



Australian Government

Department of Education, Employment
and Workplace Relations

CUA11

Live Performance

Frequently Asked Questions



Table of Contents

CUA11 Live Performance Training Package Frequently Asked Questions	2
What is a Training Package?	2
What's in the Live Performance Training Package?	2
Why were national dance qualifications developed?	2
How were the qualifications and skill sets developed?.....	3
What sort of jobs do the qualifications prepare people for?.....	3
Do the dance qualifications place sufficient emphasis on the development of technique?	4
Are there specific entry requirements for each qualification.....	4
What are skill sets?.....	5
How do national qualifications affect dance schools who already offer courses or classes?	5
Do dance studio teachers have to obtain a dance teaching qualification?.....	6
Can the qualifications be offered in a range of training environments?.....	6
What happens to state accredited courses now that there is a system of national qualifications?.....	6
How was the content of all the accredited courses across Australia included in the national qualifications?	7
Do RTOs have to offer all units listed as electives?.....	7
Do RTOs lose their individuality in a national system?.....	7
Where do I find information about which RTOs are offering national qualifications?	7
What are employability skills?.....	7
How does CUA11 address employability skills?.....	7
What does the review date mean?	8
What does continuous improvement of Training Packages mean?	8

CUA11 Live Performance Training Package Frequently Asked Questions

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

What's in the Live Performance Training Package?

IBSA is the Industry Skills Council responsible for developing and maintaining Training Packages for the cultural industries. In 2011 a new Training Package (TP) was endorsed – the Live Performance Training Package. The first qualifications in this TP cover dance performance, dance teaching and management and cross sector qualifications in community dance and theatre, musical theatre and community culture. As existing TPs in the cultural industries are reviewed under the continuous improvement process (e.g. CUE03 Entertainment and CUS09 Music), qualifications and skill sets in those TPs may, over time, be included under the umbrella of the Live Performance Training Package.

Why were national dance qualifications developed?

Consultation with industry through IBSA's Cultural Industry Sector Advisory Committee identified the need to develop national qualifications for dancers, dance teachers and managers of private dance studios. Key indicators of this need included:

- An increase in demand for training in all styles of dance resulting from the public response to high profile dance competition television shows, as well as to government campaigns related to health and fitness.
- The rapid growth in the number of dance courses accredited in states and territories – from only a handful 20 years ago to almost 90 in 2010. Qualifications range from Certificate I through to Advanced Diploma. Issues of concern to both industry and state accrediting authorities included:
 - lack of consistency in terms of course documentation between states/territories
 - no provision for mutual recognition between registered training organisations (RTOs)
 - no clear pathways from vocational education and training (VET) qualifications into Higher Education dance and performing arts programs

- increased provision of VET in Schools dance programs and a strong possibility that dance would be included in the Australian Curriculum for the Arts, leading to an increase in demand for AQF I-III qualifications in dance.
- A wider range of employment opportunities for dancers due to an increase in demand for dance and movement skills in the community recreation, cultural heritage, fitness and health industries. National qualifications needed to reflect these employment opportunities.
- The lack of national qualifications to address the specific needs of private dance studio teachers who are usually responsible for managing, or providing administrative services in the private dance studio in which they teach. The TAE40110 Certificate IV in Training and Assessment addresses some, but not all of the skills and knowledge required by this sector of the dance industry workforce.

How were the qualifications and skill sets developed?

The need to respond to the above issues was identified as a priority in IBSA's 2009-2010 Continuous Improvement Plan. In August 2009, IBSA contracted *Verve Knowledge and Skills* to undertake a project to develop national dance qualifications and skill sets for inclusion in a Live Performance Training Package. Work on the 12-month project commenced in September 2009.

Key features of the project methodology were:

- establishment of a National Project Reference Group to oversee the management of the project. The NPRG was chaired by Julie Dyson, AM, National Director of the Australian Dance Council - Ausdance, Australia's professional dance advocacy organisation.
- research and analysis of existing curricula and units of competency
- a training needs analysis and skills profile of the dance industry
- development of a discussion paper on options for qualifications and skill sets in dance and dance teaching
- national consultation on the discussion paper
- development of draft units of competency, qualifications and skill sets which were uploaded for public comment on the IBSA Review and Feedback Register
- national consultation on the draft units and qualifications
- refinement of draft materials to incorporate feedback from industry and training providers
- preparation and circulation of documentation in line with the national process for submitting TPs to the Commonwealth Government's National Quality Council for endorsement.

What sort of jobs do the qualifications prepare people for?

The qualifications and skill sets cover a range of contexts in which people with dance skills work, namely:

- performance in a variety of dance styles and at a range of levels, including elite performance
- choreography
- community dance, theatre and events (performers and administrators)
- community cultural development and maintenance (performers and managers/administrators)
- musical theatre (performers and cabaret performers/producers)

- dance teaching and management.

Do the dance qualifications place sufficient emphasis on the development of technique?

The job profile for dancers includes the following core activities:

- developing and refining technique
- participating in daily training sessions
- maintaining peak physical fitness
- adhering to safe dance practice
- participating in rehearsals
- performing before audiences.

In terms of the proportion of time devoted to each activity, by far the largest component is developing and refining technique, which takes place in training sessions, rehearsals and private practice time. Some dancers specialise in a single dance style, e.g. classical ballet, while others perform in a range of styles, e.g. jazz, contemporary, street, Latin.

Key aspects of dance qualifications that reflect this job profile include:

- A high proportion of units address aspects of developing technique and performance skills. Qualification packaging rules have been designed to ensure that RTOs have to offer a high proportion of these units in their qualifications.
- The development of technique in a range of specified dance styles is clearly delineated at each certificate level.
- There are sufficient 'generic' dance technique units that can be contextualised to any dance style or adapted for people with disabilities.
- Packaging rules allow RTOs to structure courses around a single dance style or several dance styles.
- Safe dance practice is addressed specifically in a suite of units at each certificate level and embedded in every dance technique and performance unit.

Are there specific entry requirements for each qualification

There are no entry requirements for six of the 12 qualifications. This approach was adopted to ensure that people could gain entry to qualifications on the basis of self-directed learning or training undertaken outside the VET sector. Pathways statements in each qualification provide guidance to RTOs in relation to the level of skills and knowledge that could be expected of people seeking entry to courses.

In a discipline like dance where progression of skills is paramount, it is important to acknowledge that admission to a course does, realistically, require evidence of competency to the level of the preceding qualification. Therefore the following statement appears in the entry requirements for the Certificates III and IV in Dance, and the Diploma and Advanced Diploma of Dance (Elite Performance):

An audition or other form of evidence where the candidate demonstrates competence in at least one dance style at (preceding qualification) level.

The wording for the Diploma of Musical Theatre is:

An audition or other form of evidence where the candidate demonstrates competence in vocal, dance and/or acting skills at Certificate IV level.

Core units from the CUA40210 Certificate IV in Dance Teaching and Management and one unit related to the teaching of basic dance technique are entry requirements for the CUA50310 Diploma of Dance Teaching and Management. The Diploma is an advanced teaching qualification, and given the importance industry places on safe dance teaching practice, it was decided to specify entry requirements to ensure that people seeking entry to the Diploma have a solid base of skills and knowledge from which to commence their higher level studies.

What are skill sets?

Skill sets are logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications, but the units completed in skill sets provide credit towards national qualifications that contain those units. The following eight skill sets are included in the Live Performance Training Package and provide pathways into the dance teaching and management qualifications:

- Advanced Classical Ballet Teaching Skill Set
- Advanced Contemporary Dance Teaching Skill Set
- Advanced Cultural Dance Teaching Skill Set
- Advanced Dance Teaching Skill Set
- Advanced Jazz Dance Teaching Skill Set
- Advanced Tap Dance Teaching Skill Set
- Dance Teaching Skill Set
- Movement Skills Training for People with Disabilities.

How do national qualifications affect dance schools who already offer courses or classes?

The national qualifications cover more than dance technique because, as vocational qualifications, they have been designed to prepare people to earn a living in the industry. Therefore they cover not only dance technique, but other skills such as assisting with staging aspects of performances, skills associated with marketing, self-promotion, keeping financial records and so on.

Only Registered Training Organisations (RTOs) can offer national qualifications. Those private dance schools who are already RTOs, are therefore able to start offering one or more of the qualifications as soon as they wish.

There is a long tradition of private dance schools and societies in Australia offering excellent dance training in all genres up to and including professional levels. Dance schools and societies that are not RTOs can continue offering what they currently do, or decide to become involved in the new national system at whatever level they believe is appropriate for their clientele.

For example, they may wish to:

- partner with an RTO, that is, offer qualifications or clusters of units under the auspices of an RTO
- become an RTO in their own right
- map their certification levels to units in the national qualifications so that learners seeking entry to national qualifications gain credit based on training they have completed

through dance societies. This mapping process is entirely voluntary and can be undertaken at anytime.

The role that dance society certification levels play in the training of dancers is acknowledged in the pathways statement in the Certificates I-IV in Dance. The following statement appears in the preamble to each qualification:

Candidates entering this qualification may produce evidence of dance expertise through grades achieved in different dance styles through dance societies that run examinations linked to certification levels. It is recommended that RTOs liaise with relevant dance societies to determine certification level equivalence. Alternatively candidates may have acquired dance skills through self-directed learning.

Do dance studio teachers have to obtain a dance teaching qualification?

No. They can continue to teach in their dance studio as they do now. However, they may wish to have their dance teaching skills recognised by undertaking what is called recognition of current competence (RCC). This involves contacting an RTO offering a national dance teaching qualification and going through an assessment process which leads to the award of the qualification or recognition for specific units, without having to undertake the training course.

Qualifications that teachers have gained through a state accredited course in dance teaching and management are still valid. However, teachers with these qualifications may wish to contact their RTO to find out how their qualification maps to the national qualifications. They may find that:

- the qualification is directly equivalent, or
- the qualification provides credit towards a national qualification, e.g. the state accredited course may be equivalent to 11 of the 14 units required for the Certificate IV in Dance Teaching and Management. If so, it is likely that the RTO will offer a top-up training program to address the other three units.

Can the qualifications be offered in a range of training environments?

Dance training currently occurs in a range of settings – from registered public and private training providers who offer full- and part-time courses to private dance studios who offer training linked to dance society examinations, or accredited courses under the auspices of an RTO.

All of those settings are possible within the structure of the CUA11 qualifications. RTOs can choose to offer qualifications and skill sets on a full- or part-time basis and to any target group. If a private dance studio wishes to concentrate on developing technique in a particular dance style, they can offer a skill set of relevant units under the auspices of an RTO.

What happens to state accredited courses now that there is a system of national qualifications?

A state accredited course remains in the training system until its specified expiry date. If the vocational outcome of that course is the same as an outcome offered through one of the national dance qualifications, the course would not be re-accredited, but the RTO has the option of offering the equivalent national qualification.

If an RTO can demonstrate that their course has a significantly different vocational outcome, then it could be accredited. In practice what often happens is that a state accredited course contains a mixture of units from national qualifications and some units specifically developed by the RTO.

Because RTOs were closely involved in the development of the national qualifications, it is likely that some will choose to make the transition to national qualifications before the expiry date of their state accredited courses.

How was the content of all the accredited courses across Australia included in the national qualifications?

The qualifications provide a framework of core and elective units. RTOs select elective units which suit their particular target group. For example within the dance performance qualifications, RTOs select from the pool of elective units those which cover the dance styles they specialise in.

Do RTOs have to offer all units listed as electives?

No. If a qualification specifies five core units and seven elective units, RTOs decide which elective units among the larger pool of units they want to offer students. They may wish to offer seven fixed elective units or offer a couple of different streams. In that case they might decide to offer students the opportunity to choose their seven elective units from a pool of 12 units.

Do RTOs lose their individuality in a national system?

No. The qualifications simply provide a framework in which RTOs continue to offer their special brand of training. The units of competence in qualifications specify WHAT needs to be taught, not HOW it should be taught. RTOs continue to use their own copyrighted resource materials, to teach in their own way and to hold their own unique place in the dance teaching market place.

Where do I find information about which RTOs are offering national qualifications?

Details of RTOs offering accredited courses and national qualifications can be found on the training.gov.au website which contains all information previously available through the National Training Information Service. From late 2011, expect to see some RTOs offering national qualifications. Others may still be offering accredited courses prior to making the transition to national qualifications.

What are employability skills?

Employability skills are non-technical skills which play a significant part in contributing to an individual's effective and successful participation in the workplace. Employability skills are sometimes referred to as generic skills or key competencies. They are:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

How does CUA11 address employability skills?

An employability skills summary is included for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

In addition, employability skills are embedded in all units. They are particularly evident in units whose code commences with 'CU', where the required skills and knowledge sections have been written around employability skills.

What does the review date mean?

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Training Packages and their components remain current until they are reviewed or replaced.

What does continuous improvement of Training Packages mean?

Since 2006, a model of continuous improvement has applied to the review of all Training Packages. What this means for CUA11 is that IBSA will be collecting information about the currency, relevance and practicality of all units and qualifications in the TP and updating it to reflect industry needs. Everyone has the opportunity to make suggestions about improvements through the Review and Feedback Register in the Training Packages section of IBSA's website at www.ibsa.org.au. However, a full review could still be undertaken where evidence of continuous improvement is not considered to be sufficient, or where consultation indicates the need. This may be requested by the National Quality Council or by IBSA.