

Certificate Specification NFQ Level 6

Art 6M4029

1. Certificate Details

Title	Art
Teideal as Gaeilge	Ealaín
Award Class	Major
Code	6M4029
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 autonomously and independently in a fine art context and or to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a specialised knowledge across a range of fine art disciplines in 2 and 3 dimensions, including locating practice in cultural and historical traditions
<i>Kind</i>	Demonstrate a critical understanding of issues and processes, including the roles and purpose of the elements and principles of art
Know How & Skill	
<i>Range</i>	Use a comprehensive range of specialised skills and tools within relevant analytical and expressive visual and plastic processes
<i>Selectivity</i>	Formulate personal responses using relevant research and investigative strategies to fine art and design problems
Competence	

<i>Context</i>	Operate with due regard to responsible workshop practice, including working with peers, clients or in a collective context
<i>Role</i>	Critically exploit the sustained exploration of ideas which underpin creative responses to fine arts/design problems
<i>Learning to Learn</i>	Evaluate own work with regard to quality of concept development, enquiry, experiment and research, technical execution, interpretative and presentation skills
<i>Insight</i>	Use fine art and design media and processes to express a personal world view.

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

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

Transfer Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

Progression Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

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

Grading Pass
Merit
Distinction
The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 120. This will be achieved by completing:

Award Code	Title	Level	Credit Value
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All of the following component(s)

A minimum credit value of 30 from the following components

6N3446	Design Skills	6	15
6N3569	Drawing	6	15
6N3452	Painting	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 30 from the following components

6N3570	Sculpture	6	15
6N3571	Studio Practice	6	15
6N3585	Arts and the Community	6	15
6N3587	Combined Materials	6	15
6N3589	Digital Photography	6	15
6N3907	Batik	6	15
6N3910	Woven Textiles	6	15
6N4370	Marketing Communications	6	15
6N3480	Illustration Techniques and Practice	6	15
6N3568	Printmaking	6	15
6N3449	Fine Art Photography	6	15
6N3445	Creative Application Ceramics	6	15
6N3451	Arts Event Management	6	15

A minimum credit value of 15 from the following components

6N1950	Communications	6	15
6N2191	Leadership	6	15
6N1948	Team Leadership	6	15
6N3448	Constructive Thinking Skills	6	15

A minimum credit value of 15 from the following components

6N3427	Exhibition Techniques	6	15
6N3450	History and Appreciation of Art and Design	6	15
6N3567	Sales Presentation	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

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 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