Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

Certificate Specification NFQ Level 5

Performing Arts 5M5151

1. Certificate Details

Title	Performing Arts
Teideal as Gaeilge	Na Taibhealaíona
Award Class	Major
Code	5M5151
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skills and competence in a range of core disciplines in performing arts studies to work independently under supervision in a range of those disciplines and 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 range of conceptual, practical and factual knowledge relevant to the key areas of performance.
Kind	Demonstrate understanding of the concepts, principles and systems pertinent to practitioners in the performing arts.
Know How & Skill	
Range	Demonstrate a range of knowledge and skills across a broad spectrum of the performing arts industry.
Selectivity	Select appropriate research, creative and problem solving techniques and tools in response to a wide and diverse range of challenges within the performance arts sector.
Competence	

	Context	Demonstrate knowledge and skills in a professional manner with individuals, groups and colleagues in a diverse range of performance contexts.
	Role	Contribute both to the planning, design, implementation and evaluation of a theatrical or musical event and perform both as a member of a group or a solo performer.
	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 performing arts disciplines.
		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)			
A minimum credit value of 30 from the following components			
5N1301	Music Performance	5	15
5N1849	Music Theory and Practice	5	30
5N4568	Theatre Performance Skills	5	15

5N6046	TV and Film Acting	5	15
5N6145	Contemporary Dance	5	15
5N6185	Dance Analysis and Development	5	15
A minimum credit value of 15 from the following components			
5N1367	Teamworking	5	15
5N0690	Communications	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
5N2985	Personal and Professional Development	5	15
A minimum credit value of 30 from the following components			
5N4545	Kinesiology	5	15
5N4567	Performance Craft	5	15
5N4571	Theatre Studies	5	15
5N4805	Dance History	5	15
5N5055	Acting Skills and Techniques	5	15
5N1298	Media Analysis	5	15
5N1458	Music Industry Studies	5	15
5N1550	Stage Management and Administration	5	15
5N1564	Audio Engineering	5	15
5N1794	Safety and Health at Work	5	15
5N1374	Event Production	5	15
5N6105	Tap Dance	5	15
5N6125	Jazz Dance	5	15
5N6165	Classical Ballet	5	15

The remaining credit value of 30 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

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 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