



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

QQI AWARDS STANDARDS.

Multilingual Core Competence

February 2024





Foreword

The Qualifications and Quality Assurance Act 2012 requires QQI to ‘determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by the Authority’. QQI award standards are based on the level indicators and award type descriptors of the National Framework of Qualifications (NFQ) and are governed by QQI Policy for the Determination of Award Standards.

Based on systematic engagement with subject matter expertise and public consultation, award standards for certain broad fields of learning were developed for QQI awards at level 1-4 on the NFQ. These standards represent an elaboration of the generic descriptors of the NFQ. They should facilitate experts in particular fields of learning to create the link between their programmes’ intended learning outcomes and the NFQ. Each award standard is cumulative, the statements of knowledge, skill and competence at NFQ levels 2, 3 and 4, build on the attainment of standards at lower levels, which are not necessarily reproduced at the higher level(s). The implementation and use of these standards is subject to QQI Policy and Criteria for the Validation of Programmes and QQI Policy for the Making of Awards. Whenever an award standard changes, programmes must be updated and validated against the new standards.

These standards are not programme specifications. It is through these, however, that the relationship between a programme, its component parts and the NFQ should be evident. The standards are a reference point and a point of comparison against which individual programmes may be justified.

They are intended to provide general guidance for articulating the learning outcomes associated with a particular field of learning. In designing programmes, providers must take cognisance of the standards for specific fields of learning where they generally relate to the programme being developed. It is, however, recognised that there is a significant growth in multi-disciplinary/inter-disciplinary programmes; there are emerging fields of learning; and in addition, within each field there is the vast spectrum of programmes possible based on a wide range of purpose. In this context, it is not possible to have a standard, or multiple standards, that cater for the complete range of programmes possible. It is therefore expected that the standards for specific fields of learning will be used as reference points for the design of programmes. In designing programmes, providers can draw from more than one standard.

In drafting the standards every effort has been made to ensure that they will provide for flexibility and variety in the design of programmes and therefore encourage innovation within an overall agreed framework. It is not expected that all programmes will include every learning outcome identified in a standard. It is, however, expected that many programmes will include learning outcomes that are not included in the relevant standard.

When designing a programme, each learning outcome in the standard should be considered. Where departure from these is necessary, it should be justified in the context of the specific orientation of the programme and other facts pertaining to it. Each programme provider should be able to demonstrate how the design and content of its own programmes has been informed by the standard.

The level descriptors of the Framework, the award type descriptors and consequently the standards for the specific fields of learning are divided into three different types of learning outcomes - knowledge, skill and competence. These strands are further subdivided into eight sub-strands. Each strand/sub-strand is important. The relative weighting of each strand in a programme will vary from programme to programme. The weighting will be determined by many factors, including for example, the practical nature of a programme, or otherwise.

Each strand/sub-strand should be addressed appropriately in every programme. Where a programme is multidisciplinary or inter-disciplinary in nature, the use of more than one standard may be necessary. In such cases, the scope, depth and balance of knowledge, skill and competence should be attended to.

The titles of awards made by QQI on foot of these award standards shall be consistent with QQI Policy on the Making of Awards with an exception in the case of major awards where the named award stem shall have the following form: 'Level X Certificate in Lifelong Learning in' [specialisation].

These standards are determined by QQI under section 49(1) of the Qualifications (Education and Training) Act 2012.



DRAFT AWARD STANDARDS – MATHEMATICAL AND NUMERICAL (CORE COMPETENCE)

Purpose	<p>The purpose of this draft broad standard is to enable design of a variety of programmes that will allow the learner to develop the relevant multilingual knowledge, skill and competence.</p> <p>‘This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one’s wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country’s official language(s).’*</p> <p>Please note that the above standard is aligned to the Key Competences for Lifelong Learning. This competence relates specifically to the “Multilingual Core Competence” European Commission, Directorate-General for Education, Youth, Sport and Culture, ‘Key competences for lifelong learning’, Publications Office, 2019, https://data.europa.eu/doi/10.2766/291008</p> <p>*Essential knowledge, skills and attitudes related to this competence</p>
References	<p>‘This competence requires knowledge of vocabulary and functional grammar of different languages and an awareness of the main types of verbal interaction and registers of languages. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.</p> <p>Essential skills for this competence consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual’s needs. Individuals should be able to use tools appropriately and learn languages formally, non-formally and informally throughout life.</p> <p>A positive attitude involves the appreciation of cultural diversity, an interest and curiosity about different languages and intercultural communication. It also involves respect for each person’s individual linguistic profile, including both respect for the mother tongue of persons belonging to minorities and/or with a migrant background and appreciation for a country’s official language(s) as a common framework for interaction’.</p> <p>*EU Council Recommendation on Key Competences for Lifelong Learning, Official Journal of the European Union, 2018 C_2018189EN.01000101.xml (europa.eu)</p>
Additional resources	<p>Common European Framework of Reference for Languages (CEFR)</p>

Note: The indicators at each level build on the skills from the previous one.

The outcomes at each NFQ level include those of all the lower levels in the same sub-strand unless stated otherwise.



NFQ	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE BREADTH	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge
KNOWLEDGE KIND	Demonstrable by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory
Linguistic knowledge	Awareness of basic patterns and rules of: <ul style="list-style-type: none"> • pronunciation • grammar • spelling. 	Awareness of a limited range of simple patterns and rules of: <ul style="list-style-type: none"> • pronunciation • grammar • spelling. 	Knowledge of a broad range of simple patterns and rules of: <ul style="list-style-type: none"> • pronunciation • grammar • spelling. 	Knowledge and understanding of a broad range of patterns and rules of: <ul style="list-style-type: none"> • pronunciation • grammar • spelling.
Reading strategies	Awareness, with visual support, of basic strategies for decoding: <ul style="list-style-type: none"> • simple texts • digital content. 	Awareness, with visual support, of a limited range of simple strategies for decoding: <ul style="list-style-type: none"> • simple texts • digital content. 	Knowledge of a broad range of strategies for decoding: <ul style="list-style-type: none"> • simple texts • digital content. 	Knowledge and understanding of a broad range of strategies for decoding: <ul style="list-style-type: none"> • texts • digital content.
Communication strategies	Awareness of a limited range of basic communication strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair breakdown in communication. 	Awareness of a limited range of communication strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair breakdown in communication. 	Knowledge of a broad range of communication strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair breakdown in communication. 	Knowledge and understanding of a broad range of communication strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair breakdown in communication.



Pluricultural knowledge	When communicating in the target language, awareness of simple social and cultural <ul style="list-style-type: none"> • norms • behaviours. 	When communicating in the target language, awareness of routine: <ul style="list-style-type: none"> • social and cultural norms • behaviours. 	When communicating in the target language, knowledge of a limited range of: <ul style="list-style-type: none"> • social and cultural norms • behaviours. 	When communicating in the target language, knowledge and understanding of a broad range of: <ul style="list-style-type: none"> • social and cultural norms • behaviours.
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NFQ	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOW-HOW AND SKILL RANGE	Demonstrate basic practical skills and carry out directed activity using basic tools.	Demonstrate a limited range of basic practical skills, including the use of relevant tools.	Demonstrate a limited range of practical and cognitive skills and tools.	Demonstrate a moderate range of practical and cognitive skills and tools.
KNOW-HOW AND SKILL SELECTIVITY	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems.
Cognitive and practical skills: linguistic skills	Use simple patterns and rules of pronunciation, grammar, and spelling in familiar contexts.	Use a limited range of simple patterns and rules of pronunciation, grammar, and spelling in familiar and social contexts.	Use a limited range of patterns and rules of pronunciation, grammar, and spelling in familiar personal, social and professional contexts.	Use a broad range of patterns and rules of pronunciation, grammar, and spelling in familiar and unfamiliar contexts.
Cognitive and practical skills: communication strategies	Use simple verbal and non-verbal strategies to: <ul style="list-style-type: none"> • signal non-understanding • repair breakdown in communication. 	Use a limited range of simple strategies to: <ul style="list-style-type: none"> • signal non-understanding • clarify comprehension • repair breakdown in communication. 	Use a limited range of strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair a breakdown in communication. 	Use a broad range of strategies to: <ul style="list-style-type: none"> • clarify comprehension • repair a breakdown in communication.



Speaking	Use everyday language to communicate basic personal information and needs orally in familiar contexts.	Use a limited range of simple language to communicate in familiar contexts.	Use a limited range of language to communicate effectively in familiar personal or professional contexts.	Use a broad range of language to communicate effectively in familiar and unfamiliar personal, professional or educational contexts.
Writing	Produce simple texts that convey basic personal information.	Produce simple texts for everyday purposes.	Produce a range of effective short texts on familiar topics for the following purposes: <ul style="list-style-type: none">• personal• professional.	Produce a range of effective texts on familiar and unfamiliar topics for the following purposes: <ul style="list-style-type: none">• personal• professional• educational.
Reading	Apply basic strategies for decoding simple texts.	Apply a limited range of strategies for: <ul style="list-style-type: none">• decoding simple texts• finding specific information.	Apply a limited range of strategies for decoding and navigating simple authentic texts for familiar personal and professional purposes.	Apply a range of strategies to decode and navigate simple authentic texts for: <ul style="list-style-type: none">• familiar• unfamiliar• personal• professional• educational purposes.
Listening	Apply basic strategies to decode simple spoken texts.	Apply a limited range of strategies to decode simple spoken texts in familiar contexts.	Apply a limited range of strategies for decoding and to simple spoken texts in familiar and professional contexts.	Apply a range of strategies for decoding spoken texts in the following contexts: <ul style="list-style-type: none">• familiar and unfamiliar• personal• professional• educational.



NFQ	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COMPETENCE CONTEXT	Act in closely defined and highly structured contexts.	Act in a limited range of predictable and structured contexts.	Act within a limited range of context.	Act in familiar and unfamiliar contexts.
	Use basic target language in a limited range of familiar contexts.	Use the target language in a limited range of contexts including: <ul style="list-style-type: none"> • everyday • personal. 	Use the target language in a limited range of contexts that include ones that are: <ul style="list-style-type: none"> • familiar • personal • professional. 	Use the target language contexts including: <ul style="list-style-type: none"> • familiar • unfamiliar • personal • professional • educational.

NFQ	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COMPETENCE ROLE	Act in closely defined and highly structured contexts.	Act in a limited range of predictable and structured contexts.	Act within a limited range of context.	Act in familiar and unfamiliar contexts.
Pluricultural	Show basic cultural awareness and respect for cultural differences in a limited number of: <ul style="list-style-type: none"> • everyday contexts. 	Act in a culturally appropriate way in a limited number of routine: <ul style="list-style-type: none"> • personal contexts • public contexts. 	Act in a culturally appropriate way in a range of contexts that include ones that are: <ul style="list-style-type: none"> • familiar • personal • public • educational • professional. 	Act in a culturally appropriate way in a range of contexts that include ones that are: <ul style="list-style-type: none"> • familiar • unfamiliar • personal • public • educational • professional.



NFQ	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COMPETENCE— LEARNING-TO-LEARN	Learn to sequence learning tasks; learn to access and use a range of learning resources.	Learn to learn in a disciplined manner in a well-structured and supervised environment.	Learn to learn within a managed environment.	Learn to take responsibility for own learning within a supervised environment.
	Draw on basic supports and strategies (including plurilingual strategies) to support own learning.	Draw on a limited range of supports and strategies (including plurilingual strategies) to monitor and support own progress in learning.	Draw on a moderately broad range of supports and strategies (including plurilingual strategies) to monitor and support own progress in learning.	Draw on a broad range of supports and strategies (including plurilingual strategies) to monitor and support own progress in learning.

COMPETENCE— INSIGHT	Begin to show awareness of independent role for self.	Demonstrate awareness of independent role for self.	Assume limited responsibility for consistency of self-understanding and behaviour.	Assume partial responsibility for consistency of self-understanding and behaviour.
	<p>Able to develop basic language knowledge and skills and to improve performance by using simple feedback (verbal, visual or written) on:</p> <ul style="list-style-type: none"> • pronunciation • spelling • simple syntax of commonly used words and phrases. <p>Able to show respect for:</p> <ul style="list-style-type: none"> • cultural differences • an awareness that one's own linguistic and cultural repertoire may convey a different message to the one intended in everyday situations. 	<p>Able to use simple feedback (verbal, visual or written) when using simple language to:</p> <ul style="list-style-type: none"> • develop basic language knowledge and skills • improve performance. • Able to show respect for: • cultural differences • an awareness that one's own linguistic and cultural repertoire may convey a different message to the one intended in familiar scenarios in personal contexts. 	<p>Able to:</p> <ul style="list-style-type: none"> • use feedback effectively to develop language knowledge and skills and improve performance • show awareness of one's attitude and cultural behaviour and their impact on situations and how to navigate them. 	<p>Able to:</p> <ul style="list-style-type: none"> • seek feedback to develop language knowledge and skills and improve performance • show awareness of the influence of attitudes and behaviour on interactions, relationships with others.



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