



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 4

### General Learning 4M2010

#### 1. Certificate Details

<b>Title</b>	General Learning
<b>Teideal as Gaeilge</b>	Foghlaim Ghinearálta
<b>Award Type</b>	Major
<b>Code</b>	4M2010
<b>Level</b>	4
<b>Credit Value</b>	90
<b>Purpose</b>	The purpose of this award is to enable the learner to develop the relevant knowledge, skill and competence in a broad range of personal skills which enable personal development and active citizenship, and progression to employment, or further education or training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad range of knowledge related to general, personal, social and vocational concepts.
<i>Kind</i>	Demonstrate knowledge of some theoretical concepts and abstract thinking relevant to general, personal, social and vocational development, including a concrete understanding of personal, interpersonal, mathematical and computer skills.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a moderate range of practical and cognitive skills and tools used in general, personal, social, and vocational situations.

*Selectivity* Select appropriate procedures from known solutions to solve a variety of predictable general, personal, social, and vocational problems in domestic and public situations.

## **Competence**

*Context* Apply general, personal, social, and vocational skills, following prescribed health and safety procedures, in a range of familiar and unfamiliar domestic and public situations.

*Role* Demonstrate good personal and interpersonal, mathematical, computer and general skills, and quality awareness, in a supervised environment.

*Learning to Learn* Take responsibility for personal learning, time management, study skills, research skills, report writing and quality of work in a structured context.

*Insight* Reflect on personal performance and learning to inform self understanding and behavior.

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

## **2. Certificate Requirements**

**The total credit value required for this certificate is 90. This will be achieved by completing:**

Award Code	Title	Level	Credit Value
<b>All of the following component(s)</b>			
4N0689	Communications	4	15
<b>A minimum credit value of 5 from the following components</b>			
4N1987	Mathematics	4	10
4N2138	Functional Mathematics	4	5
<b>A minimum credit value of 10 from the following components</b>			
4N1125	Information Technology Skills	4	10
4N1112	Computer Applications	4	10
<b>A minimum credit value of 10 from the following components</b>			
4N1131	Personal and Interpersonal Development	4	10
4N1132	Personal Effectiveness	4	10
4N1169	Teamworking	4	10
<b>A minimum credit value of 15 from the following components</b>			
4N1168	Work Experience	4	15
4N1170	Work Practice	4	15

The remaining credit value of 35 can be obtained by using relevant component(s) from level 4. A maximum of 10 credits may be used from either level 3 or level 5.

### 3. Supporting Documentation

None

### 4. Specific Validation Requirements

There are no specific validation requirements for this award

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://www.qqi.ie).

### 6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	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

## Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

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
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	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
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*

