

Certificate Specification NFQ Level 6

Inclusive Education and Training 6M2263

1. Certificate Details

Title	Inclusive Education and Training
Teideal as Gaeilge	Oiliúna agus Oideachais Uileghabhálach
Award Class	Major
Code	6M2263
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge skill and competence, to design, promote and implement best practice in inclusive education in a range of contexts and settings and or to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a specialised knowledge of the principles of an inclusive education model as they relate to the development of a learning environment to include all learners.
<i>Kind</i>	Demonstrate an in depth knowledge of the legislative framework and the theoretical principles of human rights which underpin the inclusive approach to education.
Know How & Skill	
<i>Range</i>	Apply a range of specialised skills and tools in the provision of inclusive education and training.
<i>Selectivity</i>	Formulate procedural responses to well defined routine and abstract problems in the area of inclusive education and training.
Competence	

<i>Context</i>	Demonstrate a comprehensive range of specialised knowledge and skills within varied and specific inclusive education contexts.
<i>Role</i>	Work independently or in a supervisory capacity in implementing and promoting inclusive education practices taking responsibility for the work of others and for the allocation of resources.
<i>Learning to Learn</i>	Reflect on personal and professional development in the context of lifelong learning and assist others in identifying learning needs.
<i>Insight</i>	Critically reflect on personal and professional practice to inform self- understanding and professional development in an inclusive context.

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)			
6N2226	Inclusive Education Practice	6	15
6N1975	Disability Awareness	6	15

6N2225	Differentiated Learning and Instruction	6	15
A minimum credit value of 15 from the following components			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
6N1949	Personal and Professional Development	6	15
A minimum credit value of 15 from the following components			
6N1950	Communications	6	15
6N1948	Team Leadership	6	15
6N2191	Leadership	6	15
A minimum credit value of 30 from the following components			
6N2209	Mental Health Awareness	6	15
6N2210	Learning Difficulty Awareness	6	15
6N2229	Learning Difficulty Profiling	6	15
6N2211	Assistive Technology	6	15
6N2227	Assessment of Needs	6	15
6N2228	Assessment Practice	6	15
6N2214	Health Promotion	6	15
6N2215	Positive Behavioural Support	6	15
6N1957	Special Needs Assisting	6	15
6N2207	Boundary Management	6	15

The remaining credit value of 15 can be obtained by using vocationally 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.

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 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.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range 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 evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

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