



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

DRAFT Certificate Specification NFQ Level 6

Digital Media Production Award Code TBC

1. Certificate Details

Title Digital Media Production

Teideal as Gaeilge .

Award Type Major

Code TBC

Level 6

Credit Value 120

Purpose The purpose of this award is to enable the learner to design, develop, produce, integrate and maintain creative and dynamic digital media content suited to a broad range of platforms. The learner may be working independently or as a team member, often taking responsibility for the work of others, while also taking responsibility for the finished project. It prepares the learner for employment and also facilitates progression in education including to higher education or training.

Statements of Knowledge, Skill and Competence Learners will be able to:

Knowledge

Breadth Demonstrate a specialised knowledge of a broad range of digital media production techniques for example:
-3D Modelling
- Sound
- Video production
- Digital graphics
- Animation
- Scripting
- Web authoring

Kind Demonstrate an understanding of a spectrum of commonly used technologies, standards, design techniques and tools

and the impact, bearing in mind the implications of legal and regulatory constraints, these can have on the design and implementation of digital media productions

Know How & Skill

- Range* Select and use a range of digital media production hardware and software tools to develop and store digital assets (e.g. videos, podcasts, training materials etc.) for distribution on a variety of multimedia systems (e.g. television, radio, web, mobile devices)
- Selectivity* Assess and integrate a variety of common digital media elements into a final production

Competence

- Context* Demonstrate application of knowledge and skills within a range of varied and specific digital media context and settings involving creative and non-routine activities, utilising theoretical concepts and/or technical or creative skills
- Work in an accountable ethical and safe manner
- Role* Working independently or as a member of a team, and in an ethical, accountable and safe manner managing the allocation and prioritisation of tasks, scheduling design, development, troubleshooting and evaluation of a range of digital media related components and projects
- Learning to Learn* Learn to reflect on and take responsibility for personal learning, professional and entrepreneurial development
- Insight* Evaluate personal practice, team working situations and end user experiences and expectations to inform self-understanding, personal development and understanding of group dynamics.

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:

| Award Code | Title | Level | Credit Value |
|---|---|--------------|---------------------|
| All of the following component(s) | | | |
| TBC | Digital Media Production Capstone (NEW) | 6 | 15 |
| 6N2532 | Web Authoring | 6 | 15 |
| 6N4514 | Multimedia Technology | 6 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 6N1946 | Work Experience | 6 | 15 |
| 6N1947 | Work Practice | 6 | 15 |
| 6N1949 | Personal and Professional Development | 6 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 6N1950 | Communications | 6 | 15 |
| 6N0697 | Customer Service | 6 | 15 |
| 6N1948 | Team Leadership | 6 | 15 |
| 6N2191 | Leadership | 6 | 15 |
| A minimum credit value of 30 from the following components | | | |
| 6N5445 | Computer Illustration Graphics | 6 | 15 |
| 6N3446 | Design Skills | 6 | 15 |
| 6N3727 | Digital Imaging | 6 | 15 |
| 6N4979 | Graphics and Animation | 6 | 15 |
| 6N4906 | Animating Character Skills in 3D | 6 | 15 |
| 6N4525 | Multimedia Sound | 6 | 15 |
| 6N5456 | Sound Engineering and Music Technology | 6 | 15 |
| 6N5426 | Digital Video Processing and Production | 6 | 15 |
| 6N5427 | Editing Practice and Techniques | 6 | 15 |
| 6N3571 | Studio Practice | 6 | 15 |
| 6N4090 | Project Management | 6 | 15 |
| 6N3480 | Illustration Techniques and Practice | 6 | 15 |
| 6N2108 | Object Oriented Programming | 6 | 15 |
| TBC | Interactive Scripting (NEW) | 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

1. None

4. Specific Validation Requirements

None

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: 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).

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.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------------|--|
| 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. |

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