



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 5

### Youth Work 5M4732

#### 1. Certificate Details

<b>Title</b>	Youth Work
<b>Teideal as Gaeilge</b>	Obair don Ógra
<b>Award Type</b>	Major
<b>Code</b>	5M4732
<b>Level</b>	5
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge skills and competence to work under supervision in a youth work context and or to progress to further and or higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad range of conceptual and factual knowledge of the nature of youth and youth work issues in contemporary society
<i>Kind</i>	Demonstrate knowledge of some theoretical concepts and abstract thinking pertinent to adolescent development and the needs and roles of young people
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a range of knowledge relevant to youth service provision in society

*Selectivity* Use a range of approaches and methods in the planning, implementation and evaluation of youth work strategies in settings with young people

## **Competence**

*Context* Work professionally in partnership with young people, colleagues and the greater community

*Role* Contribute to the planning, implementation and evaluation of appropriate practices within the context of youth work provision

*Learning to Learn* Learn to take responsibility for own learning within a structured context

*Insight* Reflect critically on personal practice to inform how personal attitudes and values influence own approaches to work with young people.

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:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

5N1366	Understanding Youthwork	5	15
5N2002	Young People and Society	5	15
5N1384	Working with Young People	5	15

**A minimum credit value of 15 from the following components**

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

**A minimum credit value of 15 from the following components**

5N1356	Work Experience	5	15
5N1433	Work Practice	5	15

**A minimum credit value of 30 from the following components**

5N1834	Community Addiction Studies	5	15
5N1901	Understanding Community Development	5	15
5N0777	Community Development Practice	5	15
5N1207	Occupational First Aid	5	5
5N1279	Human Growth and Development	5	15
5N1353	Youth Information Skills	5	15
5N1370	Social Studies	5	15
5N1371	Social Analysis	5	15
5N2107	Criminology	5	15
5N2176	Substance Use - Issues for Youthwork	5	15
5N2668	Exercise and Fitness	5	15
5N2705	Care Provision and Practice	5	15
5N2708	Social Justice Principles	5	15
5N2709	Peer Education	5	15
5N4245	Safer Sex Negotiation Skills	5	15
5N4465	After School Support Skills	5	15
5N4646	Adventure Activities	5	15
5N4709	Community Arts Practice	5	15

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

**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](http://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](http://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
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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. Some underpinning theory
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*