



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 6

DANCE

1. Certificate Details

Title	Dance
Teideal as Gaeilge	TBC
Award Type	Major
Code	TBC
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the 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.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge – <i>Breadth</i>	Demonstrate a detailed and sophisticated knowledge of complex dance movement, using the body as an instrument of expression.
Knowledge - <i>Kind</i>	Demonstrate to a high standard the artistic, technical, rhythmical and choreographic skills in a selected dance style or styles.
Know How & Skill - <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.
Know How & Skill - <i>Selectivity</i>	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.

Competence - *Role* Understand own role, responsibilities, and boundaries of role in relation to dance performance, production and/or dance instruction.

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

Competence - *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

Transfer

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same or lower levels 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 level of the national framework of qualifications.

Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

Grading

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

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 30 from the following components:			
New	Dance Performance and Production	6	30
6N3325	Training Needs Analysis	6	15
6N3326	Training Delivery and Evaluation	6	15
A minimum credit value of 30 from the following components:			
New	Dance Appreciation	6	15
New	Classical Ballet	6	15
New	Contemporary Dance	6	15
New	Jazz Dance	6	15
New	The Relationship between Music and Dance	6	15
A minimum credit value of 15 from the following components:			
6N1948	Team Leadership	6	15
6N2191	Leadership	6	15
6N1950	Communications	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 15 from the following components:			
6N5408	Musical Theatre Studies	6	15
6N5405	Musical Theatre Performance Skills	6	15
6N5345	Exercise and Fitness	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.
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.
3. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 FET 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

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



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 6

Dance Performance and Production

1. Component Details

Title	Dance Performance and Production
Teideal as Gaeilge	TBC
Award Type	Minor
Code	TBC
Level	6
Credit Value	30
Purpose	The purpose of this award is to equip the learner with specialist skills, knowledge and competencies to perform and produce dance productions for solo or group performers with regard to overall design including lighting, sound, costume and/or recording elements.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Acquire an appropriate standard of dance performance including artistry, expression, audience connection and secure musicality in a chosen dance genre.2 Acquire an appropriate standard of technical execution including balance and control, line and style, and secure rhythm, in a chosen dance genre, using a sophisticated vocabulary of movement.3 Creatively utilise a variety of choreographic principles in constructing dance performance pieces.
Skill	<ol style="list-style-type: none">4 Utilise contrasting dynamics, floor pattern, group patterning, individual bodylines, and rhythmic pattern to construct aesthetic elements of a dance production.

Competence

- 5 Devise musical or other accompaniment to effectively enhance the dance experience and add to overall artistic expression
- 6 Create a live, and/or recorded, production of learner's own choreography (either solo or a group ensemble) in collaboration with personnel appropriate to the production.
- 7 Assess the process of constructing the live or recorded performance in the areas of choreographic intent, audience impact, theatre arrangement (in the round, box stage, on the flat, etc), lighting and costume design choices, and sound and accompaniment choices.
- 8 Reflect on the development of the learner's own technique, artistry, and choreographic skills in producing the live or recorded performance with reference to the learner's own intentions and the relationship between team members.

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	40%
Project	40%
Learner Record	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.

The internal assessor will devise a brief for a demonstration related to the artistic and technical skills required in dance performance.

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.

The internal assessor will devise a brief for a project related to the choreographing and staging of a dance production.

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.

The learner will maintain a diary-style record analyzing and evaluating specific learning experiences, activities, responses and skills acquired in relation to dance production.

Recognition of Prior Learning

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. 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.
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.
3. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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 6****CLASSICAL BALLET****1. Component Details**

Title	Classical Ballet
Teideal as Gaeilge	TBC
Award Type	Minor
Code	TBC
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the specialist knowledge, skill and competence to understand and perform classical ballet at an appropriate level.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Demonstrate advanced and precise classical training movements with skill and security in barre work and centre practice, showing correct technique, weight placement, rhythm and coordination.2 Show correct placing, quality of movement and musicality in the use of ports de bras with emotional and artistic connection.
Skill	<ol style="list-style-type: none">3 Apply use of strong core control, muscle action and coordination to achieve secure balance and control, for fluidity, flexibility and stability in adage movements.4 Utilise advanced core control, correct muscle action, and rhythmic security, to execute complicated and multiple turning sequences and elevated sequences with artistry and audience projection.5 Show agility, technique and precision in the execution of allegro and grand allegro sequences, and petit batterie, with a sense of performance and coordination.

Competence

- 6 Demonstrate accurate technique and precision in gender-specific movements, such as pointe work or virtuoso work
- 7 Analyse classical ballet movements with reference to the French terms, technique, impetus, and quality of the movement.
- 8 Understand own physique in relation to classical ballet technique with regard to posture, flexibility, strength, body type and physical variations.
- 9 Understand the application of supplementary exercises to improve own execution and performance of classical ballet technique and movements
- 10 Reflect on issues in own training regarding technical and artistic development, safe dance practice and injury prevention.

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	60%
Assignment	40%

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.

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.

The internal assessor will devise 2 assignments of 20% each

Recognition of Prior Learning

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. 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.
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.
3. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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 6****CONTEMPORARY DANCE****1. Component Details**

Title Contemporary Dance

Teideal as Gaeilge TBC

Award Type Minor

Code TBC

Level 6

Credit Value 15

Purpose The purpose of this award is to equip the learner with the specialist knowledge, skill and competence to understand and perform contemporary dance at an appropriate level and to further develop the learner's previous technical and artistic skills in contemporary dance.

Learning Outcomes Learners will be able to:

Knowledge

- 1 Demonstrate contemporary dance technique to a vocational level: including warm-up and cool-down modalities, limbering, floor work, centre-work and travelling sequences; with skill and security showing correct technique, weight placement, flexibility and co-ordination to a standard indicating progression.
- 2 Incorporate physical contraction and expansion, fall and recovery, lean and tilt, reach and swing and other dynamic enhancers according to technique being applied.
- 3 Incorporate floor-work, arm and back co-ordination, core strength, extension, footwork, elevation and movement quality in both adage and fast movement sections to a satisfactory standard.

Skill

- 4 Show developing agility, technical mastery, and clarity, in weight-bearing movement through space, carving of space, release onto

floor, muscular ease and relaxation, gravity effects, gesture, turns and extensions, in prescribed amalgamations.

5 Utilise external and/or internal stimuli in developing body awareness, phrasing of sequences, use of music or other accompanying stimuli as impetus to work with or against, according to approved content.

Competence

6 Apply issues in learner's own training regarding technical and artistic progression, understanding of movement impetus and execution, and performance integrity.

7 Research a chosen/given topic within contemporary dance traditions, history or technique

8 Investigate and explore movement within a choreographic context, creating learner's own work, towards realisation of theme/topic, showing selection and refinement process, work-in-progress and performed piece.

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 60%

Assignment 40%

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.

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.

The internal assessor will devise two assignments of 20% each

Recognition of Prior Learning

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. 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.

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.
3. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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 6****JAZZ DANCE****1. Component Details**

Title	Jazz Dance
Teideal as Gaeilge	
Award Type	Minor
Code	TBC
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the specialist knowledge, skill and competence to understand and perform jazz dance at an appropriate level.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Demonstrate advanced and precise jazz warm-up and limbering movements with skill and security, including floor work, showing correct technique, weight placement, flexibility and coordination.2 Show correct placing, quality of movement and musicality in arm movements and isolations, with emotional and artistic projection.3 Apply use of strong core control, muscle action and coordination to achieve secure balance and control, and a clear sense of jazz lines, in lyrical jazz and jazz adage movements.4 Utilise advanced core control, correct muscle action, and rhythmic security, to execute complicated and multiple turning sequences, kick sequences, and elevated sequences with artistry and audience connection.
Skill	

Competence

- 5 Show agility, technique and precision in the execution of jazz amalgamations and routines, with a sense of performance and coordination.
- 6 Demonstrate a secure sense of rhythm in relation to jazz movements.
- 7 Analyse jazz dance movements with reference to the technique, impetus, and quality of the movement.
- 8 Understand own physique in relation to jazz technique with regard to posture, flexibility, strength, body type and physical variations.
- 9 Understand the application of supplementary exercises to improve own execution and performance of jazz technique and movements.
- 10 Critically reflect on issues in own training regarding technical and artistic development, safe dance practice and injury prevention.

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	60%
Assignment	40%

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.

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.

The internal assessor will devise 2 assignments of 20% each.

Recognition of Prior Learning

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:

4. 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.

5. 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.
6. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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 6

DANCE APPRECIATION

1. Component Details

Title	Dance Appreciation
Teideal as Gaeilge	TBC
Award Type	Minor
Code	TBC
Level	6
Credit Value	15
Purpose	The purpose of this award is to acquire an appreciation of different genres of dance, to enhance critiquing skills in relation to recorded and/or live dance productions and to develop research skills in relation to an area of special study.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Explore how a minimum of two chosen dance genre have evolved to their present day form and compare these evolutions2 Trace the technical development of a chosen dance genre, from an accepted starting point to the present day3 Analyse the development of the roles of the choreographer and dancer in each development period of a chosen dance genre4 Identify key pieces of choreography, within a chosen dance genre, that encapsulate the key developmental stages of that dance genre
Skill	<ol style="list-style-type: none">5 Explore how the methods of recording the history of a chosen dance genre have changed across the evolution of that dance genre

- 6 Evaluate different productions of the same dance work, by engaging in comparative study of these works
- 7 Appraise a number of dance performances, live and/or recorded, and critique them on their own merit and in relation to the specific genre as a whole
- 8 Demonstrate an understanding of research methods within the chosen dance genres

Competence

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.

Learner Record – 50%

Project – 50%

Description

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.

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 artifact or event

Recognition of Prior Learning

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. 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.
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.
3. The programme must be designed to ensure that learners taking Dance Performance and Production are required to study 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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 6

THE RELATIONSHIP BETWEEN MUSIC AND DANCE

1. Component Details

Title	The Relationship Between Music and Dance
Teideal as Gaeilge	TBC
Award Type	Minor
Code	TBC
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the aural and analytical skills and knowledge to apply the concepts and terminology of music to dance so that they can make informed judgments about music in a dance context.
Learning Outcomes	Learners will be able to:
Knowledge	<ol style="list-style-type: none">1 Develop an understanding of standard music notation, including the signs used to interpret the metre, rhythm and pitch of musical pieces2 Recognise the directions and markings for expression, dynamics and phrasing3 Identify the defining characteristics of a variety of musical styles and compare/contrast these styles
Skill	<ol style="list-style-type: none">4 Identify aurally the basic components, structures and forms in music5 Apply appropriate music and dance terminology in detailing the relationship between the use of music and the dance narrative

- Competence**
- 6 Recognise appropriate musical styles for dance, relevant to the physical and cognitive development of the dancers
 - 7 Understand the importance of musical choice in relation to the development of dance technique
 - 8 Create well-balanced dance exercises with music choices that combine technical, artistic and musical qualities at an appropriate developmental level

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.

Examination – Theory 40%

Examination – Theory 30%

Aural Examination 30%

Description

Theory Examination:

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.

Construction Theory Examination:

The internal assessor will devise an examination to assess learner's ability with construction of dance styles to music styles.

Music Theory Examination:

The internal assessor will devise an examination to assess the learner's knowledge of music theory.

Aural Examination:

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.

The internal assessor will devise an examination to assess the learner's ability in relation to identifying musical elements in relation to dance styles.

Recognition of Prior Learning

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:

A fully equipped dance studio, with mirrors, barres, safe sprung floor, audio equipment and or piano, access to lighting, sound and recording technicians, costumes and costume designer.

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 this award where one exists. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Dance or Dance Studies

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.