



Australian Government

**CUADTM501 Maintain professional
practice as a dance school or studio
manager**

Release: 2

CUADTM501 Maintain professional practice as a dance school or studio manager

Modification History

| Release | Comments |
|-----------|--|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0. |

Application

This unit describes the performance outcomes, skills and knowledge required to manage operations in a dance school or studio setting.

Managers of private dance schools or studio managers apply the skills and knowledge in this unit. Dance schools and studios are usually small businesses with one or two employees and a number of contract dance teachers. Managers use initiative, judgement and organisational skills to plan and participate in management initiatives and organising and evaluating the work of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – dance teaching and management

Elements and Performance Criteria

| Elements | Performance Criteria |
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| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Demonstrate professional dance management practices | 1.1 Adhere to the Dance Industry Code of Ethics when interacting with key stakeholders 1.2 Ensure the Dance Industry Code of Ethics informs, and is incorporated into, materials distributed to students, parents and |

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| | <p>carers</p> <p>1.3 Ensure communication with students, parents and carers is timely, appropriate and undertaken in a professional manner</p> <p>1.4 Ensure the information in the school or studio's prospectus allows people to choose programs that best meets their needs</p> <p>1.5 Ensure the policy and procedures of school or studio are communicated clearly to parents and carers</p> <p>1.6 Avoid situations that may lead to conflict of interest</p> <p>1.7 Review and fulfil statutory and legal responsibilities as they relate to dance facilities</p> <p>1.8 Apply risk-management principles, including risk identification and assessment as required</p> |
| 2. Recruit and induct staff | <p>2.1 Complete key aspects of recruitment according to business requirements</p> <p>2.2 Complete key aspects of staff induction according to business requirements</p> <p>2.3 Clarify workplace rights and obligations of employers and employees with staff according to legal requirements</p> |
| 3. Manage operations | <p>3.1 Ensure communication with staff is non-discriminatory and respectful</p> <p>3.2 Ensure performance appraisals and staff counselling sessions are conducted in a positive and constructive manner and that outcomes are recorded</p> <p>3.3 Maintain efficient and accurate record keeping and payroll systems according to confidentiality and legal requirements</p> <p>3.4 Actively monitor, review and correct staff allocation to particular tasks or functions according to business requirements</p> <p>3.5 Provide regular opportunities for staff to discuss work-related issues and to share information and ideas</p> <p>3.6 Develop contingency plans and follow as required</p> |

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
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|----------------------------|--|--|
| Reading | 1.1 | <ul style="list-style-type: none"> • Interprets information from written sources |
| Writing | 1.3, 3.2, 3.6 | <ul style="list-style-type: none"> • Generates and distributes workplace documentation |
| Oral communication | 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 3.5 | <ul style="list-style-type: none"> • Seeks the views and opinions of others • Obtains information by listening and questioning • Discusses ideas and solutions • Uses clear language to contribute information and express requirements |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.3, 3.4, 3.6 | <ul style="list-style-type: none"> • Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes • Takes responsibility for meeting legal and regulatory requirements within scope of own role • Applies organisational procedures when managing a dance studio • Manages time efficiently |
| Interact with others | 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 3.5 | <ul style="list-style-type: none"> • Collaborates to achieve joint outcomes and takes a leadership role to help facilitate effective group interaction and direction • Routinely seeks broad input into problem solving and decision making, and encourages sharing of ideas and different perspectives |
| Get the work done | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.3, 3.4, 3.6 | <ul style="list-style-type: none"> • Adopts a methodical and logical approach to managing dance school operations in a professional and ethical manner • Reviews progress against goals, adjusting plans and resources to cope with contingencies • Anticipates problems that might arise when managing a dance studio and takes action to minimise their impact • Distributes information electronically • Uses standard word processing and spreadsheet applications to prepare workplace documentation |

Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|--|---|--------------------|
| CUADTM501 Maintain professional practice as a dance school or studio manager (Release 2) | CUADTM501 Maintain professional practice as a dance school or studio manager (Release 1) | Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package. | Equivalent unit |

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>