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RPL Candidate Guide

CUA40313 Certificate IV in Dance Teaching and Management

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

Qualifications

- CUA40313 Certificate IV in Dance Teaching and Management

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>.'

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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:

- CUA40313 - Certificate IV in Dance Teaching and Management.

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

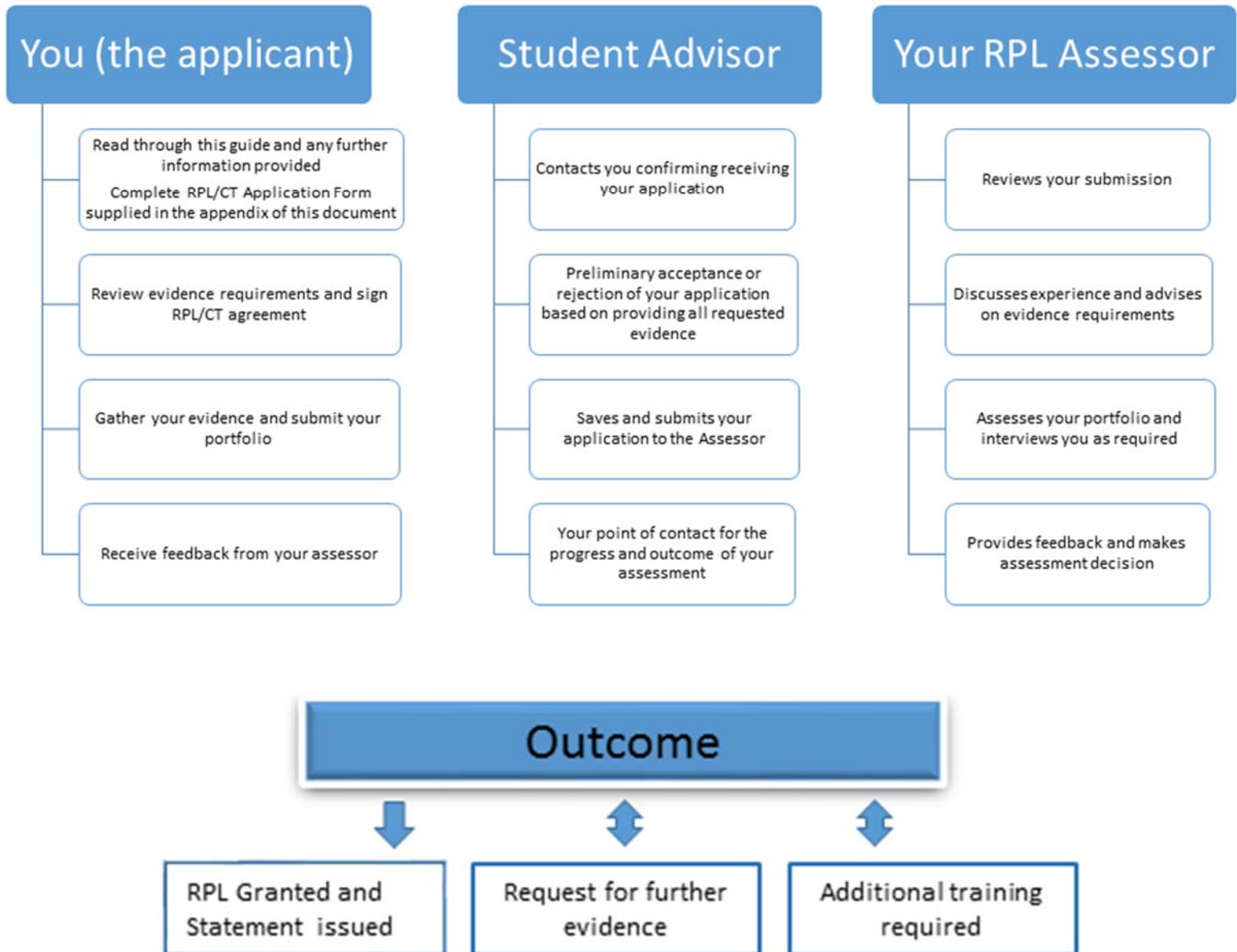
The following tables show a list of the units of competency as they are delivered in modules in each qualification.

CUA40313 – Certificate IV in Dance Teaching and Management

This qualification is for people with a strong background in dance who want to teach dance in a private school or studio. In this environment, teachers are often responsible for managing or providing administrative services in the school in which they teach.

External	HLTAID003	Provide First Aid
Module 1 – Training and Assessment in Dance	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEDES401A	Design and develop learning programs
Module 2 - Dance Teaching	CUACHR402	Create short dance pieces
	CUADTM411	Teach Basic Dance Technique
	CUADTM401	Plan and organise dance classes
	CUADTM403	Apply safe dance teaching methods
Module 3 - Anatomy and Nutrition	CUAWHS403	Incorporate anatomy and nutrition principles into skill development
Module 4 – Productions and Operations	CUAPPM401	Contribute to the organisation of productions
	CUSADM301A	Administer operations for rehearsals and performances
	CUFCMP301A	Implement copyright arrangements
	CUASTA301	Assist with production operations for live performances
	BSBSMB405B	Monitor and manage small business operations

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 IV in Dance Teaching and Management](#) 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 IV in Dance Teaching and Management](#) 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 IV in Dance Teaching and Management

Module 1 Training and Assessment in Dance	
<p>TAEASS401B Plan assessment activities and processes</p>	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • Evidence that you have planned and organised assessment on at least 2 occasions. This evidence must show: <ul style="list-style-type: none"> ▪ Documented assessment plans ▪ A range of assessment events ▪ Number of candidates ▪ Different competency standards or curricula ▪ An RPL assessment decision ▪ Reasonable adjustment ▪ Development of simple assessment tools ▪ Organisational requirements • Student or employer feedback based on your assessment decisions • Process documents which show how you assessed competence – including briefing candidates, organising assessment, gathering evidence, making the assessment decision and reasonable adjustment • Third-party verification that you have assessed competence on more than 2 occasions
<p>TAEASS402B Assess competence</p>	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • Evidence that you have assessed assessment of a full unit of competency following the relevant assessment plan. This evidence must show: <ul style="list-style-type: none"> ▪ A range of assessment methods, instruments, activities and events ▪ Two-way communication and feedback ▪ Different competency standards or curricula ▪ An RPL assessment decision ▪ Reasonable adjustment ▪ Development of simple assessment tools ▪ Organisational requirements – e.g. reporting • Student or employer feedback based on your assessment decisions • Process documents which show how you assessed competence – including briefing candidates, organising assessment, gathering evidence, making the assessment decision and reasonable adjustment • Response to questions during assessor interview • Third-party verification that you have assessed competence on more than 2 occasions
<p>TAEDES401A Design and develop learning programs</p>	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • Background information about the learning cohort, why the training was needed, how it was developed. • Copies of units of competency and a description of how they were delivered. • Response to questions during assessor interview • Third-party verification that you have designed learning programs on more than 2 occasions • 2 learning programs that you have designed, developed and reviewed

	<ul style="list-style-type: none"> ▪ Atleast 1 must be a full unit of competency ▪ Must be designed to reflect different needs, contexts or timelines
Module 2 Dance Teaching	
CUACHR402 Create short dance pieces	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • Video evidence of you or your students performing 2 dance pieces you have created • Response to questions during assessor interview • Third-party verification that dance pieces were created by you • Copies of the dance school’s job description for their teachers and a letter from the director that you fulfill these. • An evaluation of 2 dance pieces that you have created • Run sheet or program showing your name as the choreographer
CUADTM411 Teach Basic Dance Technique	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • 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.
CUADTM401 Plan and organise dance classes	<p>OR</p> <ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years • At least two session plans developed by the candidate that show evidence of requirements • Third-party verification that session 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.

	<ul style="list-style-type: none"> References (written or verbal) from current and/or previous employers
<p>CUADTM403 Apply safe dance teaching methods</p>	<p>OR</p> <ul style="list-style-type: none"> Statement of attainment for this unit within the last 2 or 3 years At least three consecutive session plans developed by the candidate that show evidence of requirements Third-party verification that session plans were developed and delivered by the candidate Verification by an approved teacher or instructor that sessions were delivered under supervision 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.

Module 3 Anatomy and Nutrition

<p>CUAWHS403 Incorporate anatomy and nutrition principles into skill development</p>	<p>OR</p> <ul style="list-style-type: none"> Statement of attainment for this unit within the last 2 or 3 years 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
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Module 4 Productions and Operations

<p>CUAPPM401 Contribute to the organisation of productions</p>	<p>OR</p> <ul style="list-style-type: none"> Statement of attainment for this unit within the last 2 or 3 years Evidence of involvement with artistic and technical planning of productions e.g. meeting minutes Work plans or project lists which show the candidates name against a number of tasks Details of performances, verified by a third party <ul style="list-style-type: none"> Third-party verification that you have been involved with planning and production and have worked collaboratively with performers, agents, managers and venue personnel Response to questions during assessor interview References (written or verbal) from current and/or previous employers
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	<ul style="list-style-type: none"> • Documented self, peer or employer evaluations of candidate's performance in the context of a performance or rehearsal
<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>	<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"> • 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>BSBSMB405B Monitor and manage small business operations</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of developing strategies and procedures to successfully manage the operations of a business • Work plans or project lists which show the candidates name against a number of tasks relating to operating a business • A business plan developed by the candidate • Third-party verification • Business systems such as stock control, performance indicators, operational targets developed by the candidate • Reviews or evaluations of business systems • Evidence of having conducted research into the legislation or compliance requirements of a business • 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 IV in Dance Teaching and Management

Module 1 Training and Assessment in Dance	Required questions to establish knowledge
TAEASS401B Plan assessment activities and processes	<ol style="list-style-type: none"> 1. Explain the ethical and legal requirements of an assessor 2. What are the main features of competency based assessment? 3. How would you go about unpacking a unit of competency? 4. Describe a time when you needed to research competency standards. 5. How can you ensure the principles of evidence and rules of assessment are being followed? 6. How would you describe RPL to a student? 7. What are the considerations when assessing RPL?
TAEASS402B Assess competence	<ol style="list-style-type: none"> 1. Explain the ethical and legal requirements of an assessor? 2. What are the main features of competency based assessment? 3. How would you go about unpacking a unit of competency? 4. Describe a time when you needed to research competency standards. 5. How can you ensure the principles of evidence and rules of assessment are being followed? 6. How would you describe RPL to a student? 7. What are the considerations when assessing RPL? 8. What OHS considerations might apply when assessing competency? 9. Why is it important to use a range of different assessment methods, tools, contexts and activities? What are the dangers of using one piece of assessment as evidence?
TAEDES401A Design and develop learning programs	<ol style="list-style-type: none"> 1. Describe a training package that you have used in your workplace? 2. Who developed the package? 3. Distinguish between training packages, learning programs and learning strategy. 4. What performance standards are used in competency based assessment? 5. Why do learning programs have different focuses and purposes? 6. How does a knowledge of learning principles help a trainer develop better programs? 7. Outline a range of organisational policies and procedures that will affect the design of a learning program? How does legislation affect the design?
Module 2 Dance Teaching	
CUACHR402 Create short dance pieces	<ol style="list-style-type: none"> 1. Describe the creative process as it relates to choreography 2. What are the key elements of dance? 3. Explain a range of choreographic devices and structures. 4. How you can ensure safe dance practices in your school? 5. Outline the music styles relevant to 3 different dance styles. 6. Chose one dance style and explain the key points in the history of choreography for that style. 7. Explain how dance is a form of communication. 8. Describe issues and challenges that arise when composing dance and suggest solutions to address them.
CUADTM401 Plan and organise dance classes	<ol style="list-style-type: none"> 1. You have just started as a part-time teacher at a local private dance school. What sort of information do you need to know before you start planning lessons? Name at least four things. 2. What sort of constraints do you need to consider when you are planning classes? Name at least three.

3. What sort of risks do you need to consider when you are planning a dance class? Name at least three.
4. What sort of risks do you need to consider when you are planning a dance class? Name at least three.
5. As a teacher you have a duty of care to students. Name at least four things a student and their parent or carer could reasonably expect you to be mindful of in the context of teaching dance.
6. Name two organisations that are a source of information on OHS and safe dance practice.
7. Name at least six learner needs and/or characteristics that you need to be aware of as you familiarise yourself with students in your classes.
9. When you are planning a class you need to apply knowledge of learning principles and learning theories. Briefly describe at least four principles or theories that underpin effective teaching.
10. Briefly describe at least three features of a learner-centred approach to teaching.
11. Learning activities need to take account of the different ways in which people learn. Name at least four learning styles.
12. You are teaching aspects of anatomy and how this knowledge underpins safe dance practice. Describe how you could incorporate at least two learning principles and at least two learning styles into learning activities. Bullet point answers are sufficient.
13. Name at least four things you need to consider from a practical perspective when you are planning lessons.
14. Name at least three things you need to take into account as you prepare resources for lessons.

1. Name at least three things you would discuss with students as you outline the overall objectives of a learning program.
2. Name at least three things you would include in a discussion with students about the sort of behaviour you and they can reasonably expect in classes.
3. Briefly describe the learning principle behind using repetition and practice when teaching dance or movement skills.
4. Briefly describe at least five principles and/or techniques for teaching dance to young children (5–10 year olds)
5. Briefly describe at least five principles and/or techniques for teaching dance to children (11–14 year olds)
6. Briefly describe at least six principles and/or techniques for teaching dance to children (15–18 year olds)
7. Briefly describe at least five principles and/or techniques for teaching dance to people aged over 19.
8. Briefly describe at least seven skills you believe an effective dance teacher should have.
9. Name at least three techniques a teacher should employ when teaching groups of students.
10. Describe at least seven ways in which knowledge of kinesiology can be applied to the teaching of dance and movement.
11. Describe at least five ways in which knowledge of physiology can be applied to the teaching of dance and movement.
12. Describe at least five measures that teachers could take to prevent common injuries.
13. Describe at least four ways to minimise the risk of over-training and fatigue.
14. Why should teachers be wary of allowing children aged up to 16 years to perform regular lifting?
15. Briefly describe at least three features of the 'Code of Ethics for Dance Teachers' that specifically apply to individual teachers.

CUADTM403

Apply safe dance teaching methods

	<ol style="list-style-type: none"> 16. Describe at least three ways in which you could improve the effectiveness of your own teaching. 17. Briefly describe at least two situations that could disrupt learning and how you could deal with them. 18. Describe at least three features of each of the following injury management strategies: <ol style="list-style-type: none"> a. injury recovery and rehabilitation procedures b. first aid and OHS and emergency procedures c. contact list of professional assistance. 19. Briefly describe at least six key features of safe dance practice that teachers should always observe.
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<p>CUADTM411 Teach Basic Dance Technique</p>	<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 • 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
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Module 3 Anatomy and Nutrition

<p>CUAWHS403 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
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	<ul style="list-style-type: none"> ▪ healthy eating practices ▪ relationship between anatomical structures and dance functions ▪ how skeletal muscle develops, grows and repairs itself.
<p>Module 4 Productions and operations</p>	
<p>CUAPPM401 Contribute to the organisation of productions</p>	<ol style="list-style-type: none"> 1. Outline the key aspects of the creative and technical production process for different types of live performance productions 2. Identify a range of production and staging terminology 3. What are some common theatre conventions? 4. Describe issues and challenges that arise when preparing for rehearsals and performances and suggest solutions to address them. 5. Imagine that you are planning the work health and safety practices during productions, what do you need to consider regarding: <ul style="list-style-type: none"> ▪ common law duty of care requirements ▪ hearing protection and safe lifting practices to be used ▪ strategies to assist with performance anxiety?
<p>CUSADM301A Administer operations for rehearsals and performances</p>	<ol style="list-style-type: none"> 1. Outline basic risk analysis principles. 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 ▪ 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

	<ul style="list-style-type: none"> ▪ relationship between lighting and other production operations ▪ special requirements for automated light systems.
<p>BSBSMB405B Monitor and manage small business operations</p>	<ul style="list-style-type: none"> ▪ Describe some methods for developing and maintaining networks ▪ Outline some methods for implementing operation and revenue control systems ▪ Briefly describe some methods for monitoring performance and implementing improvements ▪ What are the OHS responsibilities and procedures for managing hazards? ▪ Describe the principles of risk management relevant to the business, including risk assessment ▪ How can you ensure quality in your business? ▪ Which codes of practice are relevant to the industry? ▪ How would you address marketing and sales in a dance school? ▪ Why is it important to have a good understanding of financial concepts? ▪ What performance measures are relevant for dance teachers? ▪ Is there a role of innovation in the dance industry? ▪ Describe at least one system to: manage staff, stock, expenditure, services and customer service ▪ How can you include environmentally sustainable business practice and operation into a dance school or studio? ▪ What are the technical or specialist skills relevant to each area of a dance business operation?
<p>Module 5 First Aid</p>	
<p>HLTAID003 Provide First Aid</p>	<p>As this requires an SOA, no questions will be asked in relation to this unit.</p>

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

- CUA40313 - Certificate IV in Dance Teaching and Management

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 IV In Dance Teaching and Management – CUA40413

Module 1 - Unit Code	Training & Assessment - Unit Title		Supporting Evidence
TAEASS401B	Plan assessment activities and processes	<input type="checkbox"/>	
TAEASS402B	Assess competence	<input type="checkbox"/>	
TAEDS401A	Design and develop learning programs	<input type="checkbox"/>	
Module 2 - Unit Code	Dance Teaching Methodology - Unit Title		Supporting Evidence
CUADTM401	Plan and organise dance classes	<input type="checkbox"/>	
CUACHR402	Create short dance pieces	<input type="checkbox"/>	
CUADTM411	Teach basic dance technique	<input type="checkbox"/>	
CUADTM403	Apply safe dance teaching methods	<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	Productions & Business Operations - Unit Title		Supporting Evidence
BSBSMB405B	Monitor and manage small business operations	<input type="checkbox"/>	
CUAPPM401	Contribute to the organisation of productions	<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.