

Certificate Specification NFQ Level 5

Design 5M2208

1. Certificate Details

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|--|---|
| Title | Design |
| Teideal as Gaeilge | Dearadh |
| Award Class | Major |
| Code | 5M2208 |
| Level | 5 |
| Credit Value | 120 |
| Purpose | The purpose of this award is to enable the learner to acquire the knowledge skill and competence in the design process to work independently and under supervision in a particular design field and or to progress to further and or higher education and training. |
| Statements of Knowledge, Skill and Competence | Learners will be able to: |
| Knowledge | |
| <i>Breadth</i> | Demonstrate a broad knowledge and some specialised analysis of historical and contemporary practice in a design field. |
| <i>Kind</i> | Demonstrate an understanding of design principles as applied to a design context including form, function, aesthetics, culture and society. |
| Know How & Skill | |
| <i>Range</i> | Demonstrate conceptual thinking and critical analysis in the generation of an individual creative response to a client or self-initiated brief. |
| <i>Selectivity</i> | Select and employ a varied range of methods and media to generate, develop and communicate creative solutions to design problems. |
| Competence | |

| | |
|--------------------------|---|
| <i>Context</i> | Apply a design process to a particular design field, through a variety of projects ranging in scope from elementary to complex. |
| <i>Role</i> | Engage in a design process, subject to some supervision, as an individual designer in response to a client or self-initiated brief and or as a member of a design team. |
| <i>Learning to Learn</i> | Take responsibility for own learning in a structured context. |
| <i>Insight</i> | Evaluate their own performance in response to a brief with reference to specific objective design criteria. |

The learning outcomes associated with this award are outlined in the associated Component Specifications.

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|---------------------------|---|
| 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 or lower levels of the National Framework of Qualifications. |
| Progression | Learners who successfully complete this award may progress to a range of different awards. |
| Progression Awards | Learners who successfully complete this award may progress to a range of different awards. AFDES Fashion Design AFMRX Furniture Making and Restoration AATDX Architectural Technology and Design AINTD Interior Design AIXXX Illustration ATBXX Textiles |
| 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) | | | |
| 5N0784 | Design Skills | 5 | 15 |
| 5N1862 | Drawing | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N0690 | Communications | 5 | 15 |
| 5N1390 | Personal Effectiveness | 5 | 15 |
| 5N0972 | Customer Service | 5 | 15 |
| 5N1615 | Problem Solving | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N2985 | Personal and Professional Development | 5 | 15 |
| 5N1356 | Work Experience | 5 | 15 |
| 5N1433 | Work Practice | 5 | 15 |
| A minimum credit value of 45 from the following components | | | |
| 5N0764 | Combined Materials | 5 | 15 |
| 5N0755 | Appreciation of Art, Craft and Design | 5 | 15 |
| 5N1919 | Colour and Light | 5 | 15 |
| 5N0761 | Collage Techniques | 5 | 15 |
| 5N1558 | Architectural Drawing | 5 | 15 |
| 5N1604 | Computer Aided Draughting (2D) | 5 | 15 |
| 5N1456 | Materials and Finishes | 5 | 15 |
| 5N1275 | Furniture Making | 5 | 30 |
| 5N1566 | Batik | 5 | 15 |
| 5N1441 | Embroidery | 5 | 15 |
| 5N1276 | Garment Construction | 5 | 15 |
| 5N1303 | Pattern Drafting | 5 | 15 |
| 5N1455 | Knitting | 5 | 15 |
| 5N1864 | Woven Textiles | 5 | 15 |
| 5N1929 | Computer Illustrated Graphics | 5 | 15 |
| 5N1910 | Web Authoring | 5 | 15 |
| 5N1978 | Graphic Design Skills | 5 | 15 |
| 5N1292 | Image Processing | 5 | 15 |
| 5N1538 | Photographic Techniques | 5 | 15 |
| 5N1373 | Printmaking | 5 | 15 |
| 5N1649 | Art Metalcraft | 5 | 15 |
| 5N1559 | Art Woodwork | 5 | 15 |
| 5N0759 | Ceramics | 5 | 15 |
| 5N1794 | Safety and Health at Work | 5 | 15 |

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

3. Supporting Documentation

None

4. Specific Validation Requirements

There are no specific validation requirements for this award

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