

## Certificate Specification NFQ Level 5

### Dance 5M4572

#### 1. Certificate Details

<b>Title</b>	Dance
<b>Teideal as Gaeilge</b>	Damhsa
<b>Award Class</b>	Major
<b>Code</b>	5M4572
<b>Level</b>	5
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to perform and choreograph a variety of dance styles and to work independently in a professional dance environment.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad knowledge of the development and training principles of a variety of dance styles, within recommended safe dance practice, using the body as an instrument of expression
<i>Kind</i>	Utilise the artistic and scientific principles of dance performance and training, in relation to artistry, choreography, growth and development, fitness levels, with reference to the history of the chosen genre
<b>Know How &amp; Skill</b>	
<i>Range</i>	Explore and develop movement in a variety of dance styles
<i>Selectivity</i>	Design movements from a chosen dance style which integrate creativity and theoretical knowledge from related areas

## Competence

<i>Context</i>	Choreograph a range of dance sequences in contrasting styles, for group and solo, using dance technical skills and aesthetic and performance qualities
<i>Role</i>	Analyse, from a critical viewpoint, learner's own and others' performance in dance technical skills and performance
<i>Learning to Learn</i>	Employ a range of techniques, including technological media, to enhance own learning through self-correction, analysis of own dance skills and strategic planning
<i>Insight</i>	Reflect on personal and professional dance practice to inform self-understanding and personal development within the dance industry

The learning outcomes associated with this award are outlined in the associated Component Specifications.

## Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

## Transfer

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

## Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

## Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

## Grading

Pass  
Merit  
Distinction

The grade achieved will be determined by the grades achieved on the components

## 2. Certificate Requirements

**The total credit value required for this certificate is 120. This will be achieved by completing:**

Award Code	Title	Level	Credit Value
<b>All of the following component(s)</b>			
5N0781	Dance Performance	5	30

5N0782	Dance Production	5	30
<b>A minimum credit value of 15 from the following components</b>			
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
5N0690	Communications	5	15
<b>A minimum credit value of 15 from the following components</b>			
5N1356	Work Experience	5	15
5N2985	Personal and Professional Development	5	15
5N1433	Work Practice	5	15
<b>A minimum credit value of 15 from the following components</b>			
5N1849	Music Theory and Practice	5	30
5N2668	Exercise and Fitness	5	15
5N1279	Human Growth and Development	5	15
5N1301	Music Performance	5	15
5N4545	Kinesiology	5	15
5N4567	Performance Craft	5	15
5N4568	Theatre Performance Skills	5	15
5N4571	Theatre Studies	5	15
5N4805	Dance History	5	15
5N0749	Anatomy and Physiology	5	15

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

### 3. Supporting Documentation

None

### 4. Specific Validation Requirements

There are no specific validation requirements

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://www.qqi.ie).

### 6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NQF's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NQF Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*