



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

AWARD STANDARDS - ART AND DESIGN

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FOREWORD

The Qualifications (Education & Training) Act 1999 required the Higher Education and Training Awards Council to determine standards of knowledge, skill or competence to be acquired by learners “before a higher education and training award may be made”. These standards are based on the level indicators and award-type descriptors of the National Framework of Qualifications (NFQ, Appendix 2).

Standards for certain broad fields of learning were developed for awards at level 6 to level 9 on the NFQ. These standards represent an elaboration of the generic descriptors of the Framework. They should facilitate experts in particular fields of learning to create the link between their programmes’ intended learning outcomes and the NFQ. These standards are not programme specifications. It is through these, however, that the relationship between a programme, its component parts and the NFQ should be evident. The standards are a reference point and a point of comparison against which individual programmes may be justified.

They are intended to provide general guidance for articulating the learning outcomes associated with a particular field of learning. In designing programmes, providers must take cognisance of the standards for specific fields of learning where they generally relate to the programme being developed. It is, however, recognised that there is a significant growth in multi-disciplinary/inter-disciplinary programmes; there are emerging fields of learning; and in addition, within each field there is the vast spectrum of programmes possible, which range from highly practical to very theoretical.

In this context, it is not possible to have a standard, or multiple standards, that cater for the complete range of programmes possible. It is therefore expected that the standards for specific fields of learning will be used as reference points for the design of programmes.

In drafting the standards every effort has been made to ensure that they will provide for flexibility and variety in the design of programmes and therefore encourage innovation within an overall agreed framework. It is not expected that all programmes will include every learning outcome identified in a standard. It is, however, expected that many programmes will include learning outcomes that are not included in the relevant standard. When designing a programme, each learning outcome in the standard should be considered. Where departure from these is necessary, it should be justified in the context of the specific orientation of the programme and other facts pertaining to it. Each programme provider should be able to demonstrate how the design and content of its own programmes has been informed by the standard.

The level descriptors of the Framework, the award type descriptors and consequently the standards for the specific fields of learning are divided into three different types of learning outcomes - knowledge, skill and competence.

These strands are further subdivided (sub-strands). Each strand/sub-strand is important. The relative weighting of each strand in a programme will vary from programme to programme. The weighting will be determined by many factors, including for example, the practical nature of a programme, or otherwise. Each strand/sub-strand should be addressed appropriately in every programme. Where a programme is multi-disciplinary or inter-disciplinary in nature, the use of more than one standard may be necessary. In such cases, the scope, depth and balance of concepts and application should not result in the neglect of either the theoretical, or applied, at the expense of the other.

These standards were originally determined by the Higher Education and Training Awards Council in August 2005 and reissued with a new foreword by QQI in July 2014. They are QQI awards standards under section 84 (10) of the Qualifications (Education and Training) Act 2012.

Award Standards - Art and Design

Knowledge				
	Level 6	Level 7	Level 8	Level 9
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Knowledge-Breadth	<i>Specialised knowledge of a broad area</i>	<i>Specialised knowledge across a variety of areas</i>	<i>An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</i>	<i>A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning</i>
	<p>General knowledge and personal investigation of a particular sub-field of art/design/media, with an emphasis on enquiry.</p> <p>General knowledge of health and safety issues and good working practices.</p> <p>Awareness of the context in which practice is located.</p>	<p>Knowledge and understanding of relevant practitioners.</p> <p>Awareness of the critical and contextual domain of the particular sub-field of art/ design/media.</p> <p>Knowledge of the major developments and current research in the particular sub-field of art/design/ media.</p> <p>Thorough knowledge of health and safety issues and good working practices.</p>	<p>Thorough and selective knowledge and focused critical understanding of the works of other practitioners, appropriate to the learner's creative development.</p> <p>Substantial knowledge of contemporary art/design/ media.</p> <p>Sophisticated understanding of the range of concepts that underpin both practical and theoretical aspects of the particular sub-field of art/design/media.</p> <p>Current knowledge in relation to the real world professional practice of the particular sub-field of art/ design/media.</p> <p>Thorough knowledge of health and safety standards.</p>	<p>Systematic understanding and knowledge of the particular sub-field of art/design/media.</p> <p>Advanced comprehension of the historical contexts of the contemporary sub-field of art/ design/media.</p> <p>Comprehensive understanding of current and future trends within the particular sub.field of art/design/ media and which are relevant to the market, public dissemination and mediation of their practice.</p> <p>Understanding and an enhanced awareness of the broad remit and the social, economic and public role of the particular sub-field of art/design/media as evidenced in specific proposals for future work.</p>
Knowledge-Kind	<i>Some theoretical concepts and abstract thinking, with significant underpinning theory</i>	<i>Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas</i>	<i>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</i>	<i>A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning</i>
	<p>Some theoretical concepts and an introduction to creative/abstract thinking, evidenced in project led, project based activities, which reflect experimental approaches to mediums.</p> <p>Understand the relationship between form and function, processes and issues, technology and content.</p>	<p>Develop and expand capacity to work with materials.</p> <p>Capacity to make informed choices concerning visual qualities.</p> <p>Knowledge of current developments/research in the particular sub-field of art/design/ media.</p>	<p>Develop awareness of the nature of personal enquiry and identity.</p> <p>Understand the complexities of theory and practice in the particular sub-field of art/ design/media.</p> <p>Advanced knowledge and understanding of the interdisciplinary nature of the particular sub-field of art/design/ media and its relationship to other sub-fields of art/design/media.</p> <p>Understand the relevance of traditional knowledge and skills and the interplay with new technologies.</p>	<p>Demonstrate the evaluation and appropriate use of different approaches to the particular sub-field of art/ design/media.</p> <p>Advanced knowledge of the institutional structures and practices of the particular sub-field of art/design/ media.</p>

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Know-How & Skill-Range	<i>Demonstrate comprehensive range of specialised skills and tools</i>	<i>Demonstrate specialised technical, creative or conceptual skills and tools across an area of study</i>	<i>Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity</i>	<i>Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry</i>
	<p>Demonstrate a range of specialised skills appropriate to the particular sub-field of art/design/media.</p> <p>Identify appropriate use of materials, processes, environments and creative strategies, which are integrated into the particular practice.</p> <p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. observe; 2. gather information; 3. reflect and describe; 4. draw conclusions. <p>Engage in reflective and experimental practice.</p> <p>Demonstrate skills in communication and expression through visual and plastic forms.</p> <p>Demonstrate awareness of convergent and divergent thinking; and an awareness of interdisciplinary approaches to contemporary practice.</p> <p>Demonstrate familiarity with a range of software packages.</p>	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. think visually; 2. develop ideas independently through to accessible outcomes; 3. develop speculative strategies; 4. achieve the resolution of art works, as outcomes of the above. 	<p>Demonstrate an understanding of the difference between artefacts, products, systems, processes or texts.</p> <p>Demonstrate an ability to source contemporary relevant research, apply to a project and articulate responses to it.</p> <p>Demonstrate a capacity to analyse, synthesise, summarise and critically judge information.</p> <p>Demonstrate an ability to identify the merits of unfamiliar arguments and shortcomings of familiar arguments.</p> <p>Demonstrate expertise and skills in the appropriate media.</p> <p>Visualise personal concepts at every stage of the creative process, through to the realisation of the finished work.</p> <p>Develop a critical approach and understanding to own professional practice and the practice of others.</p> <p>Analyse critically one's own work and that of others and be able to formulate confident, independent judgements based on research, analysis and criticism.</p> <p>Communicate effectively within the particular sub-field of art/design/media and to external audiences.</p>	<p>Demonstrate complete mastery of the particular sub-field of art/ design/media.</p> <p>Demonstrate through practical projects and self-directed work, knowledge of how to develop, implement and evaluate specific creative projects and ensure practical realisation and delivery of appropriate outcomes.</p> <p>Demonstrate a critical comprehension of the methodologies and the range of divergent practices that constitute the particular contemporary sub-field of art/design/media.</p> <p>Demonstrate and articulate ways in which their practice is appropriate to an advanced and professional level of engagement with the contemporary aspect of the particular sub-field of art/ design/media.</p> <p>Produce a comprehensive portfolio of work demonstrating skills and creativity at an advanced professional level.</p>

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Know-How & Skill-Selectivity	<i>Formulate responses to well-defined abstract problems</i>	<i>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</i>	<i>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing</i>	<i>Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques</i>
	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. respond to a set brief in an original/personal way and have a physical outcome; 2. respond verbally in a personal way to a brief; 3. articulate problems; 4. be open and receptive to new ideas; 5. engage in debate. <p>Develop critical skills in terms of personal work and in a broader creative sphere.</p> <p>Observe and undertake a basic analysis of information and experiences.</p> <p>Develop the grammar, or anti-grammar, of own territory/domain.</p>	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. generate ideas, concepts, and solutions, in response to self initiated briefs, within a specified framework; 2. select convergent and divergent thinking in the process of observation and making; 3. select appropriate materials and environments; 4. be flexible and adaptable; 5. engage in critical debate. <p>Anticipate and engage with change.</p> <p>Engage with multiple possibilities and determine the basis for the outcome.</p> <p>Demonstrate an ability to analyse information and experiences and formulate basic judgements.</p> <p>Demonstrate an ability to select and apply appropriate information technology.</p>	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. identify a framework, set the brief and respond appropriately; 2. select and test and make appropriate use of materials, processes and environments; 3. engage in and evaluate experimental practice with critical reflection; 4. analyse information and experiences and formulate independent, advanced judgements; 5. formulate reasoned responses to the critical judgements of others; 6. develop strengths through taking risks and reflecting on unsuccessful outcomes. <p>Demonstrate proficiency in observation, investigation, enquiry, visualisation and making.</p> <p>Demonstrate an ability to produce work which is challenging within their contemporary sub-field of art/design/media, through the application of processes and methodologies.</p> <p>Demonstrate an ability to evaluate appropriate content through research methodologies and critical analysis.</p> <p>Demonstrate an ability to consider the conceptual application of traditional and experimental modes of the particular sub-field of art/design/media.</p>	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. undertake systematic analysis and construct reasoned responses from available information and evidence; 2. select, test and make appropriate use of materials, processes and environments. <p>Demonstrate a broad range of enhanced skills, (critical, conceptual, practical and technical), appropriate to an advanced level of professional practice in the particular sub-field of art/design/media, to be evidenced in the content, form, presentational strategies and critical mediation of self-initiated work.</p> <p>Demonstrate an ability to conduct informed independent research in an interdisciplinary context, informed by the most recent debates within the particular sub-field of art/design/media and the broadly related visual culture sub-field and wider cultural contexts.</p>

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Competence-Context	<i>Act in a range of varied and specific contexts involving creative and nonroutine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts</i>	<i>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</i>	<i>Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</i>	<i>Act in a wide and often unpredictable variety of professional levels and illdefined contexts</i>
	<p>Demonstrate an ability to locate personal experience in a professional context.</p> <p>Demonstrate an awareness of how the particular sub-field of art/design/media is situated within the professional context.</p> <p>Demonstrate an awareness of the relationship between the practitioner and the audience.</p> <p>Develop work that:</p> <ol style="list-style-type: none"> reflects an understanding of the cultural role / context of the particular sub-field of art/design/media; reflects an understanding of the learners critical and cultural context. <p>Demonstrate an awareness and application of good working practices.</p>	<p>Demonstrate an ability to use visual and aural languages to investigate, analyse, develop and interpret ideas and information.</p> <p>Demonstrate clarity of communication of ideas and resolution of creative works.</p> <p>Exercise discernment in the making of appropriate and informed presentation choices.</p>	<p>Employ both convergent and divergent thinking in the processes of observation, investigation, visualisation and production.</p> <p>Apply resourcefulness and entrepreneurial skills to support both individual practice and the practice of others.</p> <p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> communicate the contextual dimensions of the specific discipline, - business, cultural, economic, environmental etc; interact with audiences, clients, markets, users and consumers; articulate and develop the relationship with audience, clients, markets and other users; articulate reasoned arguments through reflection, review and evaluation. <p>Demonstrate an engagement with the key developments in the particular sub-field of art/design/media and in interdisciplinary approaches to contemporary practice in art/design/media.</p>	<p>Explore and develop the possibilities presented by the key developments in current practice and in the emerging interdisciplinary approaches.</p> <p>Demonstrate an ability to work within contexts of ambiguity, uncertainty and unfamiliarity.</p> <p>Demonstrate the confidence to access professional networks and the skills-base, through the initiation and realisation of projects that are engaging of diverse audiences.</p> <p>Demonstrate an ability to work collaboratively and in interdisciplinary contexts.</p>
Competence-Role	<i>Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within, multiple complex and heterogeneous groups</i>	<i>Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work</i>	<i>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</i>	<i>Take significant responsibility for the work of individuals and groups; lead and initiate activity</i>
	<p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> communicate through visual, written and oral communication; formulate responses to peers and tutors; interact effectively with others, through collaboration, team work and negotiation. 	<p>Identify how resourcefulness and entrepreneurial skills can support individual practice, or the practice of others.</p>	<p>Exercise some autonomy and develop good working practices.</p> <p>Articulate ideas and information clearly, in visual, oral and written forms.</p> <p>Present ideas and work to audiences in a range of situations.</p> <p>Demonstrate an ability to:</p> <ol style="list-style-type: none"> work independently and in a self-directed manner; work in a team, or as a team leader; work in a multi-disciplinary environment; conduct peer moderation, evaluation and collaboration; negotiate appropriate work methodologies and practices. 	<p>Present ideas and work with internal and external audiences in a range of situations.</p> <p>Interact with experts in various sub-fields of art/design/media.</p> <p>Interact professionally with institutions or industry professionals within the particular sub-field, or other sub-fields, of art/design/media.</p>

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Competence-Learning to Learn	<i>Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs</i>	<i>Take initiative to identify and address learning needs and interact effectively in a learning group</i>	<i>Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically</i>	<i>Learn to self-evaluate and take responsibility for continuing academic/professional development</i>
	<p>Develop a range of individual learning processes. Learn to study independently.</p> <p>Identify personal needs and commence to develop individual strengths.</p>	<p>Undertake continuing professional development necessary to maintain and enhance competence in own area of practice.</p> <p>Recognise the interaction between intention, process and outcome.</p> <p>Set goals, study independently and meet deadlines.</p> <p>Identify personal needs and strengths and engage with gaps in knowledge.</p>	<p>Set goals, manage workloads and meet deadlines.</p> <p>Work with and respond to personal strengths and needs.</p> <p>Acknowledge learning through successful and unsuccessful outcomes.</p> <p>Accommodate change and uncertainty.</p> <p>Benefit from the critical judgement of others.</p> <p>Negotiate and take responsibility for managing personal learning.</p>	
Competence-Insight	<i>Express an internalised, personal world view, reflecting engagement with others</i>	<i>Express an internalised, personal world view, manifesting solidarity with others</i>	<i>Express a comprehensive, internalised, personal world view, manifesting solidarity with others</i>	<i>Scrutinise and reflect on social norms and relationships and act to change them</i>
	<p>Articulate clearly a cultural position.</p> <p>Show awareness of convergent and divergent thinking.</p>	<p>Engage in debate from a personal point of view, while simultaneously acknowledging and taking into account the broader issues.</p>	<p>Demonstrate a conceptual and aesthetic awareness that shows an ability to empathise with and question existing precepts, which will allow the learner to evolve an individual approach to own work, based on reflection and research.</p> <p>Demonstrate the necessary critical framework for a comprehensive understanding of the particular sub-field of art/design/media from a historical, cultural and social perspective..</p>	<p>Demonstrate the integration of critical thinking and the application of insights, emergent in current theoretical debates, into all aspects of practical work in the particular sub-field of art/design/media.</p> <p>Communicate clearly the nature, remit and critical context of their own practice and their personal objectives for future project work.</p> <p>Demonstrate practical skills in a range of mediation strategies in interactions with the public through personal work.</p>

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APPENDIX 1

National Framework of Qualifications - Grid of Level Indicators

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge - Breadth	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge - Kind	Demonstrable by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and skill - Range	Demonstrate basic practical skills, and carry out directed activity using basic tools	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-how and skill - Selectivity	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence - Context	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	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	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	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	display mastery Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence - Role	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	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, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Competence - Learning to Learn	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Competence - Insight	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them

Note: The outcomes at each level include those of all the lower levels in the same sub-strand



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