



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## DRAFT Component Specification NFQ Level 6

### Internet Programming Award Code TBC

#### 1. Component Details

|                           |   |
|---------------------------|---|
| <b>Title</b>              | <b>Interactive Scripting for the Web</b>  |
| <b>Teideal as Gaeilge</b> | .   |
| <b>Award Type</b>         | Minor   |
| <b>Code</b>               | TBC   |
| <b>Level</b>              | 6   |
| <b>Credit Value</b>       | 15  |
| <b>Purpose</b>            | The purpose of this award is to equip the learner with scripting knowledge and skill associated with developing dynamic and interactive web pages.  |
| <b>Learning Outcomes</b>  | Learners will be able to:<br><br><ol style="list-style-type: none"><li>1 Examine the development and evolution of JavaScript and how it is used to create dynamic web pages</li><li>2 Demonstrate an understanding of Object Oriented Programming, the Document Object Model, and event driven programming.</li><li>3 Determine how and when to use JavaScript</li><li>4 Demonstrate an understanding of fundamental programming concepts, including variables, operators, functions, conditionals and loops</li><li>5 Define objects, methods, events and event handlers</li><li>6 Write and implement scripts employing the Document Object Model</li></ol> |

- 7 Add event-based interactivity to web page
- 8 Identify and manipulate scriptable components in standards-based scripts
- 9 Implement JavaScript Libraries to create dynamic web content
- 10 Implement JavaScript Libraries to create dynamic web content
- 11 Critique a scripting implementation.
- 12 Employ web design techniques to contain dynamic content
- 13 Use standard techniques to test, debug, and validate scripts.
- 14 Have an awareness of common frameworks and libraries.
- 15 Implement best scripting practices, including the use of comments and variable naming.
- 16 Work as part of a team to design and develop content for the web
- 17 Take responsibility for identifying and engaging with evolving scripting standards for the web
- 18 Demonstrate an appreciation for end users' experience and expectation, particularly with respect to cross browser and platform compatibility, and accessibility.

## 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.gqi.ie](http://www.gqi.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      100%

## 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.*

## 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)

|   |   |            |
|---|---|------------|
| <b>Grading</b>                          | Pass  | 50% - 64%  |
|   | Merit   | 65% - 79%  |
|   | Distinction   | 80% - 100% |
| <b>Specific Validation Requirements</b> | 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.   |            |
| <b>Supporting Documentation</b>         | None  |            |
| <b>Access</b>                           | 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. |            |
| <b>Transfer</b>                         | 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.   |            |