



Education and Culture DG

Lifelong Learning Programme



SQF for the Creative and Performing Disciplines

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Level: 4	Creative & Performing Disciplines			
<i>EQF Categories</i> →	Knowledge	Skills	Competence	
Creation & Creativity				
Creation & Creativity	7 Dimensions	Students in the Creative & Performing Disciplines are expected to:		
		<p>have factual and theoretical knowledge of the principles, patterns and processes of their discipline and be able to locate these within the broad contexts which underlie creative activity within that discipline.</p>	<p>be able, with guidance, to create, realise and express certain creative concepts of their own and to contribute to the realisation of the creative concepts of others, demonstrating in the process a broad range of practical and cognitive skills.</p>	<p>be able to draw upon experience gained within their studies (whether already located within their discipline or not) to exercise self-management within generally predictable guidelines, and to take some responsibility for supervising, evaluating and improving the contributions of others.</p>
		<p>Because specialisation in some of the Creative & Performing Disciplines begins only at Level 6, discipline-specific knowledge and skills at Level 4 may not always be manifested in formal studies and, instead, may emerge through students' independent or informal study. As a result, there will be significant variation in the number and range of the 7 dimensions covered in the more detailed qualities displayed by individual students. However, in most cases, their knowledge skills and competence will be expected to embrace aspects such as the following:</p>		
	<p>Making, Performing, Designing, Conceptualising</p>	<ul style="list-style-type: none"> knowing the main elements and organisational patterns utilised by practitioners in their discipline 	<ul style="list-style-type: none"> having some experience of creative or performing activity within their discipline showing that they are capable of taking ideas and realising them in the form(s) appropriate to their discipline 	<ul style="list-style-type: none"> demonstrating a creative approach to problem-solving
<p>Re-thinking, Considering and Interpreting the Human</p>	<ul style="list-style-type: none"> having a clear idea of their own personal motivation for being involved in their discipline, coupled to a sense of the relevance of the discipline to individuals and groups in society 	<ul style="list-style-type: none"> showing that they have learned how to use their bodies in the practice of their discipline in ways that will minimise long-term damage 	<ul style="list-style-type: none"> being self-motivated and starting to acquire critical self-awareness being flexible and adaptable in new situations and able to continue to function when feeling anxious or stressed 	

Experimenting, Innovating & Researching	<ul style="list-style-type: none"> • having curiosity and an appetite for discovery concerning their discipline 	<ul style="list-style-type: none"> • being able to progress by trial-and-error towards their intended goal 	<ul style="list-style-type: none"> • having imagination, intuition and a degree of emotional understanding
Theories, Histories & Cultures	<ul style="list-style-type: none"> • being familiar with a representative selection of the mainstream artworks, repertoire or buildings relevant to their discipline • being aware of the main outlines of the history of ideas, styles and key figures relevant to their discipline 		
Technical, Environmental & Contextual Issues	<ul style="list-style-type: none"> • Having some working knowledge of technological applications relevant to their discipline • Understanding the context(s) in which their discipline is practised 	<ul style="list-style-type: none"> • Having some fluency in the graphic or notational conventions of their discipline • Where relevant, being able to function within their discipline in situations where there may be no written guidelines, notations, etc. 	
Communication, Collaboration & Interdisciplinarity	<ul style="list-style-type: none"> • being aware of the ways in which their discipline interacts with others 	<ul style="list-style-type: none"> • being able to work with others in the fulfilment of activity related to their discipline • Being able to talk or write about their discipline in ways that communicate their own enthusiasm 	<ul style="list-style-type: none"> • being able to present to others things that interest them
Initiative & Enterprise	<ul style="list-style-type: none"> • Knowing something about the profession they aspire to enter 	<ul style="list-style-type: none"> • realising goals defined at the outset of their projects, whilst making appropriate adjustments to these in the light of their research experience 	<ul style="list-style-type: none"> • being appropriately ambitious and single-minded

Level: 6	Creative & Performing Disciplines			
<i>EQF Categories</i> →	Knowledge	Skills	Competence	
Creation & Creativity				
Creation & Creativity	<i>7 Dimensions</i>	Students in the Creative & Performing Disciplines are expected to:		
	Making, Performing, Designing, Conceptualising	have advanced knowledge of the processes and concepts underlying creation and/or performance in their specific discipline	have the advanced skills necessary to create, realise and express their own creative concepts	be able to draw upon the knowledge and skills gained within their studies to act and respond creatively in different situations
	Re-thinking, Considering and Interpreting the Human	appreciate how the practice and/or creation generated within their discipline both stems from, and shapes, our humanity	demonstrate interpretative skill and a reflection of the human dimension in their creative practice	be able to draw upon experience gained within their studies to operate with an ethical awareness and to encourage the development and foster the well-being of other individuals and groups
	Experimenting, Innovating & Researching	be aware of the research dimension inherent in the artistic practice and/or creation relevant to their discipline	experiment in their creative practice and to demonstrate an emerging ability to handle complexity and unpredictability	be able to draw upon experience gained within their studies to respond with curiosity and an enquiring outlook to the world around them
	Theories, Histories & Cultures	have advanced knowledge and critical understanding of the main theories, principles, patterns and core body of works of their discipline	be able to access the information necessary to develop their knowledge, using all appropriate media and sources, and to apply this knowledge to their creative processes	be able to draw upon experience gained within their studies to access knowledge and exercise critical judgement outside their discipline
	Technical, Environmental & Contextual Issues	have advanced knowledge of the range of materials, techniques, environments and contexts which underlie the act of creation and/or performance in their discipline	demonstrate the necessary technical mastery to achieve their creative goals	be able to draw upon contextual awareness gained within their studies and apply this in different situations
	Communication, Collaboration & Interdisciplinarity	be aware of disciplines outside their own and of the dynamic ways in which the creative & performing disciplines interact	demonstrate the capacity to work collaboratively in their discipline and communicate it effectively to others	be able to contribute to the execution and management of activities or projects in an open and communicative manner
	Initiative & Enterprise	be aware of how their discipline functions as a profession and as part of the creative industries	be pro-active in generating artefacts, events and opportunities for work within their discipline	be able to act resourcefully, initiating certain projects and contributing decisively to the success of others

Level: 7	Creative & Performing Disciplines			
<i>EQF Categories</i> →	Knowledge	Skills	Competence	
Creation & Creativity				
Creation & Creativity	7 Dimensions	Students in the Creative & Performing Disciplines are expected to:		
	Making, Performing, Designing, Conceptualising	have highly specialised knowledge of the processes and concepts underlying creation and/or performance in their specific discipline, some of which will be at the forefront of their field	have developed to a high professional level their ability to create, realise and express their own artistic concepts	emerge as well-developed personalities, able to draw upon the knowledge and skills gained within their studies to act and respond creatively in situations that are complex, unpredictable and require new strategic approaches
	Re-thinking, Considering and Interpreting the Human	have developed highly specialised understanding of how the practice and/or creation generated within their discipline both stems from, and shapes, our humanity	demonstrate a high professional level of interpretative skill and a distinctive reflection of the human dimension in their creative practice	be able to draw upon experience gained within their studies to operate with integrity and ethical commitment, encouraging the strategic development of other individuals and groups and fostering the well-being of society at large
	Experimenting, Innovating & Researching	have highly specialised knowledge of concepts and methods, providing a basis for originality and/or research in their creative practice	demonstrate specialised skills in creation, innovation and/or research, enabling them to develop new approaches, awareness and insight in their creative practice	be able to draw upon experience gained within their studies to contribute new approaches, awareness and insight within society at large
	Theories, Histories & Cultures	have highly specialised knowledge and acute critical understanding of one or more areas located within the main theories, principles, patterns and/or core body of works of their discipline	demonstrate specialised skills in accessing the information necessary to develop their knowledge, using all appropriate media and sources, and in applying this knowledge to their creative processes	be able to draw upon experience gained within their studies to process and manipulate knowledge and exercise sophisticated critical judgement outside their discipline
	Technical, Environmental & Contextual Issues	have highly specialised knowledge of the range of materials, techniques, environments and contexts which underlie the act of creation and/or performance in their discipline	demonstrate fully the specialist technical mastery required by their discipline such that technical issues offer no impediment to the creation, realisation and expression of their own artistic concepts	be able to draw upon contextual awareness gained within their studies and apply this effectively in a range of different situations

	Communication, Collaboration & Interdisciplinarity	be critically aware of issues at the interface between their field and others and of the dynamic ways in which the creative & performing disciplines interact	demonstrate specialised ability to integrate elements from different fields when working collaboratively in their discipline and communicating about it to others	be able to draw upon experience gained within their studies to manage and transform activities or projects in an open, confident and communicative manner, taking full responsibility for contributing to professional knowledge and practice
	Initiative & Enterprise	have a highly developed understanding of how their discipline functions as a profession and as part of the creative industries	have a proven track record in generating artefacts, events and opportunities for work within their discipline	be able to act resourcefully, autonomously and with self-confidence, frequently initiating projects and otherwise contributing decisively to the success of those in which they play a team role

Level: 8	Creative & Performing Disciplines			
<i>EQF Categories</i> →	Knowledge	Skills	Competence	
Creation & Creativity				
Creation & Creativity	7 Dimensions	Students in the Creative & Performing Disciplines are expected to:		
		have knowledge at the most advanced frontier of their specialist field and at the interface between this and other fields.	Demonstrate, in the creation, realisation and expression of their own concepts, the most advanced and specialised skills and techniques	be able to draw upon experience gained within their studies to command authority in areas of specialist expertise and demonstrate conspicuous innovation and autonomy.
		Because of its individual nature, study in the Creative & Performing Disciplines at Level 8 may address any or all of the 7 dimensions of the Creative & Performing Disciplines. However, in most cases, students' achievement will be expected to embrace aspects such as the following:		
	Making, Performing, Designing, Conceptualising	<ul style="list-style-type: none"> knowing all the relevant methods and techniques of inquiry related to a particular field of study 	<ul style="list-style-type: none"> integrating previous experience so as to demonstrate original creative insights functioning with complete creative autonomy 	<ul style="list-style-type: none"> comprehending the transferability of their research capabilities to other fields displaying professional, creative and scholarly integrity
	Re-thinking, Considering and Interpreting the Human	<ul style="list-style-type: none"> being fully familiar with work and health implications for those involved in their activity 	<ul style="list-style-type: none"> extending and redefining in a significant way our understanding and/or relationship with the discipline 	<ul style="list-style-type: none"> seeing their own shortcomings and untapped potential, and devising strategies for maximizing their performance
Experimenting, Innovating & Researching	<ul style="list-style-type: none"> distinguishing between valuable and irrelevant inquiry, whether in the theoretical, practical and/or creative spheres 	<ul style="list-style-type: none"> framing research questions rigorously and lucidly - whether pertaining to practical, theoretical or creative issues, or a combination of these 	<ul style="list-style-type: none"> showing sustained commitment to the development of new ideas or practices at the forefront of any work or study context to which they apply themselves, including research 	
Theories, Histories & Cultures	<ul style="list-style-type: none"> understanding standards of excellence in their own field 			

	Technical, Environmental & Contextual Issues	<ul style="list-style-type: none"> • knowing the national and international context of activity and output into which their work has been/will be disseminated 		
	Communication, Collaboration & Interdisciplinarity		<ul style="list-style-type: none"> • talking or writing with complete authority about their special field within their discipline 	<ul style="list-style-type: none"> • disseminating highly specialised information clearly and appropriately, in any relevant form and to different target audiences so as to improve public understanding of their field • establishing and maintaining cooperative relationships within the scholarly and creative community • responding with understanding and responsibility to critical considerations
	Initiative & Enterprise	<ul style="list-style-type: none"> • understanding the ownership rights of those who might be affected by their project (e.g. copyright, intellectual property rights, confidential information, ethical questions) • Appreciating the economic potential and utilisation of their output 	<ul style="list-style-type: none"> • realising goals defined at the outset of their projects, whilst making appropriate adjustments to these in the light of their research experience 	