

Certificate Specification NFQ Level 6

Interior Design 6M5127

1. Certificate Details

Title Interior Design

Teideal as Gaeilge Dearadh Intí

Award Class Major

Code 6M5127

Level 6

Credit Value 120

Purpose The purpose of this award is to enable the learner to acquire the knowledge, skill and competence in the theories, principles and practices underpinning the field of interior design. Learners will develop an understanding of the roles and responsibilities of the professional interior designer and the processes involved in working as part of a design team.

Statements of Knowledge, Skill and Competence Learners will be able to:

Knowledge

Breadth Demonstrate a broad knowledge of design procedures, regulations and other best practice guidelines that relate to the interior design industry at a professional level.

Kind Generate design concepts through individual and creative solutions to design briefs with clear understanding of the methodologies and technical processes that are applied to interior design and the built environment.

Know How & Skill

Range Demonstrate the ability to respond to a commercial, retail and/or residential design brief to a professional standard. Conceptual thinking and critical analysis should be evident in devising an individual solution to the design brief.

Selectivity Exercise judgment when selecting methods to communicate design solutions to a client. Technical language and

presentation skills should be utilised according to best practice in the context of an interior design project.

Competence

<i>Context</i>	Apply a broad range of skills demonstrating design procedures and technical language across a variety of Individually lead design projects.
<i>Role</i>	Show competence and professional ability when engaging in design projects as an individual designer or working as part of a professional design team.
<i>Learning to Learn</i>	Take responsibility for own professional development and or assist others in identifying their own professional development needs.
<i>Insight</i>	Reflect critically on personal and professional practice to inform understanding and contribute to the professional development of self and other designers.

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)

6N5447	3D Interior Design Methods	6	15
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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 45 from the following components

5N1929	Computer Illustrated Graphics	5	15
6N5448	History of Furniture	6	15
6N5449	Furniture Design	6	15
6N3427	Exhibition Techniques	6	15
6N3446	Design Skills	6	15
6N3450	History and Appreciation of Art and Design	6	15
6N3569	Drawing	6	15
6N3587	Combined Materials	6	15
6N3652	Computer Aided Draughting	6	15
6N4006	Professional Presentation	6	15
6N4090	Project Management	6	15
6N4188	Marketing Management	6	15
6N4905	3D Design Materials	6	15
6N4908	Architectural Model Making	6	15
6N4909	Building Technology and Design	6	15
6N4965	Critical Studies of the Built Environment	6	15

The remaining credit value of 30 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.gqi.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

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