



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Existing: L5 Music 5M2011 - 120 credits

Code	Title	NFQ Level	Credit Value
A minimum credit value of 45 from the following component(s)			
5N1458	Music Industry Studies	5	15
5N1849	Music Theory and Practice	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 30 from the following component(s)			
5N1301	Music Performance	5	15
5N1374	Event Production	5	15
5N1379	Radio Programme Production	5	15
5N1443	Ethnomusicology	5	15
5N1454	Irish Music	5	15
5N1556	Appreciation of Irish Culture	5	15
5N1564	Audio Engineering	5	15
5N1606	Electronics	5	15
5N1794	Safety and Health at Work	5	15
5N1900	Sound Engineering and Production	5	15
5N1978	Graphic Design Skills	5	15
5N2003	Vocal Performance	5	15
5N4845	Musicianship	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.

Revised: L5 Music Studies 120 credits

Code	Title	NFQ Level	Credit Value
All of the following components			
New	Music Performance Skills	5	30
TBC	Music Theory and Practice	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)			
5N1347	Event Production	5	15
5N1443	Ethnomusicology	5	15
5N1454	Irish Music	5	15
5N1564	Audio Engineering	5	15
5N1951	Entrepreneurial Skills	5	15
5N1640	Music Technology	5	15
5N4845	Musicianship	5	15
5N1900	Sound Engineering and Production	5	15
New	The Music Industry	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.



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 5

MUSIC STUDIES

1. Certificate Specification

Title	Music Studies
Teideal as Gaeilge	
Award Type	Major
Code	TBC
Level	5
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 under supervision as a practitioner in the music industry or to progress to further or higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad range of conceptual and factual knowledge relevant to the key areas of music and the music industry.
<i>Kind</i>	Demonstrate understanding of the concepts, principles and systems pertinent to practitioners in the music industry.
Know How & Skill	
<i>Range</i>	Demonstrate a range of knowledge and skills across a broad spectrum of the music industry.
<i>Selectivity</i>	Select a range of musical mediums and techniques appropriate to different contexts and settings.

Competence

Context Demonstrate knowledge and skills in a professional manner with individuals, groups and colleagues in a range of musical contexts.

Role Perform in a professional manner as part of a group and as a soloist.

Learning to Learn Take responsibility for own learning in a structured context.

Insight Reflect on personal practice to inform self-understanding and personal development within the music 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

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

Award Code	Title	Level	Credit Value
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All of the following component(s)

A minimum credit value of 60 from the following components

New	Music Performance Skills	5	30
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New	Music Theory and Practice	5	30
A minimum credit value of 15 from the following components			
5N0690	Communications	5	15
5N1390	Personal Effectiveness	5	15
5N1367	Teamworking	5	15
A minimum credit value of 15 from the following components			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
A minimum credit value of 15 from the following components			
5N1347	Event Production	5	15
5N1443	Ethnomusicology	5	15
5N1454	Irish Music	5	15
5N1564	Audio Engineering	5	15
5N1951	Entrepreneurial Skills	5	15
5N1640	Music Technology	5	15
5N4845	Musicianship	5	15
5N1900	Sound Engineering and Production	5	15
New	The Music Industry	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 the following in place to offer this award:

1. Rehearsal and performance spaces
2. Appropriate notation and aural training software and associated hardware
3. Appropriate audio equipment
4. Musical instruments e.g. piano, keyboard, guitar, bass, drum kit appropriate to music styles offered

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': NQA



Component Specification NFQ Level 5

1. Component Details

Title	Music Performance Skills
Teideal as Gaeilge	Click here to enter text.
Award Type	Minor
Code	Click here to enter text.
Level	5
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to rehearse and perform in a professional manner as a soloist and/or as a member of an ensemble
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Identify resources required for effective rehearsal and performance2 Identify a range of musical styles within a chosen musical genre3 Choose suitable repertoire for performance4 Outline the skills required to run an effective rehearsal5 Plan and structure a series of rehearsals
Skills	<ol style="list-style-type: none">6 Implement appropriate health and safety measures when rehearsing and performing7 Use musical language competently to communicate effectively with other musicians8 Empathise and communicate artistically with other performers9 Give and receive musical direction10 Translate musical set-ups into technical requirements for performance

Competence

- 11 Develop instrumental technique in the context of a series of performances
- 12 Perform in a variety of contexts within chosen musical genre
- 13 Perform in a musically competent manner paying particular attention to tuning, timing, dynamics and ensemble
- 14 Evaluate the effectiveness of structured rehearsals and performances to inform each subsequent series
- 15 Evaluate own role within the performance process considering planning, preparation, objectives, time management and health and safety

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	70%
Learner Record	20%
Assignment	10%

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.

This assessment must be passed in order to achieve the award

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.

This assessment must be passed in order to achieve the award

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.

This assessment must be passed in order to achieve the award

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 the following in place to offer this award:

1. Rehearsal and performance spaces
2. Appropriate notation and aural training software and hardware
3. Musical instruments e.g. piano, keyboard, guitar, bass, drum kit appropriate to music styles offered

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.



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 5

Music Theory and Practice TBC

1. Component Details

Title	Music Theory and Practice
Teideal as Gaeilge	Teoiric agus Cleachtas Ceol
Award Type	Minor
Code	Click here to enter text.
Level	5
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to develop the fundamental theoretical concepts and aural awareness that underpin performance and to begin to apply these skills effectively in practice.
Learning Outcomes	Learners will be able to:
Knowledge outcomes	<ol style="list-style-type: none">1 Demonstrate a knowledge of the duration and time names of all notes and a clear understanding of time signatures to include simple and compound2 Explain clefs and their uses3 Explain the cycle of major and minor keys and their scales4 Describe the pattern of a range of alternative scales suitable to chosen genre5 Analyse intervals harmonically and melodically6 Analyse and understand the function of a range of chords in a key to include primary and secondary triads, dominant 7th and secondary 7th chords, suspended chords and M/m 6th chords

- 7 Analyse the relationship between chords in a progression
- 8 Identify, with reference to repertoire and exponents, the defining characteristics of a range of styles of music
- 9 Provide a historical and social context for a range of styles of music
- 10 Recognise time signatures and mark a pulse
- 11 Identify and notate major, minor, diminished and augmented intervals
- 12 Notate a simple 4-bar diatonic melody and rhythm
- 13 Distinguish between harmony and non-harmony notes in a melody
- 14 Recognise and notate a range of scales to include major, minor scales and alternative scales suitable to chosen genre
- 15 Recognise and notate a range of chords in root position to include major and minor triads, dominant 7th and secondary 7th chords
- 16 Recognise and notate a range of chords in a progression to include major, minor and dominant 7th chords
- 17 Analyse the structure and arrangement of songs or compositions within the chosen genre

Skills outcomes

Competence outcomes

- 18 Play a range of scales, arpeggios and chords on chosen instrument e.g. major, minor and alternative scales, major and minor chords and their extensions
- 19 Play a simple 4-bar rhythm and melody at sight
- 20 Improvise a chord progression using major, minor and dominant 7th chords in a major or minor key
- 21 Follow a chord chart
- 22 Transpose a chord chart
- 23 Follow performance directions in notated music
- 24 Arrange song or composition for chosen ensemble

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.

Theory Examination	40%
Aural Examination (s)	30%
Skills Demonstration (s)	30%

Description

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.

This assessment must be passed in order to achieve the award

Examination(s) - Aural

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.

An aural examination assesses listening and interpretation skills.

This assessment must be passed in order to achieve the award

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.

This assessment must be passed in order to achieve the award

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 the following in place to offer this award:

1. Rehearsal and performance spaces
2. Musical instruments e.g. piano, keyboard, guitar, bass, drum kit appropriate to music styles offered

**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.

for consultation



Component Specification NFQ Level 5

THE MUSIC INDUSTRY

1. Component Details

Title	The Music Industry
Teideal as Gaeilge	
Award Type	Minor
Code	TBC
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence required to work in the music industry and to adopt an entrepreneurial approach to the business, operating independently while under general direction.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Examine the structure of the music industry nationally and internationally2 Interpret the role and functions of key professional and official organisations in the music industry3 Describe a range of business structures and associated key personnel as they apply to the music industry4 Explain the range of roles within a typical band to include employer, employee, equal partners5 Illustrate the steps from composing or song writing to publishing musical works6 Evaluate the process of recording, manufacture, release, distribution and promotion of music7 Examine the role of intellectual property rights in safeguarding artists rights and works8 Examine recent technological developments in the production and promotion of music
Skill	

Competence

- 9 Calculate resource requirements for a music industry project, to include human, financial, marketing, physical and technical resources
- 10 Negotiate the key points in agency, management, recording and publishing contracts
- 11 Prepare marketing material to include promotional, advertising, social media and digital content in relation to a particular task or project
- 12 Assess the personal, social and technical skills, values and attributes required to work effectively in the music industry
- 13 Identify opportunities for innovation and entrepreneurship in the music industry
- 14 Plan an innovative approach to a particular music related problem, task or project, to include identifying required skills, potential obstacles, strategies to handle risk and creating innovative responses to issues/problems that arise

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	50%
Skills Demonstration(s)	30%
Assignment	20%

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.

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.

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

There are no specific validation requirements

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.