

Course Duration and Volume of Learning Certificate III in Assistant Dance Teaching (CUA30313)

Compliance with AQF title	The TAS for this qualification is compliant with the AQF volume of learning:					
AQF outcome level and volume of learning	(Certificate I)	(Certificate II)	(Certificate III)	(Certificate IV)	(Diploma)	(Adv Dip)
	0.5 – 1.0 year	0.5 – 1.0 year	1-2 years	0.5-2 years	1-2 years	1.5-2 years

Duration and schedule – After an analysis of the learner cohort and review of the requirements of the training product, the training and assessment schedule must be determined and documented. The duration and scheduling will consider the need for learners to fully gain and develop the skills and knowledge that the assessment will assess; allowing for variations of some cohorts due to specific learning needs.

The amount of training provided will be determined by:

- the training product
- your learner cohort
- the mode of delivery

Training Product - training and assessment strategy must reflect the **complexity** required of that qualification. The complexity of a qualification is defined by: the breadth and depth of the knowledge, skills required, application of knowledge and skills, and the AQF volume of learning.

Learner cohort – for learners who are new to the industry area and/or who do not have any workplace experience, the amount of training required that is described in the training and assessment strategy **would closely match the timeframe listed with the AQF volume of learning**. A learner cohort that already has defined skills, knowledge and workplace experience appropriate to the industry, a smaller amount of training may be sufficient to ensure that each learner has fully absorbed the required knowledge and has developed the skills required in a range of different contexts. A skilled/experienced learner cohort may be able to operate to a training and assessment strategy which incorporates ‘gap-training’ or accelerated learning reflective of the learner’s existing competencies.

Mode of delivery - When designing the structure of a training program, the way in which a course will be delivered may influence the amount of training to be provided. Delivery modes could be face to face, online, distance delivery, workplace training or a mixture of modes. In scheduling the delivery, your RTO may choose to cluster the delivery of units of competency. Clustering units of competency allows similar or complementary content items to be delivered at the same time. This could reduce duplication in content covered and reduce the amount of training to be provided.

**Include a justification for any differences between volume of learning requirements and this instance of course delivery*

Work placement may include training within a period of 3 consecutive years. This can be made up of training completed prior to course commencement if signed by a supervisor, as well as training undertaken during the course.

In order for a learner to be assessed in each of the requirements, they must first:

- be trained in each skill and knowledge area, and
- have the opportunity to practice and apply these skills and knowledge requirements.

Each learner will be given the opportunity to:

- fully absorb the required knowledge, and
- develop skills over time in the different contexts they would experience in the workplace.

The nominal (supervised) hours represent the anticipated hours of structured and supervised learning and assessment required to sufficiently address the content of each unit. These include hours allocated for learning and assessment activities that are delivered online and via structured distance education.

The unsupervised hours represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor.

Successful completion of this course will require learners to engage in unsupervised activities including:

- undertaking practical placement with an appropriate supervisor;
- completing self-study to revise and reinforce areas of knowledge;
- workplace practice/application of skills and knowledge acquired through supervised learning activities; and
- conducting research to gain up to date industry information.

The time required to undertake these activities will vary between students based on their experience and learner needs. The variations are captured below:

1. Students who are new to dance

Supervised:	850 hours
Unsupervised:	650-950 hours
Volume of learning:	1500-1800 hours

For learners who are new to the industry area and do not have workplace experience, the amount of training required will closely match the timeframe listed with the AQF volume of learning. Learners who have no experience in the dance industry, would be required to undertake 650-950 hours of unsupervised learning in order to obtain the required knowledge that underpins this qualification. This would consist largely of attending dance classes (300-600 hours) in order to gain the knowledge required for their own dance performance in addition to the self study, research and practical application listed previously. They will be unable to assist a dance teacher without understanding the practical components of dance.

2. Existing Students of Dance

Supervised:	545 hours
Unsupervised:	285 hours
Volume of learning:	820 hours

Learners who are already active in performing dance in a studio or school are unlikely to require the same amount of time to complete the course as a learner who is new to the field of dance. This learner cohort already has defined skills, knowledge and experience appropriate to the industry, so a smaller amount of training will be sufficient to ensure that each learner has fully absorbed the required knowledge and has developed the skills required in a range of different contexts.

In addition, the clustering of units of competency allows similar or complementary content items to be delivered at the same time. This reduces duplication in content covered and reduces the amount of training to be provided.

3. Students who are already teaching without formal qualifications

Supervised:	400 hours
Unsupervised:	200 hours
Volume of learning:	600 hours

A skilled/experienced learner cohort will be able to operate to a training and assessment strategy which incorporates recognition of prior learning and 'gap-training' or accelerated learning reflective of the learner's existing competencies. These students will have extensive experience in training students in a range of contexts, will have delivered performances or rehearsals and have a good understanding of motivating children and young people. Any RPL or gap training will be identified during the RPL process. As this is a personalised process, the requirements will be decided on a case by case basis.