DRAFT V4 Certificate Specification NFQ Level 6

Web Project Development Award Code TBC

1. Certificate Details

Title	Web Project Development
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 and programme dynamic content for web-based technologies, and to maintain ongoing development and administration, working independently or as a team member, often taking responsibility for the work of others, while taking responsibility for the finished project. It prepares the individual for employment. It 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 area of web development techniques to include • Styling and Mark-up Languages • Scripting/Programming • Web hosting and also may include (for example): • Digital Graphics • Content Management Systems (CMS) • Digital Media Techniques • Database Management Systems Security

Kind	Demonstrate an understanding of a range of commonly used technologies, standards, design techniques, tools and media and the impact, bearing in mind the implications of legal and regulatory constraints, these can have on the design and implementation of interactive websites

Know How & Skill

Range	Demonstrate a comprehensive range of design, development and evaluative skills across a broad range of web and digital media related disciplines.
Selectivity	Working independently or as a member of a team, utilise methods and tools to, assess problems and generate solutions to enable the design of interactive websites.

Competence

Context	Demonstrate knowledge and skills within a range of varied and specific web and digital media contexts and settings involving creative and non-routine activities, utilising theoretical concepts and/or technical or creative skills.
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	Web Project Development Capstone (New)	6	15
6N2532	Web Authoring	6	15
TBC	Internet Programming (NEW)	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			
6N1277	Web Development	6	15
6N5445	Computer Illustration Graphics	6	15
6N3446	Design Skills	6	15
6N3727	Digital Imaging	6	15
6N3569	Drawing	6	15
6N4907	Animation Drawing	6	15
6N4979	Graphics and Animation	6	15
6N5426	Digital Video Processing and Production	6	15
6N5427	Editing Practice and Techniques	6	15
6N5428	Film and Digital Video Production	6	15
6N4525	Multimedia Sound	6	15
6N4514	Multimedia Technology	6	15

6N5806	Music Video Production	6	15
6N5456	Sound Engineering and Music Technology	6	15
6N4981	Studio and Location Sound Production	6	15
6N3571	Studio Practice	6	15
6N4906	Animating Character Skills in 3D	6	15
6N2108	Object Oriented Programming	6	15
6N4785	Relational Database	6	15
6N4090	Project Management	6	15

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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.

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