ kicks ○ jumps and leaps • maintaining rhythm and tempo • non-locomotor exercises and sequences: <ul style="list-style-type: none"> ○ pliés ○ tendus • techniques and steps relevant to the chosen dance style • using arm lines appropriately • working at differing tempos • working on centre and off centre.
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Performance Evidence

Evidence of the ability to:

- demonstrate basic dance technique
- demonstrate correct warm-up and warm-down techniques and follow safe dance practices in teaching activities
- demonstrate short and simple enchaînements
- demonstrate musicality, expression, phrasing and correct timing, and sensitivity in movement sequences
- interact effectively and constructively with learners
- evaluate own teaching practice and identify ways to improve it.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- in the context of demonstrating dance technique, explain the significance of the following anatomical foundations:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms, and torso
 - range of motion of the joints
 - differentiation of the legs and pelvis
- describe:

- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- dance principles and techniques in chosen dance style
- features of commonly performed repertoire in chosen dance style
- graded progress requirements according to dance society levels
- issues and challenges that arise when teaching dance
- key aspects of safe dance practice
- protocols associated with teaching dance.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in a dance teaching environment.

The assessment environment must include access to:

- teaching resources and equipment
- opportunities for teaching basic dance techniques in either a real or simulated situation
- a venue with adequate space and flooring appropriate to the chosen dance style.

Assessors must satisfy NVR/AQF assessor requirements.

Links

Companion volumes are available at: - <http://www.ibsa.org.au>

Appendix 2 – Sample RPL and CT Agreement and Outcome Letter

Candidate's Name:			
Assessor's Name:			
RPL fee payable			
Qualification/ Units of Competency assessed	<Qualification or units>		
Evidence Provided			
Assessment decision by unit	SISFFIT523A	Deliver prescribed exercise to clients with cardiorespiratory conditions	FE
	SISFFIT524A	Deliver prescribed exercise to clients with metabolic conditions	FE
	SISFFIT525A	Advise on injury prevention and management	FE
	SISFFIT526A	Deliver prescribed exercise to clients with musculoskeletal conditions	FE
	SISFFIT527A	Undertake health promotion activities to decrease risk factors and prevent chronic disease	FE
	SISFFIT528A	Apply research findings to exercise management strategies	FE
	SISXCCS404A	Address Client Needs	RPL
	SISXIND405A	Conduct projects	RPL
	HLTAID006	Provide advanced first aid	NA
	SISXCCS403A	Determine Needs of client populations	RPL
	SISINDX406A	Manage Projects	CT
	SISFFIT314A	Plan and Deliver Exercise to Older Adults with managed conditions	RPL
	SISXFAC409A	Plan and provide sport, fitness and recreation services	CT
	CT = credit transfer RPL = Recognition of Prior Learning FE = Further evidence required GP = Gap training N = Not part of application		
Further evidence to be submitted	<specify exact detail of what the candidate must provide>		
Names and contact details for those who can authenticate documentation	Name and position: Company: Contact details:		
Assessor's signature:		Date:	
The candidate has been supplied with the following information:	<input type="checkbox"/> Explanation of the RPL assessment process <input type="checkbox"/> List of relevant UOCs <input type="checkbox"/> An explanation of the evidence to be submitted <input type="checkbox"/> An explanation of the right to appeal the final assessment decision <input type="checkbox"/> The availability of reasonable adjustment for special needs if required		
By signing this agreement, you are agreeing that you have been provided with the information above and that you agree to pay the specified fee before the final RPL assessment commences.			
Candidate's signature:		Date:	

Appendix 3 – RPL Evidence Samples - Certificate III in Assistant Dance Teaching

Module 1 Safe Dance Practices	Appropriate evidence for the unit
<p>BSBWHS201A Contribute to health and safety of self and others</p>	<ul style="list-style-type: none"> ▪ Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> ▪ Third party verification that the candidate has <ul style="list-style-type: none"> ▪ followed all relevant safety procedures and instructions, ▪ identified and reported hazards to designated personnel, ▪ knowledge of relevant materials, equipment and work processes. ▪ Response to questions during assessor interview ▪ Documentation showing the identification and reporting of emergency incidents (e.g. incident reports)
<p>CHCECE006 Support behaviour of children and young people</p>	<ol style="list-style-type: none"> 1. Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ol style="list-style-type: none"> 2. Third party verification that the candidate has <ul style="list-style-type: none"> ▪ communicated issues to a supervisor and negotiated solutions at least twice ▪ guided behaviour using positive support techniques with at least two children and/or young people ▪ discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others ▪ recorded observations and identified behaviours requiring support of children and/or young people ▪ used judgement to determine when to involve other staff for supported intervention. 3. Response to questions during assessor interview 4. References (written or verbal) from current and/or previous employers
<p>SISCCRO302A Apply legal and ethical instructional skills</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • At least two lesson plans developed by the candidate that show evidence of requirements • Third-party verification that lesson plans were developed by the candidate • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
Module 2 Dance Teaching and Analysis	
<p>CUADLT301 Develop basic dance analysis skills</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Meeting minutes of a peer discussion of dance analysis • A written dance analysis • Third-party verification that a written dance analysis was developed by the candidate • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers

<p>CUADTM301 Assist with dance teaching</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> ▪ assist in planning and teaching dance classes that respond to the needs and capabilities of participants ▪ use safe and supportive teaching methods and strategies ▪ monitor the progress of participants and make adjustments in response to changing situations ▪ provide positive feedback to participants to encourage motivation, self-esteem and self-expression ▪ demonstrate safe dance practices ▪ evaluate and reflect on own performance to identify ways in which own teaching skills can be improved. • Video evidence of you assisting in dance teaching classes • A class schedule showing or employer letter showing that the candidate is rostered to assist in classes • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
<p>CUADTM411 Teach Basic Dance Technique</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • At least two lesson plans developed by the candidate that show evidence of requirements • Third-party verification that lesson plans were developed by the candidate • Response to questions during assessor interview • Copies of self and/or evaluations done by others of your performance as a dance teacher in classes you have taught. • Copy of a teaching schedule that shows you as the teacher for all sessions (or at least three consecutive sessions). • Copies of the dance school's expectations of their teachers (job description) and a letter from the director that you fulfill these. • Copies of student record sheets where you have made notes about students' progress towards achieving the required level. • References (written or verbal) from current and/or previous employers • Video evidence of you teaching classes using appropriate instruction, warm up, cool down, safe practices, demonstrating and correcting techniques.
<p>Module 3 Anatomy and Nutrition</p>	
<p>CUAWHS403 Incorporate anatomy and nutrition principles into skill development</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Video evidence of you incorporating safe dance technique, knowledge of the body systems and healthy eating into your instruction • Response to questions during assessor interview • Third-party verification of your application of anatomy and nutrition into your teaching

Module 4 Rehearsals and Performances	
<p>CUSMLT201A Develop and apply musical ideas and listening skills</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Third-party verification of discussions about music and your knowledge of music • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
<p>CUSADM301A Administer operations for rehearsals and performances</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Evidence of involvement with booking venues such as emails or contractual agreements • Work plans or project lists which show the candidates name against a number of tasks • Details of performances, verified by a third party <p>Third-party verification that you have been involved with the following:</p> <ul style="list-style-type: none"> ▪ confirm, record and distribute booking details ▪ work collaboratively with performers, agents, managers and venue personnel <ul style="list-style-type: none"> • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers • Documented self, peer or employer evaluations of candidate's performance in the context of a performance or rehearsal
<p>CUFCMP301A Implement copyright arrangements</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Evidence of candidate's requests for copyright permissions • Third-party verification of the ability to: <ul style="list-style-type: none"> ▪ source information and seek appropriate assistance as required to organise copyright arrangements ▪ apply this information to day-to-day work activities ▪ apply knowledge of copyright principles/legislation. • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers

<p>CUASTA301 Assist with production operations for live performances</p>	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • Work plans or project lists which show the candidates name against a number of tasks relating to productions and staging • Third-party verification that that the candidate has: <ul style="list-style-type: none"> ▪ Worked in a team environment in a live performance production ▪ faced realistic time constraints for completion of work activities ▪ appropriately used required tools and equipment, a range of staging machinery and equipment, a range of lighting and audio equipment and workplace documentation. • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
<p>Module 5 First Aid</p>	
<p>HLTAID003 Provide First Aid</p>	<p>Statement of Attainment for this unit is obtained through having completed an accredited first aid course in the past two or three years, for example, St John Ambulance 'Provide First Aid' or Australian Red Cross 'Provide First Aid'.</p>

Appendix 4 – Sample Interview Questions - Certificate III in Assistant Dance Teaching

Module 1 Safe Dance Practices	Required questions to establish knowledge
<p>BSBWHS201A Contribute to health and safety of self and others</p>	<ol style="list-style-type: none"> 1. Outline your knowledge of emergency procedures, including procedures for fires and incidents in your workplace. 2. What is the meaning of these commonly used hazard signs and safety symbols (show symbols from learner guide) 3. Briefly describe the responsibilities, as specified in WHS Acts, regulations and codes of practice, of: <ul style="list-style-type: none"> ▪ self ▪ persons conducting businesses or undertakings (PCBUs) or their officers ▪ fellow workers.
<p>CHCECE006 Support behaviour of children and young people</p>	<ol style="list-style-type: none"> 1. Outline the differences between disruptive behaviour and behaviours of concern 2. How can learning difficulties or mental health issues affect behaviour? 3. How do the impacts of environment and culture affect the behaviour of children and/or young people 4. How can positive support strategies be used to redirect behaviour and defuse situations? 5. Which organisational standards, policies and procedures are designed to support the behaviour of children and young people?
<p>SISCCRO302A Apply legal and ethical instructional skills</p>	<ol style="list-style-type: none"> 1. What is the relationship between law and ethics? 2. Explain the legal responsibilities of a dance instructor and where you would access these. 3. Which organisational policies and procedures enable: <ul style="list-style-type: none"> ▪ the safe conduct of all activities ▪ ethical and legally compliant access, use and storage of information 4. How do the principles of session planning allow you to develop activity-specific session plans? 5. How do the principles of growth and development allow you to select and sequence appropriate tasks and activities?

	6. Why is it important to determine instructional styles appropriate to the needs and skills of clients?
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Module 2 Dance Teaching and Analysis

CUADLT301 Develop basic dance analysis skills	<ol style="list-style-type: none"> 1. When would you conduct a dance analysis? 2. Outline atleast two theories of dance analysis. 3. Discuss dance styles and genres, and conventions relevant to analysis 4. explain the following principles that relate to physical movements and techniques: <ul style="list-style-type: none"> ▪ effort theory, including time, weight, space and throw ▪ extending ▪ folding ▪ relationship with gravity ▪ rotating ▪ shifting weight ▪ spatial awareness ▪ successional movement
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CUADTM301 Assist with dance teaching	<ol style="list-style-type: none"> 1. Describe how you would incorporate safe dance practices into a class. 2. Outline why correction and demonstration is essential. 3. What factors may affect a participant’s ability to dance? 4. Why is it important to evaluate a dance class? 5. Why is it important to provide motivation and feedback to participants? 6. What is the role of the assistant dance teacher?
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CUADTM411 Teach Basic Dance Technique	<ol style="list-style-type: none"> 1. Describe a range of techniques that should be taught at a basic level. 2. Describe each of the following: <ul style="list-style-type: none"> • key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics • dance principles and techniques in chosen dance style • features of commonly performed repertoire in chosen dance style • graded progress requirements according to dance society levels • issues and challenges that arise when teaching dance • key aspects of safe dance practice • protocols associated with teaching dance. 3. In the context of demonstrating dance technique, explain the significance of the following anatomical foundations: <ul style="list-style-type: none"> • articulation of the spine
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	<ul style="list-style-type: none"> • engagement of the feet • bases of support, including feet, legs, hands, arms, and torso • range of motion of the joints • differentiation of the legs and pelvis
Module 3 Anatomy and Nutrition	
<p>CUAWHS403</p> <p>Incorporate anatomy and nutrition principles into skill development</p>	<ol style="list-style-type: none"> 1. Where would you find sources of information about anatomy and nutrition in relation to safe dance practice? 2. Why is it important to understand and apply anatomical and nutritional information in dance classes? Give examples which highlight when you would apply the following: <ul style="list-style-type: none"> ▪ systems of the body ▪ main muscles of the body ▪ bone structure properties ▪ alignment principles ▪ healthy eating practices ▪ relationship between anatomical structures and dance functions ▪ how skeletal muscle develops, grows and repairs itself.
Module 4 Rehearsals and Performances	
<p>CUSMLT201A</p> <p>Develop and apply musical ideas and listening skills</p>	<ol style="list-style-type: none"> 1. Which musical styles do you use in day-to-day work activities? 2. How do you source information on musical styles and check the credibility and reliability of information? 3. Consider one piece of music that you enjoy. Can you describe the instruments used, music history and terminology, the musical ideas expressed, music structures, styles and forms. 4. Outline the relationships between composers, performers, producers, recording engineers, critics and audiences in a musical style of your choice. 5. How is technology used to produce and enhance music? 6. Outline the work/background of successful composers, performers and producers in a musical style of your choice.
<p>CUSADM301A</p>	<ol style="list-style-type: none"> 1. Outline basic risk analysis principles.

<p>Administer operations for rehearsals and performances</p>	<ol style="list-style-type: none"> 2. Discuss the compliance requirements of performance venues, including safety and security, OHS principles of safe listening, including safeguards against hearing loss? 3. Describe the operational and technical requirements of a performance venue that you have recently used: <ul style="list-style-type: none"> ▪ acoustic awareness ▪ front-of-house and production responsibilities ▪ revenue structures 4. Describe some of the issues and challenges you have encountered. 5. Outline typical features and requirements of venue contracts
<p>CUFCMP301A Implement copyright arrangements</p>	<ol style="list-style-type: none"> 1. Describe your understanding of copyright principles/legislation relevant to implementing copyright arrangements. 2. What are the recognised procedures to determine copyright ownership? 3. What is the function of the Australian Copyright Council?
<p>CUASTA301 Assist with production operations for live performances</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ul style="list-style-type: none"> ▪ bump-in and bump-out procedures ▪ stage and production terminology ▪ staging elements 2. Describe issues and challenges that can arise when assisting with production operations and suggest solutions to address them 3. Describe how the following WHS issues relate to staging live productions: <ul style="list-style-type: none"> ▪ safe manual handling ▪ working with electrical equipment ▪ emergency procedures 4. Outline your involvement with the following: <ul style="list-style-type: none"> ▪ basic maintenance procedures for audio equipment ▪ basic set assembly ▪ common stage machinery ▪ methods of tying cloths, tabs and drapes

	<ul style="list-style-type: none"> ▪ signals and other communication devices used when operating stage machinery ▪ adhesives and paints commonly used to construct and repair props ▪ safety and environmental issues associated with prop construction ▪ general features of differing light sources ▪ relationship between lighting and other production operations ▪ special requirements for automated light systems.
Module 5 First Aid	
HLTAID003 Provide First Aid	As this requires an SOA, no questions will be asked in relation to this unit.

Appendix 5 – RPL and CT Application Form

Personal Information

Name _____ DOB: _____

Address _____ P/Code: _____

Suburb _____

Phone H _____ W _____ M _____

Email _____ Today's Date _____

How did you hear about us? _____

Select the course applying for course credit

Course Options

CUA30313 – Certificate III in Assistant Dance Teaching

Unique Student Identified (USI)

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI) that links to an online account that contains all your training records and results you complete from 1 January 2015 onwards. The USI is needed before a qualification can be issued.

Do you have a Unique Student Identifier (USI)?

Yes - provide number

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NO or NOT SURE - If you do not have a USI or not sure, we will automatically verify this for you and obtain one on your behalf using the personal information you have provided and as per conditions of enrolment.

Skills Recognition Program

Existing teachers of dance and assistant teachers of dance can apply to have their skills recognized by providing us with information about their experience with dance and performance. Please, note, you will be required to provide evidence of this experience including, but not limited to:

- Letters from your employer which explain your role as a teacher or assistant teacher
- Website details showing timetables of your classes, or your profile as a teacher
- Relevant certification or qualifications
- Employment contracts

Depending on the nature and extent of your experience, skills recognition will determine the extent of course credit given. As a minimum, existing teachers of dance will be exempt from completing the practical placement. You may also be exempt from undertaking other assessment processes.

Describe your experience with dance and performance

Type of Dance	School/Studio or teacher name and contact details	Dates:	Grades:
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Describe your experience with dance teaching

Type of class/ your role and responsibilities	School/Studio or teacher name and contact details	Dates:	Grades:
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Describe your experience with staging (or assisting with) performances or live productions

Type of Performance	School/Studio or teacher name and contact details	Dates:	Grades:
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Recognition of Prior Learning and Course credit

Students may also gain course credit through recognition of prior learning or former structured learning, such as a previous qualification with a recognized dance organization or registered training organization.

To help with the course credit process, students are required to identify the modules and Units of Competency (UOCs) that they are applying for course credit. Below is a list of the units of competency that are covered in the courses that ACD offers.

To complete the form below, students are required to tick the specific UOC they are applying for course credit and state the equivalent competencies or subject that they have studied. Students will need to provide evidence with this course credit application.

As the UOCs are clustered into modules, students must show evidence to support the entire group of UOCs in the module or the module must be undertaken.

Please note, ACD reserves the right to determine whether the knowledge within a competency has been fully achieved and whether course credit will be given.

List the Evidence to support your application:

Certificate III In Assistant Dance Teaching - CUA30313

Module 1 - Unit Code	Safe Dance Practices - Unit Title		Supporting Evidence
BSBWHS201A	Contribute to health and safety of self and others	<input type="checkbox"/>	
CHCECE006	Support behaviour of children and young people	<input type="checkbox"/>	
SISCCRO302A	Apply legal and ethical instructional skills	<input type="checkbox"/>	
Module 2 - Unit Code	Dance Teaching & Analysis - Unit Title		Supporting Evidence
CUADLT301	Develop basic dance analysis skills	<input type="checkbox"/>	
CUADTM301	Assist with dance teaching	<input type="checkbox"/>	
CUADTM411	Teach Basic Dance Technique	<input type="checkbox"/>	
Module 3 - Unit Code	Anatomy & Nutrition - Unit Title		Supporting Evidence
CUAWHS403	Incorporate anatomy and nutrition principles into skill development	<input type="checkbox"/>	
Module 4 - Unit Code	Rehearsals & Performances - Unit Title		Supporting Evidence
CUSMLT201A	Develop and apply musical ideas and listening skills	<input type="checkbox"/>	
CUSADM301A	Administer operations for rehearsals and performances	<input type="checkbox"/>	
CUFCMP301A	Implement copyright arrangements	<input type="checkbox"/>	
CUASTA301	Assist with production operations for live performances	<input type="checkbox"/>	
Module 5 - Unit Code	First Aid - Unit Title		Supporting Evidence
HLTAID003	Provide First Aid	<input type="checkbox"/>	

Course Credit Payment Method

Payment for course credit applications can be made via direct deposit or credit card. Please select the payment option which you would like to pay with:

Pay by ►

Direct Deposit

Credit card

Payment Information

Credit Card Payment Details

Select Credit Card:

Visa

MasterCard

Name card: _____

Card Number:

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Expiry:

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By ticking this box I, _____ (credit card holder name) give permission for ACD to use the details.

Direct Deposit Payment Details

When making direct deposit ADD your Full Name as the reference.

Account name: Australian Learning Group Pty Ltd

Account number:

1019 8588

BSB: 062 032

Declaration

I _____ (applicant name) declare that the information that has been provided in this course credit application is true and accurate, and that I have submitted true copies of the original certificate and transcripts.