FETAC

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

Module Descriptor

Multimedia Project Development

Level 6   E30173

www.fetac.ie

Level 6 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie.
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1   Module Title   Multimedia Project Development

2   Module Code   E30173

3   Level   6

4   Credit Value   1 credit

5   Purpose   This module is a statement of the standards to be achieved to gain an FETAC credit in Multimedia Project Development Level 6

.   The module is designed to provide the learner with the knowledge and skill set in multimedia project development methods used in the multimedia and digital media field.

**6   Preferred
         Entry Level**   Level 5 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

**7   Special
         Requirements**   Knowledge of computer systems

8   General Aims

         Learners who successfully complete this module will:

   8.1   Identify multimedia projects that need management

   8.2   Know how the multimedia project management process and the project life cycle come together

   8.3   Understand what is involved in meeting project goals

   8.4   Understand the role of project management in multimedia

   8.5   Be able to conceive and implement a project management strategy within a multimedia environment

9   Units
The specific learning outcomes are not grouped into units.

10   Specific Learning Outcomes

Learners should be able to:

10.1.1 Identify Stakeholders and define their roles

10.1.2 Be able to select and prioritize worthwhile projects

10.1.3 Scope out the goals of a project

10.1.4 Have an understanding of risk and constraints

10.1.5 Break down tasks into their component form

10.1.6 Create a project network diagram

10.1.7 Understand he need and constraints on equipment, supplies and resources

10.1.8 Build an imp limitation team and understand its role

10.1.9 Understand the steps to the critical path of a project

10.1.10 Understand budgeting options for a project

10.2.1 Assemble a complete project and get it approved

10.2.2 Organise a project team for productivity and communication

10.2.3 Understand the process and procedures necessary for project success

10.2.4 Apply techniques to stay on top of schedules and work

10.2.5 Understand project team conflicts, resolving and benefiting from them

10.2.6 Identify and solve the most common project problems before they materialise

10.2.7 Understand the need for project management software

10.2.8 Be able to install, configure set up and implement project management software

10.2.9 Generate project network diagrams

10.2.10 Understand the concept of a work breakdown system

10.3.1 Generate and understand PERT/CPM activities and events

10.3.2   Generate and apply Gantt charts

10.3.3   Apply project management methods in a real world environment

11   Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

Assignment	**20%**
Assignment	**20%**
Project	**60%**

11.0   Assignment

The internal assessor will devise a brief that requires the candidate to:

(1)
Using the skills and knowledge gained candidates should undertake a dissertation on good project management practice. It should relates to real world Multimedia / Interactive media production
It should be based on products / digital media that has already reached the market place.

(2)
Using the tools and skills available to them the candidates should prepare a project proposal presentation and pitch.
This should be based on a pre determined mock Multimedia product development.
Information should be provided about project schedules, timelines, software and hardware resources and personal .
It should also contain a risk assessment and realistic budget estimate

11.1   Project

The internal assessor will devise a brief that requires the candidate to:

participate in a small project team and execute a design brief that they have selected for their end of year project

The project team should produce a clear project plan and relate it to their end of year project. They should include all relevant project related documentation, Project charts, work and time sheets, time schedules as well as a project log

It should also include
- Design brief details
- Sketches, story boards
- Hardware and Software specifications
- Costing and budgeting proposal

12   Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

<table>
<tr><td rowspan="2">Individual Candidate
Marking Sheet 1</td><td rowspan="2">5</td><td>Multimedia Project
Development
E30173</td></tr>
<tr><td>Assignments 2 (20 + 20)</td></tr>
</table>

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Effective use of tools and techniques	10	
Evidence of development of ideas	10	
Technical awareness	5	
Documentation including reports, logs and scripts, project plans charts and a risk assessment	15	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**40**	

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

Individual Candidate Marking Sheet 2	Multimedia Project Development E30173 Project (60%)

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Content	15	
Effective use of tools and techniques	10	
Evidence of project development and development of ideas	15	
project documentation to high standard of presentation and accuracy	20	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**60**	

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

FETAC Module Results Summary Sheet

Module Title: **Multimedia Project Development**

Module Code: **E30173**

		Total 100%	Grade*
Candidate Surname	*Candidate Forename*		

Signed:

Internal Assessor: _____ *Date:* _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment

Glossary of Assessment Techniques

Assignment   *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work   *A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination   *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record   *A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project *A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

> research – requiring individual/group investigation of a topic
> process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration *Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

1   Assessment is regarded as an integral part of the learning process.

2   All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3   The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4   Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5   The reliability of assessment techniques is facilitated by providing support for assessors.

6   Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7   To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8   Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9   Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.