VCE VET Dance

Program Booklet

Incorporating

CUA20113 Certificate II in Dance (Release 2) with selected units of competency from CUA30113 Certificate III in Dance (Release 4)

January 2021

This program was first implemented in December 2014

Modification history

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 4.0 | Current | January 2021 | Updated program booklet to new VCAA style guide and branding |
| 3.0 | Superseded | January 2019 | Moved to program booklet |
| 2.0 | Superseded | February 2015 | Inclusion of advice on duplication between the VCE VET program and VCE studies |
| 1.0 | Superseded | December 2014 | Original Program |

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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training (VET) certificate. VCE VET programs:

* are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE) and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
* may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
* function within the National Training Framework.

Program development

This iteration of the VCE VET Dance program was implemented in 2014. It must be used in conjunction with the CUA Creative Arts and Culture Training Package (Release 4.1) qualifications CUA20113 Certificate II in Dance (Release 2) and CUA30113 Certificate III in Dance (Release 4). This program replaces the VCE VET Dance program published in January 2019 and all subsequent program summaries.

The VCE VET Dance program provides students with the knowledge and skills to enhance their employment prospects in the live performance industry.

Program information

This program booklet must be read in conjunction with the *VCE VET Program Guide* and the nationally endorsed CUA Creative Arts and Culture Training Package.

Industry overview

Training package

CUA20113 Certificate II in Dance is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

CUA Creative Arts and Culture Training Package: There have been changes in the creative and cultural industries. Traditional artisan skills should be complemented by practical business skills. Research shows that most arts practitioners are sole operators or contractors who support themselves, by performing their craft or skill. Basic business skills, including finance, marketing, planning, project management, entrepreneurship, content protection and management, contract negotiation and customer relations are necessary.

The training package for creative and cultural industries:

* facilitates the development of the skills and knowledge needed for modern creative and cultural practices, businesses and organisations, and
* supports the development of digital literacy and business related skills, now essential to practitioners in the arts, entertainment and other creative and cultural sectors.

Qualifications / packaging rules

CUA20113 Certificate II in Dance (Release 2)

Students must achieve ten units of competency to gain CUA20113 Certificate II in Dance, including:

* seven core units of competency
* three elective units of competency.

For further information, visit <[training.gov.au/Training/Details/CUA20113](https://training.gov.au/Training/Details/CUA20113)>.

CUA30113 Certificate III in Dance (Release 4)

Students must achieve thirteen units of competency to gain CUA30113 Certificate III in Dance, including:

* six core units of competency
* seven elective units of competency.

For further information, visit <[training.gov.au/Training/Details/CUA30113](https://training.gov.au/Training/Details/CUA30113)>.

VCE VET Program details

Aims

The VCE VET Dance program aims to:

* provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the live performance industry
* enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Dance program comprises one certificate II with selected units of competency from a certificate III providing VCE VET credit at Units 1 to 4 level. The VCE VET Dance program is typically completed over two years.

The identified units of competency in the VCE VET Dance program have been selected for recognition purposes and may vary from the qualification packaging rules.

Scored assessment

Scored assessment is available for the VCE VET Dance program. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year examination.

VCE VET Credit

Students undertaking the VCE VET Dance program are eligible for up to six VCE VET units on their VCE or VCAL statement of results:

* four VCE VET Units at Units 1 and 2 level
* a VCE VET Units 3 and 4 sequence.

VCE VET credit will accrue in the following order: Units 1, 2, 1, 2, 3 and 4. These units of credit may be accumulated over more than one year.

Nominal hour duration

Nominal hours represent the supervised structured learning and assessment activities required to sufficiently address the content of each unit of competency.

Nominal hours are used to determine credit into the VCE or VCAL for VET units of competency.

Duplication

When a VCE VET program significantly duplicates other VCE studies or VET training in a student’s program, a reduced VCE VET unit entitlement may apply. Credit towards the VCAL may also be reduced due to duplication.

No significant duplication has been identified between the VCE VET Dance program and other VCE studies.

Students may not produce a piece of work for assessment that has been used for assessment in another unit and / or another VCE study or VCE VET program. This rule applies across school-based assessment and externally-assessed examinations.

Sequence

Certain units of competency will complement each other, lending to coordinated delivery that minimises content overlap. Units of competency have guidelines on the different situations and delivery contexts, and a range of delivery sequences are possible.

The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected.

The sequencing of units of competency is determined by the registered training organisation, teacher or trainer; however, it is anticipated that a number of the core units of competency will be undertaken in the first year of the program.

Schools are advised that the Units 3 and 4 sequences are not designed as stand-alone studies.

The VCE VET Units 3 and 4 sequence must be assessed in the same enrolment year to access a study score where available.

VCE VET Dance program structure

CUA20113 Certificate II in Dance (Release 2) with selected units of competency from CUA30113 Certificate III in Dance (Release 4)

|  |  |  |  |
| --- | --- | --- | --- |
| Code | Unit Title | Release | Nominal  Hours |
| **Units 1 and 2** | | | |
| **Compulsory units:** | | | |
| BSBWOR203 | Work effectively with others | | 15 |
| CUADAN201 | Develop basic dance techniques | | 20 |
| CUAWHS101 | Follow basic safe dance practices | | 60 |
| CUAWHS201 | Develop a basic level of physical condition for dance performance | | 40 |
| **Subtotal:** | | | **135** |
| **Elective units:** Select a minimum of **two** electives with a minimum of **45 hours**. | | | |
| • at least **one** elective must be chosen from Elective Group A: Dance Electives  • additional units may be chosen from Elective Group B: Other Electives. | | | |
| **Elective Group A: Dance Electives** | | | |
| CUADAN203 | Perform basic jazz dance technique | | 80 |
| CUADAN204 | Perform basic Aboriginal and Torres Strait Islander dance technique | | 45 |
| CUADAN205 | Perform basic contemporary dance technique | | 45 |
| CUADAN206 | Perform basic ballet technique | | 25 |
| CUADAN207 | Perform basic tap technique | | 45 |
| CUADAN208 | Perform basic street dance technique | | 45 |
| CUADAN209 | Perform basic cultural dance technique | | 45 |
| **Elective Group B: Other Electives** | | | |
| BSBDIV301 | Work effectively with diversity | | 30 |
| BSBSUS201 | Participate in environmentally sustainable work practices | | 20 |
| BSBWOR201 | Manage personal stress in the workplace | | 40 |
| CUAATS101 | Develop understanding of own Aboriginal or Torres Strait Islander identity | | 150 |
| CUALGT201 | Develop basic lighting skills and knowledge | | 30 |
| CUAMLT201 | Develop and apply musical ideas and listening skills | | 25 |
| CUARES202 | Source and use information relevant to own arts practice | | 30 |
| CUASCE201 | Develop basic scenic art skills | | 20 |
| CUASOU201 | Develop basic audio skills and knowledge | | 40 |
| CUASTA201 | Develop basic staging skills | | 20 |
| CUASTA202 | Assist with bump in and bump out of shows | | 80 |
| CUAVSS201 | Develop basic vision system skills | | 20 |
| HLTAID002 | Provide basic emergency life support | | 12 |
| **Minimum for Units 1 and 2:** | | | **180** |
| **Units 3 and 4 – Scored Stream** | | | |
| **Compulsory units:** | | | |
| CUADAN202 | Incorporate artistic expression into basic dance performances | 2 | 45 |
| CUAIND201 | Develop and apply creative arts industry knowledge | 1 | 20 |
| CUAPRF201 | Prepare for performances | 2 | 35 |
| CUAPRF304 | Develop audition techniques | 2 | 25 |
| **Subtotal:** | | | **125** |
| **Elective units:** Select a minimum of **two** electives with a minimum of **90 hours**. | | | |
| • electives must be chosen from Elective Group C: Dance Electives. | | | |
| **Elective Group C: Dance Electives** | | | |
| CUADAN305 | Increase depth of jazz dance technique | 2 | 50 |
| CUADAN306 | Increase depth of ballet dance technique | 2 | 70 |
| CUADAN307 | Increase depth of cultural dance technique | 2 | 45 |
| CUADAN308 | Increase depth of contemporary dance technique | 2 | 45 |
| CUADAN309 | Increase depth of street dance technique | 2 | 45 |
| CUADAN310 | Increase depth of social dance technique | 2 | 45 |
| CUADAN311 | Increase depth of tap dance technique | 2 | 45 |
| **Minimum for Scored Units 3 and 4:** | | | **215** |

Study Score

A study score is available for the VCE VET Dance program.

VCE VET Dance offers a scored program option. To be eligible for a study score students must:

* satisfactorily complete all the units of competency required in the Scored Units 3 and 4 sequence
* be assessed in accordance with the tools and procedures specified in the *VCE VET Scored Assessment Guide* and program specific assessment plan templates published annually on the VCAA website
* undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Scored Units 3 and 4 sequence, and in accordance with the current examination specifications.

The Scored Units 3 and 4 sequence of the VCE VET Dance program must be delivered and assessed in a single enrolment year.

The study score for the VCE VET Dance program is based on evidence from two sources: coursework tasks and an examination. The assessment of three VCE VET coursework tasks does not replace the qualification assessments. Both tend to be complementary and may be integrated. Tasks may be designed with both assessment purposes in mind.

For further information on scored assessment refer to the *VCE VET Scored Assessment Guide*, which contains information relating to study scores for VCE VET programs. It includes an overview of study score assessment, advice regarding the development of coursework tasks, and integration of study scores with competency assessment.

The *VCE VET Scored Assessment Guide* also contains generic templates, scoring criteria and other coursework assessment records:   
<[www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx](https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx)>.

Advice relating to the VCE VET Dance program is published on the VCAA website and updated annually: <[www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx)>.

ATAR Contribution

Students wishing to receive an ATAR contribution for the VCE VET Dance program Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment. Where a student elects not to receive a study score no contribution to the ATAR will be available.

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website:

* the ATAR explained: <[www.vtac.edu.au/results-offers/atar-explained/](https://www.vtac.edu.au/results-offers/atar-explained/)>
* calculating your aggregate: <[www.vtac.edu.au/atar-scaling-guide-2022.html#item-3](https://www.vtac.edu.au/atar-scaling-guide-2022.html#item-3)>
* study groupings: <[www.vtac.edu.au/atar-scaling-guide-2022.html#item-4](https://www.vtac.edu.au/atar-scaling-guide-2022.html#item-4)>.

Where a VCE VET Program Scored Units 3 and 4 sequence is used as an increment, the increment will be calculated using 10% of the scaled score.

Structured workplace learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

SWL complements the training undertaken at the school/RTO. It provides the context for:

* enhancement of skills development
* practical application of industry knowledge
* assessment of units of competency, as determined by the RTO
* increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of 80 hours of SWL for the VCE VET Dance program. SWL should be spread across the duration of the training program.

The VCAA mandates SWL under the following situations:

* where a period of work placement is mandated for the award of the qualification, or
* where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace.

Check the unit of competency for information on Assessment Conditions: <[training.gov.au/Home/Tga](https://training.gov.au/Home/Tga)>.

Further details regarding SWL, the SWL Portal and the Department of Education and Training SWL Manual is available on online: [<www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx)>.

The SWL Manual outlines roles and responsibilities of the student, parent, employer and principal; procedures and guidelines for placing students in the workplace; and relevant policy and legislation. The manual also has a link to Ministerial Order 55 and the SWL Arrangement form.

SWL Recognition

Structured Workplace Learning (SWL) recognition involves the development and maintenance of the Workplace Learning Record (WLR) by the student. The work placement must be in an industry area aligned to the VET certificate drawn from the VCE VET Dance program. The completion of the WLR is a requirement for recognition by the VCAA for VCE and VCAL credit.

The VCE VET Dance program offers SWL recognition. Further details are available at: <[www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx)>.

Work health and safety

Schools/RTOs must ensure that Work Health and Safety (WHS) issues are fully addressed in the training program.

The principal is responsible for ensuring the school meets its responsibilities for students in SWL arrangements.

Where the student will be employed under an SWL arrangement, the principal must be satisfied that the student is undertaking training in the WHS unit of competency before the arrangement can be entered into.

Students must be informed of the significance of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgment provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care towards students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task that presents potential risk. This means that no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements.

The student should be given an orientation tour of the workplace and any excluded areas or activities should be pointed out. Students should be instructed to report without delay anything they feel may be unsafe. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student’s activities. Supervisors must understand that a student may not fully grasp information or instructions the first time they are told. They should encourage students to ask for help if they have forgotten or if they experience difficulty in putting information into practice.

The WorkSafe Victoria website makes available useful resources: <[www.worksafe.vic.gov.au](https://www.worksafe.vic.gov.au/)>.

Additional information

For updates or information relating to this program refer to:

* the VCE VET Dance program web page: <[www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx)>
* the *VCAA* *Bulletin*: <[www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)>
* the Get VET web page for videos, success stories, flowcharts and posters designed to support teachers in engaging, informing and inspiring students and parents about VET Delivered to Secondary Students: <[www.vcaa.vic.edu.au/getvet](https://www.vcaa.vic.edu.au/getvet)>.

VCE Season of Excellence

High quality works created by students who complete this VCE VET program are eligible to apply for the VCE Season of Excellence. For further information, visit:

<[www.vcaa.vic.edu.au/news-and-events/events-and-awards/season-of-excellence/Pages/TopActs.aspx](https://www.vcaa.vic.edu.au/news-and-events/events-and-awards/season-of-excellence/Pages/TopActs.aspx)>