



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 5

### Graphic Design 5M1995

#### 1. Certificate Details

<b>Title</b>	Graphic Design
<b>Teideal as Gaeilge</b>	Dearadh Grafach
<b>Award Type</b>	Major
<b>Code</b>	5M1995
<b>Level</b>	5
<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 of the graphic design process and to work independently and under supervision in a range of graphic design contexts and or to progress to further and or higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad range of knowledge of the concepts, techniques and tools in the graphic design process.
<i>Kind</i>	Demonstrate an understanding of graphic design principles as applied to a range of design contexts.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate conceptual thinking and a range of skills in the generation of individual graphic design responses to specific client of self initiated design brief(s).

*Selectivity* Select a varied range of methods and media to generate, develop and communicate creative solutions to graphic design problems.

## **Competence**

*Context* Apply the graphic design process to a range of varied and specific design fields, through a variety of design projects, ranging in scope from elementary to complex.

*Role* Engage in the graphic design process, subject to some supervision, as an individual designer and or as a member of a graphic design team.

*Learning to Learn* Take responsibility for own learning in a structured context.

*Insight* Evaluate own performance and work with reference to specific design objectives, considering planning, preparation and time management.

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:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
<b>All of the following component(s)</b>			
5N0784	Design Skills	5	15
5N1862	Drawing	5	15
5N1978	Graphic Design Skills	5	15
<b>A minimum credit value of 15 from the following components</b>			
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
5N0693	Constructive Thinking	5	15
<b>A minimum credit value of 15 from the following components</b>			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
<b>A minimum credit value of 30 from the following components</b>			
5N0764	Combined Materials	5	15
5N0785	Desktop Publishing	5	15
5N0757	Traditional Black and White Photography	5	15
5N1838	Pre-press Graphics	5	15
5N1373	Printmaking	5	15
5N1292	Image Processing	5	15
5N1364	Digital Marketing	5	15
5N1929	Computer Illustrated Graphics	5	15
5N1833	Mathematics	5	15
5N3485	Typography	5	15
5N1270	Digital Photography	5	15

The remaining credit value of 15 can be obtained by using 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**

The provider must have the following in place to offer this award:

Access to computer(s) fully installed with office software that reflects practices of modern organisations

1. Room(s) conducive to theoretical learning
- 2.

### **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 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. Some underpinning theory
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*