**Certificate Specification NFQ Level 6**

**Health Services Supervisory Management Skills 6M4978**

**1. Certificate Details**

| | |
|---|---|
| **Title** | Health Services Supervisory Management Skills |
| **Teideal as Gaeilge** | Bainistíocht Maoirseoireachta i Sheirbhísí Sláinte |
| **Award Class** | Major |
| **Code** | 6M4978 |
| **Level** | 6 |
| **Credit Value** | 120 |
| **Purpose** | The purpose of this award is to enable the learner acquire the knowledge, skill and competence required to work independently or in a supervisory role in a range of health services contexts and or to progress to higher education and training. |
| **Statements of Knowledge, Skill and Competence** | Learners will be able to: |
| **Knowledge** | |
| *Breadth* | Demonstrate a broad range of knowledge of supervisory management skills and techniques within a range of health services settings |
| *Kind* | Apply theoretical concepts and abstract thinking with significant underpinning theory to specific health service practice |
| **Know How & Skill** | |
| *Range* | Apply a comprehensive range of specialised skills and tools to develop strategies required for supervisory management in a range of health service contexts |
| *Selectivity* | Select from a range of supervisory management theories, tools and techniques to devise and formulate specific responses to routine and non-routine health service provision |
| **Competence** | |

| | |
|---|---|
| *Context* | Apply supervisory management concepts, principles, creative thinking and technical skills to a range of health related contexts and situations |
| *Role* | Exercise and assume substantial personal responsibility in prioritising, organising and managing own work and or the work of others to achieve defined objectives |
| *Learning to Learn* | Evaluate own learning and assist others to identify their learning styles and needs within a structured learning environment |
| *Insight* | Reflect on personal and professional practice to inform self understanding and development within a management or supervisory role within a health services 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)** | | | |
| 6N2775 | Conflict Management | 6 | 15 |
| 6N4329 | Supervisory Management | 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**

| 6N1949 | Personal and Professional Development | 6 | 15 |
|---|---|---|---|
| 6N1946 | Work Experience | 6 | 15 |
| 6N1947 | Work Practice | 6 | 15 |

**A minimum credit value of 45 from the following components**

| 6N2196 | Rehabilitation Practice | 6 | 15 |
|---|---|---|---|
| 6N2206 | Person Centred Planning | 6 | 15 |
| 6N2207 | Boundary Management | 6 | 15 |
| 6N2214 | Health Promotion | 6 | 15 |
| 6N2532 | Web Authoring | 6 | 15 |
| 6N3145 | Characteristics of Management Systems | 6 | 10 |
| 6N3669 | Group Work Theory and Practice | 6 | 15 |
| 6N3673 | Strategic Planning | 6 | 15 |
| 6N3748 | Gerontology | 6 | 15 |
| 6N3750 | Human Resources Management | 6 | 15 |
| 6N3945 | Managing People | 6 | 15 |
| 6N4005 | Payroll Manual and Computerised | 6 | 15 |
| 6N4089 | Spreadsheets | 6 | 15 |
| 6N4090 | Project Management | 6 | 15 |
| 6N4146 | Costing | 6 | 15 |
| 6N4165 | Finance | 6 | 15 |
| 6N4322 | Employment Law | 6 | 15 |
| 6N1975 | Disability Awareness | 6 | 15 |
| 6N4369 | Corporate Governance | 6 | 15 |
| 6N4425 | Voluntary Sector Training Skills | 6 | 15 |
| 6N4447 | Community Care Supervision | 6 | 15 |
| 6N4448 | Statutory Workplace Policies and Procedures | 6 | 15 |
| 6N4977 | Word Processing | 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

## 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*