Certificate Specification NFQ Level 6

Community Development 6M3674

1. Certificate Details

Title	Community Development
Teideal as Gaeilge	Forbairt Pobail
Award Class	Major
Code	6M3674
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to contribute effectively to the work of organisations in a range of community development and or community work settings and or to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
Breadth	Demonstrate specialised knowledge of the role and function of a specific community development or work organisation in the context of the distinctive purpose, role and contribution of community development and community work to Irish society and the wider world.
Kind	Demonstrate knowledge of key concepts, principles and underpinning theory in community development including community, collective action, poverty, social change participation, social analysis, equality, social justice, power and consciousness raising.
Know How & Skill	
Range	Apply the principles, values and associated skills of community development and or community work in a variety of specific contexts and actions including; team meetings, group sessions, management meetings, strategic settings, policy work, campaigns, conflict situations, planning and evaluation strategies.

Selectivity		Utilise the tools of the community development and or community work processes to develop and support collective action based on an analysis of the presenting issues and underlying tensions and themes followed by critical reflection on and evaluation of actions undertaken.

Competence

Context		Work autonomously and collaboratively, to undertake and promote quality community work in diverse and evolving contexts, contributing to creative responses to challenging situations.
Role		Work independently integrating values, principles and practices in taking a leadership role in local community development and or community work contexts.
Learning to Learn		Contribute to collaborative evaluation of learning, reflection and identification of learning needs within community development or community work settings.
Insight		Reflect critically on practice individually and in collaboration with others to integrate principles and values of community development and or community work practices.

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)			
6N3667	Community Development Practice	6	15
6N3668	Community Development Theory	6	15
6N3669	Group Work Theory and Practice	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
6N0697	Customer Service	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			
6N3666	Social Analysis	6	15
6N3670	Community Organisation Management	6	15
6N2104	Supervisory Skills	6	15
6N3665	Action Research	6	15
6N2775	Conflict Management	6	15
6N3673	Strategic Planning	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

The provider must have all of the following in place to offer this award:The provider must ensure work practice takes place in specific community development settings

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