

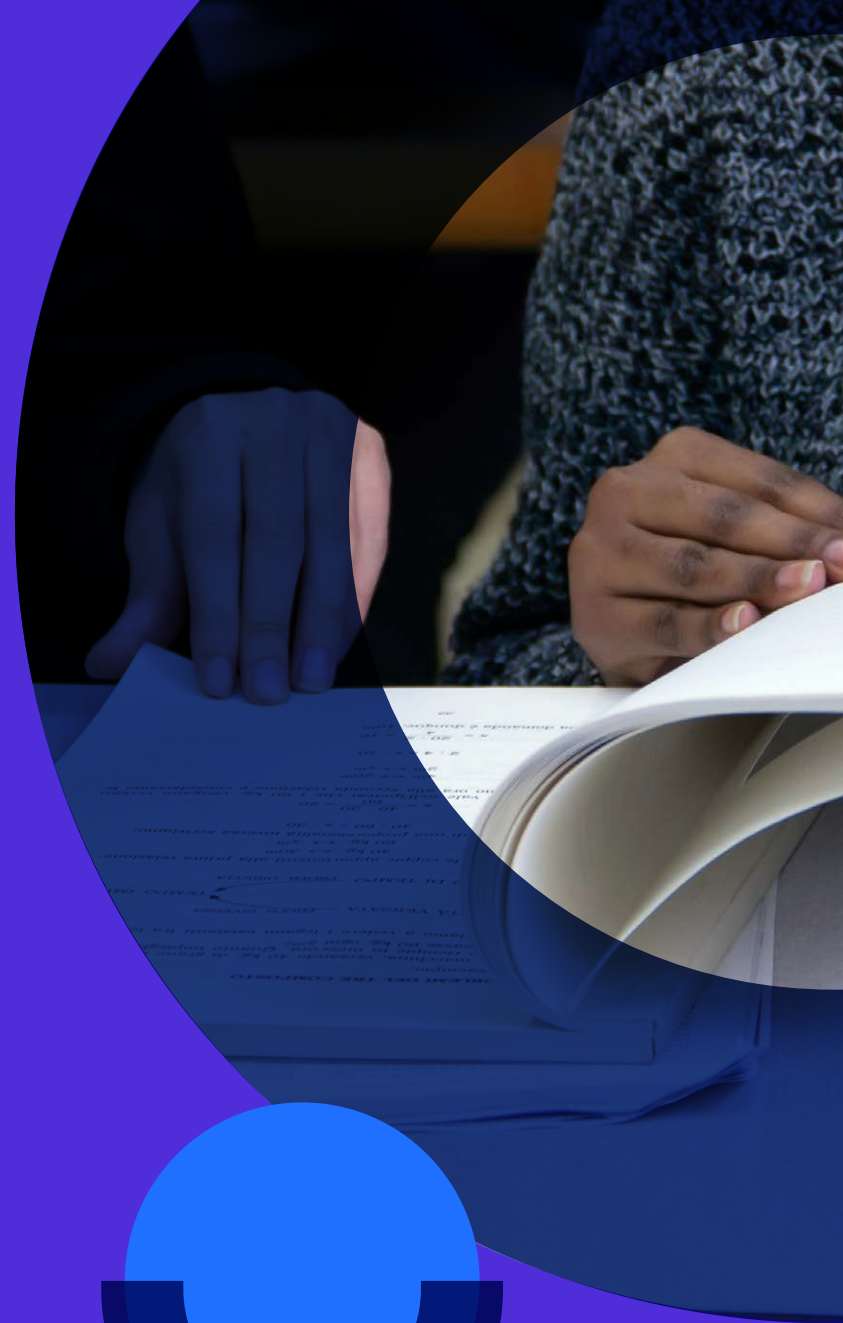


Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

QQI AWARDS STANDARDS.

Community Support Services

February 2024



Foreword

The Qualifications and Quality Assurance Act 2012 requires QQI to ‘determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by the Authority’. QQI award standards are based on the level indicators and award type descriptors of the National Framework of Qualifications (NFQ) and are governed by QQI Policy for the Determination of Award Standards.

Based on systematic engagement with subject matter expertise and public consultation, award standards for certain broad fields of learning were developed for QQI awards at level 1-4 on the NFQ. These standards represent an elaboration of the generic descriptors of the NFQ. They should facilitate experts in particular fields of learning to create the link between their programmes’ intended learning outcomes and the NFQ. Each award standard is cumulative, the statements of knowledge, skill and competence at NFQ levels 2, 3 and 4, build on the attainment of standards at lower levels, which are not necessarily reproduced at the higher level(s). The implementation and use of these standards is subject to QQI Policy and Criteria for the Validation of Programmes and QQI Policy for the Making of Awards. Whenever an award standard changes, programmes must be updated and validated against the new standards.

These standards are not programme specifications. It is through these, however, that the relationship between a programme, its component parts and the NFQ should be evident. The standards are a reference point and a point of comparison against which individual programmes may be justified.

They are intended to provide general guidance for articulating the learning outcomes associated with a particular field of learning. In designing programmes, providers must take cognisance of the standards for specific fields of learning where they generally relate to the programme being developed. It is, however, recognised that there is a significant growth in multi-disciplinary/inter-disciplinary programmes; there are emerging fields of learning; and in addition, within each field there is the vast spectrum of programmes possible based on a wide range of purpose. In this context, it is not possible to have a standard, or multiple standards, that cater for the complete range of programmes possible. It is therefore expected that the standards for specific fields of learning will be used as reference points for the design of programmes. In designing programmes, providers can draw from more than one standard.

In drafting the standards every effort has been made to ensure that they will provide for flexibility and variety in the design of programmes and therefore encourage innovation within an overall agreed framework. It

is not expected that all programmes will include every learning outcome identified in a standard. It is, however, expected that many programmes will include learning outcomes that are not included in the relevant standard.

When designing a programme, each learning outcome in the standard should be considered. Where departure from these is necessary, it should be justified in the context of the specific orientation of the programme and other facts pertaining to it. Each programme provider should be able to demonstrate how the design and content of its own programmes has been informed by the standard.

The level descriptors of the Framework, the award type descriptors and consequently the standards for the specific fields of learning are divided into three different types of learning outcomes - knowledge, skill and competence. These strands are further subdivided into eight sub-strands. Each strand/sub-strand is important. The relative weighting of each strand in a programme will vary from programme to programme. The weighting will be determined by many factors, including for example, the practical nature of a programme, or otherwise.

Each strand/sub-strand should be addressed appropriately in every programme. Where a programme is multidisciplinary or interdisciplinary in nature, the use of more than one standard may be necessary. In such cases, the scope, depth and balance of knowledge, skill and competence should be attended to.

The titles of awards made by QQI on foot of these award standards shall be consistent with QQI Policy on the Making of Awards with an exception

in the case of major awards where the named award stem shall have the following form: 'Level X Certificate in Lifelong Learning in' [specialisation].

These standards are determined by QQI under section 49(1) of the Qualifications (Education and Training) Act 2012.

AWARD STANDARDS - COMMUNITY SUPPORT SERVICES

Purpose

The purpose of this broad award standard is to enable the learner to acquire the knowledge, skill and competence to engage with the broader community support services.

Note: The indicators at each level build on the skills from the previous one.

The outcomes at each NFQ level include those of all the lower levels in the same sub-strand unless stated otherwise.



NFQ	LEVEL 3	LEVEL 4
KNOWLEDGE BREADTH	Knowledge Moderately Broad in Range	Broad Range of Knowledge
KNOWLEDGE KIND	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory
	<p>General knowledge Have general knowledge in the broader community support context of:</p> <ul style="list-style-type: none"> • main structures • beneficiaries • national guidelines • support available. 	<p>General knowledge and understanding Have general knowledge and understanding in the broader community support context of:</p> <ul style="list-style-type: none"> • main structures • beneficiaries • legislation • support available.
	<p>Have general knowledge of those who work in broader community support in terms of their:</p> <ul style="list-style-type: none"> • roles • responsibilities • personal attributes. 	<p>Have general knowledge and understanding of those who work in broader community support in terms of their:</p> <ul style="list-style-type: none"> • roles • responsibilities • personal attributes.
	<p>Have general knowledge of the everyday language and terminology used in the broader community support context.</p> <p>Have a general knowledge of a range of communication tools to build relationships with stakeholders in the broader community support context.</p> <p>Have a general knowledge of physical activity in broader community support contexts as part of:</p> <ul style="list-style-type: none"> • development • health • wellbeing. 	<p>Have general knowledge and understanding in the broader community support context of everyday:</p> <ul style="list-style-type: none"> • language • terminology • concepts used. <p>Have a broad range of communication tools to build relationships with stakeholders in the broader community support context.</p>



	<p>Have a general knowledge about those who need care in terms of their:</p> <ul style="list-style-type: none"> • health • hygiene • safety needs • nutrition. 	<p>Have broad range of knowledge in the broader community support context of:</p> <ul style="list-style-type: none"> • policies • principles • procedures.
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NFQ	LEVEL 3	LEVEL 4
KNOW HOW & SKILL	Knowledge Moderately Broad in Range	Broad Range of Knowledge
KNOW HOW & SKILL SELECTIVITY	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems
	<p>In the broader community support context, be able to use everyday:</p> <ul style="list-style-type: none"> • technology • materials • resources • procedures. 	<p>In the broader community support context, be able to use:</p> <ul style="list-style-type: none"> • technology • materials • resources • procedures
	<p>In the broader community support context, be able to apply a basic range of procedures to promote:</p> <ul style="list-style-type: none"> • health • safety • wellbeing. 	<p>In the broader community support context, be able to apply a range of procedures to promote:</p> <ul style="list-style-type: none"> • health • safety • wellbeing.
	<p>Be able to select and apply basic practices that ensure that your practice is consistent with national guidelines and is:</p> <ul style="list-style-type: none"> • ethical • rights based • inclusive • participatory. 	<p>Be able to select and apply routine practices that ensure that your practice is consistent with national guidelines and is:</p> <ul style="list-style-type: none"> • ethical • rights based • inclusive • participatory.



	<p>Be able as appropriate to apply the following skills:</p> <ul style="list-style-type: none"> • routine communication • interpersonal • intrapersonal • self-awareness. 	<p>Be able as appropriate to apply a range of the following skills:</p> <ul style="list-style-type: none"> • communication • interpersonal • intrapersonal • self-awareness. <p>Be able to access information on supports available to people in the broader community support context.</p>
COMPETENCE CONTEXT	Act within a limited range of contexts	Act in familiar and unfamiliar contexts
	In the broader community support context, be able to function within: a familiar range of situations.	In the broader community support context, be able to function within: a familiar and unfamiliar range of situations.
COMPETENCE ROLE	Act under direction with limited autonomy; function within familiar, homogenous groups	Act with considerable amount of responsibility and autonomy
	In the broader community support context, in a limited range of situations, be able to perform duties under direction and to: <ul style="list-style-type: none"> • support activities and projects • communicate in an empathetic way. 	In the broader community support context, in a range of situations, be able to: <ul style="list-style-type: none"> • perform duties with a considerable amount of responsibility • support activities and projects • communicate in an empathetic way.
COMPETENCE LEARNING TO LEARN	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment
	Learn within a managed environment capitalising on personal curiosities and insight. Take an active part in: <ul style="list-style-type: none"> • on-the-job learning • progression opportunities. 	Under direction: <ul style="list-style-type: none"> • begin to take responsibility for own learning and development in the broader community • identify contexts that target personal interests and insights.



COMPETENCE INSIGHT	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour
	<p>Show awareness of the role of the broader community support services in the wellbeing of:</p> <ul style="list-style-type: none">• individuals• communities• society. <p>Show respect for all and understanding of the requirement for basic standards of personal conduct when working in the broader community support contexts.</p> <p>Show cultural awareness, for example, respect religious traditions. Take some responsibility for self-understanding and own behaviour when learning and putting in place new skills in the broader community support contexts.</p>	<p>Assume partial responsibility for consistency of self-understanding and behaviour.</p> <p>Show how, in the broader community support context, you:</p> <ul style="list-style-type: none">• are aware of your attitude and behaviour• know how they impact on different situations. <p>Show respect for all and understanding of the requirement for basic standards of personal and professional conduct when working in the broader community support context.</p> <p>Take responsibility for self-understanding and own behaviour when learning and putting in place new skills in the broader community support contexts.</p>



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