

Component Specification

Appreciation of Irish Culture

NFQ Level 5

5N1556

1. Component Details

Title	Appreciation of Irish Culture
Teideal as Gaeilge	Tuiscint do Chultúr na hÉireann
Award Class	Minor
Code	5N1556
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to work independently and under supervision to develop an awareness and appreciation of Ireland's culture, past and present within the context of the country's tourism industry.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 Explore the social and cultural features of their locality or region2 Examine local or regional customs and folklore3 Investigate the economic and cultural impact of a range of national sporting activities and facilities available at local or regional level4 Examine how and where people can experience the Irish language, locally and nationally to include radio and television programmes, education programmes and Irish language agencies

- 5 Explore the meaning and origin of a range of local or regional place names
- 6 Examine the links between Irish and other Celtic languages
- 7 Identify where Irish is spoken as part of everyday life and the type of state aid available to residents and industries in these areas
- 8 Examine the reasons for the decline of the Irish language
- 9 Illustrate the historical development of the traditional craft industry, to include pottery, weaving, woodcraft, leatherwork, and metalwork
- 10 Explore the key elements of the Irish constitution and examine the broad structure and operation of Irish political institutions, to include Dáil Éireann, the Seanad, the presidency and local authorities
- 11 Examine the evolution of the main political parties since the inception of the state
- 12 Examine the role and responsibilities of an Irish Teachta Dála (TD)
- 13 Investigate the cumann system and how people can participate in politics
- 14 Examine the influence of the European Union on Irish cultural affairs and related tourism policy
- 15 Give details of the production process for a range of traditional crafts and centres where these crafts are produced
- 16 Use every day greetings in Irish
- 17 Exhibit an appreciation of Irish crafts through active participation in at least one of the following: - embroidery, pottery, mixed media, sculpture, woodcraft, calligraphy, candle making, leatherwork, basket making, jewellery making, knitting or any other appropriate craft
- 18 Describe ceilí or set dancing, having participated in or attended an appropriate event
- 19 Discuss the lives and major achievements of a range of noteworthy people at local or national level who excelled in their contribution to an area of Irish artistic life, for example art, literature, film or music

- 20 Explore the tourist market that is attracted to a destination because of its arts practitioners
- 21 Evaluate the significance of Irish cultural heritage on the local or regional tourism industry
- 22 Appraise the tourism earning potential from the crafts industry
- 23 Discuss a range of traditional and modern Irish music and song
- 24 Evaluate the attractiveness of Irish music, song and dance as tourism products
- 25 Evaluate the planning function of local authorities with particular reference to their influence on tourism development plans in an area
- 26 Evaluate the impact of political stability on tourism in Ireland, north and south.

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Project	60%
Examination - Theory	40%

Description

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
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Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements

There are no specific validation requirements for this award

Supporting Documentation

None

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

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. 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).

Award standards are designed to be consistent with the NFQ'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 FET 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.

3. 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

NFQ 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.

Strand	Sub-strand	Nature of learning
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