



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Common Awards System

Restatement

of

Policy and Guidelines

2014

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1 Introduction

The Common Awards System (CAS) is a system of linked further education and training (FET) awards¹ specifications at National Framework of Qualifications (NFQ or Framework) Levels 1 to 6 inclusively. The CAS awards specifications include ‘awards standards’ to be achieved before an award may be made. The awards standards are expressed as minimum expected learning outcomes. These reflect the knowledge, skill and competence to be achieved by the learner before an award may be made.

This policy and guideline outlines the syntax for the CAS’s awards specifications and how they are to be used. It is intended for use by standards development groups when developing new certificate or component specifications and as a succinct, complete and definitive explanation of the CAS for QQI, for providers of education and training programmes leading to CAS awards and other CAS users.

Programmes leading to education and training awards made by QQI must, of course, be validated and QQI’s validation policy and criteria are described in a separate document.

2 Context

The CAS was introduced by the *Further Education and Training Awards Council* (FETAC) for Further Education and Training (FET) awards at NFQ Levels 1 to 6. QQI now maintain the CAS.

The CAS is an evolving system and will continue to be.

2.1 Terminology

The CAS makes use of the NFQ’s four main award classes:

- Major,
- Minor,
- Special purpose and
- Supplemental.

The NFQ and its award classes are explained elsewhere (<http://www.nfq.ie>).

There are four main award classes in the NFQ. They are Minor, Major, Special Purpose and Supplemental. NFQ award classes are called ‘award types’ in the CAS. This CAS usage may be ambiguous because the term ‘award type’ has a distinct meaning in the NFQ where it distinguishes between awards within a class e.g. the Honours Bachelor’s degree and the Master’s degree are two different award types in the NFQ’s Major award class.

Two additional terms are used frequently by the CAS to characterise its awards, namely ‘component’ and ‘compound’.

¹ “award” means an award, including a joint award, for education or training, or both, made by an awarding body or in the Case of a joint award, by two or more awarding bodies, to a learner to record or certify that the learner has acquired a particular standard of knowledge, skill or competence and includes—

- (a) a certificate,
- (b) a diploma,
- (c) a degree;

The term component or 'component award' is used to signify a minor award. A component award is described by a 'component specification'. The making of a component award may be certified by a 'component certificate'. A single component certificate may certify that an individual holds one or more component awards.

A compound award is an award that involves component awards. It may, for example, be a major, supplemental or special purpose award. A compound award is described by a 'certificate specification' and this includes 'certificate requirements' which detail the component awards that must be made/held before the compound award may be made/held. Expected learning outcomes for compound awards are included in the certificate specification and involve more than the sum of the outcomes of component awards listed in the compound's 'certificate requirements'. Compound awards are issued as 'certificates'.

Not all NFQ award classes (CAS award types) are used at all NFQ levels in the CAS. The CAS as a matter of policy does not determine awards standards for Supplemental class awards at NFQ Levels 1 and 2.

2.2 Policy and Criteria for Making Awards

The CAS is described by the following documents inherited by QQI from the Further Education and Training awards Council:

- (i) *A Common Awards System 2005*
- (ii) *Policy for Determining Standards 2005*
- (iii) *Policy on Quality Assuring Assessment 2006*
- (iv) *Quality Assuring Assessment Guidelines for Providers 2007*

This document (namely Common Awards System: Restatement of Policy and Guidelines) is a consolidation or compact restatement of the CAS's policy and guidelines with some rationalisation. It will serve as a baseline for QQI QA services and policy development. If this document is in conflict with any of these older works, this QQI document shall be regarded as a correction. It is therefore the definitive statement of policy.

3 The Common Awards System

The CAS was designed to emphasise educational and training goals represented as minimum expected learning outcomes. These outcomes are aligned with the NFQ. This alignment:

- Supports learner mobility;
- Helps recognise learning, where it is due, however it is achieved;
- Eases the recognition of prior learning in particular.

The common awards system essentially comprises a collection of:

- Certificate specifications for compound awards (i.e. Major, Supplemental or Special Purpose awards).
- Component specifications (for Minor awards).
- Regulations concerning the applications of the awards specifications.

All award specifications include awards standards expressed as minimum expected learning outcomes. They also include additional information: e.g. the award's purpose, articulation and progression arrangements, assessment requirements and the estimated learner effort (via credit quantised to multiples of 50 hours of learner effort (5 FET Credits)).

Some of this additional information is learner or programme dependent as distinct from being concerned exclusively with learning outcomes. For example, credit (a measure of learner effort) is normally calculated on a one-step-up basis: i.e. credit for an award at a given NFQ Level assumes (unless otherwise stated) that the learner has already achieved the requirements for the next lower level.

During the migration process a default credit value of 15 FET Credits was assumed for minor awards at NFQ Levels 5 and 6. Therefore, unless a particular case was made during the development of a particular certificate specification, the credit level for all level 5 and 6 minor awards is 15 FET credits.

The CAS's certificate specifications include 'certificate requirements' that specify the CAS component awards (minor awards) that must be held by a learner before the compound award may be made and the certificate issued. To meet the certificate requirements, each of the required component awards must be held even where the candidate is exempted (from enrolling for the unit leading to the component award) in which case she or he must apply for the CAS component award. Application for exemptions in respect of pre-CAS awards and non QQI awards are made by providers of validated programmes.

The CAS's certificate and component specifications are intended to be used by programme designers rather than as teaching aids. The embedded statements of minimum expected learning outcomes are not designed to be used as assessment criteria. They are benchmarks for minimum intended programme learning outcomes (or in the case of component specifications for module learning outcomes). Programmes developed using the CAS's certificate and component specifications must be validated by QQI to ensure that they enable target learners to achieve the required standard of knowledge, skill and competence required for the award(s) to which the programmes lead. QQI's programme validation policy and criteria elaborate.

Each certificate specification includes an integrated statement of the standard of knowledge, skill and competence to be achieved before the relevant compound award may be made. The certificate specification also expresses an implicit (and secondary in terms of priority) standard through the certificate requirements and the linked component specifications.

This prescription of component awards in certificate requirements has the effect of regulating the way in which learning is unitised and accumulated (through the completion of modules or units leading to component awards) to achieve the standard prescribed for a compound award. Component awards also have an intrinsic value.

Component specifications may feature in the certificate requirements of more than one certificate specification. The reusability of component awards (because they arise in multiple certificate specifications) is intended to facilitate modularised programmes of education and training. The prescription through certificate requirements of component awards by the CAS was designed to facilitate a national modular system within the further education and training system. The CAS was

also designed to facilitate learner mobility between programmes of education and training, between FET programmes and between FET and HET programmes.

A limitation the CAS approach to modularisation is that the same component award may signify significantly differently flavoured learning outcomes depending on the compound in which they were achieved. This is particularly likely with component awards whose specifications require contextualisation such as awards for work experience achievement. This means that a component award achieved for one compound award is not automatically suited to be used as credit in another programme leading to a different compound award even though it meets the certificate requirements.

This underlines the importance of ensuring that programmes of education and training prescribe intended programme/module learning outcomes that are fit for purpose of the programme as well as being consistent with the applicable CAS's compound and /or component specifications.

4 Syntax for the CAS Compound Awards Specifications

Everything in this section, unless otherwise stated, applies equally to major, special purpose and supplemental award specifications i.e. to certificate specifications. The term certificate specification is used here to refer to specifications features common to all three award classes (CAS award types).

The syntax of certificate specifications changes with the compound award's NFQ level. A template for certificate specifications is provided in **section 7**.

4.1 Awards Specifications for Compound Awards

The CAS's certificate specifications contain certificate requirements that call for the completion of a number of component awards. The following extract is from the template for the certificate specifications.

A Certificate will be awarded to all learners who successfully complete the Major award requirements at levels 1-5 and an Advanced Certificate will be awarded at level 6.

All Major awards comprise a combination of Minor and/or Special Purpose awards. The learner must successfully achieve all the stated requirements in order to achieve the Major award.

Learners may accumulate the appropriate Minor and Special Purpose awards over time to achieve the Major award.

As implemented, all the CAS's certificate specifications contain certificate requirements made up of sets of component awards (with linked component specifications) in pre-determined pools.

When interpreting the certificate specification the direction of priority is from the certificate to the component specification.

There is a reference in the extract above to combinations involving 'special purpose' awards. As implemented, if a special purpose award specification is embedded in a certificate specification, this

is exclusively through the inclusion of the special purpose award's component awards in the certificate requirements. This is a simplification and will need to be revisited.

The overarching expected learning outcomes contained in the compound award specification ought to guide the design of an integrated modular programme of education and training. The component awards guide the partitioning of learning opportunities and enable the distinct certification of modular outcomes.

For a given certificate specification, the component specifications must be drawn from a number of pools as indicated by the certificate requirements section of the certificate specification. Choices of combinations are required to be coherent and consistent with the certificate specifications ELOs. A component award may be included in the certificate specification's certificate requirements as either as mandatory or as elective as follows:

- component awards prescribed by the compound award specification ('mandatory')
- component awards from pools prescribed by the compound award specification ('electives')

The certification requirements involve FET credit that is less than or equal to the credit prescribed for the particular compound award. A minimum quantity of credit is specified for each of the pool described above. The sum of these minima is the FET credit required by the certificate requirements. If this credit is less than the requirement for the compound award, the difference is called residual credit. Residual credit may be used as follows:

- Component awards at the compound's NFQ Level may be included to make up the residual credit and/or
- One component award from either one level above or one level below may be included, but not from both.

The residual credit must be used discerningly having regard for the compound award's ELOs. The use of a foreign language component award in a business programme is an example of the relevant use of residual credit. The suitable use of residual credit should be ensured by programme designers and is considered as part of the validation process.

The application of exemptions applies equally to ELOs specified via residual credit.

4.1.1 Credit Distributions for Major Awards

Table 1 *Credit Distribution for Major Awards at NFQ Levels 4 to 6*

Normal Credit Distribution for Major Awards			
	Level 4	Level 5	Level 6
Major	90	120	120
Vocational Mandatory and electives specified	40-50	60-75	60-75
People Skills Work Skills	30	30	30
Elective (this may include mathematics, information technology and thinking skills among others)	remainder	remainder	remainder
Maximum Residue	10	30	30
	People Skills and Work Skills are mandatory	People Skills and Work Skills are mandatory	People Skills and Work Skills are mandatory

Credit distributions are determined individually within certificate specifications at NFQ Levels 1 to 3.

4.2 Component Awards Specified in Certificate Requirements

Component specifications are discussed in detail in **section 5**. The present section deals with their relationship with certificate specifications.

All certificate specifications (Major, Special Purpose and Supplemental awards) include certificate requirements that include component awards.

Two or more certificate specifications may include the same component award in their certificate requirements. On achievement of a component award a learner can obtain a component certificate when requested by the provider of a validated programme that leads to the award concerned.

A significant proportion of the learning in vocational programmes is transferrable and can be reused in other programmes. When learning is divided into units (or modularised) this helps systematise the reuse of learning making it more manageable (for learners and providers). It also facilitates learner mobility.

However, while units of learning are self-contained, they must, in the context of a compound award programme, interact with each other sometimes to a very great extent. Some of this interaction is spontaneous and learners themselves will accomplish this integration internally. However, some of it can be stimulated by 'integrating' units that draw on learning achieved in others. There are foreseeable cases where the 'integration' of learning needs to be facilitated and assessed in 'capstone' units.

The award standard (expected learning outcomes) embedded in a certificate specification must always be met before the relevant compound award is made (and the certificate issued). It is risky to

assume that this is guaranteed merely by meeting the certificate requirements (i.e. merely requiring that a person earns all the component awards).

4.3 Special Purpose and Supplemental Awards Specifications

Certificate specifications for special purpose or supplemental awards:-

- Vary in volume requirements;
- Will normally require a significantly smaller volume than a major award at the same NFQ Level;
- Must include certificate requirements that include one or more component awards (mandatory ones and possibly electives); and
- May be linked to a major award specification via inclusion of the award in the major's certificate requirements.

5 The CAS's Certificate/Component Specification Syntax

All certificate/component specifications include the following indicative headings. For the exact headings used please refer to the templates for Major and Minor and other classes of awards specifications in **section 7**.

1. Title
2. NFQ Level [1 to 6]
3. Purpose Statement
4. Credit Value
5. Field, sub-field, and domain. *[Not included in the specification proper but linked with it within QBS and therefore included in the FET awards directory]*
6. Expected Learning Outcomes *[These are expressed as statements of knowledge, skill and competence. The format for Minors is different from that for other award classes.]*
7. Certificate requirements *[For certificates only. This lists associated minor awards (component awards) and provides rules for selecting from them.]*
8. Assessment requirements
9. Special Validation Requirements
10. Supporting Documentation *[if any]*
11. Access Statement

The following subsections comment on some of these headings.

5.1 Title

There are two parts to the award title: **'the stem title'** (indicating the award's NFQ Type and Class) and the **'named award title'** (indicating the award's subject).

The award title has the form

[Level String] [Stem String] Certificate [Subject String]

Where, for N = 1, ..., 6, Level String = empty for Stem String = "component" otherwise = "Level [N]", Stem String = empty (for Major Award-type and N= either 1 or 2 ...or 5) or "Advanced"(for Major and N=6) or "Special Purpose" ...or "Supplemental" ...or "component" ...and Subject String is created in line with **sections 5.1.1** and **5.5** and only in the case of components leads with Level [N].

This rule is applied by the QQI executive and other readers can simply note that a formulaic approach is used to title the CAS's certificate/component specifications. Information about available awards (including their certificate/component specifications) is available on the QQI website.

Examples of the application of this rule may be found in the CAS's awards directory available via the QQI website.

Table 2 Illustrating the construction of awards titles

	Certificate	
Major awards	Level N Certificate	[Subject string]
Minor awards	Component Certificate	Level N [Minor Subject String 1] Level N [Minor Subject String 1] ...
Special purpose awards	Level N Special Purpose Certificate	
Supplemental awards	Level N Supplemental Certificate	

5.1.1 Named Award Title (Subject String)

The named award title must be concise, indicate the subject and reflect the expected learning outcomes as best it can. Where feasible, the named award title may use domains or sub-domain from the Fields of Learning categories discussed in the following section. For example: *Level 5 Certificate in Forestry*.

Named award titles-

- Should be uniform where feasible for the same subject at *different NFQ* levels.
- Must be unique for awards with the same ‘Stem String’ and NFQ Level.
- Should reflect a domain of learning and not an occupation or job.
- Must be no longer than 43 characters selected from: the Roman alphabet (upper and lower the case); the space character; and the hyphen character.
- Must not infringe any copyright or other property rights.
- The title of a compound award cannot be used for a component award and *vice versa* (developers need to search the QBS to ensure this).

5.2 NFQ Level

All the CAS’s awards have an NFQ level. The NFQ Level is determined solely by the minimum expected learning outcomes required to qualify for the award. Determining the level of smaller volumes of learning (as in component awards) is more difficult than for larger ones—but expected learning outcomes for component awards can be understood in the context of their compound award specifications.

5.3 Purpose

All the CAS awards must have a purpose. The CAS purpose statements aim to describe what the learning will enable the award-holder to do. They typically take the form

“The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to...” (for all except component specifications)

“The purpose of this award is to equip the learner with the knowledge, skill and competence to...” (for component specifications)

5.4 Credit Value / Volume

Every CAS certificate and component specification includes an FET credit value. The FET credit value is one tenth of the estimated typical learner effort in hours but it is also quantised. Learner effort is based on the time taken by typical learners at the level of the award on average, to achieve the learning outcomes for the award. It includes all learning time involved including; guided learning hours, self-directed learning and assessment. Table 3 illustrates.

Normally, all the CAS's majors at the same NFQ Level have the same credit value. Component awards have the default value for their NFQ Level or one of several permitted alternatives (Table 3).

Table 3 Credit rules

NFQ Level	Major Awards Credit Values	Default Minor Award Credit Values	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

The craft awards (apprenticeship) are not currently part of the CAS.

A programme of education and training leading to a particular compound award may exempt a candidate for the compound award from having to earn *de novo* one of the specified component awards if the component award is already held. The corresponding credit requirement is waived.

5.5 Field of Learning

Named award titles should relate to the appropriate field, sub-field and domain in the *Field of Learning Classifications System* used by the CAS (**section 8**). The field of learning code is not currently included in the published award specification.

5.6 Expected Learning Outcomes

The CAS's certificate and component specifications for each award class (major, minor, special purpose and supplemental) contain statements of expected learning outcomes described in terms of knowledge, skill and competence.

All major awards (compound awards) specify expected learning outcomes for each of the eight NFQ sub-strands (see **section 6**). They take the form of broad statements of knowledge, skill and competence to be achieved by the learner before the award can be made.

Special purpose and supplementary awards specifications must address all three NFQ strands and must address at least one sub-strand from each of these NFQ strands.

Expected learning outcomes are devised to be consistent with the NFQ Award-type descriptors (**section 6**). The NFQ Level synopses (also **section 6**) can also be useful and help those unfamiliar with the NFQ but they are not formally part of the NFQ determinations.

Certificate specifications' expected learning outcomes must be consistent with the component awards listed in the certificate specification's certificate requirements.

Component specifications include expected learning outcomes. Broadly these reflect the knowledge, skill and competence to be achieved by the learner before the component award (minor award) may be made.

Expected learning outcomes in component specifications must:

- Specify the knowledge, skill and competence
- Serve as a guideline for programme design
- Not infringe any copyright or other property rights

5.7 Certificate Requirements

This section of the award specification comprises a list of the component awards and rules for their selection. The rules are described in **section 4.1**.

5.8 Assessment requirements

The CAS requires that '*all learning outcomes are assessed*' before entitlement to a component award can be recommended. Note that the awards standards determinations are expressed as minimum expected learning outcomes i.e. these must be achieved (and not just assessed) before an award can be made.

Section 9 tabulates the assessment statements that may be included in a component specification.

5.9 Specific Validation Requirements

Certificate and component specifications may include conditions that must be met before a programme leading to the award can be validated.

6 NFQ Award-types used within the CAS and their Determinations

Level 1 Certificate (NFQ Level 1 - Major award)

Level 1 certificates are designed to meet the needs of learners, both young and old, including those with intellectual and other disabilities, adults returning to training, and learners with few or no previous qualifications, including those within the workforce. These awards provide certification for learners who may progress to higher levels and also for those whose principal achievements rest at these levels. Each certificate comprises a number of components, most often in basic literacy and numeracy, which the learner can achieve at their own pace and accumulate over time towards one of the named certificates above. An example of an award at NFQ Level 1 is the Level 1 Certificate in Communications (Major).

Descriptor

Title	Level 1 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	1
Volume	Small
Knowledge - breadth	Elementary knowledge
Knowledge - kind	Demonstrable by recognition or recall
Know-how and skill - range	Demonstrate basic practical skills, and carry out directed activity using basic tools
Know-how and skill - selectivity	Perform processes that are repetitive and predictable
Competence - context	Act in closely defined and highly structured contexts
Competence - role	Act in a limited range of roles
Competence – learning to learn	Learn to sequence learning tasks; learn to access and use a range of learning resources
Competence - insight	Begin to demonstrate awareness of independent role for self
Progression & Transfer	Progression to programme leading to a Level 2 Certificate, or at a higher level if appropriate.

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

Level 2 Certificate (NFQ Level 2 - Major award)

Level 2 certificates are designed to meet the needs of learners, both young and old, including those with intellectual and other disabilities, adults returning to training, and learners with few or no previous qualifications, including those within the workforce. These awards provide certification for learners who may progress to higher levels and also for those whose principal achievements rest at these levels. Each certificate comprises a number of components, most often in basic literacy and numeracy, which the learner can achieve at their own pace and accumulate over time towards one of the named certificates above. An example of an award at NFQ Level 2 is the Level 2 Certificate in General Learning (Major).

Descriptor

Title	Level 2 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	2
Volume	Medium
Knowledge - breadth	Knowledge that is narrow in range
Knowledge - kind	Concrete in reference and basic in comprehension
Know-how and skill - range	Demonstrate limited range of basic practical skills, including the use of relevant tools
Know-how and skill - selectivity	Perform a sequence of routine tasks given clear direction
Competence - context	Act in a limited range of predictable and structured contexts
Competence - role	Act in a range of roles under direction
Competence – learning to learn	Learn to learn in a disciplined manner in a well-structured and supervised environment
Competence - insight	Demonstrate awareness of independent role for self
Progression & Transfer	Progression to programme leading to a Level 3 Certificate, or at a higher level if appropriate.

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

Level 3 Certificate (NFQ Level 3 – Major award)

The Level 3 Certificate enables learners to gain recognition for, specific personal skills, practical skills and knowledge, basic transferable skills, the enhancement of individual talents and qualities and achievements and learning relevant to a variety of progression options. An example of an award at NFQ Level 3 is the Level 3 Certificate in Keyboard and Computer Skills (Major)

Descriptor

Title	Level 3 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	3
Volume	Large
Knowledge - breadth	Knowledge moderately broad in range
Knowledge - kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill - range	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill - selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence - context	Act within a limited range of contexts
Competence - role	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence – learning to learn	Learn to learn within a managed environment
Competence - insight	Assume limited responsibility for consistency of self- understanding and behaviour
Progression & Transfer	Progression to programme leading to a Level 4 Certificate, or at a higher level if appropriate.

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

Level 4 Certificate (NFQ Level 4 – Major award)

The Level 4 Certificate enables learners to gain recognition for the achievement of vocational and personal skills, knowledge and understanding to specified standards, the enhancement of individual talents and qualities and the achievement and learning relevant to a variety of progression options, including employment at an introductory vocational level, and programmes leading to a Level 5 Certificate. Examples of Level 4 awards would include the Level 4 Certificate in Horticulture (Major); the Level 4 Certificate in Pharmacy Sales (Major).

Descriptor

Title	Level 4 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	4
Volume	Large
Knowledge - breadth	Broad range of knowledge
Knowledge - kind	Mainly concrete in reference and with some elements of abstraction or theory
Know-how and skill - range	Demonstrate a moderate range of practical and cognitive skills and tools
Know-how and skill - selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence - context	Act in familiar and unfamiliar contexts
Competence - role	Act with considerable amount of responsibility and autonomy
Competence – learning to learn	Learn to take responsibility for own learning within a supervised environment
Competence - insight	Assume partial responsibility for consistency of self-understanding and behaviour
Progression & Transfer	Progression to programme leading to a Level 5 Certificate, or at a higher level if appropriate.

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

Level 5 Certificate (NFQ Level 5 – Major award)

The NFQ Level 5 Certificate enables learners to develop a broad range of skills, which are vocational specific and require a general theoretical understanding. They are enabled to work independently while subject to general direction. The Majority of certificate/module holders at level 5 take up positions of employment. They are also deemed to meet the minimum entry requirements for a range of higher education institutions/programmes. Example of Level 5 awards would include the Level 5 Certificate in Restaurant Operations (Major); the level 5 Certificate in Seafood Processing (Major).

Descriptor

Title	Level 5 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	5
Volume	Large
Knowledge - breadth	Broad range of knowledge
Knowledge - kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know-how and skill - range	Demonstrate a broad range of specialised skills and tools
Know-how and skill - 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
Competence - role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
Competence – learning to learn	Learn to take responsibility for own learning within a managed environment
Competence - insight	Assume full responsibility for consistency of self- understanding and behaviour
Progression & Transfer	Progression to a programme leading to an Advanced Certificate or a higher education and training award at Level 6, 7 or 8

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

Advanced Certificate (NFQ Level 6 - Major award)

An Advanced Certificate award enables learners to develop a comprehensive range of skills, which may be vocationally specific and/or of a general supervisory nature, and require detailed theoretical understanding. Modules include advanced vocational/occupational skills, enabling certificate holders to work independently or progress to higher education and training. The Majority of certificate/module holders at NFQ Level 6 take up positions of employment, some of whom may be self-employed. Examples of FET awards at NFQ Level 6 would include Advanced Certificate Craft-Electrical (Major); Advanced Certificate Craft-Metal Fabrication (Major); Advanced Certificate Farm Management (Major).

Descriptor

Title	Advanced Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	6
Volume	Large
Knowledge – breadth	Specialised knowledge of a broad area
Knowledge - kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know-how and skill - range	Demonstrate comprehensive range of specialised skills and tools
Know-how and skill - 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
Competence - 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, complex and heterogeneous groups
Competence – learning to learn	Learn to take responsibility for own learning within a managed environment
Competence - insight	Express an internalised, personal world view, reflecting engagement with others
Progression & Transfer	Transfer to a programme leading to a Higher Certificate. Progression to a programme leading to an Ordinary Bachelor Degree or to an Honours Bachelor Degree.

Awarding body: Currently QQI. QQI may delegate authority to others to make these awards.

This is a Major award. Major awards are the principal class of award made at a level. There are also component (Minor), specific purpose (Special Purpose) and Supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

7 Awards Specifications Templates – Levels 3, 4, 5 and 6

7.1 Major, Special Purpose or Supplemental Award Specification Template

[DOCUMENTTITLE] Specification

Level [LEVELNAME]

[TITLEENGLISH]

[AWARDCODE]

Contents

1. Introduction
2. National Framework of Qualifications
3. Guide to Level
4. FETAC Awards
5. Award Specifications
6. Navigating the Certificate Specification
7. Certificate Details
8. Certificate Requirements
9. Supporting documentation
10. Specific Validation Requirements
11. Europass Certificate Supplement

1. Introduction

[Standard text] **2. The National Framework of Qualifications**

[Standard text] **3. Guide to Level**

[LEVELSYNOPSIS]

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	[KNOWLEDGEBREADTH]
	Kind	[KNOWLEDGEKIND]
Know How & Skill	Range	[SKILLRANGE]
	Selectivity	[SKILLSELECTIVITY]
Competence	Context	[COMPETENCECONTEXT]
	Role	[COMPETENCEROLE]
	Learning to Learn	[COMPETENCELEARNINGTOLEARN]
	Insight	[COMPETENCEINSIGHT]

Extract from 'Determinations for the Outline National Framework of Qualifications' www.nqai.ie

4. FETAC Awards

FETAC makes four types of awards: Major, Minor, Special Purpose and Supplemental.

A **Major award** is the principal class of award made at each level. It represents a significant volume of learning outcomes. A Major award will prepare learners for employment, participation in society and community and access to higher levels of education and training.

A **Certificate** will be awarded to all learners who successfully complete the Major award requirements at levels 1-5 and an **Advanced Certificate** will be awarded at level 6.

All Major awards comprise a combination of Minor and/or Special Purpose awards. The learner must successfully achieve all the stated requirements in order to achieve the Major award.

Learners may accumulate the appropriate Minor and Special Purpose awards over time to achieve the Major award.

A **Minor award** is an award that is derived from and must link to, at least one Major, Special Purpose or Supplemental award. Minor awards are smaller than their parent award(s). Achievement of a Minor award provides for recognition of learning that has relevance and value in its own right. A Minor award is referred to as a **component**.

A **component Certificate** will be awarded to all learners who successfully complete one or more components (i.e. Minor awards) but not the full or particular requirement for the Certificate.

A **Special Purpose award** is made for specific and relatively narrow purposes. All Special Purpose awards comprise one or more components. The learner must successfully achieve all the stated requirements in order to achieve the Special Purpose award.

A **Specific Purpose Certificate** will be awarded to all learners who successfully complete the award requirements.

A **Supplemental award** is an award which recognises learning which involves updating/up-skilling and/or continuing education and training with specific regard to occupations. All Supplemental awards comprise one or more components. The learner must successfully achieve all the stated requirements in order to achieve the Supplemental award.

A **Supplemental Certificate** will be awarded to learners who successfully complete the award requirements.

5. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005. Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **Major award**.

A **component Specification** is published for each named **Minor award**. Please note that each component (i.e. Minor award) is associated with one or more Certificates (i.e. Major, Special Purpose or Supplemental award).

A **Specific Purpose Specification** is published for each **Special Purpose award**.

A **Supplemental Specification** is published for each **Supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. Major, Special Purpose, Supplemental awards) are contained within the associated component Specifications.

6. Navigating the Certificate Specification

Section 7 of this Certificate Specification outlines the details and requirements for this award. The details and requirements for the associated **components** can be found at www.fetac.ie

7. Certificate Details

Title	[TITLEENGLISH]{CertificateDetailsTable}
Teideal as Gaeilge	[TITLEIRISH]
Award Type	[AWARDTYPE]
Code	[AWARDCODE]
Level	[LEVELNAME]
Credit Value	[CREDITVALUE]
Purpose	[PURPOSE]
Statements of Knowledge, Skill and Competence	Learners will be able to:
[KSCSTRAND]{TRKSCSTRAND}	
[KSCSUBSTRAND]{TRKSCSUBSTRAND}	[STATEMENT]
	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.
	[AWARDCODE] [AWARDTITLE]
Grading	<p>Level 3: There is no grading of major or specific purpose awards at this level.</p> <p>Levels 4, 5 and 6</p> <p>Pass</p> <p>Merit</p> <p>Distinction</p> <p>The grade achieved will be determined by the grades achieved on the components</p>

8. Certificate Requirements

The total credit value required for this certificate is [CREDITVALUE]. This will be achieved by completing:

Award Code	Title	Level	Credit Value
------------	-------	-------	--------------

All of the following component(s)

[AWARDCODE] [TITLEENGLISH]{TRTITLEENGLISH }

[AWARDLEVEL] [CREDITVALUE]

A minimum credit value of [MINIMUMCREDITVALUE]{TRCREDITVALUE} from the following components

[WILDCARDSTATEMENT]

9. Supporting Documentation

1. [SUPPORTINGDOCUMENTS]

10. Specific Validation Requirements

1. [SPECIFICVALIDATIONREQS]

11. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.fetac.ie

Sample major award specification appended ([Appendix 1](#))

7.2 Minor Award Specification Template

Component Specification

[TITLEENGLISH]

Level [LEVELNAME]

[AWARDCODE]

1. Introduction

[Standard text]

2. The National Framework of Qualifications

[Standard text]

3. Guide to Level

[LEVELSYNOPSIS]

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	[KNOWLEDGEBREADTH]
	Kind	[KNOWLEDGEKIND]
Know How & Skill	Range	[SKILLRANGE]
	Selectivity	[SKILLSELECTIVITY]
Competence	Context	[COMPETENCECONTEXT]
	Role	[COMPETENCEROLE]
	Learning to Learn	[COMPETENCELEARNINGTOLEARN]
	Insight	[COMPETENCEINSIGHT]

Extract from 'Determinations for the Outline National Framework of Qualifications': www.nqai.ie

4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005. Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **Major award**.

A **component Specification** is published for each named **Minor award**. Please note that each component (i.e. Minor award) is associated with one or more Certificates (i.e. Major, Special Purpose or Supplemental award). See www.fetac.ie.

A **Specific Purpose Specification** is published for each **Special Purpose award**.

A **Supplemental Specification** is published for each **Supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. Major, Special Purpose, Supplemental awards) are contained within the associated component Specifications.

5. Component Details

Title [TITLEENGLISH] {ComponentTable}

Teideal as Gaeilge [TITLEIRISH]

Award Type [AWARDTYPE]

Code [AWARDCODE]

Level [LEVELNAME]

Credit Value [CREDITVALUE]

Purpose [PURPOSE]

Units The Learning Outcomes are grouped into the following units:

{UNITS}[UNITNUMBER] [UNITTITLE]

Learning Outcomes

Learners will be able to:

[UNITNUMBER] [UNITTITLE] {TRUNIT}

[OUTCOMENUMBER] {TRLO} [LEARNINGOUTCOME
]

Assessment

General Information

Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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 [FETAC's Provider Guidelines for Programme Validation](#).

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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes must be assessed.

Description	[ATECHNAME]	[ATECHWEIGHTING]%{TRATECHWEIGHTING}	{TRATECHNAME}
	<p>Assignment: An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.</p> <p>Continuous Assessment: Continuous Assessment</p> <p>Examination – Aural: An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. An aural examination assesses listening and interpretation skills.</p> <p>Examination – Interview Style: An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.</p> <p>Examination – Oral: An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. An oral examination assesses the ability to speak effectively in the vernacular or other languages.</p> <p>Examination – Practical: An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.</p> <p>Examination – Theory: An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.</p> <p>Final Exam: Final Exam</p> <p>Learner Record: A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.</p> <p>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.</p> <p>Practical: Practical</p>		

Project:

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

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.

[SPECIFICASSESSMENTREQS]

{TRSPECREQS}

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Level 3

'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.

Levels 4, 5 and 6

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

Specific Validation Requirements

1. [SPECIFICVALIDATIONREQS]

Supporting Documentation

1. [SUPPORTINGDOCUMENTS]

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.

Sample minor award specification appended ([Appendix 2](#))

8 the CAS Fields of Learning and relationship to ISCED

the CAS Fields of Learning (June 2010) and their relationship to ISCED.

FIELD	Sub-FIELD		DOMAIN	ISCED CODE		
1 Agriculture, Science + Computing ISCED 4 + 6	1. Agriculture	1.1.1	Agriculture (livestock, farm animals, crops, farming, land)	6		
		1.1.2	Horticulture (fruit, vegetables, plants, gardens, landscape)			
		1.1.3	Floristry (flower arranging, display)			
		1.1.4	Veterinary/Pets/non-Farm Animals			
		1.1.5	Poultry (Geese, Ducks, Hens, Eggs)			
		1.1.6	Aquaculture			
		1.1.7	Equitation (horses, stables, equine)			
		1.1.8	Fisheries (commercial fishing, nets, fishing equipment)			
		1.1.9	Forestry (trees, timber)			
	2. Science	1.2.1	Natural Sciences/Food Science/Environmental Science, Environment, Conservation, Botany, Biology	4		
		1.2.2	Applied Science - Chemistry/Physics/Materials			
		1.2.3	Laboratory Skills			
		1.2.4	Statistics/Mathematics/Research			
		3. Computing	1.3.1		HardWare	4
			1.3.2		Systems + Networks	
			(not Applications)		1.3.3	
	1.3.4	Software Engineering/Design/Software Development				
	1.3.5	Programming				
	2 Arts, Craft And Media ISCED 2	1. Arts	2.1.1	Music (theory and performance)	2	
2.1.2			Drama (the play and the players)			
2.1.3			Theatre (lighting, production tasks, scene-painting)			
2.1.4			Dance			
2. Visual Arts, Craft, Design		2.2.1	Craft/Design (furniture, stained glass, jewellery, ceramics/upholstery/restoration/wood-turning/pottery)	2		

		2.2.2	Textiles - woven/constructed, print, fashion design/tailoring (not manufacture)	2
		2.2.3	Interior/Décor Design (feng shui, decorative painting techniques)	
		2.2.4	Fine Art - sculpture, painting/drawing, print (etching/screen-printing/litho)	
	3. Media	2.3.1	Photography	2
		2.3.2	Television/video/Film (incl Production)	
		2.3.3	Radio/Broadthe CASTing/Sound	
		2.3.4	Multi-Media/animation (other than web see 1.3.3.)	
		2.3.5	Printing + Publishing/DTP	
		2.3.6	Graphic Design	
3	1. Business	3.1.1	Legal	3
Business and Administration ISCED 3		3.1.2	Retail/Wholesale/Trade/Sales/Estate Agency/Purchasing/applied Economics	
		3.1.3	Finance/Banking/Insurance/Taxation/Accounting	
		3.1.4	Enterprise/Business Development/Entrepreneur/SYOB/Gen Business/rural business	
		3.1.5	Marketing/PR	
		3.1.6	Human Resource/Customers/Organisational Dev. + Skills/Personnel	
		3.1.7	Advertising/Display/Merchandising	
		3.1.8	Management Skills/Principles/Project Mgmt (motivation/delegation)	
		3.1.9	Journalism	
		3.1.10	Social and Behavioural Science	
		3.1.11	Library	
	2. Administration	3.2.1	Secretarial/Admin Skills/TeleServices/Payroll	3
		3.2.2	Office Work/filing/Telephone	
		3.2.3	Admin-related ICT Applications/data entry	
4	1. Planning and Design	4.1.1	Architectural Assistant Skills	5
Construction and Built Environment		4.1.2	Draughting/CAD	
		4.1.3	Planning Services, surveying	
	2. Housing/Building Construction	4.2.1	Construction Trades	5
	4.2.2	Technical Operatives/Scaffolding/		
ISCED 5		4.2.3	Construction Site Activities/Building Work/General Maintenance	

	3. Civil Engineering	4.3.1	Civil Works, eg Roads	5	
		4.3.2	Plant Operators		
		4.3.3	Engineering Technicians		
	4. Restoration/ Traditional/ Heritage	4.4.1	Heritage Craft Skills (stone wall building)	5	
		4.4.2	Restoration Skills		
5					
ISCED 0 and 2	1. Core Skills	5.1.1	Communication (writing, speaking, listening except literacy see 5.1.2.)	0	
		5.1.2	Numeracy + Literacy + Visual Literacy		
		5.1.3	ICT Introduction (basic keyboard Sk, computer literacy)		
		5.1.4	Preparation for Work (CV, Interview Techniques)		
		5.1.5	Lifeskills (culture/day-to-day living/the world around us)		
		5.1.6	Personal Development (learning to learn, study skills)		
	2. Language (Excl Culture)	5.2.1	European Language	2	
		5.2.2	English (incl ESOL)		
		5.2.3	Irish		
		5.2.4	International Language (other than European)		
	3. General Studies	5.3.1	Irish Tradition + Culture	2	
		5.3.2	EU Studies + Culture		
		5.3.3	History/Geography/Archaeology		
		5.3.4	Civics/Politics/Liberal Arts/Classics		
		5.3.5	Philosophy		
	6				
	ISCED 1 and 7 and 8	1. Education Training	6.1.1	Trainer/Train the Trainer/Mentor	1
			6.1.2	Assessor/Evaluator	1
			6.1.3	Prof. Development Studies	1
		6.1.4	Supervisory Studies	1	
		6.1.5	Education Studies/Montessori	1	
		6.1.6	Classroom Assistant	1	
		6.1.7	YouthWork	7	
		6.1.8	ChildCare	7	
		6.1.9	Community Care/Social Work	7	
		2. Health/Welfare	6.2.5	Complementary Therapies	7

		6.2.6	Nursing - Allied Skills	7
		6.2.7	Health Care Support	7
		6.2.8	Dental Studies	7
		6.2.9	Disability Studies	7
ISCED 5	Engineering/ Manufacturing	7.1.1	Electrical/Electronics/Electromechanical	5
		7.1.2	Mechanics/Mechanical/Tools	
		7.1.3	Refrigeration	
		7.1.4	AirCRAFT/Naval/Boats/Navigation	
		7.1.5	Engineering Processes/Fitting/Turning/Metals/tool-making	
		7.1.7	TeleComms/Audio/TV Servicing	
		7.1.8	Environmental (Energy, Waste) Processes	
		7.1.9	Chemicals + Processing/Pharmaceuticals	
		7.1.10	Building Security - Alarm Installation	
			2. Manufacturing Processing	
		7.2.2	Food + Dairy Processing	
		7.2.3	Textiles + Footware Manufacture	
		7.2.4	Materials (plastic, glass, paper, wood) Manufacture	
		7.2.5	Medical Devices/Instrumentation	
ISCED 8	1. Personal	8.1.1	Beauty	8
		8.1.2	Hairdressing	
		8.1.3	Domestic Services (commercial cleaning)/DIY	
		8.1.5	Funeral/Other Services	
	2. Logistics	8.2.1	Warehouse/ForkLift/Storage	8
		8.2.2	Transport/Logistics	
		8.2.3	Driving (HGV eg)	
		8.2.4	Freight/Forwarding	
	3. Security	8.3.1	Door Security (Bouncer)	8
		8.3.2	Commercial Security	
		8.3.3	Military	
		8.3.4	Prison/Prisoner Security (Dept. Justice)	
		8.3.5	Emergency Service Personnel/ Occupational Health and Safety	
	4. Environmental protection	8.4.1	Wastewater treatment/Water protection	8
	9 Tourism,	1. Tourism	9.1.1	Travel
9.1.2			Tourism (non Hospitality)/rural	

Hospitality and Sport			tourism/sports tourism	
		9.1.3	Tour Guiding	
		9.1.4	Visitor/Heritage Centre Operations/Skills	
	2. Hospitality	9.2.1	Hotels + GuestHouse(Accomm, Front Office, B+B eg)	8
		9.2.2	Catering/kitchen	
		9.2.3	Restaurant + Bar	
		9.2.4	Food Safety/Hygiene (HACCP)	
		9.2.5	Customer Care Hospitality	
	3. Sport	9.3.1	Leisure Centre Activities/Leisure/Recreation/Sports Safety/Lifeguard	8
		9.3.2	All Sports (football/soccer/volleyball/surfing.....)	
	9.3.3	Health + Fitness/health-related fitness/exercise		
	9.3.4	Coaching + Training/Sports Instructor		
10	Unclassified			9

9 Assessment Information Specified in Minors

ASSESSMENT_TECHNIQUE_ID	NAME	DESCRIPTION
1	Assignment	An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.
2	Project	A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.
3	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.
4	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.
5	Learner Record	A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.
6	Examination - Theory	An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.
7	Examination - Practical	An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.
8	Examination - Aural	An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

		An aural examination assesses listening and interpretation skills.
9	Examination - Interview Style	<p>An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.</p> <p>An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.</p>
10	Examination - Oral	<p>An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.</p> <p>An oral examination assesses the ability to speak effectively in the vernacular or other languages.</p>

Sample Major Award Specification Template – Appendix 1



Certificate Specification

Level 5

Creative Craft

5M1981

Contents

12. Introduction
13. National Framework of Qualifications
14. Guide to Level
15. FETAC Awards
16. Award Specifications
17. Navigating the Certificate Specification
18. Certificate Details
19. Certificate Requirements
20. Supporting documentation
21. Specific Validation Requirements
22. Europass Certificate Supplement

1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.ngai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. 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. 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': NQA (www.nqai.ie)

4. FETAC Awards

FETAC makes four types of awards: major, minor, special purpose and supplemental.

A **major award** is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training.

A **Certificate** will be awarded to all learners who successfully complete the major award requirements at levels 1-5 and an **Advanced Certificate** will be awarded at level 6.

All major awards comprise a combination of minor and/or special purpose awards. The learner must successfully achieve all the stated requirements in order to achieve the major award.

Learners may accumulate the appropriate minor and special purpose awards over time to achieve the major award.

A **minor award** is an award that is derived from and must link to, at least one major, special purpose or supplemental award. Minor awards are smaller than their parent award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right. A minor award is referred to as a **component**.

A **component Certificate** will be awarded to all learners who successfully complete one or more components (i.e. minor awards) but not the full or particular requirement for the Certificate.

A **special purpose award** is made for specific and relatively narrow purposes. All special purpose awards comprise one or more components. The learner must successfully achieve all the stated requirements in order to achieve the special purpose award.

A **Specific Purpose Certificate** will be awarded to all learners who successfully complete the award requirements.

A **supplemental award** is an award which recognises learning which involves updating/up-skilling and/or continuing education and training with specific regard to occupations. All supplemental awards comprise one or more components. The learner must successfully achieve all the stated requirements in order to achieve the supplemental award.

A **Supplemental Certificate** will be awarded to learners who successfully complete the award requirements.

5. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award).

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated component Specifications.

6. Navigating the Certificate Specification

Section 7 of this Certificate Specification outlines the details and requirements for this award. The details and requirements for the associated **components** can be found at www.fetac.ie.

7. Certificate Details

Title	Creative Craft
Teideal as Gaeilge	Ceardaíocht Chruthaitheach
Award Type	Major
Code	5M1981
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge skill and competence to design, make restore and or repair craft artifacts to a standard suitable in a work environment or to progress to further or higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a range of knowledge in craft design, manufacture restoration and repair.
<i>Kind</i>	Demonstrate specialist knowledge of materials manipulation skills and design methodology that are relevant to the making, restoration and or repair of craft artifacts.
Know How & Skill	
<i>Range</i>	Demonstrate a broad range of skills required to create, repair and or restore craft artifacts from brief through process to completion.
<i>Selectivity</i>	Determine the appropriate design strategies and working processes to work effectively on craft artifacts.
Competence	
<i>Context</i>	Adapt material manipulation techniques, work practices and design methodology to competently and safely complete work on craft artifacts, in a defined timescale.
<i>Role</i>	Work safely and with resourcefulness and autonomy in a supervised craft workshop as an individual or part of a collaborative team.

<i>Learning to Learn</i>	Take responsibility for own learning within a structured context.
<i>Insight</i>	Reflect on personal practice to inform self understanding and personal development within the craft sector.
	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

8. 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)			
5N1862	Drawing	5	15
5N0784	Design Skills	5	15
A minimum credit value of 15 from the following components			
5N0690	Communications	5	15
5N1390	Personal Effectiveness	5	15
5N1367	Teamworking	5	15

5N1951	Entrepreneurial Skills	5	15
A minimum credit value of 15 from the following components			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
A minimum credit value of 45 from the following components			
5N0764	Combined Materials	5	15
5N1456	Materials and Finishes	5	15
5N0755	Appreciation of Art, Craft and Design	5	15
5N1566	Batik	5	15
5N1918	Sculpture	5	15
5N1373	Printmaking	5	15
5N0759	Ceramics	5	15
5N1919	Colour and Light	5	15
5N1275	Furniture Making	5	30
5N1365	Veneering and Marquetry	5	15
5N1359	Wood Turning	5	15
5N0757	Traditional Black and White Photography	5	15
5N1864	Woven Textiles	5	15
5N1441	Embroidery	5	15
5N1455	Knitting	5	15
5N1604	Computer Aided Draughting (2D)	5	15
5N1302	Painting	5	15
5N1360	Wood Finishing	5	15
5N0972	Customer Service	5	15
5N1649	Art Metalcraft	5	15

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

9. Supporting Documentation

None

10. Specific Validation Requirements

There are no specific validation requirements for this award

11. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.fetac.ie.

Sample Minor Award Specification Template – Appendix 2

9.1.1



9.1.2

9.1.3

Component Specification

Appreciation of Art, Craft and Design

Level 5

9.1.4 5N0755

1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.ngai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. 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. 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': NQA (www.nqai.ie)

4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated component Specifications.

5. Component Details

Title	Appreciation of Art, Craft and Design
Teideal as Gaeilge	Tuiscint don Ealaín, Cheardaíocht agus Dearadh
Award Type	Minor
Code	5N0755
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to enhance aesthetic, social, historical and cultural awareness of art, craft and design.
Learning Outcomes	<p>Learners will be able to:</p> <ol style="list-style-type: none">1 Identify national and international trends and developments in the arts or in an area of art, craft and design specialism2 Outline national and international historical events that affect the arts or an area of art, craft and design specialism3 Evaluate the influence of social, political and economic developments on the arts or on an area of art, craft and design specialism4 Outline how the arts influence modern society5 Express creative ideas based on research6 Produce work based on research and cross-referencing in area of specialism7 Present sketchbook work using varied techniques such as collage and drawing8 Use the vocabulary of art criticism9 Express an informed opinion on own work and on the work of a recognised artist or craftsperson in their specialism.

Assessment

General Information

Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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 [FETAC's Provider Guidelines for Programme Validation](#).

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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Assignment	50%
Portfolio / Collection of Work	50%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

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.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

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

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.