



For internal use only

Certificate III in Dance

This qualification is designed to enable students to work towards a professional dance standard. A selection process should be undertaken before enrolment to determine if the student has the required industry knowledge, skills and experience to undertake the qualification. This qualification includes the core unit CUAWHS301 Condition the Body for Dance Performance, which has a high risk of injury and students are expected to exercise discretion. Delivery should be undertaken by an industry qualified trainer due to the potential health and safety risks associated with the qualification. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements.

Dancers and choreographers have an identified very small national workforce of approximately 1000 that has remained the same over a number of years¹. When broader roles are included the workforce size doubles to about 2000 so this is still a very small workforce². Dancers require a very high level of performance skill to work, and whilst formal qualifications may be useful, they are not essential.

RESPONSE FROM DANCE INDUSTRY FOCUS GROUP

There are limited opportunities for a full-time place in a dance company in Australia. Working as an independent artist is usually a progression that happens with experience.

There is a shortage of dance teachers in primary and high schools.

This VET qualification provides students with the practical base and a breadth of skill.

Preferred skills for school leavers entering the sector:

- Existing Skills: The qualifications post school are Certificate IV and Diploma levels. Many qualifications have prerequisite skills or training required. Dance qualifications have a prerequisite of dance skills to the level below (Cert. III/Cert. IV). The Musical Theatre qualification requires the ability to sing and (although not a requirement) dance skills are highly beneficial due to the nature of the Musical Theatre industry.
- Time Management: The industry and undertaking VET both requires a student to self-manage their workload, conflicting commitments (family/work etc).

¹ [Dancers and Choreographers | JobOutlook](#)

² [Other Actors, Dancers and Entertainers | JobOutlook](#)

- Self-awareness: As Vocational Education (VET) is an adult learning environment, students entering vocational study may find the difference between school and the autonomy of VET in this industry confronting. Self-awareness is needed so they will seek assistance or further support early in their journey.
- Motivation: The continued drive to gain industry skills and knowledge from industry professionals every day. Students without prior industry experience may be unaware of the competitive nature of the industry, motivation to grow and develop each day will provide them with the foundation skills and exposure to continue the professional development required by industry.
- Resilience: The physical capabilities to dance and perform five days a week can be very demanding on a new student. Classes give the student the skills and knowledge to develop these attributes; their resilience will support them in applying the skills to further develop outside of class.
- Royal Academy of Dance examinations are recognised broadly in the sector. These are TASC Recognised Formal Learning options for Year 11 and 12 students in Tasmania and have associated TCE credit points.
- Performance and / or teaching experience is extremely valued and may need to be completed by volunteering in the beginning.

Preferred pathway for school leavers entering the sector:

- There are no tertiary dance options available in Tasmania, and as such the training is undertaken in other states. The application for these programs is through audition.
- There are no mandatory qualifications in the industry.
- Dance teachers will have a tertiary qualification and usually coupled with commercial experience.
- The Creative Arts industry demands a very high level of skills which can take a few years to refine. Following completion of the Diploma, the initial roles in industry are potentially on smaller productions as an ensemble member, an instructor to young performers, production support role (behind the scenes), performing on cruise ships or entertainment events.
- Many graduates use the year of study to go on to further education at a Tertiary Provider such as WAPPA, NIDA, VCA for Creative Arts and also for entry into other higher education such as Bachelor of Education (Dance Teacher), Bachelor of Applied Science (Physiotherapy).
- All employment in the sector needs to be supported with a portfolio of experience.

The sector supports the completion of Certificate III Dance in school/college for the following reasons:

- This qualification may provide opportunities to develop the skills required for entry in a further study pathway for a dedicated learner that has a commitment to the industry and is already participating in activities outside school hours.

