

Certificate Specification NFQ Level 5

Applied Ecology 5M5028

1. Certificate Details

Title	Applied Ecology
Teideal as Gaeilge	Éiceolaíocht Fheidhmeach
Award Class	Major
Code	5M5028
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to independently and under supervision analyse, quantify and report on the physical and biological diversity of an eco-system and or to progress to further or higher education or training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad range of knowledge in relation to ecological sustainability, conservation and bio-diversity
<i>Kind</i>	Demonstrate knowledge of theoretical concepts and best practices relating to the characteristics and properties of a range of elements contained within an eco-system to include water, soil, plants and habitats, with significant depth in certain areas
Know How & Skill	
<i>Range</i>	Demonstrate a broad range of data collection and experimental procedures designed to monitor and maintain ecosystems, including safe use of test equipment and chemicals
<i>Selectivity</i>	Exercise judgment in selecting appropriate strategies and technologies in relation to sustainability and conservation of the environment

Competence

<i>Context</i>	Apply ecological based knowledge and skills to a range of varied contexts to include fieldwork, laboratories and manmade ecological environments
<i>Role</i>	Exercise and direct initiatives in an ecological environment while recognising the importance of teamwork with all stakeholders
<i>Learning to Learn</i>	Demonstrate an ability to direct and evaluate personal learning initiatives
<i>Insight</i>	Reflect on personal values and display an insight into the impact of environmental and sustainability issues on the broader community.

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:

Award Code	Title	Level	Credit Value
All of the following component(s)			
5N1568	Biological Diversity	5	15

5N1439	Ecological Field Methods	5	15
5N5027	Sustainable Water Management	5	15

A minimum credit value of 15 from the following components

5N0690	Communications	5	15
5N0972	Customer Service	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15

A minimum credit value of 15 from the following components

5N1433	Work Practice	5	15
5N1356	Work Experience	5	15
5N2985	Personal and Professional Development	5	15

A minimum credit value of 30 from the following components

5N1442	Environmental Studies	5	15
5N1553	Applied Permaculture	5	15
5N1617	Permaculture Design	5	15
5N2527	Plant Identification and Use	5	10
5N2528	Plant Science	5	10
5N2530	Soil Science and Growing Media	5	10
5N2546	Plant Protection	5	15
5N2746	Biology	5	15

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

3. Supporting Documentation

1. Documentation as listed in the component specifications associated with this award

4. Specific Validation Requirements

The provider must have the specific validation requirements detailed in the component specifications associated with this award

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: 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).

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 broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

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 broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

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