

Certificate Specification NFQ Level 6

Information, Advice and Advocacy 6M3115

1. Certificate Details

Title	Information, Advice and Advocacy
Teideal as Gaeilge	Faisnéis, Comhairle agus Abhcóideacht
Award Class	Major
Code	6M3115
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner acquire the knowledge, skill and competence to deliver high quality information advice and advocacy services to a range of service users, and or to transfer or progress to programmes leading to awards in higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad range of knowledge of information, advice and advocacy practices and specialised knowledge needed to deliver information, advice and advocacy services.
<i>Kind</i>	Demonstrate an in-depth knowledge of systems and services which provide supports to service users.
Know How & Skill	
<i>Range</i>	Apply a range of specialised skills and tools in communication to include, referral, teamwork, and information technology in the provision of information, advice and advocacy services.
<i>Selectivity</i>	Develop appropriate responses to simple and complex queries from service users.
Competence	

<i>Context</i>	Demonstrate a comprehensive range of specialised knowledge and skills within a range of information, advice and advocacy contexts.
<i>Role</i>	Work independently or in a supervisory capacity with service users to identify, explore and provide options and supports appropriate to their needs.
<i>Learning to Learn</i>	Reflect on own personal and professional development and assist others in identifying learning needs in the context of lifelong learning.
<i>Insight</i>	Critically reflect on own personal and professional practice to inform self-understanding and continuous 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:

Award Code	Title	Level	Credit Value
All of the following component(s)			
6N3070	Government, Social, Public Administration	6	15
6N3072	Social and Civil Information	6	15
6N3073	Information, Advice and Advocacy Practice	6	15

A minimum credit value of 15 from the following components

6N1950	Communications	6	15
6N0697	Customer Service	6	15
6N1948	Team Leadership	6	15
6N2191	Leadership	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 30 from the following components

6N3077	Social Policy Practice	6	15
6N3078	Equality and Diversity Advocacy	6	15
6N3079	Disability Advocacy	6	15
6N3081	Family Rights Advocacy	6	15
6N2775	Conflict Management	6	15
6N2207	Boundary Management	6	15
6N3082	Welfare and Health	6	15
6N3083	Employment Rights Advocacy	6	15
6N3084	Income Maximisation	6	15
6N3085	Migrants Rights and Entitlements	6	15
6N3086	Influencing Social Policy Development	6	15
6N3087	Coaching Models of Practice	6	15
6N3088	Accommodation and Housing Advocacy	6	15
6N2104	Supervisory Skills	6	15
6N3325	Training Needs Identification and Design	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

1. Citizens Information Act -<http://www.citizensinformationboard.ie/about/>

4. Specific Validation Requirements

There are no specific validation requirements

5. Europass Certificate Supplement

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