



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Special Purpose Specification NFQ Level 4

### Construction Ground Work Skills 4S2854

#### 1. Certificate Details

<b>Title</b>	Construction Ground Work Skills
<b>Teideal as Gaeilge</b>	Scileanna Tógála Fotha
<b>Award Type</b>	Special Purpose
<b>Code</b>	4S2854
<b>Level</b>	4
<b>Credit Value</b>	20
<b>Purpose</b>	The purpose of this award is to enable the learner to work as a construction operatives utilising requisite skills and knowledge to transport, lay, compact and finish concrete and to lay kerbs, flags and paviour under various conditions.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Acquire a broad range of knowledge of the health and safety issues relating to the hazards of cement and concrete, the dangers of associated plant and the laying of kerbs, flags, paviers and construction sites in general.
<i>Kind</i>	Demonstrate understanding of concreting, kerbs, flags and pavior laying concepts and theory.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate proficiency in the concreting process including preparation of formwork, the operation of appropriate plant and in the preparation, setting out and correct methods of lifting kerbs, flags and paviers.

*Selectivity* Select appropriate methods for calculating the correct volumes of concrete required for ground floors slabs, walls, beams and columns and the correct quantity of materials required from drawings or sketches.

## **Competence**

*Context* Carry out the preparation, pouring and finishing of concrete formwork, floor slabs and a concrete path and the laying of kerbs, flags and the various kinds of paviers to a competent and acceptable standard.

*Role* Demonstrate ability to carry out all aspects of the concreting concreting process, the laying of kerbs, flags and paviers including the care and maintenance of all appropriate plant and compliance to current health and safety regulations.

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 20. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

4N2849	Concreting	4	10
4N2848	Laying Kerbs, Flags and Paviers	4	10

### 3. Supporting Documentation

1. Current HSA statutory regulations and codes of practice

### 4. Specific Validation Requirements

The provider must have all of the following in place to offer this award:  
All relevant plant and materials outlined in the component specifications

### 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*