



PROJECT BRIEF

Development of qualifications and skill sets in dance for inclusion in a Performing Arts Training Package

Introduction

Innovation and Business Skills Australia (IBSA) works in partnership with industry and key stakeholders in the vocational education and training (VET) sector to develop the business and innovation skills that are critical to the success of Australian industries, enterprises and their workforce.

IBSA is one of eleven Industry Skills Councils (ISC) funded by the Australian Government through the Department of Education, Employment and Workplace Relations (DEEWR). IBSA's has a special focus on innovation and creativity to improve business performance through nationally recognised skills and training for six industry sectors:

- business services
- cultural industries
- education
- financial services
- information and communications technologies, and
- printing and graphic arts.

IBSA has a vital dual role. Firstly, through national industry engagement we provide leadership and a critical focal point for research, advice, and training product development across our industries that are central to the Australian economy. Secondly, IBSA provides practical advice and authority on generic, employability, and creative skills which increasingly drive the Australian innovation-based economy, and are critical within the community more broadly.

IBSA is an incorporated body, governed by a representative Board of Directors. Further information can be found at www.ibsa.org.au.

Background

The Australian Guidelines for Dance Teachers outlines codes of ethical and professional behaviour and emphasises the importance of safe dance practice and teaching methodology. It is based on draft units of competency originally developed by Arts Training ACT, Ausdance ACT and other stakeholders and revised in 1997 by CREATE Australia (then the recognised body for the cultural and recreation industries) and the Australian Dance Council (Ausdance).

Whilst the intention was to have the units endorsed within a Training Package, it did not occur because at that time the industry did not consider performing arts to be a priority.

However, the development of units of competency and qualifications in dance has now been identified as a priority by IBSA's Cultural Sector Advisory Committee and is included in IBSA's 2009-2010 Continuous Improvement Plan.

Given that performing arts cover all forms of live stage art, including dance, theatre, and music, it is proposed to have the 'dance stream' endorsed in a Performing Arts Training Package, after which the content from the CUE03 Entertainment Training Package will be transferred into it.

Current situation

Strong demand for training in the performing arts is demonstrated by the large number of accredited courses currently available. High profile live events, including big screens and burgeoning reality television shows involving performance (including dance), have also increased public interest worldwide.

A recent DEEWR review of higher education emphasised the need for greater integration of the VET and higher education systems – developing national qualifications in this area will provide pathways that allow VET qualifications smooth transition to university programs.

Conversely, VET pathways will help dance artists apply their artform skills – gained through VET or university – in a range of employment settings such as community programs and schools. The inclusion of dance in national qualifications has the potential to identify and enable career progressions for people with dance skills into teaching, management and health-related occupations.

National qualifications for dance teachers will help to lift standards across the profession and set clear national benchmarks, promoting consistency whilst maintaining flexibility. Additionally, they will aid and support the current demand for community dance artists and teachers to lead programs that capitalise on local, State and Federal government initiatives in areas such as anti-obesity, mental health and community building.

Project overview

Summary

The project involves the development and validation of units of competency, qualifications, skill sets and Assessment Guidelines in dance for endorsement by the National Quality Council, to be included in a Performing Arts Training Package.

A scope of the training needs of people working in dance will be required. However, preliminary investigation has identified the need for qualifications in:

- performance
- dance teaching
- dance management
- community dance

and Skill Sets in:

- composition
- community social recreational dance
- working in schools
- management
- staging

The project will explore the option of incorporating re-accredited or newly developed courses from States/Territories into specialised national dance qualifications.

This will be achieved via a mapping exercise of state owned courses in the area of dance to identify units of competency that overlap and/or relate to similar areas of competence, and an analysis of how they might be adapted for national application and inclusion in the proposed Performing Arts Training Package.

A number of jurisdictions own such courses and will make them available to IBSA, as will a number of training providers who have also indicated an interest in the project. Additionally, four 'community' dance units of competency in the SRC04 Community Recreation Training Package have been identified as relevant and will need to be considered.

The project will identify the core competencies required by industry and the electives that provide flexibility and transferable skills within and across the genres. The need for higher level qualifications such as Vocational Graduate Certificates/Diplomas will also be examined as part of this process.

It is expected that the outcomes of this work will result in a submission to the National Quality Council by 20 August 2010 for the endorsement of a Performing Arts Training Package. The work is to commence as soon as possible.

Methodology

Consultation should be undertaken on a national level with a range of stakeholders from industry, Registered Training Organisations (RTOs), State/Territory Training Authorities, State/Territory Industry Advisory Boards (S/T ITBs) and peak bodies. A range of methods should be utilised, including face-to-face, website, eg on-line forum (where appropriate), telephone interviews or any other methods that are suitable for engaging with a broad cross-section of industry stakeholders. Additionally, an issues register will be maintained throughout the project as well as a communication log.

IBSA will be guided by the consultant's advice about the most appropriate methodology, but at a minimum it is expected that the project consultant will develop a methodology to meet the project deliverables. The consultant should also provide a risk management analysis that clearly identifies any possible risks to the project.

Deliverables

Stage 1 – Research and analysis

- A comprehensive report detailing the outcomes of the research and analysis incorporating:
 - details of the methodology employed
 - an outline of the training needs of people working in the dance industry
 - a list of units of competency and courses made available to the project
 - an outline of the proposed units of competency, qualifications and skill sets for development based on the mapping exercise
 - recommendations and a proposed action plan for Stage 2 of the project
- A discussion paper that will be used during Stage 2 of the project for consultation with key stakeholders

Stage 2 – Review and development

- A Performing Arts Training Package – final version of all components in the templates required for NQC endorsement, in accordance with the agreed outcomes of Stage 1 of the project
- A Final Report that details:
 - the methodology used for the project, including details and outcomes of the consultation and validation

- any issues that arose during the project and how they were considered and resolved
- Letters of support from the NPRG and key stakeholders.
- *A Case for Endorsement*, <http://www.tpdh.deewr.gov.au/main.htm> (Training Package Development and Endorsement Process 2008)
- *An Impact Statement*, <http://www.tpdh.deewr.gov.au/main.htm> (Training Package Development and Endorsement Process 2008)

Note:

A number of deliverables (e.g. *Case for Endorsement*) are defined in the Training Package Development Handbook and must contain specific information. Therefore it is important that the consultant engaged by IBSA is familiar with and provides deliverables consistent with the following:

- DEEWR Training Package Development and Endorsement Process 2008, http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/Training_Package_Development_Endorsement_Process_2008.htm
- Training Package Development Handbook, DEEWR 2008 <<http://www.tpdh.deewr.gov.au/>>
- DEEWR Content Authoring Tool (CAT) <http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/CAT.htm >
- AQTF 2007, available from <<http://www.training.com.au/>>
- Australian Qualifications Framework Implementation Handbook, 2007, available on the AQFAB <<http://www.aqf.edu.au/>>

Note: The implementation of www.training.gov.au will affect the presentation of the Training Package. The consultant will be responsible for inputting the components of the Training Package into the relevant format for NQC endorsement, subject to the guidelines provided by IBSA and DEEWR.

Evaluation Criteria

The project will require an understanding of Australia's system of Vocational Education and Training (VET) and the role competency based training plays within that system. Experience in cultural industries, preferably performing arts, would be advantageous.

Proposals to undertake the project will be evaluated against the following criteria:

- an understanding of Australia's system of Vocational Education and Training (VET) and the role competency based training plays within that system
- a sound and rigorous methodology that demonstrates how the project outcomes will be achieved
- demonstrated capacity of the organisation and key personnel to undertake the project, meet the milestones and deliver the project on time and within budget
- relevant experience and capability of key personnel, and
- value for money

Interested parties should forward via email their detailed written proposal by COB 31 July 2009 to:

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