



Australian Government

CUAWHS403 Incorporate anatomy and nutrition principles into skill development

Release: 2

CUAWHS403 Incorporate anatomy and nutrition principles into skill development

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. 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 apply an understanding of the connection between safe dance practice, and nutrition principles and human body structure.

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.

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

Unit Sector

Regulation, licensing and risk - work health and safety

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Consolidate understanding of anatomy and	1.1 Discuss with relevant personnel how an understanding of anatomy can contribute to developing safe dance techniques and

anatomical structures	movement skills 1.2 Use a wide range of anatomical terminology relevant to context 1.3 Identify 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 identify implications for development of own teaching 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. Maintain and update 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 performance practice or teaching methodology 3.3 Continue to adjust own practice to optimise results

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
Learning	2.1, 2.3, 2.4, 3.1	- Acquires knowledge to support skill development through formal, informal and self-directed learning processes - Seeks feedback and accepts guidance from others
Reading	1.3, 3.1	Organises and evaluates ideas and information from a range of complex texts
Oral communication	1.1, 1.2, 2.2, 2.4	- Obtains information by listening and questioning - Discusses ideas and solutions

Navigate the world of work	1.4	Follows industry practice in relation to safe dance practice
Interact with others	1.1, 1.2, 2.2, 2.4	Works collaboratively
Get the work done	1.4, 2.4, 3.1, 3.2, 3.3	- Adopts a methodical approach to acquiring and applying knowledge of anatomy and nutrition principles to own performance or teaching practice - Makes connections between own practice and conclusions drawn from information about anatomical principles - Monitors sources of information to expand knowledge base on anatomy and nutrition relevant to own practice - Uses the internet as a source of industry information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWHS403 Incorporate anatomy and nutrition principles into skill development (Release 2)	CUAWHS403 Incorporate anatomy and nutrition principles into skill development (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CUAWHS403 Incorporate anatomy and nutrition principles into skill development

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Performance Evidence

Evidence of the ability to:

- gather information about anatomy and nutrition principles 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 its application to safe dance practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- describe sources of information about anatomy and nutrition in relation to safe dance practice
- demonstrate well-developed knowledge of:
 - systems of the body
 - main muscles of the body
 - bone structure properties
 - alignment principles
 - healthy eating practices
 - relationship between anatomical structures and dance functions
 - how skeletal muscle develops, grows and repairs itself.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- project or work activities that allow candidates to expand their knowledge of anatomy and nutrition principles.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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