



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## DRAFT Component Specification NFQ Level 6

### Capstone for Digital Media Production Award Code TBC

#### 1. Component Details

<b>Title</b>	<b>Capstone for Digital Media Production</b>
<b>Teideal as Gaeilge</b>	<a href="#">Click here to enter text.</a>
<b>Award Type</b>	Minor
<b>Code</b>	TBC
<b>Level</b>	6
<b>Credit Value</b>	15
<b>Purpose</b>	This award specification is exclusively associated with the major award in Digital Media Production. The award will be available to those learners who have demonstrated knowledge, skill and competence prescribed in this award specification. Specifically award of the capstone minor requires evidence of integrated learning involving the expected learning outcomes specified by all the components required to qualify for the major award and the demonstrated achievement of Digital Media Production's expected learning outcomes.
<b>Learning Outcomes</b>	Learners will be able to:  <ol style="list-style-type: none"><li>1 Assess how a multimedia producer can add value in the context of a digital media environment</li><li>2 Assess the context of the work, how it integrates and functions cross platform and how it impacts on the end user experience. The assessment should include a rationale for choosing the most suitable tool or combination of tools befitting the project and/or situation.</li></ol>

- 3 Demonstrate proficiency in a range of multimedia disciplines such as sound, video, web authoring, design and 3D modelling
- 4 Evaluate and implement current industry standards and Human Computer Interaction (HCI) theory.
- 5 Demonstrate testing in multiple environments and show evidence of legal and ethical considerations
- 6 Produce trans-media content drawing from the core modules to produce various products such as a project for a client, portfolio for a website or an exhibition
- 7 Demonstrate proficiency in project management with good research techniques and time management skills. Such proficiency to be evidenced by the research, planning, design and production
- 8 Participate effectively in a workplace setting: comply with time-keeping obligations, work independently or under general supervision, work cooperatively within a team, meet deadlines, maintain good standards of personal hygiene and presentation, adhere to health, safety and other relevant regulations
- 9 Reflect and review personal work and professional development of interactions with others

## Assessment

### General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.ggi.ie](http://www.ggi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Portfolio / Collection of Work	70%
Learner Record	30%

## Description

### Portfolio / Collection of Work

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.*

### Learner Record

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

Click here to enter text.

**Recognition of Prior Learning (RPL)**

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at [www.qqi.ie](http://www.qqi.ie)

**Grading**

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

**Specific Validation Requirements**

Providers must submit examples of assessment briefs that show how the capstone module will assess the expected learning outcomes across the full major award in Digital Media Processing.

**Supporting Documentation**

None

**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**

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.