

Certificate Specification NFQ Level 6

Arts Administration 6M3618

1. Certificate Details

Title	Arts Administration
Teideal as Gaeilge	Riarachán na n-Ealaín
Award Class	Major
Code	6M3618
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge skill and competence to work independently and or in a supervisory capacity in a professional arts context and or to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad knowledge and understanding of the functions of management and the specialist knowledge required in working as part of a management team in a professional arts environment
<i>Kind</i>	Demonstrate the specialist skills required to work in a systems-related arts environment
Know How & Skill	
<i>Range</i>	Apply a comprehensive range of specialised skills to include, writing, information technology, project management, human resource management and customer service to administer effectively in an arts environment
<i>Selectivity</i>	Apply a range of administration and management techniques and tools to manage events and resolve complex and abstract problems, applying creative solutions to difficult problems
Competence	

<i>Context</i>	Be self-directed when working with public relations- marketing and all methods of getting people to an event. Apply good practice when dealing with an event including a Post Mortem/Evaluation after an event
<i>Role</i>	Operate both as team leader and team member in a professional arts context, interacting with a range of colleagues and management and resolving issues arising with the general public
<i>Learning to Learn</i>	Manage own work independently and assume responsibility for planning, objectives, timelines and meeting deadlines
<i>Insight</i>	Appreciate the importance of the arts in the lives of others and contribute to the sector as an arts administrator, within a multi-cultural and global arts context.

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
All of the following component(s)			
6N3451	Arts Event Management	6	15
6N3427	Exhibition Techniques	6	15

A minimum credit value of 15 from the following components

6N1950	Communications	6	15
6N3448	Constructive Thinking Skills	6	15
6N1941	Entrepreneurship	6	15
6N2775	Conflict Management	6	15

A minimum credit value of 15 from the following components

6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
6N1949	Personal and Professional Development	6	15

A minimum credit value of 45 from the following components

6N3450	History and Appreciation of Art and Design	6	15
6N3613	Sales and Marketing Management	6	15
6N4370	Marketing Communications	6	15
6N3589	Digital Photography	6	15
6N3585	Arts and the Community	6	15
6N3567	Sales Presentation	6	15
6N2532	Web Authoring	6	15
6N3452	Painting	6	15
6N3445	Creative Application Ceramics	6	15
6N3569	Drawing	6	15
6N3570	Sculpture	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

There are no specific validation requirements

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: 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).

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.

Strand	Sub-strand	Nature of learning
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