

## Certificate Specification NFQ Level 6

### Music 6M20602

#### 1. Certificate Details

<b>Title</b>	Music
<b>Teideal as Gaeilge</b>	Ceol
<b>Award Class</b>	Major
<b>Code</b>	6M20602
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	<p>The purpose of the award is to enable the learner to acquire the relevant knowledge, skills and competence in the areas of musicianship, music performance, music production or music management.</p> <p>It would also enable learners to continue music training as a natural link to further qualifications at a higher level or to prepare learners for a career in the industry.</p>
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad and thorough knowledge and understanding of the theoretical, technical, practical and professional aspects of the music industry
<i>Kind</i>	Demonstrate a detailed understanding of the concepts and theories that underpin the work of a practitioner in the music industry
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a range of knowledge and skills across a broad spectrum of the music industry
<i>Selectivity</i>	Demonstrate the ability to respond appropriately to a variety of challenges, while meeting the professional demands of the music industry

## Competence

<i>Context</i>	Demonstrate the knowledge and skill to respond appropriately and creatively in a variety of musical contexts
<i>Role</i>	Demonstrate professional and musical competence in chosen role within the music industry
<i>Learning to Learn</i>	Demonstrate the ability to enhance existing knowledge, skills and competencies through structured individual practice, research and further study
<i>Insight</i>	Demonstrate appropriate reflective practice through constructive evaluation of the music industry and of the potential for personal development within that 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.

Learners should have achieved L5 Music or Level 5 Music Studies major awards

## 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:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

6N20600	Music Performance	6	30
6N20601	Music Theory and Practice	6	30
<b>A minimum credit value of 15 from the following components</b>			
6N4800	Event Management	6	15
6N4981	Studio and Location Sound Production	6	15
6N5405	Musical Theatre Performance Skills	6	15
6N5408	Musical Theatre Studies	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1941	Entrepreneurship	6	15
6N1948	Team Leadership	6	15
6N1950	Communications	6	15
6N2191	Leadership	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1949	Personal and Professional Development	6	15
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15

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

### 3. Supporting Documentation

None

### 4. Specific Validation Requirements

The provider must have the following in place to offer this award:

1. Rehearsal and performance spaces
2. Appropriate notation and aural training software and/resources
3. An appropriate range of instruments specific to course requirements
4. Appropriate audio equipment

### 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 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 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**

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 comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

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