



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Review of QQI Award Standards:

## **Approach and Schedule Discussion paper**

**This paper contains a proposed approach to the review of QQI award standards across further and higher education and training.**

**Following discussion with relevant stakeholders the approach and the review schedule for 2017-19 will be published.**

January 2017

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# About QQI

Quality and Qualifications Ireland (QQI), established under the Quality and Qualifications (Education and Training) Act 2012 has two key areas of responsibility – quality and qualifications – spanning both further and higher education and training.

## Quality Assurance

QQI is the national agency responsible for the external quality assurance of further and higher education and training (including Universities, Institutions of Technology, Education and Training Boards, the private sector and English language provision) in Ireland<sup>1</sup>. Specifically, the legislation requires QQI:

- To approve the quality assurance procedures of providers of further and higher education and training, other than universities;
- To review and monitor the effectiveness of the quality assurance procedures of providers of further and higher education, including universities;
- To promote, maintain and further develop the National Framework of Qualifications;
- To advise the Minister in relation to national policy on quality assurance and enhancement in education and training;
- To establish a code of practice for the provision of education and training programmes to international learners and authorise the use of an International Education Mark by providers who comply with the code.

## Qualifications

QQI is responsible for the maintenance, development and review of the National Framework of Qualifications (NFQ). It validates programmes and makes awards for further and higher education and training providers without their own awarding powers. Specifically, the legislation requires QQI:

- To promote, maintain, further develop and implement the NFQ
- To establish the standards of knowledge, skill or competence to be acquired by learners before an award can be made by the Authority or by a provider to which authority to make an award has been delegated
- To make awards, delegate authority to make an award where it considers it appropriate and review and monitor the operation of the authority so delegated

This paper focusses on QQI's functions relating to qualifications<sup>2</sup>. It sets out how QQI plans to review its existing suite of FET and HET award standards to ensure they meet the needs of individual learners and the labour market.

<sup>1</sup> Universities, DIT and RSCJ are autonomous bodies and have power to make their own awards. Institutes of Technology (13) have delegated awarding powers from QQI as provided for under the Quality and Qualifications (Education and Training) Act 2012.

<sup>2</sup> Policy on Determining Award Standards <http://www.qqi.ie/Publications/Policy%20for%20Determining%20Award%20Standards.pdf> and Policy and Criteria for Making Awards <http://www.qqi.ie/Publications/Policy%20and%20Criteria%20for%20Making%20Awards.pdf>

Research demonstrates that education is a means for individuals to realise their full potential as well as ensuring sustainable economic and social development.

A key output of the education and training system are qualifications. The purpose of a qualification is to establish what the learner knows and can do. Qualifications are used by learners to access further and higher education or employment (including self-employment).

QQI, inherited from its predecessor's bodies NMQ policies, criteria, descriptors and a diverse range/ portfolio of award standards and formats. These include:

- broad higher education standards and
- prescribed further education and training standards, known as the Common Award System (CAS)

In addition, in 2014 QQI published Professional Award Type Descriptors (PATD) at levels 5 and 6 to complement the existing suite of PATD at levels 7-9. The purpose of the new PATD at levels 5 and 6 is, in the first instance, to facilitate the development of apprenticeship programmes. PATD can also facilitate the recognition of professional awards.

The use of broad standards is new to the FET sector and provides opportunities for programme development leading to QQI awards outside of the Common Award System. Such a development is in line with QQI's 'Policy for Determining Award Standards' (December 2014).

In 2015 draft broad standards were also prepared in core and vocational areas at levels 1-3. QQI plans to discuss the drafts with stakeholders. These, along with the Level 5 and 6 PATD's will provide a conduit through which the broad standards approach in FET may be explored.

It is acknowledged that

- in higher education, consideration should be given to the suite of broad award standards that is required to meet the needs of a diverse needs of providers, employers and learners
- further consultation is required on the purpose and possible use of PATD across FET
- the FET sector may need further support and guidance to assist with piloting the use of the broad standards approach
- further work is needed to ensure a national approach to credit across FET that will better facilitate transfer and progression.

See Appendix 1.

QQI's strategic approach to qualifications is to ensure that the standards leading to QQI awards are relevant and remain fit for purpose. In this regard we have developed a twin track approach.

- Researching and reviewing new qualification models/approaches for both the further and higher education and training sectors (including with regard to credit) while at the same time
- Developing, maintaining and reviewing existing awarding arrangements

Key features of an optimum qualifications system include

- a unified and coherent system particularly connecting further and higher education and training
- relevant award standards based on sectoral occupational profiles and incorporating relevant transversal skills
- awards and programmes specified in terms of learning outcomes
- a common language to facilitate understanding and comparability across the education and training system
- learner mobility across the NFQ via transferable credits and clear progression pathways

Such a system needs strong foundations including appropriate labour market intelligence, strong stakeholder engagement including effective and innovative education-employer collaboration and partnerships and more meaningful work-based learning components.

The measure of success is that national qualifications are fit for purpose; meet individual and national expectations and promote lifelong learning.

# QQI award standards

QQI award standards are designed to meet the needs of users – in particular providers (when developing programmes), employers (to meet labour market needs) and learners (to support employability and personal and professional development). The award standards are expressed in terms of learning outcomes, clearly stating what a learner should be able to know and do.

As is normal practice in other jurisdictions QQI award standards were and are developed by a consensus process involving relevant stakeholders including providers, communities of practice, employers and subject matter experts. In general, development is based on a range of factors including evidence of labour market need.

As an awarding body it is incumbent on QQI to review its award standards ‘from time to time’ (QQI policy 2014) to ensure they are fit for purpose, relevant and of high quality.

## Employment and the work place

Qualifications are mainly provided within the education system and have currency within the labour market. The work place as a place of learning in itself also requires more systematic consideration. Therefore, employers are key participants and contributors to the development of qualifications.

Awards certify the knowledge, skill and competence attained by a learner in a particular field of study. They may also qualify a learner for a career in a profession or occupation. Awards therefore should demonstrate a clear relationship with the relevant occupation or profession.

The findings of the National Employer Survey 2014 highlighted that employers are generally satisfied with the output from the education and training system. However, certain skill gaps were identified. This includes: entrepreneurship, business acumen and foreign languages.

“Ireland’s National Skills Strategy 2025”<sup>3</sup> promotes strengthening the interrelationships between employers and education and training providers to better support how people learn and work. Also, the “Action Plan for Education”<sup>4</sup> includes an objective related to ‘Increasing upskilling and reskilling opportunities in education and training for those in work’.

3 [http://www.education.ie/en/Publications/Policy-Reports/pub\\_national\\_skills\\_strategy\\_2025.pdf](http://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf)

4 <http://www.education.ie/en/The-Department/Action-Plan-for-Education-2016-2019/Action-Plan-for-Education.html>

This paper sets out our approach to the review of QQI award standards across further and higher education and training.

The review process will consider an awards standards continued relevance and effectiveness. This will require feedback from users including providers, employers and practitioners. The approach includes

- The identification of key criteria against which the award standards will be reviewed.
- A streamlined process that includes stakeholder engagement and the formation of appropriate field specific review groups
- A consultation process that includes stakeholder engagement on both the approach and the draft standards as they are available.
- The adoption of a regular review cycle whereby all award standards will be automatically considered for review on at least a five-year basis. A review will be scheduled if it is considered that the award standards are out of date and not fit for purpose. If they are deemed to be still relevant, and do not require a review, they will be further considered every two years.

To maximise effectiveness and consistency of practice, QQI plans where possible to review award standards by field of learning (see Appendix 2) across a range of levels.

Overall the review aims to:

- Ensure standards (i.e. the intended learning outcomes – academic/vocational and transversal) are relevant, fit for purpose and meet the needs and expectations of learners, providers and employers
- Enhance employability and entrepreneurship
- Identify gaps where new award development may be required

With regard to HET, the review process aims to:

- Review the broad higher education standards in Art and Design, Business, Computing, Engineering, Science, Nursing and Midwifery, Social Care
- Consult relevant stakeholders as to whether QQIs award classifications for HE as outlined in 'Assessment and Standards (Revised 2013)' remain appropriate.

With regard to FET, the review process aims to:

- Remove unnecessary duplication across named awards
- Ensure appropriate transversal skills included
- Revisit work experience/practice minor awards and the associated learning outcomes
- Review all named major and special purpose<sup>5</sup> awards
- Make a number of changes to the structure of the Common Award System, including
  - replacing residue credit with mandatory or elective credit
  - eliminating grading of major, special purpose and supplemental awards (evidence suggests that this has no value or purpose)
  - introducing capstone minor awards within some major awards (to ensure greater integration of learning)
- Identify named awards that are no longer in use or required and schedule for deactivation

Following discussion with stakeholders the approach and a review schedule for 2017-18 will be published (see Appendix 2 for proposed FET schedule). The reviews already in train are included for information.

<sup>5</sup> Exceptions include CSCS and QSCS special purpose awards as QQI is in discussion with SOLAS and Department of Jobs Enterprise and Innovation to deactivate these awards based on a review undertaken by FETAC in 2011.

## Methodology

QQI will carry out the review of award standards in cooperation with stakeholders including industry sectors, employers and relevant education and training providers.

QQI will work closely with the new structures set out in the National Skills Strategy: The Regional Skills Fora and the National Skills Council.

Standard Review Groups will be established for each field of learning. Terms of Reference (see Appendix 3) will be agreed with each sector/group. Each Review Group will include representation from:

- Relevant providers
- Industry/Sectoral bodies with an interest in the named awards
- Communities of practice
- International expertise (where appropriate)
- Other interest groups as appropriate e.g. Regional Skills Fora

Standards Review Group will be supported by a dedicated subject matter expert (SME), who will prepare the draft award standard(s).

Standard Review Groups will be asked to consider existing sectoral occupational standards and/or profiles, where they exist<sup>6</sup>. Where they do not exist, Review Groups will be asked to consult industry bodies and employers to better profile relevant occupations.

In terms of FET selection and scheduling will be based on: usage as evidenced by certification data, scale of provision and the age of current standards. Subject specific review groups will also be established to review the standards of certain generic minor awards e.g. communications, team working, work experience and transversal skills. All vocationally specific minor award standards will be considered in the context of their usage across a range of major/special purpose awards.

## Consultation

QQI will also consult on the field specific draft standards as they become available. Notification will be sent electronically to providers, employers, interest groups and public and private representative bodies for comment and input. Drafts will be available on the QQI website consultation page accompanied by an online survey seeking feedback.

When appropriate QQI will also hold consultation events at which stakeholders and interested parties may participate.

The feedback from the consultation process will be considered by the relevant Review Group. Drafts will be revised as appropriate. The Review Group will then recommend the final standards to QQI.

### Governance

The governance of the review and adoption of awards and standards is overseen by QQI's Policies and Standards Committee (PSC). Its Terms of Reference include the functions to:

- Adopt, or otherwise, new standards and subject guidelines and NFQ award-type descriptors presented to it for consideration by the executive;
- Consider existing award standards presented to it by the executive or the Programme and

<sup>6</sup> E.g. ESCO – European Skills, Competences, Qualifications and Occupations (<https://ec.europa.eu/esco/portal/home>) or International Standard Classification of Occupations (



Awards Executive Committee and make determinations regarding their continued appropriateness;

When a Review Group has completed its work plan and has recommended the revised standards to QQI, they will be presented to the PSC. The PSC will make the decision to adopt (or otherwise) the standards. The PSC meets up to 5 times a year.

# Implementation and Impacts

It is acknowledged that the review of award standards has implications for providers. The introduction of QQI's "Core Policies and Criteria for the Validation of Programmes of Education and Training" (2016) will be significant in this regard. Following the publication of revised award standards, both further and higher education and training providers will be required to review their programmes and re-submit for validation in accordance with the above policy. QQI will be mindful of the impact on providers.

Following the review of higher education standards, existing standards will be withdrawn immediately post adoption by the PSC and validation of new programmes and revalidation of existing programmes will commence based on the new/revised standards.

In the case of FET awards being replaced will generally be identified for deactivation in the December of the year following publication of the newly revised standard. Implementation schedules will be discussed with relevant stakeholders in advance.

# Consultation questions

QQI invites feedback on the questions below. Responses can be made via Survey Monkey at <https://www.surveymonkey.com/r/V2FVGHZ>.

## Approach

1. What is your view of the approach to reviewing QQI award standards as outlined in this consultation paper?
2. Is the approach feasible?
3. Do you have an alternative option?
4. Do you have any views on the proposed schedules?
5. If you are willing to participate in Award Standards Review Groups or comment on draft award standards when published for consultation please indicate which fields of learning are of particular interest you.

## HET Standards Related

6. Please identify any gaps in QQI's suite of HET award standards
7. Do you consider that 5 years is an appropriate schedule for review of QQI HET award standards?
8. Do you think that HET award classification needs to be reviewed and what issues do you foresee in doing so?

## FET Standards Related

9. How can best use be made of occupational standards or profiles?
10. How best and to what extent can and should work based learning be incorporated within the requirements of the FET awards?
11. Would removal of the residue credit feature enhance the major award standard?
12. Will it make the award standard more relevant?
13. Should further education and training major, special purpose and supplemental awards be graded?
14. What is your view on the introduction of a capstone module in some major awards and what issues do you foresee in implementing such a feature consistently?
15. Please identify any gaps in QQI's suite of FET award standards
16. Do you agree with the proposed amendments to the Common Award System? Are there other amendments that merit consideration?

## Impact of Review

17. In HET what issues/impacts do you foresee for providers, learners, employers?
18. In FET what issues/impacts do you foresee for providers, learners, employers?
19. Any other comments?

# Appendix 1

Table 1: FET award standards by level across all ISCED Fields of Learning

Type	Number of awards by level						
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Majors	170	2	1	4	15	89	59
Special Purpose	102	0	0	3	7	36	56
Supplemental	2	0	0	0	0	0	2
	<b>274</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>22</b>	<b>125</b>	<b>117</b>

Table 2: HET award standards

Standards	Developed
Generic Major Awards - Awards Standards –	Hetac 2003
Art and Design - Award Standards	Hetac August 2005
Business - Award Standards	Hetac August 2005
Computing - Award Standards	Hetac August 2005
Engineering - Award Standards	Hetac August 2005
Science - Award Standards	Hetac August 2005
Nursing and Midwifery - Awards Standards	Hetac November 2005
Social Care Work - Awards Standards	Hetac September 2010
Architecture - Awards Standards	Hetac April 2011
Professional Master of Education – Award Standard	QZI May 2014
Counselling and Psychotherapy – Awards Standards	QZI May 2014
English Language Teaching - Awards Standards	QZI 2015
Architectural Technology – Award Standards	QZI 2016

Standards developed and published by HETAC were adopted and rebranded by QZI. The NQF's major award-type descriptors are default standards for HET awards. These 'generic standards' apply in the absence of more specific NQF awards standards.

# Appendix 2

Proposed Annual Calendar of HET and FET Review Activity		
2016		
Continue/ Commence Activity	Description	Expected outcomes
FET Level 1- 3 review	Consultation paper on approach to review, prescribed standards and broad standards	Publication of approach to review end 2016 Completion of standards in 2017
FET Level 5 & 6 Agriculture	Review of level 5 and level 6 major awards in Agriculture and Level 6 Special Purpose Farm Administration.	Publication of standards Q4 2016
2017		
Commence Activity	Description	Expected outcomes
FET Level 4 to 6 Transversal Skills/Work related	Set up review group Q1 2017 Commence review of Level 4 to 6 transversal/work related Public Consultation Q3 2017	Publication of revised standards from Q3 2017 (as needed in compound awards)
FET Level 4 to 6 Hospitality/ Tourism related award standards	Set up review group Q1 2017 Commence review of Level 4 to 6 Hospitality related award standards. Public Consultation Q3 2017	Publication of revised standards Q4 2017
FET Level 4 to 6 Healthcare related	Set up review group Q1 2017 Commence review of Level 4 to 6 Healthcare related award standards. Public Consultation Q3-Q4 2017	Publication of revised standards Q4 2018
HET Nursing and Midwifery	Set up review group to consider impact of Nursing and Midwifery Board of Ireland Nurse Registration Programmes Standards and Requirements	To be determined
HET Level 6 to 9 Social Care	Update to take account of CORU Criteria for Education and Training Programmes	Refreshed standards
HET Level 6 to 9 Computing	Set up review group Q1 2017 Commence review of L6-9 HE Computing standards Public consultation Q2 2017	Revised standards published Q4 2017
FET Level 4 to 6 Art, Craft, Design	Set up review group Q2 2017 Commence review of Level 4 to 6 Art, Craft, Design award standards. Public Consultation Q2 2018	Revised standards published Q3 2018

FET Level 4 to 6 Horticulture / Forestry	Set up review group Q3 2017 Commence review of Level 4 to 6 Horticulture related award standards. Public Consultation Q2 2018	Revised standards published Q3 2018
HET Level 6 to 9 Business	Set up review group Q4 2017 Commence review of L6-9 HE Business standards Public consultation Q2 2018	Revised standards published Q3 2018
HET Level 6 to 9 Art and Design	Set up review group Q4 2017 Commence review of L6-9 HE Art and Design standards Public consultation Q2 2018	Revised standards published Q3 2018
2018		
Commence Activity	Description	Expected outcomes
FET Level 4 to 6 Business, Administration and Law related	Set up review group Q1 2018 Commence review Public Consultation Q3 2018	Revised standards published Q3 2019
FET Level 4 to 6 Engineering/ Construction related	Set up review group Q2 2018 Commence review Public Consultation Q4 2018	Revised standards published Q4 2019
HET Level 6-9 Engineering	Set up review group Q4 2017 Commence review of L6-9 HE Engineering standards Public consultation Q2 2019	Revised standards published Q4 2019
HET Level 6-9 Science	Set up review group Q4 2018 Commence review of L6-9 HE Science standards Public consultation Q2 2019	Revised standards published Q4 2019

# Appendix 3

## Award Standards Review Group

### Terms of reference

#### Purpose

The purpose of the Awards Standards Review Group is primarily to ensure that the QQI award standards within the National Framework of Qualifications (NFQ) are relevant and fit for purpose. The work and recommendations of the ASRG are informed by external expertise and sectoral requirements.

#### Functions

The Awards Standards Review Group will:

- Inform itself of QQI policies and procedures
- Consider current and future requirements of a sector/s
- Review occupational standards and/or profiles
- Consider international practice
- Consider access, transfer and progression routes
- Prepare draft standards including revised learning outcomes
- Make recommendations to QQI and if appropriate identify areas for new award development
- Identify matters regarding standards that may be referred to the Policies and Standards Committee

#### Reporting

The ASRG will submit periodic reports outlining details of its activities at agreed intervals to the QQI Executive

#### Composition

The ASRG will consist of approximately eight members (including the Chairperson) made up of representatives of communities of practice, FET and HET providers, professional and occupational associations, employers and where appropriate regulators and funders. A dedicated subject matter expert will be assigned to each group. The executive will appoint a chairperson to each ASRG.

Assignment to a review group will be on the basis of:

- expert knowledge and/or experience of the issue(s) under consideration
- capacity to contribute a wide range of viewpoints
- representation of affected stakeholders

#### Frequency of Meetings

The ASRG will meet on a schedule to be determined in agreeing the Terms of Reference.

Draft minutes of each meeting will be provided to the executive.

# Appendix 4: Proposed Schedule of Named FET Awards Standards by Field of Learning

Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
1						P1C00	Communications	20	
2	Major	00.3.1	Generic programmes and qualifications	Personal skills and development	Personal skills and development	P1GL0	General Learning	20	2015-2017
						P2GL0	General Learning	30	
						3M0935	Employability Skills	60	
						4M0857	Employment Skills	90	
3									
4									
Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
6	Major	01.1.1		Education Science	Education science	6M2263	Inclusive Education and Training	120	Post 2018
						6S0085	Articulated Vehicle Driving Instruction		
		6S0086	Car Driving Instruction						
		6S0087	Goods Vehicle Driving Instruction	45					
	Special Purpose	01.1.3	Education	Education	Teacher training without subject specialization	6S0088	Motorcycle Driving Instruction		
						6S0089	Passenger Vehicle Driving Instruction		
						6S0242	Manual Handling Instruction	10	
						6S0243	People Handling Instruction	15	
						6S3153	Life and Workplace Coaching	45	
						6S3372	Training and Development	30	
5	Major	01.1.9	Education	Refer to subfield	Education	5M3635	Education and Training	120	



Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
5	Major	02.1.1	Arts and humanities	Arts	Audio-visual techniques and media production	5M0528	Media Production	120	2017-2018
						5M18518	Media Production		
						5M18519	Film and Television Production		
						5M1995	Graphic Design		
						5M2094	Photography		
						5M2146	Multimedia Production		
						5M2149	Sound Production		
						5M4511	Radio Production		
						5M5151	Performing Arts		
						5M5152	Theatre Production		
6	Special Purpose	02.1.1	Arts and humanities	Arts	Audio-visual techniques and media production	5M5158	Film and Television Production	60	2017-2018
						5M5162	Media Engineering		
						5M5163	Theatre Performance		
						5S2256	Signwriting		
						6M18534	Film and Television Production		
						6M3732	Photography		
						6M5130	Media Production		
						6M5149	Broadcasting		
						6M5159	Film and Television Production		
						6M5545	Cartoon Animation		
5	Major	02.1.2	Fashion, interior and industrial design		Fashion, interior and industrial design	5M5054	Interior Design	120	
						6M4368	Creative Textiles		
						6M4508	Fashion Industry Practice		
						6M5127	Interior Design		
5		02.1.3	Fine arts		Fine arts	5M1984	Art, Craft and Design	120	
						5M1985	Art		
						6M4029	Art		
6						6M5150	Illustration		

5									5M2012	Furniture Design and Making		
									5M2208	Design		
									5M2686	Floristry		
									5M3865	Fashion Design	120	
									6M2230	Furniture Design and Making		
									6M3617	Creative Ceramics		
									6M3706	Fashion Design		
									6M4206	Art Metalwork		
									5M2011	Music		2017-2018
									5M4572	Dance		
									6M3566	Drama	120	
									6M5128	Classical/Acting		
									5M1981	Creative Craft	120	
									5M5048	Creative Media		
									3M0874	General Learning	60	
									4M2010	General Learning	90	
Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule			
5		03.1.4			Sociology and cultural studies	5M2073	Language and European Studies	120				
						5M2154	Cultural and Heritage Studies					
						5M2181	Applied Social Studies					
						5M3114	General Studies	120	post 2018			
						6M3115	Information, Advice and Advocacy					
5		03.2.1			Journalism and reporting	5M2464	Journalism	120				

Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
5						5M5165	Trade Union Studies		
6	Major	04.1.3			Management and administration	6M2115 6M4385 6M4587 6M4985	Restaurant Supervision Retail Management Management Business	120	
6	Special Purpose					6S3150	Documented Management Systems	15	
5		04.1.4			Marketing and advertising	5M2069	Marketing	120	
3						3M0877	Information and Communication Technologies	60	
4				Business and administration		4M0855	Information and Communications Technology	90	
						4M2070	Office Skills		
5		04.1.5	Business, administration and law		Secretarial and office work	5M1997 5M2067 5M2071 5M2468	Office Administration Information Processing Contact Centre Operations Business Administration	120	2018 onwards
6	Major					6M3618 6M5013	Arts Administration Administration		
4						4M1998	Retail Skills	90	
5						5M2105	Retail Practice		
6		04.1.6			Wholesale and retail sales	5M2111	International Trade	120	
						6M4386	Sales and Client Relationship Management		
5		04.2.1		Law	Law	5M3789	Legal Studies	120	
5					Business, administration and Law	5M0828	eBusiness		
6		04.9.9		Refer to field		5M2102 6M5014	Business Studies International Contact Centre Service	120	

Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
5	Special Purpose	05.4.9		Mathematics and statistics	Mathematics and statistics	5S2246	Maths for STEM	30	2018 onwards
4	Major	05.8.8	Natural sciences, mathematics and statistics	Multidiscipline	Multidiscipline	4M2911	Science Skills	90	
5						5M3807	Laboratory Techniques	120	
						5M5028	Applied Ecology		
						5M5267	Food Science		
6	Special Purpose					6S2179	Laboratory Auditing	5	
Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain Of Learning	Award Code	Title	Value	Proposed Review Schedule
5		06.1.1			Computer use	5M18294	Office Informatics		post 2018
	Major	06.1.2	Information and Communication Technologies (ICTs)	Information and Communication Technologies (ICTs)	Database and network design and administration	5M0536	Computer Systems and Networks	120	
6						6M0695	Computer Systems and Networks		
5		06.1.3			Software and applications development and analysis	5M0529	Software Development	120	
6						6M0691	Software Development		
Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	
6	Major	07.1.4			Electronics and automation	6M2382	Telecommunications Access Networks Technology	120	2018 onwards
4	Major	07.1.5	Engineering, manufacturing and construction	Engineering and engineering trades	Mechanics and metal trades	4M2895	Engineering Skills	90	
	Special Purpose					4S2648	Motor Parts Servicing	35	
5	Major					5M2145	Motor Technology	120	
						5S5485	Machine Tool Operations	30	
6	Special Purpose					6S5766	Industrial Automation	90	

5	Special Purpose	07.1.9	Engineering and engineering trades	Engineering and engineering trades	5S0108	Handling Fgas Refrigerants	30	2018 onwards
					5S0109	Handling Fgas Mobile Aircon Systems	5	
					5S0110	Handling Fgas Fire Extinguishants	5	
					5S5380	Confined Spaces Operations	5	
					5S5606	Water Treatment Plant Operations	10	
					6S0323	Electrical Installation of Micro-Generators	10	
6	Special Purpose	07.1.9	Engineering, manufacturing and construction	Engineering and engineering trades	6S0324	Micro Solar Photovoltaic Systems	10	2018 onwards
					6S0325	Implementation of Small Scale Wind Systems	10	
					6S0975	Energy Efficiency and Renewable Technology	30	
					6S2195	Managing Construction and Demolition Waste	10	
					6S2234	Site Assessment of Out Wintering Pads	5	
					6S3783	Environmental Inspection Skills	5	
					5M5155	Butchering Skills	120	
					6S0239	Commercial Cheese Production	15	
					6S0241	Farmhouse Cheese Production	15	
					5	Major	07.2.1	
5M3074	Plastics Extrusion							
5M3080	Plastics Injection Moulding							
6S0997	Packaging Optimisation							
6	Special Purpose	07.2.2		Materials (glass, paper, plastic and wood)	5M3067	Plastics Extrusion Blow Moulding	120	
					5M3074	Plastics Extrusion		
5	Major	07.2.2		Materials (glass, paper, plastic and wood)	5M3067	Plastics Extrusion Blow Moulding	120	
					5M3074	Plastics Extrusion		
6	Special Purpose	07.2.2		Materials (glass, paper, plastic and wood)	5M3067	Plastics Extrusion Blow Moulding	120	
					5M3074	Plastics Extrusion		

5	Major				Architecture and town planning	5M1940	Computer Aided Design	120		2018 onwards
6		07.3.1				6S2846	Site Assessment for Earth Lined Stores	5		
4	Special Purpose					4S2854	Construction Ground Work Skills	20		
5	Major					5M3693	Thatching	120		
						5M5010	Construction Technology	120		
	Special Purpose		07.3.2		Building and civil engineering	5S5547	Traditional Stonewall Construction	30		
6						5S5866	Surface Dressing	5		
						6S0912	Construction Stage Health and Safety Co-Ordination	10		
6						6S2231	Timber Frame Building Supervision	15		
						6S2408	Building Control	10		
6	Supplemental				Architecture and construction	6U16016	Commercial Gas Safety	20	2017	
						6U16018	Domestic Gas Safety	15		
5	Major					5M2109	Security Systems Technology			
5	Special Purpose					5M2162	Life Sciences Manufacturing Operations	120		
						5S0994	Carpet and Vinyl Floor Cover Installation	40		
						5S2853	CNC Machine Setting and Operations	30		
6	Major				Architecture and construction	6M4989	Architectural Technology and Design	120	2018 onwards	
						6M5154	Maintenance Skills Technology			
	Special Purpose					6S0953	Emergency Lighting Systems Commissioning	15		
						6S0955	Emergency Lighting Systems Design			
3						6S5830	Domestic Appliance Servicing	60		
5	Major		07.9.9		Engineering, manufacturing and construction	3M0829	Science and Engineering Skills	60		
					Refer to field	5M2061	Engineering Technology	120		

Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
4	Special Purpose					4S3027	Harvesting Mushrooms	30	2017-2018
5	Major					5M2373	Agriculture	120	2015-2016
	Special Purpose					5S2467	Pesticide Distribution	5	2017-2018
6	Major	08.1.1		Agriculture	Crop and livestock production	6M2254	Agriculture	120	2015-2016
						6M5153	Animal Science	120	
	Special Purpose					6S0240	Crop Nutrition Management		
						6S2745	Farm Expansion Planning	10	2017-2018
4						6S2773	Retail, Sale and Supply of Animal Remedies		
						6S3006	Farm Administration	40	2015-2016
5	Major					4M1994	Horticulture	90	
						5M2586	Horticulture	120	
	Special Purpose					5M3425	Forestry	45	
6	Major	08.2.1	Agriculture, forestry, fisheries and veterinary	Forestry	Forestry	5S2771	Sports Surface Operations	120	
						6M4330	Golf and Sports Turf Management	120	
	Special Purpose					6M4334	Horticulture	120	
5	Major					6M4337	Forestry	30	2017-2018
	Special Purpose					5M5125	Commercial Fishing	120	
4		08.3.1		Fisheries	Fisheries	5M5156	Aquaculture	90	
	Major					5M5157	Seafood Processing	120	
5		08.4.1		Veterinary	Veterinary	4M3154	Horsemanship	120	
	Major					5M2768	Animal Care	90	
6						5M3371	Horsemanship	120	
	Major					6M3505	Horsemanship	120	
						6M3507	Equine Breeding		

Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
5		09.1.3		Health	Nursing and midwifery	5M4349	Nursing Studies	120	
4					Child care and youth services	4M2014	Early Childhood Education and Care Support	90	
5		09.2.2				5M2009	Early Childhood Care and Education	120	
6						5M4732	Youth Work		
						6M2007	Early Childhood Care and Education		
	Major		Health and welfare	Welfare		5M1761	Intellectual Disability Practice		2016-2018
						5M2786	Community Care		
						5M3050	Community Development		
						5M3782	Health Service Skills		
						5M4339	Healthcare Support		
						5M4468	Community Health Services		
		09.2.9			Health and Welfare	6M2218	Social and Vocational Integration	120	
						6M3674	Community Development		
6						6M4978	Health Services Supervisory Management Skills		



Level	Award Type	Domain	Field of Learning	Sub Field of Learning	Domain of Learning	Award Code	Title	Value	Proposed Review Schedule
5		10.1.1			Domestic services	5M1767	Funeral Practice	120	
5	Major	10.1.2			Hair and beauty services	5M3351	Hairdressing		
6						5M3471	Beauty Therapy	120	post 2018
						5M5265	Make-up Artistry		
3	Special Purpose					6M3479	Beauty Therapy		
						3S0685	Bar Skills	15	
						3S0686	Restaurant Skills		
						3S0924	Culinary Skills	20	
4						4M2015	Hotel Front Office		
						4M2063	Culinary Skills	90	
						4M2805	Catering Support		
	Major					5M2079	Bar Operations		
5		10.1.3	Services	Personal Services	Hotel, restaurants and catering	5M2083	Hospitality Operations		
						5M2088	Professional Cookery	120	2016-2017
						5M2089	Restaurant Operations		
						5M3245	Accommodation Operations		
						5S2103	Bar and Restaurant Services	45	
						6M2095	Hospitality Operations		
						6M2099	Professional Cookery		
6	Major					6M5126	Accommodation Supervision	120	
						6M5160	Restaurant Supervision		
						6M5885	Hotel Front Office		
4	Special Purpose					6S2059	Irish Home Hospitality	25	
						4M4966	Sport and Recreation	90	
	Major	10.1.4			Sports	5M5146	Sports, Recreation and Exercise	120	post 2018
5						5M5148	Outdoor Sport and Recreation		
	Special Purpose					5S18418	Shallow Water Pool Lifeguarding Operations	15	

6	Major	10.1.4	Sports	6M4749	Leisure Facility Supervisory Management	120	post 2018					
				6M5147	Sports, Recreation and Exercise							
				6S18422	Deep Water Pool Lifeguarding Operations							
				6S18424	Beach Lifeguarding Operations	20						
				6S18435	Inland Open Water Lifeguarding Operations							
				6S2273	Beach Lifeguarding Operations							
				6S2274	Deep Water Pool Lifeguarding Operations	5						
				6S2276	River Lifeguarding Operations							
				4S0687	Tourism Customer Care	10						
				5M5011	Tourism with Business	120						
6	Special Purpose	10.1.5	Travel, tourism and leisure	6M5012	Tourism with Business	120	2018 onwards					
				6S0688	Dublin Tourist Guiding	35						
				6S2018	Boat Angling Guiding	35						
				6S2033	Coastal Guiding	40						
				6S2034	Game Angling Guiding	30						
				6S2035	Coarse Angling Guiding	30						
				6S2036	Pike Angling Guiding	30						
				6S2038	Regional and Local Guiding	30						
				6S2068	Rural Tourism	30						
				6S2486	Shore Angling Guiding	30						
6	Major	10.1.5	Travel, tourism and leisure	6S2845	Tourism Information Services	45	2016					
				6S4708	City Tourist Guiding	35						
				4S2087	Hygienic Food Handling							
				5S20009	Implementing Food Safety Management Systems	5						
				5S2236	Waste Facility Operations							
				5S2439	Wastewater Treatment Plant Operations	10						
				5S3619	Litter Control	5						
				5	Special Purpose	10.2.1		Community sanitation	6S2068	Regional and Local Guiding	30	2016-2017
									6S2068	Rural Tourism	30	
									6S2486	Shore Angling Guiding	30	
6S2845	Tourism Information Services	45										
6S4708	City Tourist Guiding	35										
4S2087	Hygienic Food Handling											
5S20009	Implementing Food Safety Management Systems	5										
5S2236	Waste Facility Operations											
5S2439	Wastewater Treatment Plant Operations	10										
5S3619	Litter Control	5										
4	Major	10.1.4	Personal Services	6M4749	Leisure Facility Supervisory Management	120	2016-2017					
				6M5147	Sports, Recreation and Exercise							
				6S18422	Deep Water Pool Lifeguarding Operations							
				6S18424	Beach Lifeguarding Operations	20						
				6S18435	Inland Open Water Lifeguarding Operations							
				6S2273	Beach Lifeguarding Operations							
				6S2274	Deep Water Pool Lifeguarding Operations	5						
				6S2276	River Lifeguarding Operations							
				4S0687	Tourism Customer Care	10						
				5M5011	Tourism with Business	120						
4	Special Purpose	10.2.1	Hygiene and occupational health services	6M4749	Leisure Facility Supervisory Management	120	2017-2018					
				6M5147	Sports, Recreation and Exercise							
				6S18422	Deep Water Pool Lifeguarding Operations							
				6S18424	Beach Lifeguarding Operations	20						
				6S18435	Inland Open Water Lifeguarding Operations							
				6S2273	Beach Lifeguarding Operations							
				6S2274	Deep Water Pool Lifeguarding Operations	5						
				6S2276	River Lifeguarding Operations							
				4S0687	Tourism Customer Care	10						
				5M5011	Tourism with Business	120						
5	Special Purpose	10.2.1	Community sanitation	6M4749	Leisure Facility Supervisory Management	120	post 2018					
				6M5147	Sports, Recreation and Exercise							
				6S18422	Deep Water Pool Lifeguarding Operations							
				6S18424	Beach Lifeguarding Operations	20						
				6S18435	Inland Open Water Lifeguarding Operations							
				6S2273	Beach Lifeguarding Operations							
				6S2274	Deep Water Pool Lifeguarding Operations	5						
				6S2276	River Lifeguarding Operations							
				4S0687	Tourism Customer Care	10						
				5M5011	Tourism with Business	120						

6	Special Purpose	10.2.1	Services	Hygiene and occupational health services	Community sanitation	6S0212	Food Production HACCP Management	5	2016-2017
						6S20007	Designing Food Safety Management Systems	5	post 2018
						6S2157	Food Hygiene Management	5	2017-2018
						6S2178	Food Standards Auditing		
						6S2188	Establishing Food Shelf Life	15	
6S2241	Site Suitability for Wastewater Treatment	10	post 2018						
6	Special Purpose	10.2.2		Occupational health and safety	6S2197	Risk Supervision in Confined Spaces	5	post 2018	
4	Major	10.3.2		Protection of persons and property	4M1976	Private Security Services	90	2017-2018	
6					5M2110	Security Studies	120		
					6M4980	Security Operations			
4	Special Purpose	10.4.1	Services	Transport Services	Transport services	4S2151	Digital Tachograph Operations	5	post 2018
5	Major					5M2767	Logistics and Distribution	120	
	Special Purpose					5S5833	Warehouse Operations	20	
6	Major				6M2192	Supply Chain Logistics	120		

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