Component Specification

Boundary Management

NFQ Level 6

6N2207

1. Component Details

Title	Boundary Management
Teideal as Gaeilge	Bainistíocht Teorann
Award Class	Minor
Code	6N2207
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to demonstrate and practice clear understanding of the ethical, legal and personal issues relating to appropriate boundaries in the workplace.
Learning Outcomes	Learners will be able to:

1 Define the ethos (underlying beliefs and values) of your organisation

2 Outline the key procedures, protocols and policies of your organisation which ensure that professional relations are maintained

3 Explain ones own role and limitations within an organisation

4 Explain the potential effects of blurred boundaries (client/trainee dependency, vulnerability of staff, investing too much of ones self etc)

5 Develop an awareness of the following components of non-verbal communication

- Eye contact
- Body language
- Proximity
- Gestures
- Dress
- Touch

6   Define the concept of ethics and confidentiality and describe ethical behaviours in a variety of workplace situations

7   Summarise the principles of the Data Protection Act (1988 and 2003) and Freedom of Information Act (1997 and 2003)

8   Explain the different levels of confidentiality between team members, between one professional and another and between staff and client

9   Define the concept of team (communication, negotiation and problem-solving) and the role of teamwork within your own organisation

10   Understand the value of teamwork and how it supports team members in achieving organisational goals

11   Define the role of the client/trainee and other personnel within the organisation

12   Recognise the roles of persons external to the organisation and the appropriate utilisation of their skills and expertise

13   Outline the importance of initiating and maintaining positive boundaries within the context of working with clients, trainees, colleagues and external persons

14   Discuss cultural variations in the use and interpretation of these components

15   Identify the effects of using non-verbal communication inappropriately

16   Explain the nature of a healthy emotional relationship in the work setting

17   Discuss the necessity of detachment in working with clients in a work setting

18   Outline specific limitations in relation to confidentiality (suicide ideation, allegations of abuse etc)

19   Identify factors that promote effective teamwork

20   Discuss the importance of establishing clear roles
        and expectations in a work setting

21   Outline the approach needed to re-establish
        boundaries

22   Identify problematic situations and circumstances that
        may undermine a healthy professional relationship

23   Recognise the impact that ineffective time
        management has on professional relationships

24   Recognise the importance of recording and storing
        information appropriately and respectfully

25   Identify practices that impede effective teamwork

26   Evaluate the strengths and expertise that various
        individuals demonstrate in your work setting.

Assessment

General Information

Details of FET assessment requirements are set out in
[Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful
achievement of the award is based on learners attaining the
required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum
approach to assessment for this component. In exceptional
circumstances providers may identify alternative assessment
techniques through the provider's application for programme
validation which are **reliable** and **valid** but which are more
appropriate to their context.

Assessment of a number of components may be integrated
across programmes for delivery, provided that the learning
outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided
each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part
of their application for programme validation. Assessment Plans
will include information relating to scheduling and integration of
assessment. See current FET validation guidelines at
[www.qqi.ie](#).

Assessment Techniques	In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.
	The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.
	Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.
	All learning outcomes **must** be assessed and achieved

	Assignment	50%
	Learner Record	50%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

The assessor will devise two assignments of 25% each.

Learner Record

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

Recognition of Prior Learning (RPL)	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%

Specific Validation Requirements	There are no specific validation requirements for this award
Supporting Documentation	None
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	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. 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 FET 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.

3. 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