

Title	Deliver a performing arts learning programme to meet the needs of advanced learners and their individual capabilities		
Level	6	Credits	25

Purpose	People credited with this unit standard are able to deliver a performing arts learning programme to meet the needs of advanced learners and their individual capabilities.
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Classification	Performing Arts General > Performing Arts Teaching
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Available grade	Achieved
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Guidance Information

- 1 All learning and assessment leading to this unit standard must be carried out in accordance with the following as relevant:
 - legislation including Health and Safety at Work Act 2015 and subsequent amendments;
 - current industry best practice and industry guidelines;
 - organisational policies and procedures.

- 2 Definitions

A positive learning environment that is culturally safe and inclusive is one that ensures that the cultural background and needs of individuals and groups are identified, recognises and respects those backgrounds and associated values, and takes pro-active steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of each learner's capabilities.

Industry best practice means the range of actions, methodologies and approaches currently accepted as high quality within the performing arts sector.

Learning programme is defined as a series of learning sessions which have their own internal coherence and lead to an overall learning outcome, or a set of related outcomes.

Learning session is defined as a learning or training event that can be part of a programme, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

Organisational policies and procedures are instructions to staff that may be documented and available for reference in the form of an operations manual and/or policy and procedures manual. They include, as relevant, health and safety plan, the use of personal protective equipment (PPE), and normal company operating policy and procedures.

Stakeholders refer to the performing arts teacher, learning designer, performing arts learners, provider, client organisation(s).

- 3 Assessment conditions
Competency in this unit standard must be demonstrated in a performing arts teaching environment and cannot be simulated.
- 4 Range
Evidence is required of a learning programme involving a series of different learning sessions spanning at least one teaching period (e.g. term or semester), or for a specific project.

Outcomes and performance criteria

Outcome 1

Deliver a performing arts learning programme to meet the needs of advanced learners and their individual capabilities.

Performance criteria

- 1.1 Prepare the learning environment to align with learner needs and intended delivery methods in accordance with the programme plan.
- Range may include but is not limited to – access, assembling support materials, checking equipment, booking facilities, lay-out.
- 1.2 Structure sessions to include skill acquisition activities to aid the achievement of learning outcomes that match the identified needs of advanced learners and their individual capabilities.
- 1.3 Select and prepare resources to match learning outcomes of the programme plan, and to accommodate the expected range of learning styles, learner needs, and individual capabilities.
- 1.4 Discuss learning outcomes and assessment processes with learners and identify possible learning barriers.
- 1.5 Employ teaching strategies that promote individual participation, group interaction, the opportunity to practice, and reinforcement of key points in accordance with the programme plan.
- 1.6 Modify teaching methods, if necessary, as contingencies arise in the learning situation, resource availability, learner needs, and time constraints.
- 1.7 Create and maintain a positive learning environment that is culturally safe and inclusive.
- Range positive learning environment includes but is not limited to – participation, resource availability, pace, two-way communication, a monitoring process, assessment opportunities.

1.8 Use assessment to measure learners' achievement of the learning outcomes in accordance with the programme plan.

Range includes – formative assessment, self-assessment;
may include – summative assessment.

1.9 Maintain group and individual safety throughout the programme.

Range includes but is not limited to – hazard identification and risk assessment, explanation of emergency procedures, injury prevention techniques, age-appropriateness of content and activities for younger learners.

1.10 Evaluate the programme and communicate feedback to stakeholders in accordance with the programme plan.

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 July 2021	N/A

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Skills Active Aotearoa info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.