



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 6

### Illustration 6M5150

#### 1. Certificate Details

<b>Title</b>	Illustration
<b>Teideal as Gaeilge</b>	Maisiú Eagarthóireachta
<b>Award Type</b>	Major
<b>Code</b>	6M5150
<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 develop a personal, innovative approach as a visual interpreter and to practice illustration creatively and appropriately within contemporary industry standards and conventions and or to progress to programmes leading to higher education and training awards.
<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 in relation to visual communication with specialised knowledge regarding visual interpretative traditions, leading practitioners and conventions.
<i>Kind</i>	Demonstrate an understanding of the creative process and theoretical concepts that enable effective creative communications.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a comprehensive range of conceptual and illustrative skills including concept development, design,

	traditional and digital techniques and methods to present print ready art.
<i>Selectivity</i>	Research, interpret, evaluate and present original and timely work for specified creative briefs appropriate to industry practice.
<b>Competence</b>	
<i>Context</i>	Demonstrate an ability to respond creatively, producing work efficiently in diverse styles and contexts.
<i>Role</i>	Lead and participate effectively in design teams producing and promoting print ready art-work that is timely, systematic and efficient.
<i>Learning to Learn</i>	Reflect on personal practice, taking initiative and responsibility for own learning and creative growth, including identification of appropriate developmental opportunities.
<i>Insight</i>	Develop a robust port-folio of original presentation standard art-work that reflects a coherent conscious personal style and approach to problem solving and illustration.
	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:

Award Code	Title	Level	Credit Value
<b>All of the following component(s)</b>			
6N3569	Drawing	6	15
6N5445	Computer Illustration Graphics	6	15
6N5446	Illustration Skills	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N0697	Customer Service	6	15
6N1948	Team Leadership	6	15
6N1950	Communications	6	15
6N2191	Leadership	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1949	Personal and Professional Development	6	15
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
<b>A minimum credit value of 30 from the following components</b>			
6N2532	Web Authoring	6	15
6N3446	Design Skills	6	15
6N3450	History and Appreciation of Art and Design	6	15
6N3452	Painting	6	15
6N3568	Printmaking	6	15
6N3587	Combined Materials	6	15
6N3589	Digital Photography	6	15

The remaining credit value of 15 can be obtained by using 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.ggi.ie](http://www.ggi.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 depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety 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 take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*