QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 6

## Graphics and Animation 6N4979

### 1. Component Details

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|---|---|
| **Title** | Graphics and Animation |
| **Teideal as Gaeilge** | Grafaic agus Beochan |
| **Award Type** | Minor |
| **Code** | 6N4979 |
| **Level** | 6 |
| **Credit Value** | 15 |
| **Purpose** | The purpose of this award is to equip the learner with the knowledge, skill and competence to explore and apply the principles of computer animation, graphics, navigation theory and interactive website design and to formulate a range of creative processes for the production of content using graphics and animation techniques. |
| **Learning Outcomes** | Learners will be able to: |

1 Asses a range of file formats and file types

2 Explore navigation theory and the application of common HTML tags

3 Appraise a range of colour codes

4 Assess the difference between vector and bitmap graphics

5 Ulitise frames, keyframing, motion, colour and shape tweening

6 Add sound to an animation

7 Create interactive buttons with assigned actions on a web site

8 Control animation and sound with play and stop buttons

9 Manage events to include organising event handlers and controling timeline events

10 Create scrollable dynamic text to include the use of input text fields

11 Utilise a range of video functions to include importing, controlling and editing

12 Employ a storyboard to develop a 2D animation

13 Create an interactive navigation menu to include an interactive pop-up menu

14 Manage a range of animation functions to include publishing, exporting and optimising content

15 Manage a range of animation functions to include publishing, exporting and optimising content

16 Produce an interactive slideshow

17 Develop a frame-by-frame animation.

**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.qqi.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.

**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.

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| Project | 100% |

**Description**

**Project**

*A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.*

**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 | |
| **Grading** | Pass | 50% - 64% |
| | Merit | 65% - 79% |
| | Distinction | 80% - 100% |
| **Specific Validation Requirements** | There are no specific validation requirements | |
| **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. | |

## 2. 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 FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|---|---|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5)<br>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.

### 3. 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 |

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| 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. |

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*