# Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCIPCDI1212 CVQ Level 2 in Dance Instruction

Unit Number	Unit Title	Requirement
UA27602	Maintain professional relationships within the dance space	Mandatory
UA27702	Apply safe teaching methods and practices	Mandatory
U31401	Work in a culturally diverse environment	Mandatory
UA27802	Plan, organise and manage dance sessions	Mandatory
UA27902	Manage self and improve dance skills	Mandatory
UA28002	Teach dance vocabulary	Mandatory
UA28102	Work with technical teams to execute routines	Mandatory
UA28202	Demonstrate dance routines	Mandatory
UA28302	Contribute to the evaluation of post-production activities	Mandatory
UA28402	Supervise closing down activities	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

Legend to Unit Code

CCI PC DI 121 2

Industry

Sector

Sub-sector

National Qualification Level

Version Control
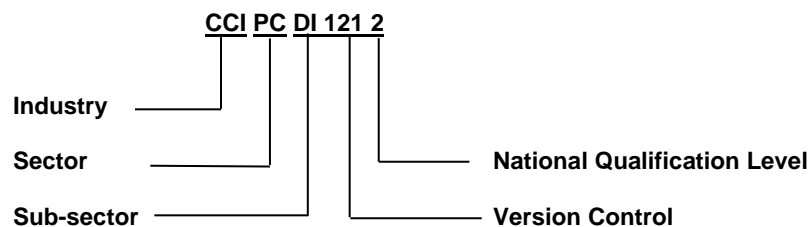
Key: CCI – Cultural and Creative Industries; PC – Performance and Celebration; DI – Dance Instruction

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document.

Members of the Dance Instruction Working Group

Qualification Overview

This qualification is designed to provide guidance, training, assessment and certification in Dance Instruction. It involves teaching dance movements, demonstrating routines and working with the technical team to execute work activities and performances. It includes competencies in occupational health and safety for the dance space, personal development through managing self and working with relevant others in technical teams. The standard also includes competencies for supervising close down activities and assisting in the evaluation of post-production routines and covers and the use of technology to aid and assist learners in the training programme.

Who is the qualification for?

The qualification is designed for persons who work in areas of dance instruction in the cultural and creative arts sector.

Jobs in the occupational sector:

- Dance Instructor
- Dance Tutor
- Lead Dancer

Where could it be used

The qualification could be used in educational facilities, theatre and the cultural and creative arts sector.

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further/higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ

- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognised qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

UA27602	**Maintain professional relationships within the dance space**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to maintain professional relationships within the dance space. It involves establishing relationships and communicating effectively to maintain the relationship, using the correct dance vocabulary and collaborating with others to achieve the desired dance outcomes.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Establish and maintain professional relationships	1.1 Establish relationships in a manner that promotes goodwill and trust with colleagues and customers.
	1.2 Build trust and respect in business relationships through effective communication skills and techniques.
	1.3 Maintain regular contact with others by using identified appropriate opportunities to interact accordingly.
	1.4 Conduct research and action information proactively to maintain sound professional relationships.
	1.5 Honour and keep agreements within the limits of your responsibility and communicate in a timely manner when agreements cannot be met.
	1.6 Maintain relationships through regular contact and the use of effective interpersonal and communication styles.
	1.7 Collaborate with others and identify areas for the continuous improvement of relationships.

2.   Confirm communication requirements

2.1   Consult with others and confirm the methods of communication and techniques to be used according to industry practices and company procedures.

2.2   Identify potential barriers to effective communication and work to remove them in collaboration with relevant others according company procedures

2.3   Clarify and confirm the purpose and information to be communicated according to company procedures.

2.4   Communicate information in the appropriate format within defined timeframes and check that the objectives of communication are achieved.

3.   Communicate skills and contextual knowledge of dance vocabulary

3.1   Identify and communicate to relevant others, your skill, knowledge and activities appropriate to dance vocabulary, including methods of delivery of dance.

3.2   Interact with industry professionals and relevant others, exchange information and establish rapport using appropriate methods of communication.

3.3   Communicate with relevant others, the creative and selection processes used within the company.

4.   Evaluate the effectiveness of communication

4.1   Evaluate the effectiveness of communications in achieving the desired outcomes according to organisational requirements.

4.2   Identify areas for improvement, share and document with relevant persons according to company policy.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers** may include but not limited to:

   - Internal
   - External

3. **Dance vocabulary** may include but not limited to:

   - Style
   - Context e.g., cultural, historical
   - Structure e.g., simple, complex
   - Movement type

2. **Methods of communication** may include but not limited to:

   - Verbal
   - Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What methods and techniques to use to build trust and respect in relationships.

2. What are the methods of communication and how to apply them.

3. Why it is important to keep and honour commitments made in relationships.

4. When to use the verbal and non-verbal communication methods.

5. What are the company procedures for clarifying and confirming the purpose and information to be communicated.

6. Which techniques and methods to use to nurture relationships and how to evaluate their effectiveness.

7. What is the importance of dance vocabulary and the way in which it is communicated.

8. What are the creative and selection processes of the company.

9. How to identify areas for improvement in the communication processes.

10. How to identify opportunities to maintain regular contact with others.

11. How to conduct research and action information proactively to maintain sound professional relationships.

12. How to establish rapport and maintain professional relationships.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA27702   **Apply safe teaching methods and practices**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to apply and work with safe dance teaching methods. The unit includes understanding and monitoring sessions for compliance with occupational health, safety and environmental regulations.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Prepare for dance sessions	1.1	Confirm teaching resources, their availability and readiness for sessions according to company procedures.
		1.2	Communicate the objectives of the programme and the expectations and requirements of participants and allow for feedback in keeping with company procedures.
		1.3	Identify special requirements of the programme and participants and formulate strategies to deal with them.
		1.4	Confirm with relevant persons, the occupational health, safety and environmental regulations that must be adhered to and the methods for monitoring compliance.
		1.5	Provide constructive feedback to participants regarding adherence to occupational health, safety and environmental regulations.
2.	Teach sessions	2.1	Use a range of teaching methods, appropriate technology and equipment as teaching aids to optimise the learning experience.
		2.2	Conduct sessions according to the established plan, monitor activities and provide feedback as required.
		2.3	Provide opportunities for practice within sessions to allow participants to improve on performance and to apply learning methods best suited to themselves.

3.	Incorporate safe movement and dance practices into sessions	3.1	Carry out warm-up and cool-down practices safely in keeping with established best practices and check that these are incorporated into sessions.
		3.2	Confirm that participants can apply different stretching techniques for flexibility and verify the safe and effective execution of sequence of movements.
		3.3	Take measures to prevent common injuries and employ effective injury management strategies as necessary.
		3.4	Monitor participants and space for compliance with safe dance movement practices and provide feedback to participants on their performance.
		3.5	Check and confirm participants' adherence to dress code and personal hygiene standards in accordance with company policy.
4.	Support and monitor learning	4.1	Monitor, document and evaluate individuals' progress if objectives and specifications are not being achieved as planned.
		4.2	Encourage participants to reflect on personal learning progress and provide guidance on ways to improve.
		4.3	Manage class dynamics to ensure effective participation by all and use team building techniques to maintain positive relationships.
		4.4	Deal with inappropriate behaviours, resolve issues raised and report according to company procedures.
		4.5	Record and maintain participants' information in a safe and secure manner in keeping with company policies.
5.	Review and evaluate teaching	5.1	Evaluate lesson plans and outcomes against the achieved outcomes.

5.2   Seek feedback from appropriate persons on the quality of your teaching and note areas for improvement.

5.3   Reflect on your performance in teaching delivery, identify and implement new ideas and techniques to improve performance and enhance learning experiences for participants according to company policies.

RANGE STATEMENT

All range statements must be assessed:

1. **Teaching methods** may include but not
    limited to:

    -   Verbal e.g., explaining, discussions,
        questioning
    -   Non-verbal e.g., demonstrations,
        modelling, instruction, practicing

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are the required resources for teaching and how to confirm their availability and readiness for use.

2.   How to communicate effectively.

3.   How to identify special programme and participant requirements and what are the strategies to deal with them.

4.   What are the different learning principles and why it is important to apply them according to the best suited needs of participants.

5.   What is the different range of teaching methods.

6.   Why it is important to use a range of teaching methods.

7.   How to provide opportunities for practice to improve progress.

8.   What are warm-up and cool-down practices.

9.   Why it is important to follow the warm-up and cool-down practices correctly and safely.

10.   Which stretching techniques to apply for particular flexibility.

11.   Which measures to employ to prevent common injuries and what are effective injury management strategies.

12.   How to monitor the teaching space/environment for compliance with safe dance practices.

13.   What methods and techniques to use to support learning.

14.   How to manage class dynamics.

15.   How to deal with inappropriate behaviours and resolve issues.

16.   What processes to use to maintain information in a safe and secure manner.

17.   Why it is important to reflect on your own teaching performance and how to do so.

18.   How to evaluate the effectiveness of outcomes against objectives.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U31401   Work in a culturally diverse environment

Unit Descriptor: This unit deals with the knowledge, skills and attitudes to work successfully in an environment with persons from diverse social and cultural backgrounds.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Communicate with individuals from diverse backgrounds	1.1	Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.
	1.2	Communicate and cooperate effectively with individuals from different backgrounds in workplace activities.
	1.3	Establish communication using gestures, simple words and other appropriate methods where language barriers exist.
	1.4	Respond to workplace situations in a manner that considers different traditions and communication methods.
	1.5	Identify team members who speak other languages and utilise them to bridge language and cultural barriers.
2. Deal with cross cultural misunderstandings	2.1	Identify issues which may cause conflict or misunderstandings in the workplace.
	2.2	Address difficulties with appropriate persons and seek assistance from team leaders or others where required.
	2.3	Consider possible cultural differences where difficulties or misunderstandings occur.
	2.4	Make efforts to resolve misunderstandings, taking cultural differences into account.

2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up**.**

RANGE STATEMENT

All range statements must be assessed:

1. **Background and culture** may include but not limited to:

    - Race/ethnic origin
    - Language
    - Special needs
    - Family structure
    - Gender
    - Age
    - Sexual preference

2. **Cultural differences** may include but not limited to:

    - Appropriate ways of greeting and parting
    - Levels of formality
    - Work ethics
    - Family obligations
    - Customs
    - Social values
    - Dress and grooming
    - Non-verbal behaviour, understanding and interpretations
    - Observance of special religious feasts or other celebratory days
    - Product preferences

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the principles that underpin cultural awareness and relevance to individuals in the workplace.

2. What are the general characteristics of the different cultural groups encountered.

3. What are the cultures of other countries and people.

4. What are the relevant cultural protocols.

5. What are the principles and techniques for the resolution of cross-cultural communication difficulties.

6. What are the anti-discrimination legislation.

7. What appropriate non-verbal techniques are used for cross-cultural communication.

8. What are escalation procedures and how to use them.

9. What are the basic conflict resolution techniques.

10. What are the potential conflicts resulting from cultural differences.

11. What are the organisational policies and procedures.

12. How to deal with persons from a range of cultural backgrounds.

13. How to identify cultural differences.

14. How to resolve conflict.

15. How to communicate effectively with others from different cultures.

16. How to display sensitivity.

17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA27802   **Plan, organise and manage dance sessions**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to plan, organise and manage dance sessions. It includes assisting with the recording of dance sessions for use in improvement of performances.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Plan for dance sessions	1.1	Obtain and use relevant information and documentation to identify the requirements for dance sessions and deliverables to be achieved.
	1.2	Identify and assess constraints and potential obstacles to the successful achievement of deliverables, resolve issues within the limits of your authority and refer those outside your authority to relevant persons as required.
	1.3	Outline and record learning objectives, assessment activities and the methods to be used in dance sessions according to company policies.
	1.4	Document the requirements and criteria to be satisfied for each dance session according to company procedures.
	1.5	Review and confirm that necessary learning materials are available and obtain approval for selected resources.
	1.6	Confirm the teaching strategies to be used to achieve the objectives of the dance sessions.
2. Organise resources for dance sessions	2.1	Consult with relevant others and confirm the required resources for the successful execution of dance sessions in keeping with established company procedures.
	2.2	Procure and supply required resources according to the criteria of the dance sessions.

		2.3	Monitor and evaluate the use of resources using approved company procedures and record results in accordance with company policy.
		2.4	Use results to identify areas for improvement and collaborate with relevant others to determine methods for implementing recommendations.
3.	Manage dance sessions	3.1	Communicate instructions according to effective instructional principles and detail the objectives and criteria to be satisfied for the dance session.
		3.2	Lead and direct dance sessions using appropriate instructional methodologies, sequencing and progression techniques according to company procedures.
		3.3	Monitor the performance of individual learners and provide constructive feedback and encouragement to improve performance.
		3.4	Use motivational and control techniques to positively influence the performance of individual learners during dance sessions.
		3.5	Respond and deal with inappropriate behaviours to effectively manage group cohesion within the limits of your authority and refer those outside your authority to relevant persons.
		3.6	Monitor dance sessions to ensure compliance with safe dance practices, resolve issues of unsafe dance practices within the limits of your authority and refer those outside of your authority to relevant persons.
4.	Document dance sessions	4.1	Clarify and confirm with relevant others the purpose and objectives for documenting dance sessions, components and elements to be documented.
		4.2	Contribute to the organisation of required resources to document dance sessions according to company procedures.

4.3   Consult with relevant others and agree on methods of documentation for dance sessions.

4.4   Record dance sessions using agreed methods of documentation as approved by company procedures.

4.5   Review recordings of dance sessions and use them according to established criteria.

4.6   Confirm that all recordings are carried out safely according to company procedures.

4.7   Check and confirm that recordings are labelled and stored according to company procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Resources** may include but not limited to:

   - Materials e.g., learning materials, props
   - Equipment
   - Personnel
   - Time

2. **Methods of documentation** may include but not limited to:

   - Manual e.g., written lesson plan, notations
   - Technical e.g. videos, audio documentation

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to obtain and use relevant information and documentation to determine the requirements for dance sessions.

2. How to identify and assess constraints and potential risks or obstacles to the successful achievement of deliverables.

3. What methods to use to resolve constraints and potential risks/obstacles to successful achievement of deliverables within the limits of your own authority and why it is important to refer those outside of your authority.

4. Why it is important to outline and record learning objectives and assessment activities and methods to be used in dance sessions.

5. What resources are needed for dance sessions and how to confirm their availability.

6. What are the different teaching strategies and how to apply them for effective use.

7. How to organise the required resources for dance sessions.

8. How to monitor and evaluate the effective use of resources for dance sessions.

9. How to manage dance sessions using appropriate instructional methodologies, sequencing and progression techniques according to company procedures.

10. Which methods to use to monitor the performance of individual leaners and how to provide constructive feedback and encouragement to improve the performance of individual leaners.

11. What are safe dance practices and how to monitor them for compliance with safe practices.

12. What are inappropriate behaviours and how to deal with them.

13. What are appropriate methods of documentation for recording dance sessions.

14. Why it is important to record dance sessions.

15. How to use recordings to improve dance performances.

16. What are the company procedures for labelling and storing recordings.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA27902   **Manage self and improve dance skills**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to manage self and improve dance skills as part of a team. It deals with conducting a self-assessment and looking at methods of continuous improvement of self and team within area of responsibility.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Conduct a self-assessment	1.1 Assess current skills, knowledge and attitudes against a checklist of relevant competencies for the role and responsibility of the occupational area or work role.
	1.2 Identify gaps between current skill set and that required for the work role.
	1.3 Identify additional required skills and determine appropriate methods or techniques to be used to acquire these skills.
	1.4 Consult with relevant others and create a development plan based on the results of the self-assessment.
	1.5 Work with others in planning future work options as necessary.
2. Manage self	2.1 Maintain personal practice of craft to achieve the standard of the work role.
	2.2 Critique and analyse performance and identify measures to improve.
	2.3 Assess and monitor body to maximise performance and work to resolve limitations and issues that reduce performance.
	2.4 Use appropriate methods to maintain the physical and psychological condition necessary for work role.

		2.5	Observe occupational health and safety practices throughout work activities.
		2.6	Identify possible causes of stress and strains on specific parts of the body and carryout suitable preventative measures to minimise them according to best industry guidelines.
		2.7	Conduct appropriate mental preparation and physical exercises to ensure readiness for the work role and ensure personal presentation is suited to the work role.
3.	Evaluate and maintain expertise required for the role	3.1	Conduct reviews of performance using approved methods of evaluation against the checklist of requirements of the work role.
		3.2	Consult with relevant others to identify areas for improvement and record comments and recommendations according to company procedure.
		3.3	Carry out research using various methods to identify strategies for improving performance and technical skills and document accordingly.
		3.4	Identify support mechanisms to help in the development of performance.
		3.5	Practise and refine combinations of complex movements and exercises to increase personal performance.
		3.6	Assess performance after implementation of improvement measures, record results, continue to monitor performance and introduce improvement measures as required.

RANGE STATEMENT

All range statements must be assessed:

1. **Performance** may include but not limited to:

   - Personal performance skills
   - Technical teaching skills

2. **Methods of evaluation** may include but not limited to:

   - Self-assessment
   - Peer review
   - Professional body

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. Why it is important to conduct self-assessment and how to do so.

2. Why it is important to maintain self to maximise your performance and the strategies for doing so.

3. What methods of evaluation to use and why it is important to evaluate performance.

4. Which mental preparation and physical exercises to carry out to ensure readiness for the work role and why it is important to make sure personal presentation is suited to the work role.

5. What are the appropriate physical and mental techniques to apply to self.

6. How to consult with relevant others to identify areas for improvement and record comments and recommendations according to company procedure.

7. How to maintain personal craft to meet required standard of work role.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA28002 **Teach dance vocabulary**

Unit Descriptor:	This unit deals with the skills, knowledge and attitudes required to teach dance vocabulary for a range of different dance styles to dancers and learners with different levels of skill and knowledge. The dance vocabulary is for indoor and outdoor performances of solo individuals and groups.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Conduct warm up exercises	1.1	Identify and select warm up exercises and the sequence to be used for the sessions according to health and safety procedures and the advice of authorised persons.
	1.2	Demonstrate warm up exercises safely in an appropriate sequence of execution and allow for discussion and clarification of the exercises as necessary.
	1.3	Perform warm up exercises and incorporate musicality, timing and rhythm into the exercises as appropriate.
	1.4	Monitor dancers' warm up exercises and provide constructive feedback according to best communication practices.
2. Teach dance vocabulary	2.1	Identify and access the required equipment and resources for the class or session according to standard operating procedures.
	2.2	Confirm the teaching methods and strategies to be used and modify as required.
	2.3	Confirm the sequence and range of movements and required technical abilities for the dance step.
	2.4	Communicate and confirm the mood or style of dance and the sequence following approved procedures.

		2.5	Demonstrate the dance steps in sequence and apply timing and rhythm to the performance.
		2.6	Perform dance steps completely allowing others to clearly see the entire range of movements and their execution.
		2.7	Apply safe dance practices at all times to prevent injury to self and others.
3.	Monitor the performance of dancers	3.1	Give dancers the opportunity to practice dance steps taught and provide guidance and feedback.
		3.2	Monitor the entire performance of dance steps for individuals and group against the desired outcomes and aims of the workplace.
		3.3	Evaluate the performance of dancers and make recommendations on how to improve.
4.	Conduct cool down activities	4.1	Confirm the sequence of cool down exercises to be utilised in keeping with approved industry methods.
		4.2	Demonstrate cool down exercises according to established practice.
		4.3	Monitor cool down exercises and provide feedback to dancers.
		4.4	Record and report critical points of teaching dance step activity according to company procedures.

RANGE STATEMENT

All range statements must be assessed:

  1. **Dance vocabulary** may include but not limited to:

    - Basic e.g., simple movement of one or two steps with basic timing and rhythm
    - Medium e.g., combination of four or five sequences
    - Complex e.g., many combinations of sequences with varying levels of difficulty

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to identify and select warm up exercises suitable for dance movements.

2. What methods to use to demonstrate warm up exercises.

3. Why it is important to carry out warm up exercises.

4. How to teach dance steps.

5. What are the different moods and styles of the dance sequence and how to communicate them.

6. What technical skills and range are required for each dance step.

7. How to incorporate musicality, timing and rhythm to dance steps.

8. How to apply safe dance practices at all times to prevent injury to self and others.

9. How to communicate effectively and encourage others to share openly.

10. What are the principles and methods of providing constructive feedback to others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than two occasions**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA28102   **Work with technical teams to execute routines**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to work with the technical team to execute work activities and routines. It also deals with planning, organising and ensuring the execution of work activities and routines.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Confirm resources for work activities	1.1	Confirm your role and responsibilities and those of members of the technical team according to company policies.
	1.2	Collaborate with others to identify work activities and consult with other team members in establishing the priority and sequence for completion according to company procedures.
	1.3	Identify and confirm the availability of required resources for respective work activities in accordance with operational procedures.
	1.4	Document identified work activities and obtain approval for execution according to company policy.
2. Schedule work activities	2.1	Contribute to drafting the schedule for work activities and encourage constructive discussion on issues that might impact scheduling.
	2.2	Confirm the schedule and disseminate within the limits of your authority according to company procedures.
	2.3	Source and position resources as required according to the approved schedule of activities.
3. Direct technical and creative dress rehearsals	3.1	Coordinate performers effectively according to the requirements of the work activities and routine.

	3.2 Give instructions to performers clearly, audibly and in the correct sequence; answer questions and clarify issues raised within the limits of your authority and refer those outside of your authority to appropriate persons.
	3.3 Provide guidance to complete creative tasks according to company procedures.
	3.4 Provide and oversee rehearsal opportunities for performers to complete creative tasks according to the specifications of the routine.
	3.5 Confirm with the technical team that sufficient time has been allowed to complete the execution of creative tasks as scheduled and shut down the rehearsals in the agreed format.
	3.6 Check and confirm that performers follow occupational health and safety regulations throughout the work activities.
	3.7 Update and disseminate production documentation on last-minute changes arising from technical or creative rehearsals to relevant personnel as required.
4. Execute routines	4.1 Confirm and carry out assigned roles and responsibilities as agreed by the technical team according to company procedures.
	4.2 Consult with the technical team, take action to ensure that required resources are adequate and source additional resources as required to satisfy the requirements of the routine.
	4.3 Maintain and promote positive working relationships and communicate effectively throughout pre and post-production activities.
	4.4 Monitor the technical and creative aspects of the production and collaborate with others to solve unforeseen problems as required.

4.5   Check and confirm that scene, props and costume changes are completed safely and on time to meet requirements.

4.6   Review the execution of routines and provide feedback according to company procedures.

4.7   Carry out assigned post-production duties according to the role and responsibilities within the technical team.

RANGE STATEMENT

All range statements must be assessed:

1. **Technical team** may include but not limited to:

   - Lighting team
   - Stage team
   - Costumes

2. **Resources** may include but not limited to:

   - Manpower
   - Equipment and materials
   - Space

3. **Specifications of the routine** may include but not limited to:

   - Timing and rhythmic sequences i.e., music component
   - Make up and costumes i.e., wardrobe component
   - Design and set out of stage

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are your role and responsibilities and those of the other members of the technical team.

2. What resources are required for work activities and routines and how to confirm their availability.

3. What are the company policies and procedures for documenting work activities.

4. How to schedule work activities and why it is important to discuss issues and share information that may impact scheduling.

5. What is procedure for obtaining approval to execute work activities and routines.

6. How to run technical and creative rehearsals.

7. How to communicate effectively.

8. What are the specifications of the routine and how to monitor and provide feedback on their execution.

9. Which technical and creative aspects of the production should be monitored.

10. How to work effectively and collaborate with others to resolve unforeseen problems.

11. How to review and evaluate the execution of routines.

12. How to provide constructive feedback.

13. What are the pre and post-production activities for the routines.

14. How to carry out assigned post-production duties.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA28202   **Demonstrate dance routines**

Unit Descriptor: This unit deals with the knowledge, skills and attitudes required
                     to demonstrate and perform dance routines. The routine is any
                     rehearsed act or performance and can be either an individual or
                     group performance.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify the requirements of the routine

1.1 Identify the required equipment and materials for each routine according to workplace procedures and authorised persons.

1.2 Confirm the teaching strategies to be used and communicate this to dancers in keeping with established company procedures.

1.3 Prepare for the routine by carrying out warm up exercises and pre-routine activities and display professional behaviour and respect for others in keeping with codes of conduct.

2. Demonstrate a routine

2.1 Check and confirm that all elements of the routine are known and understood by dancers.

2.2 Demonstrate the routine by executing the movements with accuracy and precision of timing and rhythm according to the specifications of the routine.

2.3 Maintain the spatial boundaries of the routine and convey the story line and mood of the dance in keeping with the requirements of the routine.

2.4 Obtain feedback from dancers and answer and clarify queries and concerns using approved methods of communication.

3. Monitor the rehearsal of a routine

3.1 Allow dancers opportunities to practice the routine as demonstrated as many times as required to reach the desired outcome.

		3.2	Assess dancers' execution of the routine in terms of timing, rhythm, spatial awareness and all critical parameters of the routine and document according to company procedures.
		3.3	Provide feedback and identify factors to improve performance and give dancers opportunities to incorporate the feedback and adjust their performance.
		3.4	Apply safe dance practices at all times to prevent injury to self and others.
4.	Close down routines	4.1	Conduct close down activities for routine according to company instructions.
		4.2	Confirm that equipment and resources are stored and handled according to manufacturers' instructions and company procedures.
		4.3	Record and document details and activities of the routine according to company procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Teaching strategies** may include but not limited to:

   - Verbal e.g., discussion
   - Non-verbal e.g., demonstrations,
   - videos, use of diagram board

2. **Elements of the routine** may include but not limited to:

   - Timing
   - Rhythm
   - Spatial awareness

3. **Demonstrate** may include but not limited to:

   - Self
   - Demonstrator
   - Videos

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   What are the required resources for the dance routines.

2.   Which teaching strategies to apply according to dance routines.

3.   How to communicate effectively.

4.   What are the warm-up exercises and the importance of carrying them out?

5.   What are the codes of conduct for the company.

6.   What are the elements of the routine?

7.   Which methods to use to demonstrate dance routines.

8.   What evaluation techniques to use in the monitoring of performance.

9.   Why it is important to apply safe dance practices and how to do so.

10.   How to provide constructive feedback.

11.   What are the critical parameters of the routine.

12.   What are the effective close down activities according to the dance routine.

13.   Why it is important to provide opportunities for practice and how to do so.

14.   How to deploy resources.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than two occasions**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA28302   **Contribute to the evaluation of post-production activities**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to evaluate post-production routines. These include the closing down of production activities according to assigned role and responsibilities. It also deals with working with the team to evaluate the routine and identify areas for improvement.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Carry out post-production activities	1.1	Consult with the production team and confirm the responsibilities and timelines for each of the assigned activities according to company policies.
	1.2	Check and confirm the availability of required resources for post-production activities and report to relevant persons.
	1.3	Create a schedule for assigned responsibilities and obtain sign off from appropriate persons in keeping with company procedures.
	1.4	Execute post-production activities according to the schedule and apply safe work practices throughout the process.
	1.5	Report completion of assigned responsibilities to the production team and appropriate persons.
2 Evaluate of post-production activities	2.1	Confirm the criteria and respective specifications to be satisfied for the post-production routine with the team.
	2.2	Evaluate the quality and success of the production in meeting the known criteria, specifications and planned outcomes and record the outcomes of evaluation process.

2.3   Contribute to the identification of potential areas for improvement and document according to company procedures.

2.4   Work with others to implement measures for improvements as necessary.

2.5   Report to relevant persons and record the outcomes of post-production activities.

RANGE STATEMENT

All range statements must be assessed:

1. **Post-production activities** may include but not limited to:

   - Standing down of performers
   - Removal or return of tools, equipment and materials

2. **Criteria** may include but not limited to:

   - Within specified time frame
   - Meeting safety requirements
   - Within budget

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   What are the post-production activities that must be carried out.

2.   How to carry out assigned post-production responsibilities.

3.   Which methods are to be used for the evaluation of the production.

4.   Why it is important to evaluate post-production activities.

5.   What are the criteria and specifications that must be satisfied in post-production activities.

6.   What are the occupational health and safety regulations and safe work practices that must be adhered to during post-production activities.

7.   How to collaborate with others and work in teams.

8.   How to identify areas for improvement from the evaluation process.

9.   How to and which measures to implement to improve the process.

10.   What are the reporting and recording procedures for the company.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA28402 **Supervise closing-down activities**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to supervise closing-down activities for the production of routines.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Plan and organise close-down activities	1.1	Identify and confirm close-down activities according to the specifications of the routine and company procedures.
		1.2	Confirm the required resources and verify their availability in accordance with company procedures.
		1.3	Collaborate with others and create a schedule for close-down activities in keeping with company guidelines.
		1.4	Obtain approval for the schedule and document according to company policies.
		1.5	Mobilise and position resources as required and confirm readiness for use.
2.	Lead and direct close-down activities	2.1	Disseminate the schedule and confirm the roles and responsibilities of relevant persons in accordance with company procedures.
		2.2	Monitor the progress and quality of the work of individuals and teams carrying out close-down activities against established standards or expected level of performance on a regular basis as detailed in the schedule.
		2.3	Provide support and deal with problems and unforeseen events within the limits of your authority and refer those outside of your authority according to company policy.
		2.4	Confirm that close-down activities are completed within agreed timeframes and according to schedule.

2.5   Evaluate the efficiency of close-down activities and identify and recommend improvements for the future.

2.6   Report and document close-down activities according to company procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Close-down activities** may include but not limited to:

   - Close-down of performance /routine
   - Close-down of space
   - Close-down of equipment and materials

2. **Resources** may include but not limited to:

   - Personnel
   - Equipment and materials

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   What are the close-down activities that must be performed.

2.   How to carry out close-down activities.

3.   How to obtain approval for the execution of activities according to the schedule.

4.   What methods to use in the dissemination of the schedule and information.

5.   How to monitor close-down activities and evaluate the performance of individuals and teams.

6.   Why it is important to mobilise and position the resources for the close-down activities and how to do so.

7.   How to report and document close-down activities according to company procedures.

8.   How to create a schedule for close-down activities.

9.   How to collaborate with and provide support to others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Level	
2	**Glossary of Terms**

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved to offer full Caribbean Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

CVQ

Caribbean Vocational Qualifications (CVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

CVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the CVQ covers.

Level	
2	**Glossary of Terms**

CVQ Coordinator

The CVQ Coordinator is the centre contact within each approved Centre offering CVQs. He/she has overall responsibility for the operation and administration of the CVQ system

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of CVQ Levels

CVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council/National Training Agency and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Level	
2	**Glossary of Terms**

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process)