



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUADTM501A Maintain professional practice as a dance school or studio manager**

Release: 1

## CUADTM501A Maintain professional practice as a dance school or studio manager

### Modification History

Version	Comments
CUADTM501A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

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

### Application of the Unit

Managers of private dance school or studio managers apply the skills and knowledge in this unit. These are usually small businesses with one or two employees and a number of contract dance teachers.

At this level, dance school or studio managers are responsible for aspects of dance school operations. In this role they are expected to apply initiative and judgement when participating in and planning management initiatives and organising and evaluating the work of others.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

<p>1. Demonstrate professional dance management practices</p>	<p>1.1. Adhere to the Dance Industry Code of Ethics when interacting with <b>key stakeholders</b></p> <p>1.2. Ensure the Dance Industry Code of Ethics informs, and is incorporated into, materials distributed to parents or carers and students</p> <p>1.3. Ensure <b>communication</b> with students and parents or carers is timely, appropriate and undertaken in a professional and accountable manner</p> <p>1.4. Ensure the information in the studio or school's prospectus allows people to choose programs that best meets their needs</p> <p>1.5. Ensure the studio or school's <b>policy and procedures</b> are communicated clearly to parents and carers</p> <p>1.6. Avoid situations that may lead to <b>conflict of interest</b></p> <p>1.7. Understand and fulfil <b>statutory and legal responsibilities</b> as they relate to dance facilities</p> <p>1.8. Apply <b>risk-management principles</b>, including risk identification and assessment as required</p>
<p>2. Recruit and induct staff</p>	<p>2.1. Complete key <b>aspects</b> of recruitment according to business requirements</p> <p>2.2. Complete key aspects of <b>staff induction</b> according to business requirements</p> <p>2.3. Clarify workplace rights and obligations of employers and employees with staff according to legal requirements</p>
<p>3. Manage operations</p>	<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 record outcomes</p> <p>3.3. Maintain efficient and accurate <b>record keeping</b> and payroll systems according to confidentiality and legal requirements</p> <p>3.4. Continually 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 <b>contingency plans</b> and follow as required</p>

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication and teamwork skills to:
  - respond appropriately to constructive feedback on own performance as a dance school or studio manager
  - use effective conflict-resolution strategies as required
  - clearly convey information, responsibilities or requirements to key stakeholders
  - recognise and be sensitive to individual differences and diversity
  - encourage communication in the workplace
  - maintain high staff morale
- human resource management skills to recruit, induct, train and monitor staff
- initiative and enterprise skills to deal with a wide range of problems that may arise in the context of managing a dance school or studio
- learning skills to provide feedback and counselling to staff by identifying areas of weakness and improvement
- literacy skills to write or interpret routine documents
- planning and organising skills to:
  - prioritise work tasks and meet deadlines
  - keep accurate records
  - develop policy and procedures
- problem-solving skills to:
  - develop contingency plans
  - effectively handle issues of integrity if required
  - respond appropriately to the unexpected in a management situation
- self-management skills to follow OHS requirements and other legal requirements and obligations as they relate to the management of a dance school or studio
- technology skills to:
  - use standard word processing and spreadsheet software
  - search for information and download from the internet.

### Required knowledge

- overview knowledge of:
  - commonwealth and state or territory requirements related to:
    - OHS standards in the context of managing a dance school or studio
    - risk-management principles
    - duty of care
    - confidentiality and privacy
- well-developed knowledge of:
  - performance appraisal processes
  - roles and responsibilities of industry associations or societies
  - Dance Industry Code of Ethics (Australian Dance Council)
  - Australian Guidelines for Dance Teachers

- payroll and record-keeping systems
- formats for policy and procedures
- conflict-resolution strategies
- standard processes for recruiting, inducting and coaching staff.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with key stakeholders about:             <ul style="list-style-type: none"> <li>• school or studio's policy and procedures</li> <li>• clear and appropriate arrangements concerning legal responsibilities, e.g. late collection of children</li> <li>• school or studio's prospectus</li> <li>• complaint-handling procedures</li> <li>• plan to handle issues of integrity</li> </ul> </li> <li>• understand and adhere to the Dance Industry Code of Ethics</li> <li>• demonstrate professional management practices</li> <li>• understand and adhere to relevant statutory and legal requirements.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a dance studio or school environment</li> <li>• relevant resources and equipment.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of maintaining professional practice as a dance school or studio manager</li> <li>• direct observation of candidate maintaining professional practice as a dance school or studio manager.</li> </ul> <p>Assessment methods should closely reflect workplace</p>

	demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• BSBSUS501A Develop workplace policy and procedures for sustainability.</li></ul>



## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<p><b>Key stakeholders</b> may refer to:</p>	<ul style="list-style-type: none"> <li>• colleagues</li> <li>• members of the public</li> <li>• parents or carers</li> <li>• students</li> <li>• teachers and staff members.</li> </ul>
<p><b>Communication</b> may relate to:</p>	<ul style="list-style-type: none"> <li>• communication in a style appropriate to:             <ul style="list-style-type: none"> <li>• student's age</li> <li>• preferred method of communication</li> <li>• physical or cultural factors</li> <li>• sensory or intellectual impairment, e.g. sight loss or hearing loss</li> </ul> </li> <li>• communication according to the Dance Industry Code of Ethics.</li> </ul>
<p><b>Policy and procedures</b> may refer to:</p>	<ul style="list-style-type: none"> <li>• legal responsibility arrangements, such as:             <ul style="list-style-type: none"> <li>• late collection of children from class</li> <li>• persons authorised to pick up children</li> </ul> </li> <li>• duty of care</li> <li>• fee structure</li> <li>• reporting procedures</li> <li>• record-keeping processes</li> <li>• studio or school prospectus.</li> </ul>
<p>Situations that may lead to <b>conflict of interest</b> include:</p>	<ul style="list-style-type: none"> <li>• ineffective or inappropriate complaint-handling process</li> <li>• unfair comparisons or references to other colleagues, schools or studios</li> <li>• establishing a school in close proximity, or in the same premises, as another dance school or studio</li> <li>• knowingly scheduling events that conflict with those of colleagues</li> <li>• manager or employee is in a position to use contacts or position in the organisation to advance their private business.</li> </ul>
<p><b>Statutory and legal responsibilities</b> may</p>	<ul style="list-style-type: none"> <li>• dance facilities</li> <li>• OHS, risk assessment and risk management</li> </ul>

relate to:	<ul style="list-style-type: none"><li>• mandatory reporting</li><li>• resources</li><li>• teaching aids</li><li>• duty of care:<ul style="list-style-type: none"><li>• medical responsibilities and issues</li><li>• privacy.</li></ul></li></ul>
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<p><b><i>Risk-management principles</i></b> refer to:</p>	<ul style="list-style-type: none"> <li>• risk assessments: <ul style="list-style-type: none"> <li>• supervision requirements and ratios</li> <li>• medical clearances</li> <li>• manageable risks</li> </ul> </li> <li>• emergency plan risk identification: <ul style="list-style-type: none"> <li>• relevant activity-specific safety requirements, including equipment</li> <li>• injury prevention</li> <li>• first aid requirements, including cardiopulmonary resuscitation and life-saving skills required for aquatic activities</li> <li>• hygiene requirements</li> <li>• accident records and reporting</li> <li>• medical conditions</li> <li>• safety requirements for spectators and competition.</li> </ul> </li> </ul>
<p><b><i>Aspects</i></b> of recruitment may refer to:</p>	<ul style="list-style-type: none"> <li>• clear and concise job descriptions and key competencies</li> <li>• concise and informative job advertisements</li> <li>• clearly outlined selection criteria.</li> </ul>
<p><b><i>Staff induction</i></b> may refer to:</p>	<ul style="list-style-type: none"> <li>• coaching staff who are unfamiliar with dance school or studio procedures</li> <li>• team members being made aware of: <ul style="list-style-type: none"> <li>• responsibilities</li> <li>• performance and productivity requirements</li> <li>• studio or school's policy and procedures</li> <li>• work ethic.</li> </ul> </li> </ul>
<p><b><i>Record keeping</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• job descriptions</li> <li>• employee or personnel records, including: <ul style="list-style-type: none"> <li>• tax file number</li> <li>• remuneration</li> <li>• leave</li> <li>• training</li> <li>• taxation and superannuation payments</li> </ul> </li> <li>• disciplinary and grievance procedures</li> <li>• performance appraisals</li> <li>• OHS policies</li> <li>• legal obligations and responsibilities</li> <li>• financial.</li> </ul>
<p><b><i>Contingency plans</i></b> may refer to:</p>	<ul style="list-style-type: none"> <li>• procedures to follow in the event of: <ul style="list-style-type: none"> <li>• accident</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• emergency</li><li>• equipment malfunction.</li></ul>
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## **Unit Sector(s)**

Performing arts - dance teaching and management

## **Custom Content Section**

Not applicable.