



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Certificate Specification NFQ Level 6

### Administration 6M5013

#### 1. Certificate Details

|  |  |
|--|--|
| <b>Title</b>   | Administration   |
| <b>Teideal as Gaeilge</b>                            | Riarachán  |
| <b>Award Type</b>                                    | Major  |
| <b>Code</b>  | 6M5013   |
| <b>Level</b>   | 6  |
| <b>Credit Value</b>                                  | 120  |
| <b>Purpose</b>                                       | The purpose of this award is to enable the learner to acquire the required knowledge, skill and competence to work independently or in a supervisory capacity in an administrative role in the private, public or voluntary sector and or to progress to higher education or 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 knowledge of administration practices and the role of administrative services in an organisation  |
| <i>Kind</i>  | Demonstrate a specialised knowledge of administrative functions, skills and processes  |
| <b>Know How &amp; Skill</b>                          |  |
| <i>Range</i>   | Apply a broad range of administrative knowledge and skills in proposing, planning, designing, implementing and evaluating administrative services within a variety of contexts.  |

*Selectivity* Select from a comprehensive set of administrative skills, tools and techniques to solve routine and non-routine problems in an organisation.

## **Competence**

*Context* Organise administrative services that support organisational policies, procedures, systems and objectives.

*Role* Take responsibility for self and or others in planning, implementing and reviewing administrative services within a specific context

*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 practice to inform self-understanding and professional development, taking into consideration the view of others.

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> |
|---|---------------------------------------|--------------|---------------------|
| <b>All of the following component(s)</b>                          |                                       |              |                     |
| 6N4169  | Administration Practice               | 6            | 15                  |
| <b>A minimum credit value of 15 from the following components</b> |                                       |              |                     |
| 6N0697  | Customer Service                      | 6            | 15                  |
| 6N1948  | Team Leadership                       | 6            | 15                  |
| 6N1950  | Communications                        | 6            | 15                  |
| 6N2191  | Leadership                            | 6            | 15                  |
| <b>A minimum credit value of 15 from the following components</b> |                                       |              |                     |
| 6N1949  | Personal and Professional Development | 6            | 15                  |
| 6N1946  | Work Experience                       | 6            | 15                  |
| 6N1947  | Work Practice                         | 6            | 15                  |
| <b>A minimum credit value of 15 from the following components</b> |                                       |              |                     |
| 6N4089  | Spreadsheets                          | 6            | 15                  |
| 6N2532  | Web Authoring                         | 6            | 15                  |
| 6N4785  | Relational Database                   | 6            | 15                  |
| 6N4977  | Word Processing                       | 6            | 15                  |
| <b>A minimum credit value of 30 from the following components</b> |                                       |              |                     |
| 6N4865  | Bookkeeping – Manual and Computerised | 6            | 15                  |
| 6N4945  | Text Production                       | 6            | 15                  |
| 6N2774  | Russian                               | 6            | 15                  |
| 6N3161  | English as a Second Language          | 6            | 15                  |
| 6N3750  | Human Resources Management            | 6            | 15                  |
| 6N3925  | Contact Centre Support Skills         | 6            | 15                  |
| 6N3945  | Managing People                       | 6            | 15                  |
| 6N4005  | Payroll Manual and Computerised       | 6            | 15                  |
| 6N4045  | Business Law                          | 6            | 15                  |
| 6N2398  | Irish                                 | 6            | 15                  |
| 6N2399  | French                                | 6            | 15                  |
| 6N2400  | Spanish                               | 6            | 15                  |
| 6N2401  | German                                | 6            | 15                  |
| 6N2402  | Polish                                | 6            | 15                  |
| 6N2403  | Slovak                                | 6            | 15                  |
| 6N2404  | Italian                               | 6            | 15                  |
| 6N2405  | Irish Sign Language                   | 6            | 15                  |
| 6N4090  | Project Management                    | 6            | 15                  |
| 6N4125  | Civil Litigation                      | 6            | 15                  |
| 6N4165  | Finance                               | 6            | 15                  |
| 6N4166  | Financial Reporting                   | 6            | 15                  |
| 6N4167  | Taxation                              | 6            | 15                  |
| 6N4168  | Banking and Insurance                 | 6            | 15                  |

|        |                                 |   |    |
|--------|---------------------------------|---|----|
| 6N4185 | Audio Transcription             | 6 | 15 |
| 6N4186 | Front Office Skills             | 6 | 15 |
| 6N4322 | Employment Law                  | 6 | 15 |
| 6N4329 | Supervisory Management          | 6 | 15 |
| 6N4333 | Problem Solving                 | 6 | 15 |
| 6N4343 | Account Planning and Management | 6 | 15 |
| 6N4369 | Corporate Governance            | 6 | 15 |
| 6N4370 | Marketing Communications        | 6 | 15 |

The remaining credit value of 30 can be obtained by using relevant component(s) from level 6. A maximum of 15 credits may be used from level 5.

### 3. Supporting Documentation

1. Documentation as listed in the component specifications associated with this award

### 4. Specific Validation Requirements

The provider must have the specific validation requirements detailed in the component specifications associated with this award

### 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)<br>Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification     | Supplemental Certificate<br>(Level 3 to 6)                    |
| Special Purpose    | Specific Purpose Specification | Specific Purpose Certificate<br>(Levels 3 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 depth in some areas        |
| Know How & Skill | Range       | Demonstrate a comprehensive range of specialised skills and tools                            |
|                  | Selectivity | Formulate responses to well defined abstract problems  |
| Competence       | Context     | Utilise diagnostic and creative skills in a range of functions in a wide variety 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 take responsibility for own learning within a managed environment.  |
| Insight           | Express an internalised, personal world view, reflecting engagement with others.   |

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

