

## Certificate Specification NFQ Level 5

### Creative Media 5M5048

#### 1. Certificate Details

<b>Title</b>	Creative Media
<b>Teideal as Gaeilge</b>	Na Meáin Chruthaitheacha
<b>Award Class</b>	Major
<b>Code</b>	5M5048
<b>Level</b>	5
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to work in a creative media setting, using some initiative and independence while under general direction and or to progress to further or higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad range of knowledge of the general and creative principles on which a chosen creative media area is based.
<i>Kind</i>	Demonstrate knowledge of theoretical concepts and abstract thinking and artistic perception, with significant depth in some areas in a chosen creative media area.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a broad range of analytical skills and techniques necessary for creative production in a chosen creative media area and for the interpretation of own and others' work.
<i>Selectivity</i>	Demonstrate a range of creative and practical skills that will contribute to the planning, implementation and evaluation of defined tasks and varied unfamiliar problems in a creative media setting.
<b>Competence</b>	

<i>Context</i>	Apply artistic skills and technical ability within a wide range of varied and specific creative media contexts whilst taking responsibility for the nature and quality of outputs.
<i>Role</i>	Demonstrate confidence, discipline and artistic perception within own work environment, exercising creativity and independence whilst working individually or as member of a production group within a creative media setting.
<i>Learning to Learn</i>	Take responsibility for own learning within a structured context.
<i>Insight</i>	Reflect on personal practice to evaluate and inform self-understanding and personal behavior in a creative media context.

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:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

**A minimum credit value of 30 from the following components**

5N0748	Advertising	5	15
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5N0755	Appreciation of Art, Craft and Design	5	15
5N1288	Illustration	5	15
5N1298	Media Analysis	5	15
5N1552	Animation Layout Design	5	15
5N1590	Cinematography Camera Operations	5	15
5N1651	Games Analysis Design	5	15
5N1830	Animation Drawing Studies	5	15
5N1929	Computer Illustrated Graphics	5	15
5N1897	Script Writing	5	15
5N5029	3 Dimensional Computer Graphics	5	15
5N5047	Cinematography Lighting Skills	5	15

**A minimum credit value of 15 from the following components**

5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
5N0972	Customer Service	5	15

**A minimum credit value of 15 from the following components**

5N1433	Work Practice	5	15
5N1356	Work Experience	5	15
5N2985	Personal and Professional Development	5	15

**A minimum credit value of 30 from the following components**

5N4571	Theatre Studies	5	15
5N1910	Web Authoring	5	15
5N1978	Graphic Design Skills	5	15
5N2003	Vocal Performance	5	15
5N2148	Desktop Multimedia Audio Production	5	15
5N1862	Drawing	5	15
5N1869	Figure Studies	5	15
5N1794	Safety and Health at Work	5	15
5N1603	Computer 3D Modelling and Animation	5	15
5N1611	The Internet	5	15
5N1364	Digital Marketing	5	15
5N1299	Multimedia Authoring	5	15
5N1438	Digital Editing	5	15
5N1551	Animation	5	15
5N1270	Digital Photography	5	15
5N1271	Documentary Photography	5	15
5N1292	Image Processing	5	15
5N0765	Intercultural Studies	5	15
5N0784	Design Skills	5	15

The remaining credit value of 30 can be obtained by using vocationally relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

### 3. Supporting Documentation

1. Documentation as listed in the component specifications associated with this award

### 4. Specific Validation Requirements

The provider must have the specific validation requirements detailed in the component specifications associated with this award

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://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](http://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 broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & 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
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
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

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