



For internal use only

# Certificate IV in Dance

Delivery is not supported due to the skill level, experience and maturity required to complete the qualification to an industry standard.

Dancers and choreographers have an identified very small national workforce of approximately 1000 that has remained the same over a number of years<sup>1</sup>. When broader roles are included the workforce size doubles to about 2000 so this is still a very small workforce<sup>2</sup>. Dancers require a very high level of performance skill to work, and whilst formal qualifications may be useful, they are not essential.

SOME INDIVIDUAL UNITS OF COMPETENCY MAY HAVE THEIR OWN LICENSING, LEGISLATIVE, REGULATORY OR CERTIFICATION REQUIREMENTS.

## RESPONSE FROM DANCE INDUSTRY FOCUS GROUP

The job roles that relate to this qualification may include ensemble dancer, dancer or choreographer and they may be required to provide leadership and guidance to others and have responsibility for the output of others.

### 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, and conflicting commitments (family/work etc).
- 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.

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<sup>1</sup> [Dancers and Choreographers | JobOutlook](#)

<sup>2</sup> [Other Actors, Dancers and Entertainers | JobOutlook](#)

- **Motivation:** The continued drive to gain industry skills and knowledge from industry professionals every day is needed. 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.

#### Preferred pathways for school leavers entering the sector:

- There are no mandatory qualifications in the industry.
- Dance teachers will have a tertiary qualification, 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).
- 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.
- All employment in the sector needs to be supported with a portfolio of experience.

#### The sector has concerns with the completion of Certificate IV Dance in school/college for the following reasons:

- The suitability of this level qualification delivered to school aged learners is highlighted in national VET reforms and is likely to be restricted in the near future.
- The volume of learning and practical skill development is difficult for a school to timetable and achieve.
- Achievement of this qualification in a school context will limit this as an option for a further study opportunity post school.

