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QQI Preliminary Consultation on:

**NFQ Level 5 and 6 Major Award Standards:**

QQI expects to establish the following four major awards in early 2015:

**Electronic Technology Awards at NFQ Levels 5 and 6**

**Multimedia at NFQ Level 6**

**Multimedia and Web Development at NFQ Level 6**

**Introduction**

The need for the above four major awards was identified by the (now completed) migration process. The appended draft specifications had been developed by a 'conversion' process.

The ‘converted awards’ envisage the inclusion of some information technology components and were held back pending the revision of the QQI information technology awards at levels 5 and 6. New information technology awards specifications have recently been adopted by QQI and published within QBS.

QQI will assemble an expert group to review the ‘converted awards’ and finalise proposals for new multimedia and electro-technology awards. QQI plans to publish the proposed new awards and their specifications in December 2014.

QQI is publishing these ‘converted awards’ drafts now to inform stakeholders of its plans and give them an opportunity to comment. Comments will feed into the QQI review of the ‘converted awards’.

QQI hopes to expedite the review of the ‘converted awards’ and publish drafts for full consultation in later in December 2014. Following consultation with stakeholders and consideration of the feedback received, QQI hopes to recommend the awards for adoption and publication by February 2015.

**The existing awards at levels 5 and 6 in multimedia and electro-technology will be deactivated in December 2015 as planned.**

Suggestions should be sent by email to [consultation@qqi.ie](mailto:consultation@qqi.ie) by 12 December 2014



QQI is currently developing its corporate brands and policies for awards and standards.  Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

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| **Certificate Details**  **Title: Electronic Technology**  **Award Class: Major**  **Level: 5**  **Credit Value: 120 FET Credits** |
| **Purpose:**  The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to prepare, build and install a range of electronic devices, both independently and under supervision and or to progress to further and or higher education or training. |

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| The learner should be able to: | NFQ level Indicators | |
| |  |  | | --- | --- | | 1 | Demonstrate a broad range of knowledge related to preparation, construction and application of electronic components, relevant to current technology. | | 2 | Demonstrate knowledge of theoretical concepts related to electronic and computer systems in the context of design, installation and maintenance, with significant depth in certain areas. | | **Knowledge** | **Breadth** Broad range of knowledge  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 3 | Demonstrate a broad range of workshop and site procedures currently utilised in electronics systems technology, to include safe use of hand tools, power tools and test equipment. | | 4 | Exercise judgment in selecting appropriate design methodologies and system types in relation to stakeholders needs. | | **Know-how and skill** | **Range** Demonstrate a broad range of specialised skills and tools  **Selectivity** Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| |  |  | | --- | --- | | 5 | Apply knowledge and skills within a workshop and site environment, while engaging with a range of varied contexts relevant to electronics technology. | | **Competence- Context** | 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 |
| |  |  | | --- | --- | | 6 | Exercise some initiative in an electronics technology environment while recognising the importance of teamwork and cooperation with all stakeholders. | | **Competence-  Role** | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| |  |  | | --- | --- | | 7 | Demonstrate an ability to direct and evaluate personal learning initiatives. | | **Competence- Learning to learn** | Learn to take responsibility for own learning within a managed environment |
| |  |  | | --- | --- | | 8 | Reflect on personal values and display an insight into the role of the electronic technology in the broader community. | | **Competence- Insight** | Assume full responsibility for consistency of self- understanding and behaviour |

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Certificate Requirements** | | | | | | | |  | **Code** | | **Title** | **Level** | | **Credit Value** | | **All of the following component(s)** | | | | | | | |  | | 5N1606 | Electronics | | 5 | 15 | |  | | 5N1774 | Electronics Digital | | 5 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 5N0690 | Communications | | 5 | 15 | |  | | 5N1390 | Personal Effectiveness | | 5 | 15 | |  | | 5N1367 | Teamworking | | 5 | 15 | |  | | 5N0972 | Customer Service | | 5 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 5N1356 | Work Experience | | 5 | 15 | |  | | 5N1433 | Work Practice | | 5 | 15 | | **A minimum credit value of 45 from the following component(s)** | | | | | | | |  | | 5N1604 | Computer Aided Draughting (2D) | | 5 | 15 | |  | | 5N1952 | Information and Communication Systems | | 5 | 15 | |  | |  | \*Computer Architecture and Systems | | 5 | 15 | |  | |  | \*Computer Programming | | 5 | 15 | |  | | 5N1437 | Control Systems | | 5 | 15 | |  | | 5N1608 | Engineering Workshop Processes | | 5 | 15 | |  | | 5N1638 | Mechanics | | 5 | 15 | |  | | 5N1460 | Physics | | 5 | 15 | |  | | 5N1833 | Mathematics | | 5 | 15 | |  | | 5N1910 | Web Authoring | | 5 | 15 | |  | | 5N1776 | Intruder Alarm & Access Control | | 5 | 15 | |  | | 5N2136 | Engineering Workshop Theory | | 5 | 15 | |  | | 5N1637 | Materials Science | | 5 | 15 | |  | |  | \*System Maintenance | | 6 | 15 | |  | | 5N1794 | Safety and Health at Work | | 5 | 15 | | **+ Residual Credit 15**  **\*Working title proposed through the conversion process---minor awards with these titles do not necessarily exist and will not necessarily be developed.** | | | | | | | |

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| **Assessment Technique(s) including weighting(s)** |
| The modules have a range of assessment techniques. |
| **Access Requirements** |
| 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. |
| **Specific Validation Requirements** |
| There are no specific validation requirements |



QQI is currently developing its corporate brands and policies for awards and standards.  Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

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| **Certificate Details**  **Title: Electronic Technology**  **Award Class: Major**  **Level: 6**  **Credit Value: 120 FET Credits** |
| **Purpose:**  The purpose of this award is to enable the learner to acquire the knowledge, skill and competence required to work independently and or in a supervisory capacity in the field of electronic technology and or to progress to higher education and training. |

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| The learner should be able to: | | NFQ level Indicators | |
| |  |  | | --- | --- | | 1 | Demonstrate specialist knowledge of a range of procedures and techniques currently utilised within the electronics technology sector. | | 2 | Demonstrate an understanding of key theoretical concepts and methods underpinning electronics and computer technology. | | | **Knowledge** | **Breadth**  Specialised knowledge of a broad area  **Kind**  Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 3 | Apply a comprehensive range of skills and tools to develop design strategies and supervise safe construction of electronic devices and components to specific requirements. | | 4 | Research, create and manage design strategies to resolve complex or abstract electronic problems. | | | **Know-how and skill** | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 5 | Demonstrate ability to operate effectively in diverse contexts within electronic workshops and innovative environments. | | | **Competence - context** | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts |
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| |  |  | | --- | --- | | 6 | Participate effectively in both team and leadership roles while demonstrating self awareness and an ability to motivate others within the design and manufacture environment. | | | **Competence- 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, complex and heterogeneous groups |
| |  |  | | --- | --- | | 7 | Reflect on and evaluate design and manufacturing processes to enhance future learning strategies. | | **Competence- Learning to learn** | | Learn to take responsibility for own learning within a managed environment |
| |  |  | | --- | --- | | 8 | Demonstrate awareness of social, ethical and legal issues in relation to use of electronics in the social context. | | **Competence- Insight** | | Express an internalised, personal world view, reflecting engagement with others |

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Certificate Requirements** | | | | | | | |  | **Code** | | **Title** | **Level** | | **Credit Value** | | **All of the following component(s)** | | | | | | | |  | | 6N5374 | Electronics | | 6 | 15 | |  | | 6N2060 | Electronics Digital | | 6 | 15 | |  | | 6N2049 | Electrical Principles | | 6 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1950 | Communications | | 6 | 15 | |  | | 6N2191 | Leadership | | 6 | 15 | |  | | 6N1949 | Personal and Professional Development | | 6 | 15 | |  | | 6N1948 | Team Leadership | | 6 | 15 | |  | | 6N0697 | Customer Service | | 6 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1946 | Work Experience | | 6 | 15 | |  | | 6N1947 | Work Practice | | 6 | 15 | |  | | 6N1949 | Personal and Professional Development | | 6 | 15 | | **A minimum credit value of 30 from the following component(s)** | | | | | | | |  | |  | \*Data Communications | |  | 15 | |  | |  | \*Windows Programming | |  | 15 | |  | | 6N1780 | Crime Prevention | |  | 15 | |  | |  | \*Instrumentation and Robotics | |  | 15 | |  | |  | \*Networks | |  | 15 | |  | | 6N2057 | Telecommunications Technology | |  | 15 | |  | |  | \*Microprocessors | |  | 15 | |  | |  | \*Electronic Manufacturing Techniques | |  | 15 | | **+ Residual Credit 15**  **\*Working title proposed through the conversion process---minor awards with these titles do not necessarily exist and will not necessarily be developed.** | | | | | | | |

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| **Assessment Technique(s) including weighting(s)** |
| The modules have a range of assessment techniques. |
| **Access Requirements** |
| 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. |
| **Specific Validation Requirements** |
| There are no specific validation requirements |



QQI is currently developing its corporate brands and policies for awards and standards.  Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

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| **Certificate Details**  **Title: Multimedia**  **Award Class: Major**  **Level: 6**  **Credit Value: 120 FET Credits** |
| **Purpose:**  The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work independently and/or take responsibility for the work of others in a range of multimedia and settings and projects and/or to progress to higher education and training. |

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| The learner should be able to: | | NFQ level Indicators | |
| |  |  | | --- | --- | | 1 | Demonstrate a specialised knowledge of a broad area of multimedia related topics. | | 2 | Demonstrate knowledge of some theoretical concepts and abstract thinking pertinent to multimedia design and development, supported by significant underpinning of theory in most areas. | | | **Knowledge** | **Breadth**  Specialised knowledge of a broad area  **Kind**  Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 3 | Demonstrate a comprehensive range of design, development and evaluative skills across a broad range of multimedia related disciplines. | | 4 | Assess common multimedia related problems and issues and generate working solutions. | | | **Know-how and skill** | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 5 | Demonstrate knowledge and skills within a range of varied and specific multimedia contexts and settings involving creative and non-routine activities, utilising theoretical concepts and/or technical or creative skills. | | | **Competence - context** | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts |
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| |  |  | | --- | --- | | 6 | Manage the allocation and prioritisation of tasks, scheduling, design, development, troubleshooting and evaluation of a range of multimedia related components and projects. | | | **Competence- 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, complex and heterogeneous groups |
| |  |  | | --- | --- | | 7 | Take responsibility for own and others learning and needs assessment in a structured context. | | **Competence- Learning to learn** | | Learn to take responsibility for own learning within a managed environment |
| |  |  | | --- | --- | | 8 | Evaluate personal practice and team working situations to inform self understanding, personal development and understanding of group dynamics. | | **Competence- Insight** | | Express an internalised, personal world view, reflecting engagement with others |

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Certificate Requirements** | | | | | | | |  | **Code** | | **Title** | **Level** | | **Credit Value** | | **All of the following component(s)** | | | | | | | |  | | 6N4090 | Project Management | | 6 | 15 | |  | | 6N4514 | Multimedia Technology | | 6 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1950 | Communications | | 6 | 15 | |  | | 6N2191 | Leadership | | 6 | 15 | |  | | 6N1949 | Personal and Professional Development | | 6 | 15 | |  | | 6N1948 | Team Leadership | | 6 | 15 | |  | | 6N0697 | Customer Service | | 6 | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1946 | Work Experience | | 6 | 15 | |  | | 6N1947 | Work Practice | | 6 | 15 | |  | | 6N1949 | Personal and Professional Development | | 6 | 15 | | **A minimum credit value of 30 from the following component(s)** | | | | | | | |  | | 6N5445 | Computer Illustration Graphics | | 6 | 15 | |  | | 6N3446 | Design Skills | | 6 | 15 | |  | | 6N3727 | Digital Imaging | | 6 | 15 | |  | | 6N4979 | Graphics and Animation | | 6 | 15 | |  | | 6N4525 | Multimedia Sound | |  | 15 | |  | | 6N5456 | Sound Engineering and Music Technology | |  | 15 | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | |  | \*3D Visualisation | | 6 | 15 | |  | | 6N5426 | Digital Video Processing and Production | | 6 | 15 | |  | | 6N5427 | Editing Practice and Techniques | | 6 | 15 | |  | | 6N17776 | Object Oriented Programming | | 6 | 15 | |  | |  | \*Programming Language for Multimedia | | 6 | 15 | |  | | 6N4090 | Project Management | | 6 | 15 | |  | | 6N3571 | Studio Practice | | 6 | 15 | |  | | 6N2532 | Web Authoring | | 6 | 15 | | **+ Residual Credit 15**  **\*Working title proposed through the conversion process---minor awards with these titles do not necessarily exist and will not necessarily be developed.** | | | | | | | |

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| **Assessment Technique(s) including weighting(s)** |
| The modules have a range of assessment techniques. |
| **Access Requirements** |
| 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. |
| **Specific Validation Requirements** |
| There are no specific validation requirements |



QQI is currently developing its corporate brands and policies for awards and standards.  Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

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| **Certificate Details**  **Title: Multimedia and Web Development**  **Award Class: Major**  **Level: 6**  **Credit Value: 120 FET Credits** |
| **Purpose:**  The purpose of this award is to enable the learner to acquire the knowledge, skills and competence to design and develop a range of multimedia web based solutions in a range of multimedia contexts and projects or to progress to higher education and training. |

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| The learner should be able to: | | NFQ level Indicators | |
| |  |  | | --- | --- | | 1 | Demonstrate a specialised knowledge of a broad area of multimedia and web related topics. | | 2 | Demonstrate knowledge of some theoretical concepts and abstract thinking pertinent to multimedia and web design and development, supported by significant underpinning of theory in most areas. | | | **Knowledge** | **Breadth**  Specialised knowledge of a broad area  **Kind**  Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 3 | Demonstrate a comprehensive range of design, development and evaluative skills across a broad range of multimedia and web related disciplines. | | 4 | Assess common multimedia and web related problems and issues and generate working solutions. | | | **Know-how and skill** | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 5 | Demonstrate knowledge and skills within a range of varied and specific web and multimedia contexts and settings involving creative and non-routine activities, utilising theoretical concepts and/or technical or creative skills. | | | **Competence - context** | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts |
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| |  |  | | --- | --- | | 6 | Manage the allocation and prioritisation of tasks, scheduling, design, development, troubleshooting and evaluation of a range of multimedia and web related components and projects. | | | **Competence- 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, complex and heterogeneous groups |
| |  |  | | --- | --- | | 7 | Take responsibility for own and others learning and needs assessment in a structured context. | | **Competence- Learning to learn** | | Learn to take responsibility for own learning within a managed environment |
| |  |  | | --- | --- | | 8 | Evaluate personal practice and team working situations to inform self-understanding, personal development and understanding of group dynamics. | | **Competence- Insight** | | Express an internalised, personal world view, reflecting engagement with others |

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Certificate Requirements** | | | | | | | |  | **Code** | | **Title** | **Level** | **Credit Value** | | **All of the following component(s)** | | | | | | | |  | | 6N4979 | Graphics and Animation | 6 | 15 | | |  | | 6N4090 | Project Management | 6 | 15 | | |  | | 6N2532 | Web Authoring | 6 | 15 | | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1950 | Communications | 6 | 15 | | |  | | 6N2191 | Leadership | 6 | 15 | | |  | | 6N1949 | Personal and Professional Development | 6 | 15 | | |  | | 6N1948 | Team Leadership | 6 | 15 | | |  | | 6N0697 | Customer Service | 6 | 15 | | | **A minimum credit value of 15 from the following component(s)** | | | | | | | |  | | 6N1946 | Work Experience | 6 | 15 | | |  | | 6N1947 | Work Practice | 6 | 15 | | |  | | 6N1949 | Personal and Professional Development | 6 | 15 | | | **A minimum credit value of 30 from the following component(s)** | | | | | | | |  | | 6N5445 | Computer Illustration Graphics | 6 | 15 | | |  | | 6N3446 | Design Skills | 6 | 15 | | |  | | 6N3727 | Digital Imaging | 6 | 15 | | |  | | 6N5426 | Digital Video Processing and Production | 6 | 15 | | |  | | 6N4485 | eBusiness Studies | 6 | 15 | | |  | | 6N5427 | Editing Practice and Techniques | 6 | 15 | | |  | | 6N5428 | Film and Digital Video Production | 6 | 15 | | |  | |  | \*Internet Programming Java | 6 | 15 | | |  | | 6N4525 | Multimedia Sound | 6 | 15 | | |  | | 6N4514 | Multimedia Technology | 6 | 15 | | |  | | 6N5806 | Music Video Production | 6 | 15 | | |  | | 6N17776 | Object Oriented Programming | 6 | 15 | | |  | |  | \*Programming Language for Multimedia | 6 | 15 | | |  | | 6N4785 | Relational Database | 6 | 15 | | |  | | 6N5456 | Sound Engineering and Music Technology | 6 | 15 | | |  | | 6N4981 | Studio and Location Sound Production | 6 | 15 | | |  | | 6N3571 | Studio Practice | 6 | 15 | | |  | |  | \*Web and Internet Technology | 6 | 15 | | |  | |  | \*Web Hosting and Maintenance | 6 | 15 | | | **+ Residual Credit 15**  **\*Working title proposed through the conversion process---minor awards with these titles do not necessarily exist and will not necessarily be developed.** | | | | | | | |

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| **Assessment Technique(s) including weighting(s)** |
| The modules have a range of assessment techniques. |
| **Access Requirements** |
| 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. |
| **Specific Validation Requirements** |
| There are no specific validation requirements |