



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 6

### Social and Vocational Integration 6M2218

#### 1. Certificate Details

<b>Title</b>	Social and Vocational Integration
<b>Teideal as Gaeilge</b>	Comhtháthú Sóisialta agus Gairme
<b>Award Type</b>	Major
<b>Code</b>	6M2218
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence, to work independently and or take responsibility for the work of others in providing a range of services in a social and vocational rehabilitation context and or to progress to higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate specialised knowledge pertinent to the area of rehabilitation.
<i>Kind</i>	Demonstrate in-depth knowledge of theoretical concepts and abstract thinking with significant underpinning theory in rehabilitation practices.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Apply specialised skills in rehabilitation practice, disability awareness and person centred planning in a social and rehabilitation context.

*Selectivity* Select appropriate tools, techniques and strategies to promote and provide for social and vocational integration in a rehabilitative environment.

## **Competence**

*Context* Demonstrate a range of professional, technical, communication and interpersonal skills in providing a range of services in a range of social and vocational rehabilitation contexts.

*Role* Implement best practice as a rehabilitation practitioner, working independently in a range of rehabilitation contexts and or taking responsibility for the work of others and the allocation and management of resources.

*Learning to Learn* Evaluate own learning and assist others in identifying learning needs.

*Insight* Reflect on personal and professional practice through engagement with others to inform self-understanding and professional development.

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 120. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
<b>All of the following component(s)</b>			
6N2196	Rehabilitation Practice	6	15
6N1975	Disability Awareness	6	15
6N2206	Person Centred Planning	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
6N1949	Personal and Professional Development	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1948	Team Leadership	6	15
6N2191	Leadership	6	15
6N1950	Communications	6	15
<b>A minimum credit value of 30 from the following components</b>			
6N2207	Boundary Management	6	15
6N2209	Mental Health Awareness	6	15
6N2210	Learning Difficulty Awareness	6	15
6N2211	Assistive Technology	6	15
6N2212	Suicide Awareness	6	15
6N2214	Health Promotion	6	15
6N2215	Positive Behavioural Support	6	15

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

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	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
	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 and complex heterogeneous groups.
	Learning to Learn	Learn to take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

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