



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 6

### Dance 6M20595

#### 1. Certificate Details

<b>Title</b>	Dance
<b>Teideal as Gaeilge</b>	Damhsa
<b>Award Type</b>	Major
<b>Code</b>	6M20595
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the relevant knowledge, skills and competence to work as part of a professional dance organisation as a dancer, dance artist or dance instructor and/or progress to higher education.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a detailed and informed knowledge of complex dance movement, using the body as an instrument of expression
<i>Kind</i>	Demonstrate to a high standard the artistic, technical, rhythmical and choreographic skill in a selected dance style or styles.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Investigate the scientific components of dance performance and training, in relation to growth and development, dance fitness, performance psychology, health and safety, nutrition, etc, to promote safe dance practice.

*Selectivity* Design dance education programmes or workshops for a selection of age groups/levels, for use in the dance school or community dance projects, taking into account lifespan development and motor skills development.

## **Competence**

*Context* Develop an appreciation for dance traditions, history and the influence of the major artists, musicians, choreographers and companies through the centuries.

*Role* Demonstrate an understanding of own role, responsibilities, and boundaries of role in relation to dance performance, production and/or dance instruction.

*Learning to Learn* Analyse development of own skills through self-correction, reflection and strategic planning.

*Insight* Evaluate potential of own talents as dancer, choreographer, facilitator or teacher and the range of these roles in the professional dance environment.

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.

Level 5 Major Dance or Dance Studies or Performing Arts

## **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
<b>All of the following component(s)</b>			
<b>A minimum credit value of 30 from the following components</b>			
6N3325	Training Needs Identification and Design	6	15
6N3326	Training Delivery and Evaluation	6	15
6N20589	Dance Performance and Production	6	30
<b>A minimum credit value of 30 from the following components</b>			
6N20590	Dance Appreciation	6	15
6N20591	Classical Ballet	6	15
6N20592	Contemporary Dance	6	15
6N20593	Jazz Dance	6	15
6N20594	Music in a Dance Context	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1948	Team Leadership	6	15
6N1949	Personal and Professional Development	6	15
6N1950	Communications	6	15
6N2191	Leadership	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N5345	Exercise and Fitness	6	15
6N5405	Musical Theatre Performance Skills	6	15
6N5408	Musical Theatre Studies	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. A fully equipped dance studio, with a safe sprung floor, a good heating system, mirrors, barres, audio equipment and or piano, access to lighting, sound and recording technicians, costumes and costume designer that are adaptable to a provider's facilities.
2. On average, a maximum of 20-25 learners per class is recommended.

- The floor area required depends on the number of participants, the genre of dance and the age of those involved. Approximately five square metres per learner is suggested.

## 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.

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*