Component Specification NFQ Level 5

Work Experience 5N1356

1. Component Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teideal as Gaeilge</td>
<td>Taithí Oibre</td>
</tr>
<tr>
<td>Award Type</td>
<td>Minor</td>
</tr>
<tr>
<td>Code</td>
<td>5N1356</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
</tbody>
</table>

**Purpose**

The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to participate in the workplace for a limited time, carrying out work-related tasks independently while under general direction.

**Learning Outcomes**

Learners will be able to:

1. Examine work organisations and personal career opportunities in a particular vocational area, to include consideration of work-related issues and needs.

2. Analyse key challenges and opportunities facing a particular vocational area.

3. Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay.

4. Compile a personal and vocational skills audit and career plan for a specific vocational area, to include
goals and action points for the period of work experience

5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements.

6 Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations.

7 Demonstrate effective communications skills in the workplace, to include personal, interpersonal and technological communications skills.

8 Reflect on workplace experiences, to include feedback by supervisors or mentors on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management.

9 Explore options for future education, training and employment in light of work experience.

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.qqi.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.

### 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.

<table>
<thead>
<tr>
<th>Assessment Technique</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio / Collection of Work</td>
<td>60%</td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>40%</td>
</tr>
</tbody>
</table>

### 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.

#### Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A
skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

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

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50% - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65% - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80% - 100%</td>
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</table>

Specific Validation Requirements

There are no specific validation requirements for this award

Supporting Documentation

None

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

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.

2. 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 FET awards are contained within the associated specifications:

<table>
<thead>
<tr>
<th>AWARD CLASS</th>
<th>STANDARDS</th>
<th>AWARDS</th>
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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.

3. 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>
<thead>
<tr>
<th>NFQ Level</th>
<th>Major Awards Credit Values</th>
<th>Default Credit Values</th>
<th>Other Permitted Minor Award Credit Values</th>
<th>Special Purpose and Supplemental Award Credit Value Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>10</td>
<td>5,20</td>
<td>&gt;5 and&lt;60</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>10</td>
<td>5,15,20</td>
<td>&gt;5 and&lt;90</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Broad range of knowledge</td>
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</tbody>
</table>
Kind

Some theoretical concepts and abstract thinking, with significant depth in some areas.

Some underpinning theory

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