Existing: L5 Dance 5M4572 120 credits

Reviewed: L5 Dance Studies 120 Credits

Code	Title	NFQ Level	Credit Value
All of the following component(s)			
5N0781	Dance Performance	5	30
5N0782	Dance Production	5	30
A minimum credit value of 15 from the following component(s)			
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
A minimum credit value of 15 from the following component(s)			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
A minimum credit value of 15 from the following component(s)			
5N0749	Anatomy and Physiology	5	15
5N1279	Human Growth and Development	5	15
5N2668	Exercise and Fitness	5	15
5N4545	Kinesiology	5	15
5N4568	Theatre Performance Skills	5	15
5N4805	Dance History	5	15
5N1301	Music Performance	5	15
5N1849	Music Theory and Practice	5	15
5N4567	Performance Craft	5	15
5N4571	Theatre Studies	5	15

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

Code	Title	NFQ Level	Credit Value
A minimum credit value of 60 from the following component(s)			
TBC	Dance Performance Skills	5	30
TBC	Dance Production Studies	5	30
5N6125	Jazz Dance	5	15
5N6105	Tap Dance	5	15
5N6165	Classical Ballet	5	15
5N6145	Contemporary Dance	5	15
A minimum credit value of 15 from the following component(s)			
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
A minimum credit value of 15 from the following component(s)			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
A minimum credit value of 15 from the following component(s)			
5N0749	Anatomy and Physiology	5	15
5N1279	Human Growth and Development	5	15
5N2668	Exercise and Fitness	5	15
5N4545	Kinesiology	5	15
5N4568	Theatre Performance Skills	5	15
5N4805	Dance History	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.

Certificate Specification NFQ Level 5

DANCE STUDIES

1. Certificate Details

Title	Dance Studies
Teideal as Gaeilge	TBC
Award Type	Major
Code	5M
Level	5
Credit Value	120
Purpose	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 have the foundations to allow them to work as part of a professional dance organisation or to progress to further or higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
Breadth	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
Kind	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

Know How & Skill

Range	Explore and develop movement in a variety of dance styles
Selectivity	Design movements from a chosen dance style which integrate creativity and theoretical knowledge from related areas

Competence

Context	Choreograph a range of dance sequences in contrasting styles, for group and solo, using dance technical skills and aesthetic and performance qualities
Role	Analyse, from a critical viewpoint, learner's own and others' performance in dance technical skills and performance
Learning to Learn	Employ a range of techniques, including technological media, to enhance own learning through self-correction, analysis of own dance skills and strategic planning
Insight	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
A minimum credit value of 60 from the following components			
NEW	Dance Performance Skills	5	30
NEW	Dance Production Studies	5	30
5N6125	Jazz Dance	5	15
5N6105	Tap Dance	5	15
5N6165	Classical Ballet	5	15
5N6145	Contemporary Dance	5	15
A minimum credit value of 15 from the following components			
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
A minimum credit value of 15 from the following components			
5N1433	Work Practice	5	15
5N1356	Work Experience	5	15
A minimum credit value of 15 from the following components			
5N0749	Anatomy and Physiology	5	15
5N1279	Human Growth and Development	5	15
5N2668	Exercise and Fitness	5	15
5N4545	Kinesiology	5	15
5N4568	Theatre Performance Skills	5	15
5N4805	Dance History	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

The provider must have all of the following in place to offer this award:
1. A fully equipped dance studio, with safe sprung floor, a good heating system, mirrors, barres, audio equipment and/or piano
2. On average a maximum of 20-25 learners per class is recommended. The floor area required will depend on the number of participants, the genre of dance and the age of those involved. Approximately 5 square metres per learner is suggested.

3.   The programme must be designed to ensure that learners taking Dance Performance Skills are required to adopt a dance genre different to Jazz Dance/Tap Dance/Classical Ballet or Contemporary Dance and vice versa. Providers information to learners must clearly reflect this aspect.

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 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.
		Some underpinning theory
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

Component Specification NFQ Level 5

Dance Performance Skills

1. Component Details

Title	Dance Performance Skills
Teideal as Gaeilge	
Award Type	Minor
Code	TBC
Level	5
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to perform dance sequences in a choice of genres and styles, using technical dance skills, as a solo dancer or as part of a group.
Learning Outcomes	Learners will be able to:

1. Apply the principles of safe dance practice to a chosen genre through the use of warm-up techniques, establishing correct posture, safe stretching techniques, cool-down techniques, and analysing correct muscle engagement for various movements related to balance, turn-out, safe landing and elevation

2. Demonstrate a vocabulary of limbering or barre exercises which gradually increase the range, degree and efficiency of movement, in chosen dance genre

3. Execute correct technique and body alignment for the chosen genre, with emphasis on the correct line and style, precision of execution and awareness of the relationship between head, torso, pelvis and limbs

4 Build a vocabulary of movement in the chosen genre with knowledge of correct positioning of the feet, head and limbs

5 Describe the correct performance and execution of dance movements within the chosen genre through self-analysis, peer observation and professional productions

6 Illustrate an ability to combine movements, with fluid transitions between positions and phrases, transference of weight, and master actions of travelling, turning, elevation and balance

7 Demonstrate rhythmic feeling, phrasing and accent, showing rhythmic variation with attention to stillness, sudden and sustained phrases

8 Illustrate spatial awareness in relation to dance movement, showing an understanding of momentum and gravity, balance, off-balance and counter balance, with a heightened kinesthetic acuity

9 Demonstrate an overall sense of performance, including elements of: focus, projection, musicality, sensitivity, communication, energy and commitment

10 Identify the intuitive source of movement, giving clear purpose and audience communication

11 Maintain a journal documenting progress of dance pieces in a chosen genre together with personal reflections on dance making under headings of exploration, refining and selection.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes.** Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Skills Demonstration	50%
Learner Record	30%
Assignment	20%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Learner Record
A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance,** the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie

Grading

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

Specific Validation Requirements

The provider must have all of the following in place to offer this award:
1. A fully equipped dance studio, with safe sprung floor, a good heating system, mirrors, barres, audio equipment and/or piano
2. On average a maximum of 20-25 learners per class is recommended. The floor area required will depend on the number of participants, the genre of dance and the age of those involved. Approximately 5 square metres per learner is suggested.
3. The programme must be designed to ensure that learners taking Dance Performance Skills are required to adopt a dance genre different to Jazz Dance/Tap Dance/Classical Ballet or Contemporary Dance and vice versa. Providers information to learners must clearly reflect this aspect.

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.

Component Specification NFQ Level 5

Dance Production Studies

1. Component Details

Title	Dance Production Studies
Teideal as Gaeilge	
Award Type	Minor
Code	TBC
Level	5
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to develop a critical viewpoint and awareness of different dance styles to inform live performance.
Learning Outcomes	Learners will be able to:

1 Use a combination of electronic and live performances to define and review a selection of dance genres, under the headings of dynamic interest to the audience, clear communication of the choreographer's intention, the quality of movement invention and the use of appropriate music

2 Analyse the appropriate role of varied media to record dance history and performance

3 Discuss the significance of lighting, sound and costuming in the portrayal of dance

4 Trace the influence of a choreographer, company, or ethnic or folk dance style, on the evolution of dance as an artistic medium

5 Evaluate similarities and contrasts of style between early influences on dance and current trends, with reference to the impact of social conditions on the formation of particular dance styles

6   Work as part of a team to record a proposed dance production, with reference to the technical requirements

7   Identify the technological skills required to enhance dance recording production from one of the following areas: digital media production, lighting design or sound production

8   Review a chosen live dance performance analysing choreographer's intention, movement components, lighting design, sound quality and visual audience impact

9   Maintain a technical diary on the recording of a dance production with reference to the development of learner's own technological skill

10   Ensure all reasonable care is taken to comply with health and safety requirements in a production setting

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes.** Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Project	40%

Assignment	30%
Learner Record	30%

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.

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

Learner Record

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance,** the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie

Grading

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

Specific Validation Requirements

The providers must have all of the following in place to offer this award:
1. Learners should have access to sound recording equipment or lighting design equipment or digital media production equipment

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.