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 2019

This program was first implemented in December 2014.

Modification history

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 3.0 | Current | 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| 2.0 | Superseded | February 2015 | Inclusion of advice on duplication between the VCE VET program and VCE studies.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| 1.0 | Superseded | December 2014 | Original Program |

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000

ISBN: 978-1-925867-07-7

© Victorian Curriculum and Assessment Authority 2019

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx#schools). For more information go to: [www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx](file://VCAAFS01/production$/STATIONERY/VCAA%20Microsoft%20Template%20Images/Word%20Template/www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx).

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](file://VCAAFS01/production$/STATIONERY/VCAA%20Microsoft%20Template%20Images/Word%20Template/www.vcaa.vic.edu.au).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: [vcaa.copyright@edumail.vic.gov.au](mailto:vcaa.copyright@edumail.vic.gov.au)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

Contents

[Introduction 1](#_Toc4165010)

[Program development 1](#_Toc4165011)

[Program information 1](#_Toc4165012)

[Industry overview 2](#_Toc4165013)

[Training package 2](#_Toc4165014)

[Qualifications / packaging rules 2](#_Toc4165015)

[VCE VET Program details 4](#_Toc4165016)

[Aims 4](#_Toc4165017)

[Program structure 4](#_Toc4165018)

[Scored assessment 4](#_Toc4165019)

[VCE VET Credit 4](#_Toc4165020)

[Nominal hour duration 4](#_Toc4165021)

[Duplication 5](#_Toc4165022)

[Sequence 5](#_Toc4165023)

[VCE VET Dance program structure 6](#_Toc4165024)

[CUA20113 Certificate II in Dance with selected units of competency from CUA30113 Certificate III in Dance 6](#_Toc4165025)

[Study Score 8](#_Toc4165026)

[ATAR Contribution 8](#_Toc4165027)

[Structured workplace learning 9](#_Toc4165028)

[SWL Recognition 9](#_Toc4165029)

[Work health and safety 9](#_Toc4165030)

[Additional information 10](#_Toc4165031)

[VCE Season of Excellence 10](#_Toc4165032)

[Pathways 11](#_Toc4165033)

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 training package 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 November 2012. This revision to the VCE VET Dance program is a consequence of the revision to the CUA11 Live Performance Training Package in November 2013.

The VCE VET Dance program allows students to develop basic technical skills and knowledge to prepare for work 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 (Release 4.1). The training package provides details on each unit of competency, the qualification packaging rules and assessment requirements.

Industry overview

Training package

Creative activity has become interdisciplinary and traditional boundaries between art forms, individual practitioners and institutions are breaking down. Convergence of art forms and job roles is illustrated by a number of examples:

* Linkages between traditional visual arts crafts and design practices and modern industrial design are being found.
* Many arts practitioners now practise their craft and work in related areas, for example, they may curate, manage, market and promote collections or exhibitions.
* As well as performing in different genres and at different venues, musicians stage events and distribute their music locally and internationally.
* Stage technicians work in various types of productions, some of which might be broadcast or recorded in high definition

There are 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:

* facilitate the development of the skills and knowledge needed for modern creative and cultural practices, businesses and organisations and
* support 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)

For the award of CUA20113 Certificate II in Dance, students must achieve ten units of competency:

* seven core units of competency
* three elective units of competency, of which:
* a minimum of 1 unit must be from Group A
* of the remaining units:
* up to 2 units may be from Group A and/or Group B
* up to 1 unit may be from an accredited course or any currently endorsed Training Package qualification at Certificate I, II or III level.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

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

CUA30113 Certificate III in Dance (Release 4)

For the award of CUA30113 Certificate III in Dance, students must achieve thirteen (13) units of competency:

* six (6) core units
* seven (7) elective units , of which:
* a minimum of 3 units must be from Group A
* of the remaining units:
* up to 4 units may be from Group A and/or Group B
* up to 2 units may be from an accredited course or any currently endorsed Training Package qualification at Certificate III level
* up to 1 unit may be from an accredited course or any currently endorsed Training Package qualification at Certificate II or IV level.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

This qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge.

VCE VET Program details

Aims

The VCE VET Dance programs aim to:

* provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the live performance and entertainment 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 offers CUA20113 Certificate II in Dance with selected units of competency from CUA30113 Certificate III in Dance. The VCE VET Dance program consists of 12 units of competency:

* Units 1 and 2: four compulsory units and a minimum of two elective units
* Units 3 and 4: four compulsory units and a minimum of two elective units.

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 exam.

VCE VET Credit

On successful completion of the VCE VET Dance program, students may be eligible for:

* the award of CUA20113 Certificate II in Dance
* recognition of up to six (6) VCE units of credit:
* four (4) units at VCE Units 1 and 2 level
* a Units 3 and 4 sequence.

Nominal hour duration

Nominal hours are determined by the Victorian State Training Authority (Department of Education and Training). They reflect the anticipated time taken to deliver and assess the outcomes of a unit of competency, excluding unsupervised delivery or the time taken for repeated practical application of skills.

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, including VCE Dance.

Students may not produce a piece of a 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.

Credit for a unit of competency will only be counted once towards the VCE or VCAL.

Sequence

A range of delivery sequences is possible; however, the selected delivery schedule should take into account the linkages between the units of competency. Each unit of competency provides guidelines on the different situations and contexts within which to deliver the unit and may indicate some linkages with other units of competency.

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.

Schools are advised that the Unit 3 and 4 sequences are not designed as stand-alone studies. 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 VCE VET Units 3 and 4 sequence must be assessed in the same enrolment year to access a study score. Students may undertake both scored VCE VET Units 3 and 4 sequences and additional units of competency from the elective bank where time and resources allow.

VCE VET Dance program structure

CUA20113 Certificate II in Dance with selected units of competency from   
CUA30113 Certificate III in Dance

| Code | Unit of competency | Nominal hours |
| --- | --- | --- |
| **Unit 1 and 2** | |  |
| **Compulsory:** |  |  |
| 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 |
| **Electives**: A **minimum of two** electives must be selected to a **minimum of 45** nominal hours:  Select a **minimum of two** electives using the following guidelines:   * **at least one** elective must be chosen from Group A – Dance Electives * additional units may be chosen from Group B – Other Electives | | 45 |
| **Minimum nominal hours for Units 1 and 2** | | **180** |
| **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 |
| **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 |
| CUAVSS201 | Develop basic vision system skills | 20 |
| 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 |
| CUALGT201 | Develop basic lighting skills and knowledge | 30 |
| CUAMLT201 | Develop and apply musical ideas and listening skills | 25 |
| CUAATS101 | Develop understanding of own Aboriginal or Torres Strait Islander identity | 150 |
| CUARES202 | Source and use information relevant to own arts practice | 30 |
| HLTAID002 | Provide basic emergency life support | 12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Unit of competency | | Release | Nominal hours |
| **Unit 3 and 4** | |  | |  |
| **Compulsory:** |  |  | |  |
| CUAPRF201 | Prepare for performances | | Release 2 | 35 |
| CUADAN202 | Incorporate artistic expression into basic dance performances | | Release 2 | 45 |
| CUAIND201 | Develop and apply creative arts industry knowledge | | Release 1 | 20 |
| CUAPRF304 | Develop audition techniques | | Release 2 | 25 |
| **Electives**: A **minimum of two** electives must be selected to a **minimum of** **90** nominal hours  Select a **minimum of two** electives from Group C – Dance Electives | | |  | 90 |
| **Minimum hours for Units 3 and 4:** | | |  | **215** |
| **Group C: Dance Electives** | | | | |
| CUADAN305 | Increase depth of jazz dance technique | | Release 2 | 50 |
| CUADAN306 | Increase depth of ballet dance technique | | Release 2 | 70 |
| CUADAN307 | Increase depth of cultural dance technique | | Release 2 | 45 |
| CUADAN308 | Increase depth of contemporary dance technique | | Release 2 | 45 |
| CUADAN309 | Increase depth of street dance technique | | Release 2 | 45 |
| CUADAN310 | Increase depth of social dance technique | | Release 2 | 45 |
| CUADAN311 | Increase depth of tap dance technique | | Release 2 | 45 |
|  | **Total hours for VCE VET program:** | |  | **395** |

Study Score

A study score is available for the VCE VET Dance program. 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 Assessment Guide* and program specific assessment plan templates published [annually](http://annually) on the VCAA website
* undertake a performance examination in the end-of-year examination period. This examination will be based on the published criteria, mapped to the designated units of competency from the Units 3 and 4 sequence, as advised by the VCAA.

Units 3 and 4 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 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 assessment guide also contains generic templates, scoring criteria and other coursework assessment records:   
<[www.vcaa.vic.edu.au/Documents/vet/scoredassess/vcevet-genericassessmentguide.pdf](http://www.vcaa.vic.edu.au/Documents/vet/scoredassess/vcevet-genericassessmentguide.pdf)>.

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

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence in the VCE VET Dance program 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. Where a student elects not to receive a study score no contribution to the ATAR will be available.

Further information can be found on the VTAC website:

* Study rules: <[www.vtac.edu.au/results-offers/atar-explained/study-rules](http://www.vtac.edu.au/results-offers/atar-explained/study-rules.html)>.
* Study groupings: <[www.vtac.edu.au/results-offers/atar-explained/study-groupings](http://www.vtac.edu.au/results-offers/atar-explained/study-groupings.html)>.

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.

Schools/RTOs are also strongly encouraged to contact the Local Learning and Employment Network (LLEN) in their area. LLENs work with secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education (ACE) providers and local employers to coordinate work placements for school-based apprenticeships and traineeships, SWL and work experience.

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 SWL for the VCE VET Dance program. SWL should be spread across the duration of the training program.

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 recognition (SWLR) involves the development and maintenance of the workplace learning record (WLR) by the student and is accessed at school. The completion of the WLR is a requirement for recognition by the VCAA for VCE and VCAL credit. The VCE VET Dance program offers SWLR. Further details are available at: <[www.vcaa.vic.edu.au/Pages/vet/publications/swlr/recognition.aspx](http://www.vcaa.vic.edu.au/Pages/vet/publications/swlr/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 instruction 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](http://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/Pages/vet/programs/Dance/VCEVETDance](https://www.vcaa.vic.edu.au/Pages/vet/programs/Dance/VCEVETDance.aspx)>.
* the *VCAA* *Bulletin*: <[www.vcaa.vic.edu.au/Pages/correspondence/index](http://www.vcaa.vic.edu.au/Pages/correspondence/index.aspx)>.

VCE Season of Excellence

High quality works created by students who complete VCE VET Dance above are eligible to apply for the VCE Season of Excellence. For further information, visit: <[www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx)>.