



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 6

Music

Title Music

Teideal as Gaeilge

Award Type Major

Code 6M

Level 6

Credit Value 120

Purpose

The purpose of the award is to enable the learner to acquire the knowledge, skills and competence in the areas of musicianship, music performance, music production or music management. It would also enable learners to continue music training as a natural link to further qualifications at a higher level or to prepare learners for a career in the industry.

Statements of Knowledge, Skill and Competence

Learners will be able to:

Knowledge

Breadth

Demonstrate a broad and thorough knowledge and understanding of the theoretical, technical, practical and professional aspects of the music industry

Kind

Demonstrate a detailed understanding of the concepts and theories that underpin the work of a practitioner in the music industry

Know How & Skill

Range

Demonstrate a range of knowledge and skills across a broad spectrum of the music industry

Selectivity Demonstrate the ability to respond appropriately to a variety of challenges, while meeting the professional demands of the music industry

Competence

Context Demonstrate the knowledge and skill to respond appropriately and creatively in a variety of musical contexts

Role Demonstrate professional and musical competence in chosen role within the music industry

Learning to Learn Demonstrate the ability to enhance existing knowledge, skills and competencies through structured individual practice, research and further study

Insight Demonstrate appropriate reflective practice through constructive evaluation of the music industry and of the potential for personal development within that industry

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.

Learners should have achieved L5 Music or Level 5 Music Studies major awards

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 components			
New	Music Theory and Practice	6	30
New	Music Performance	6	30
A minimum credit value of 30 from the following components			
6N4981	Studio and Location Sound Production	6	15
6N1941	Entrepreneurship	6	15
6N4800	Event Management	6	15
6N5408	Musical Theatre Studies	6	15
6N5405	Musical Theatre Performance	6	15
New	The Relationship Between Music and Dance	6	15
6N1948	Team Leadership	6	15
6N1950	Communications	6	15
6N2191	Leadership	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

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

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 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



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Component Specification NFQ Level 6

1. Component Details

Title	Music Performance
Teideal as Gaeilge	Seinm Ceoil
Award Type	Minor
Code	Click here to enter text.
Level	6
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to rehearse and perform professionally and independently in a variety of contexts and to evaluate the effectiveness of the rehearsal and performance processes
Learning Outcomes	Learners will be able to:
Knowledge outcomes	<ol style="list-style-type: none">1 Apply theoretical knowledge (aural awareness and knowledge of repertoire) in music performance2 Use musical language to direct and to interact with other musicians3 Research and select repertoire representative of a variety of genres4 Apply knowledge of the conventions of interpretation of different styles within their chosen genre(s)5 Outline a plan for a series of structured rehearsals
Skills outcomes	<ol style="list-style-type: none">6 Implement a strategy to run an effective series of rehearsals7 Practise a varied repertoire for ensemble or solo performance in order to improve instrumental or vocal skills8 Demonstrate consistent development of instrumental technique9 Demonstrate consistent musical development

Competence outcomes

- 10 Develop basic improvisation skills
- 11 Demonstrate musical awareness in an ensemble setting
- 12 Follow prepared lead sheets or chord charts or scores in rehearsal and performance
- 13 Sight-read lead sheets or chord charts or scores in rehearsal
- 14 Run an effective series of rehearsals
- 15 Demonstrate evidence of taking responsibility for own progress
- 16 Perform solo repertoire and/or in ensembles professionally and artistically
- 17 Demonstrate that critical listening has informed performance style
- 18 Perform in a variety of social and cultural contexts to develop public performance experience
- 19 Evaluate the effectiveness of the rehearsal process
- 20 Evaluate the musical effectiveness of each performance
- 21 Evaluate the effectiveness of learner's own musical performance within the 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.

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
4. Appropriate audio equipment

Supporting Documentation

None

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Level 5 Major Music or L5 Music 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.



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Component Specification NFQ Level 6

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	6
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to further develop the theoretical concepts and aural awareness that underpin performance and to develop the musical fluency to use these skills effectively in practical situations.

Learning Outcomes Learners will be able to:

Knowledge outcomes	1	Read and notate rhythms in simple and compound time
	2	Read and notate all the Major and minor scales
	3	Construct pentatonic, chromatic and modal scales
	4	Read and notate intervals
	5	Analyse the components of melody
	6	Analyse and understand the function of a range of diatonic triads in Major and minor keys
	7	Analyse and understand the function of dominant 7 th and secondary 7 th chords and their extensions
	8	Analyse and understand the function of a range of chromatic/altered chords
	9	Analyse the frequency of chord changes in a piece of music for an understanding of harmonic rhythm

Skills outcomes

- 10 Analyse and understand different types of modulation
- 11 Analyse and understand chord inversions
- 12 Analyse standard chord progressions and cadences
- 13 Analyse the structure and arrangement of songs or compositions
- 14 Recognise and notate rhythms in simple and compound time
- 15 Recognise and notate major, minor, diminished and augmented intervals
- 16 Recognise and notate an 8-bar diatonic melody and rhythm
- 17 Recognise and notate a range of scales, including pentatonic and modal scales
- 18 Recognise and notate a range of triads in root position, 1st and 2nd inversion
- 19 Recognise and notate a range of chords including extensions and suspensions in root position
- 20 Recognise and notate a range of chords in a progression, including cadences
- 21 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

Competence outcomes

- 22 Recall and play a 4-bar chord progression
- 23 Recall and play a 4-bar melody
- 24 Play a 16-bar rhythm and melody at sight
- 25 Compose, notate and play a 16-bar melody
- 26 Improvise a chord progression using a range of diatonic and chromatic chords in a major or minor key
- 27 Use voice-leading effectively
- 28 Re-harmonise a well-known melody
- 29 Follow a lead sheet/chord chart at sight

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	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. Appropriate notation and aural training software and hardware
3. Musical instruments e.g. piano, keyboard, guitar, bass, drum kit
4. Appropriate audio equipment

Supporting Documentation

None

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

for consultation



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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	<ol style="list-style-type: none">6 Recognise appropriate musical styles for dance, relevant to the physical and cognitive development of the dancers7 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.

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