



Australian Government

CUAWHS405 Provide a safe performing arts environment for children

Release: 1

CUAWHS405 Provide a safe performing arts environment for children

Modification History

Release	Comments
Release 1	This unit first released with CUA Creative Arts and Culture Training Package version 3.0.

Application

This unit describes the skills and knowledge required by individuals teaching programs to children to ensure a safe physical environment and covers the supervision and monitoring of children in the program. It also addresses the application of organisational procedures, ethics and regulatory requirements relevant to working with children.

It applies to individuals instructing children in performing arts environments including, but not limited to, dance, theatre, circus, film and television. It also applies to people responsible for teaching movement skills for recreational or remedial purposes.

At this level, instructors may be working independently with children or in a group situation with other teachers or instructors. They are required to use some discretion and judgement and take responsibility for ensuring a safe environment and the supervision of children within their program/s.

Typical age groups for children are 0 to 4 years, 5 to 10 years, 11 to 14 years and 15 to 18 years.

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

Pre-requisite Unit

Nil

Unit Sector

Regulation, licensing and risk - work health and safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

ELEMENT	PERFORMANCE CRITERIA
<i>essential outcomes.</i>	<i>demonstrate achievement of the element.</i>
1. Apply procedures, industry guidelines and regulations, relating to working with children	1.1 Identify and source information about regulations, industry guidelines and code of ethics relevant to working with children 1.2 Follow organisational policies and procedures, regulations and industry guidelines about providing a safe environment for children 1.3 Employ ethical practices and observe professional boundaries when working with children 1.4 Identify and seek supervisor, or other professional support, for concerns about ethical or safety issues involving children
2. Undertake safety checks and assess potential risks relating to the physical environment	2.1 Ensure space allocated to activity is appropriate for group size, age of children and context of activity 2.2 Check floor and surface areas for hazards and potential risks 2.3 Check equipment and props are in safe working condition 2.4 Use, store and label equipment, costumes and products for program sessions appropriately 2.5 Complete organisational documentation relevant to safety checks and potential risks
3. Supervise and monitor children in program	3.1 Check that children are collected or released according to organisational procedures for the safe drop off and collection of children and any specific arrangements 3.2 Assist in the supervision of people who enter the venue where children are present and while children's activities are taking place 3.3 Monitor change facilities and personnel ensuring levels of privacy appropriate for age group 3.4 Check that children are correctly wearing appropriate training outfits, footwear or costumes relating to the activity 3.5 Liaise professionally and courteously with parents and carers when supervising children and providing information

Foundation Skills

Skill	Description
Reading	Extracts, interprets and organises information from a range of written sources

Writing	Completes documentation related to safety checks and supervision arrangements
Oral communication	- Obtains information by listening and questioning - Provides clear instructions and/or information using words appropriate for the audience - Discusses issues using language and non-verbal features appropriate to the audience
Numeracy	- Estimates quantities of equipment required in program - Estimates area required for group size
Navigate the world of work	- Identifies and follows regulations, organisational procedures, ethical and industry guidelines associated with own role - Takes responsibility for supervising and monitoring children appropriate to own role
Interact with others	- Works collaboratively with colleagues in the supervision of children - Selects and uses appropriate practices and protocols to communicate with a range of people - Adapts personal communication style to show respect for others
Get the work done	- Plans and implements safety checks according to instructions - Follows directions to monitor activities related to the safety and welfare of children - Follows organisational requirements to make decisions about appropriate actions - Identifies and responds to problems requiring immediate attention

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWHS405 Provide a safe performing arts environment for children	Not applicable	New unit	No equivalent unit

Links

Companion Volumes are available in VETNet -

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

Assessment Requirements for CUAWHS405 Provide a safe performing arts environment for children

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Performance Evidence

Evidence of the ability to:

- gather and organise information related to working with children in performing arts
- carry out safety checks of physical environment and complete associated documentation
- supervise and monitor children before, during and on dismissal from program sessions
- comply with organisational procedures, regulatory requirements, industry guidelines and code of ethics when working with children.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain key features of regulatory requirements, industry guidelines, code of ethics and organisational procedures relating to working with children including:
 - relevant state or territory working with children checks
 - relevant state or territory legislation and permitting processes for employing children
 - personal and professional integrity
 - privacy, confidentiality and use of personal information
- identify sources of information and resources on safe ‘child-friendly’ environments for children’s performing arts activities or programs
- explain key features of a safe physical environment for children’s programs including:
 - size of floor area to ratio of children
 - unobstructed space
 - appropriate floor coverings
 - ventilation and lighting
 - heating and cooling
 - storage
 - placement of mirrors, equipment and props

- describe testing and checking techniques to enable safe use of all equipment
- identify potential hazards or issues relating to inappropriate training outfits, footwear and/or costumes
- describe procedures for selecting, checking and using props and costumes in children's programs
- identify security issues and organisational monitoring procedures that aim to protect children from potential harm
- outline procedures and ethics relating to:
 - use of social networks and media
 - recording and photographing children.

Assessment Conditions

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

- resources, equipment and venues suitable for use with children
- opportunities for assisting or instructing children in either a real or simulated situation.

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

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