Australian Government

Department of Education, Employment and Workplace Relations

CUAOHS403A Incorporate anatomy and nutrition principles into skill development

Release: 1

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Modification History

Version	Comments
CUAOHS403A	This version first released with *CUA11 Live Performance Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of the connection between safe dance practice, nutrition principles and human body structure.

Application of the Unit

Dancers and other performers apply the skills and knowledge outlined in this unit in daily training sessions to avoid injury or to adjust their approach to physical conditioning. This unit also applies to dance teachers who impart this knowledge to learners to facilitate informed discussion about safe dance practice.
At this level people take responsibility for their own outputs and activity is usually self-directed, though some guidance from teachers or mentors could be expected.

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*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.*

Elements and Performance Criteria

1. Consolidate understanding of anatomy and anatomical structures	1.1. Discuss with ***relevant personnel*** how an understanding of anatomy can contribute to the safe acquisition of dance technique or movement skills 1.2. Use a wide range of anatomical ***terminology*** relevant to context 1.3. Become familiar with how anatomical structures ***respond*** to physical activity 1.4. Apply a sound understanding of ***injury-avoidance*** techniques to dance and movement activities
2. Make connections between anatomy principles and own performance technique or teaching practice	2.1. Assess ways in which knowledge of anatomy may be used, adapted or challenged in relation to own performance technique or teaching practice 2.2. Discuss with relevant personnel how own technique or teaching practice can be improved by applying a knowledge of ***nutritional principles*** 2.3. Distil key themes in knowledge of anatomy to aid in clarity of thought about implications for development of own practice 2.4. In consultation with relevant personnel adjust own physical conditioning program and approach to development of technique or teaching practice as required
3. Update and maintain knowledge of anatomy and nutrition principles	3.1. Identify and use opportunities to ***update and expand*** own knowledge of anatomy and nutrition 3.2. Monitor response to changes made to own approach to developing or teaching technique as a result of incorporating a greater awareness of anatomy and nutrition principles 3.3. Continue to adjust own practice to optimise results

Required Skills and Knowledge

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

Required skills

- analytical and literacy skills to:
  - interpret the basic anatomical referencing system
  - critically evaluate information on anatomy and nutrition in the context of own practice
  - interpret and summarise information and research findings
  - interpret healthy and unhealthy nutritional practices
- communication skills to:
  - engage in critical discourse about anatomy and nutrition principles in relation to safe dance practice
  - discuss systems of the body which pertain to the functions of the musculoskeletal system
- initiative and enterprise skills to make connections between own practice and conclusions drawn from information gathered about anatomical principles
- learning skills to continually monitor sources of information with the goal of expanding knowledge base on anatomy and nutrition relevant to own practice
- planning and organisational skills to document and store information in a way that enables easy access in the future
- technology skills to access and download information from the internet.

Required knowledge

- sources of information about anatomy and nutrition in relation to safe dance practice
- well-developed knowledge of:
  - systems of the body
  - body's main muscles
  - bone structure properties
  - alignment principles
  - nutritional needs
  - relationship between anatomical structures and dance functions
  - development, growth and repair of skeletal muscle.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • gather information about anatomy and nutrition principles and draw conclusions from this information to improve own practice • engage in informed discussions about safe dance practice • apply knowledge of the human skeletal and muscular systems to enhance safe dance practice • maintain currency of knowledge of anatomy and nutrition and their application to safe dance practice.
Context of and specific resources for assessment	Assessment must ensure access to: • project or work activities that allow candidates to expand their knowledge of anatomy and nutrition principles • appropriate technology to collect, download and store information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance evaluation of research or practical assignments • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of enhancing safe dance practice by integrating a knowledge of anatomy and nutrition principles • direct observation of candidate contributing to discussion groups. Assessment methods should closely reflect workplace 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUADTM301A Assist with teaching dance • CUADTM403A Apply safe dance teaching methods • CUAOHS401A Apply movement and behavioural principles to physical conditioning • CUAOHS402A Participate in gym and weight training for performances.

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.

Relevant personnel may include:	• teacher • medical practitioner • physiotherapist • dietician • mentor • qualified fitness instructor • supervisor • colleague • fellow student • performer.

Terminology may relate to:	• anatomical referencing system
	• musculoskeletal system
	• definitions of anatomy and nutrition
	• tissue types
	• global and local muscular systems:
	  • functions
	  • types and classifications
	  • disorders
	• nervous system:
	  • functions
	  • anatomy of nervous system
	  • nerves
	  • reflex arc
	  • disorders
	• skeletal system:
	  • function
	  • types of bones
	  • gross and microscopic anatomy
	  • disorders
	• circulatory system:
	  • heart anatomy
	  • functions

	• circulation pathways • blood vessels • blood • disorders • cardiorespiratory system: • functions • anatomy • mechanics of breathing • disorders • lymphatic system: • function • anatomy • disorders • endocrine system: • function • anatomy.

Ways in which the body's systems ***respond*** to physical activity include:	• musculoskeletal system, such as:
	  • structure of joints
	  • joint mobility
	  • muscle contraction
	  • muscle innervation
	  • oxidative capacity of different muscle fibres
	• cardiovascular system, such as:
	  • gaseous transport
	  • gaseous exchange
	  • carrying, delivery and extraction of oxygen for muscle contraction
	  • relationship between exercise intensity and circulatory and ventilation responses
	• nervous system, such as:
	  • excitation and conduction of nerve impulses during muscle contraction
	  • role of sensory receptors during movement.

Injury avoidance relates to:	• nutrition
	• accurate health information
	• injury risk management, such as:
	  • identification of factors leading to injury
	  • scientific knowledge of healthy physical and psychological functions
	  • recognition of injuries and the differing degrees of damage incurred
	  • strategies to manage injuries and rehabilitation
	  • integration of elements of nutrition, musculoskeletal knowledge, Pilates training and alignment to prevent injury
	• informed decision-making for safe dance practice
	• alignment, such as:
	  • adaptation of information to different body types
	  • changes to neuromuscular patterning through Feldenkrais and Ideokinesis.

Nutritional principles relate to:	• problems associated with being outside the healthy weight range
	• smart eating for good performance, including:
	  • defining variety
	  • energy balance
	  • core food groups
	  • power of protein

	• relationship of food groups to the wellbeing of the different body systems
	• dietary guidelines for healthy eating, such as:
	  • fuel for exercise
	  • fuel for minimising post-exercise fatigue
	  • nutritional content of foods, i.e. labelling
	  • diet supplements in common use in the fitness industry
	  • food grouping systems and diet recommendations for healthy eating
	• influences on basal metabolic rate (BMR), such as:
	  • muscle mass
	  • exercise
	  • age
	  • sex
	  • hormones
	  • ingestion of food
	• role of exercise and energy expenditure in the regulation of body fat and muscle mass
	• being discerning about the basis of diet myths and fads, such as:
	  • spot reduction
	  • diets recommended by non-nutritional experts
	  • rapid fat loss promises
	  • non-exercise based recommendations
	• counteracting urban myths of nutrition and weight loss
	• designing and implementing an exercise program to reduce body fat, such as:
	  • resistance training to increase muscle mass and therefore BMR
	  • aerobic activity to burn excess fat stores
	  • fat reduction within diet
	  • behavioural changes, such as incidental exercise.

Ways to ***update and expand*** knowledge may involve:	• discussions with innovative practitioners
	• networking with the fitness industry
	• regular internet searches
	• online discussion forums
	• professional development activities, such as:
	  • workshops
	  • conferences
	  • seminars

	• mentoring.

Unit Sector(s)

Performing arts - OHS

Custom Content Section

Not applicable.