

## Certificate Specification NFQ Level 6

### Architectural Technology and Design 6M4989

#### 1. Certificate Details

<b>Title</b>	Architectural Technology and Design
<b>Teideal as Gaeilge</b>	Teicneolaíocht agus Dearadh Ailtreachta
<b>Award Class</b>	Major
<b>Code</b>	6M4989
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work independently preparing drawings and specifications for building projects and or to progress to higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate specialist knowledge across a broad area of architectural technology, building design and information and communication technologies in support of the design process
<i>Kind</i>	Demonstrate understanding of theoretical concepts and underpinning theory pertinent to architectural technology and construction with particular emphasis on building regulations and technical guidance documentation.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Apply a broad range of specialised skills and tools in preparing detailed drawings and specifications for building projects.
<i>Selectivity</i>	Formulate design solutions to construction related problems.
<b>Competence</b>	

<i>Context</i>	Demonstrate ability to apply theoretical and technical concepts of construction design and the technologies required to produce practical solutions which are capable of being built.
<i>Role</i>	Operate effectively as a member of the design team.
<i>Learning to Learn</i>	Demonstrate capacity for self-managed and autonomous learning and providing professional development guidance to others.
<i>Insight</i>	Demonstrate personal initiative and critical judgement and awareness of the impacts of changing environmental and economic conditions in the built environment.

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

<b>Access</b>	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.
<b>Transfer</b>	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.
<b>Progression</b>	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.
<b>Progression Awards</b>	Learners who successfully complete this award may progress to a range of different awards.
<b>Grading</b>	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:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
<b>All of the following component(s)</b>			
6N3625	Architectural Drawing and Presentation	6	15
6N3652	Computer Aided Draughting	6	15
6N4909	Building Technology and Design	6	15

**A minimum credit value of 15 from the following components**

6N1950	Communications	6	15
6N2191	Leadership	6	15
6N0697	Customer Service	6	15
6N1948	Team Leadership	6	15

**A minimum credit value of 15 from the following components**

6N1949	Personal and Professional Development	6	15
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15

**A minimum credit value of 30 from the following components**

6N4905	3D Design Materials	6	15
6N4908	Architectural Model Making	6	15
6N3446	Design Skills	6	15
6N4925	Concrete Detailing	6	15
6N4965	Critical Studies of the Built Environment	6	15
6N4969	Environmental Studies	6	15
6N4986	Surveying	6	15
6N5965	Computer Aided Design - 3D	6	15
6N0732	Building Energy Rating Assessment (Dwellings)	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.

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://www.qqi.ie).

### 6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do

in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
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*