

SETU Generic Award Standards

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INTRODUCTION

The titles used for the university's Generic Awards' Standards are based on National Framework of Qualifications (NFQ) determinations.

The descriptors are all for general purpose major awards offered by the university, and the purpose descriptor is common for all award-types in the set. Specific purpose awards standards also exist and should be referred to ahead of these Generic Awards' Standards.

The level defined for each university award-type refers to the NFQ's 10-Level Grid of level indicators.

The volume descriptor is based on an initial general understanding of small, medium and large.

The sub-strands of knowledge, skill and competence defined for each descriptor are in each case taken from the 10-Level NFQ Grid of level indicators.

Progression and transfer possibilities, both within and beyond the university, listed for each descriptor are those typically associated with the particular award-type: the listing is intended to describe possibilities rather than to be prescriptive or exhaustive. In accordance with the university's policies in relation to Access, Transfer and Progression, the aim will be that the framework concept itself will greatly facilitate access, transfer and progression. It is also of note that, for each descriptor, transfer should generally be possible from a given named award to a programme leading to some other named award of the same award-type. This overall approach does not imply entitlement to a programme place, which may be limited by factors such as supply and demand.

Learning Outcomes

Three different types of learning outcomes have been identified in the university's generic awards' standards—knowledge, know-how and skill and competence.

These have been further subdivided as follows, in order to facilitate elaboration:

1. Knowledge—Breadth; and Kind;
2. Know-how and skill—Range; and Selectivity;
3. Competence—Context; Role; Learning to learn; and Insight.

These sub-strands aim to answer the following questions:

- How extensive is the learner's knowledge?
- What nature or quality of knowing has the learner engaged in?
- How extensive are the physical, intellectual, social and other skills demonstrated by the learner?
- How complicated are the problems that a learner can tackle using the skills acquired and how does a learner tackle them?
- In what contexts is a learner able to apply his/her knowledge and skills?
- How much responsibility can the learner take, personally and in groups, for the application of his/her knowledge and skills?
- To what extent can the learner identify the gaps in his/her learning and take steps to fill those gaps?
- How far has the learner integrated the intellectual, emotional, physical and moral aspects of his/her learning into his/her self-identity and interaction with others?

Knowledge

This is the form of learning outcome commonly identified with declarative knowledge. Declarative knowledge is the cognitive representation of ideas, events or happenings.

It can be derived empirically from practical or professional experience as well as from formal instruction or study. Such knowledge has meaning outside any specific context of application or practice.

It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.

Any new knowledge is not simply added to the knowledge a learner has before, but is conditioned by the nature, richness and structure of one's previous knowledge and, furthermore, serves to modify and restructure the latter, however partially.

Knowledge Breadth

Knowledge outcomes are associated with facts and concepts; that is, they refer to knowledge of, or about, something. The more diverse, complex and varied the facts and concepts, the greater the breadth of knowledge and this is a matter of level. Breadth is distinguished from the number of different facts and concepts learned, which relates to volume.

Knowledge Kind

The representation of facts and concepts, including ideas, events or happenings, is cumulative. The more facts and concepts are layered on top of each other, and draw successively upon each other to construct meaning, the higher the level of learning. This process is typically associated with progressively greater abstraction from concrete phenomena into theory.

Skill

Know-how and Skill

Skill is the goal-directed performance of a task in interaction with the environment. The exercise of a skill is the performance of a task that in some way responds to or manipulates the physical, informational or social environment of the person. Know-how underpins skill but is not identical to skill. Know-how, or savoir-faire, is the procedural knowledge required to carry out a task. Know-how may be accompanied, or scaffolded, by declarative knowledge while a skill is being acquired but, unlike procedural knowledge, this declarative knowledge is not an intrinsic part of the skill. Know-how may be measured directly or implied from performance. Skill can only be measured by performance.

Know-how and Skill Range

Skills, in both their execution and the demonstration of underpinning procedural knowledge, encompass the use of many different kinds of tool. Tool refers to any device or process that facilitates individuals having some effect on their physical, informational or social environment. Tools include cognitive and social processes as well as physical implements. Tools, and the skills to use them, range from commonplace or familiar to novel or newly-invented. The sheer number of skills acquired is a matter of volume, rather than of level. The diversity of skills is a feature of this strand that contributes to differentiation in level. The completeness of the set of skills (and associated know-how) in respect of an area of activity is another feature that helps indicate the level.

Know-how and Skill Selectivity

The performance of tasks depends on the learner having an appropriate understanding of the environment

in which the tasks are performed and being aware of his/her own ability and limitations, while at the same time being able to correctly judge the fit between the demands and ability. Whereas the range of know-how and skill refers to what a learner can do, selectivity (which might also be called procedural responsiveness) refers to the judgement that the learner exercises in carrying out procedures, through selecting from the range of know-how and skills available to him/her, in accordance with his/her appraisal of the demands of the task.

Competence

The practical application of knowledge and/or skill requires learning beyond his/her primary acquisition. The unique characteristic of competence is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general social and civic ones, as well as specific occupational ones. Competence draws on attitudes, emotions, values and sense of self-efficacy of the learner, as well as on declarative and procedural knowledge. Competence refers to the process of governing the application of knowledge to a set of tasks and is typically acquired by practice and reflection. Some aspects of performance in situations may depend on innate characteristics of an individual. Inasmuch as such performance is not learned it cannot be recognised as learning. Competence also encompasses the extent to which the learner can acknowledge his/her limitations and plan to transcend these through further learning. Moreover, while basic knowledge and skills can be described more or less independent of context, for the description of competence it is essential to make explicit the range of contexts in which the learner can demonstrate his/her competence. Competence outcomes can thus be stated in the form, "In a specified range of circumstances, a learner will be able to ...".

Competence Context

Human situations, whether occupational or general social and civic ones, supply the context within which knowledge and skill are deployed for practical purposes. Such situations range in complexity and hence in the demands they place upon the person acting in them. Highly defined and structured situations or contexts constrain the behaviour of the individual and require lower levels of learning. The range of responses required, and hence the extent to which a broader range or higher level of knowledge and skill have to be drawn upon also depends on how predictable the context is. Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning.

Competence Role

For many purposes, joining and functioning in various kinds of group is a key component in putting knowledge and skill to effective use. Joining a group successfully requires individuals to adopt appropriate roles within the group. This requires the application of social skills and an understanding of the tasks of the group. Higher levels of competence are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.

Competence Learning to Learn

This strand encompasses the extent to which an individual can recognise and acknowledge the limitations of his/her current knowledge, skill and competence and plan to transcend these limitations through further learning. Learning to learn is the ability to observe and participate in new experiences and to extract and retain meaning from these experiences. While drawing on other aspects of knowledge, skill and competence, this sub-strand places an emphasis on the relationship of the learner to his/her own learning processes. This provides a basis for abstraction and generalisation that, in principle, facilitates regarding this as a separate sub-strand of competence.

Competence Insight

This refers to ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the learners' mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A learner's self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous.

Volume

Volume of standards of knowledge, skill and competence refers to the amount of knowledge, skill and competence at a particular level or levels. The greater the amount of knowledge, skill and competence, the greater the volume. The volume measure does not necessarily specify the kind or mix of knowledge, skill and competence.

AWARDS STANDARDS

Higher Certificate

Title		Higher Certificate
Discipline		in Business; in Engineering; in Science; in Arts
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		6
Credits		120
Volume		Large
Knowledge		
	<i>Knowledge Breath</i>	Specialised knowledge of a broad area
	<i>Knowledge Kind</i>	Some theoretical concepts and abstract thinking, with significant underpinning theory
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate comprehensive range of specialised skills and tools
	<i>Know-how and Skill Selectivity</i>	Formulate responses to well-defined abstract problems
Competence		
	<i>Competence Context</i>	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
	<i>Competence Role</i>	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, complex and heterogeneous groups
	<i>Competence Learning to Learn</i>	Take initiative to identify and address learning needs and interact effectively in a learning group
	<i>Competence Insight</i>	Express an internalised, personal world view, reflecting engagement with others
Progression and Transfer		Progression to a programme leading to an Ordinary Bachelor Degree (Level 7) or to an Honours Bachelor Degree (Level 8).
Articulation		

Ordinary Bachelor Degree

Title		Bachelor
Discipline		of Arts; of Business; of Engineering; of Science
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		7
Credits		180
Volume		Large
Knowledge		
	<i>Knowledge Breath</i>	Specialised knowledge across a variety of areas
	<i>Knowledge Kind</i>	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study
	<i>Know-how and Skill Selectivity</i>	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes
Competence		
	<i>Competence Context</i>	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
	<i>Competence Role</i>	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work
	<i>Competence Learning to Learn</i>	Take initiative to identify and address learning needs and interact effectively in a learning group
	<i>Competence Insight</i>	Express an internalised, personal world view, manifesting solidarity with others
Progression and Transfer		Progression to a programme leading to an Honours Bachelor Degree (Level 8) or to a Higher Diploma (Level 8) Progression internationally to some second cycle (i.e. “Bologna masters”) degree programmes.
Articulation		

Honours Bachelor Degree

Title		Bachelor
Discipline		of Business; of Engineering; of Science; of Arts; of Laws, Legum Baccalaureus (LLB); of Architecture
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		8
Credits		180-240
Volume		Large
Knowledge		
	<i>Knowledge Breath</i>	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning
	<i>Knowledge Kind</i>	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity
	<i>Know-how and Skill Selectivity</i>	Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing
Competence		
	<i>Competence Context</i>	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts
	<i>Competence Role</i>	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups
	<i>Competence Learning to Learn</i>	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
	<i>Competence Insight</i>	Express a comprehensive, internalised, personal world view manifesting solidarity with others
Progression and Transfer		Transfer to programmes leading to Higher Diploma (Level 8). Progression to programmes leading to Masters Degree or Post-graduate Diploma (Level 9, or in some cases, to programmes leading to a Doctoral Degree (Level 10). Progression internationally to second cycle (i.e. “Bologna masters”) degree programmes
Articulation		

Higher Diploma

Title		Higher Diploma
Discipline		in Arts; in Business, in Engineering, in Science; in Education
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		8
Credits		60
Volume		Medium
Knowledge		
	<i>Knowledge Breath</i>	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning
	<i>Knowledge Kind</i>	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity
	<i>Know-how and Skill Selectivity</i>	Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing
Competence		
	<i>Competence Context</i>	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts
	<i>Competence Role</i>	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups
	<i>Competence Learning to Learn</i>	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
	<i>Competence Insight</i>	Express a comprehensive, internalised, personal world view manifesting solidarity with others
Progression and Transfer		Progression to programmes leading to Masters Degree or Post-graduate Diploma (Level 9)
Articulation		From an Ordinary Bachelor Degree (Level 7), or from an Honours Bachelor Degree (Level 8), into a new field of learning

Masters Degree

Title		Master
Discipline		of Arts; of Business; of Engineering; of Science; of Laws, Legum Magister (LLM); of Architecture; of Business Administration; of Education
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		9
Credits		60-90 (Taught Masters’ only)
Volume		Large
Knowledge		
	<i>Knowledge Breath</i>	A systematic understanding of knowledge at, or informed by, the forefront of a field of learning
	<i>Knowledge Kind</i>	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
	<i>Know-how and Skill Selectivity</i>	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence		
	<i>Competence Context</i>	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts
	<i>Competence Role</i>	Take significant responsibility for the work of individuals and groups; lead and initiate activity
	<i>Competence Learning to Learn</i>	Learn to self-evaluate and take responsibility for continuing academic/professional development
	<i>Competence Insight</i>	Scrutinise and reflect on social norms and relationships and act to change them
Progression and Transfer		Progression to programmes leading to Doctoral Degree (Level 10), or to another Masters Degree or to a Post-graduate Diploma (9)
Articulation		

Professional Masters Degree

Title		Master
Discipline		of Arts; of Business; of Engineering; of Science; of Architecture; of Education
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to employment, personal development, participation in society and community, and access to additional education and training.
NFQ Level		Level 9
Volume		Large
Knowledge		
	<i>Knowledge Breath</i>	A systematic understanding of knowledge at, or informed by, the forefront of an identified area of professional practice
	<i>Knowledge Kind</i>	A critical awareness of current problems and/or new insights, generally informed by the forefront of in an identified area of professional practice and the use of that knowledge in an applied/professional or scholarly setting to advance practice or the profession.
Skill		
	<i>Know-how and Skill Range</i>	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, for an identified professional practice
	<i>Know-how and Skill Selectivity</i>	Select from complex and advanced skills across an identified area of professional practice; develop new skills to a high level, including novel and emerging techniques
Competence		
	<i>Competence Context</i>	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts
	<i>Competence Role</i>	Take significant responsibility for the work of individuals and groups; lead and initiate activity
	<i>Competence Learning to Learn</i>	Learn to self-evaluate and take responsibility for continuing academic/professional development
	<i>Competence Insight</i>	Scrutinise and reflect on social norms and relationships and act to change them
Progression and Transfer		Progression to programmes leading to Doctoral Degree, or to another Masters Degree or to a Postgraduate Diploma
Articulation		

Postgraduate Diploma

Title		Postgraduate Diploma
Discipline		in Arts; in Business; in Engineering; in Science; in Education
Specialisation		in <i>Specialist area of study</i>
Type of Award		Major Award
Purpose		This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level		9
Credits		60
Volume		Medium
Knowledge		
	Knowledge Breath	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
	Knowledge Kind	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Skill		
	Know-how and Skill Range	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
	Know-how and Skill Selectivity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence		
	Competence Context	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts
	Competence Role	Take significant responsibility for the work of individuals and groups; lead and initiate activity
	Competence Learning to Learn	Learn to self-evaluate and take responsibility for continuing academic/professional development
	Competence Insight	Scrutinise and reflect on social norms and relationships and act to change them
Progression and Transfer		May exempt from part of the programme leading to a Masters Degree (Level 9)
Articulation		

Doctoral Degree

Title	Doctoral Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	10
Title (PhD)	Doctor of Philosophy (PhD)
Title (Professional Doctorate)	Doctor of [Professional Discipline] / Dochtúir le [Léann Gairmiúil], e.g. Doctor of Business Administration, Doctor of Engineering, etc. (The use of PhD is prohibited for Professional Doctorates)
Volume	Large
Knowledge	
<i>Knowledge - breadth</i>	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
<i>Knowledge - kind</i>	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Skill	
<i>Know-how and skill - range</i>	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
<i>Know-how and skill - selectivity</i>	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence	
<i>Competence - context</i>	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
<i>Competence - role</i>	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
<i>Competence – learning to learn</i>	Learn to critique the broader implications of applying knowledge to particular contexts
<i>Competence - insight</i>	Scrutinise and reflect on social norms and relationships and lead action to change them
Progression & transfer	
Articulation	

Doctoral Degree (Professional Mode)

Title	Doctoral Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	10
Title (Professional Doctorate)	Doctor of [Professional Discipline] / Dochtúir le [Léann Gairmiúil], e.g. Doctor of Business Administration, Doctor of Engineering, etc.
Volume	Large
Knowledge	
<i>Knowledge - breadth</i>	A systematic acquisition and understanding of a substantial body of knowledge which specifically informed or shaped by innovative developments at the forefront of an identified area of professional practice
<i>Knowledge - kind</i>	Demonstrable critical awareness of current problems and/or new insights, generally informed by the forefront of an identified area of professional practice and the use or deployment of that knowledge in an applied/professional or scholarly setting to advance practice within an area of professional practice.
Skill	
<i>Know-how and skill - range</i>	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, which offer novel and innovative solutions within an identified area of professional practice
<i>Know-how and skill - selectivity</i>	Utilise and deploy complex and advanced skills across an identified area of professional practice; develop and enhance new skills and technical procedures to a high level, including novel and emerging techniques.
Competence	
<i>Competence - context</i>	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts.

<i>Competence - role</i>	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes.
<i>Competence – learning to learn</i>	Learn to critique the broader implications of applying knowledge to specific contexts. Understand and appreciate the role of critical self-evaluation. Take responsibility for ensuring continuing academic and professional development
<i>Competence - insight</i>	Scrutinise and reflect on social norms, professional relationships and active civic participation and lead action to positively enhance and develop these

Minor Award

Title	Certificate in (if at NFQ Level 6 OR if less than 60 credits) Diploma in (if at NFQ Level 7 or higher AND if of 60 credits or more)
Purpose	This is a multi-purpose award-type that recognises attainment of part of a major award and which has relevance in its own right.
Level	Generally, the same level as the major award to which it is linked
Volume	Variable - smaller than the major award of which it is a part
Knowledge	
<i>Knowledge - breadth</i>	Variable
<i>Knowledge - kind</i>	Variable
Skill	
<i>Know-how and skill - range</i>	Variable
<i>Know-how and skill - selectivity</i>	Variable
Competence	
<i>Competence - context</i>	Variable
<i>Competence - role</i>	Variable
<i>Competence – learning to learn</i>	Variable
<i>Competence - insight</i>	Variable
Progression & transfer	Transfer to programmes leading to attainment of a part of one or more major awards Transfer to programmes leading to special purpose awards
Articulation	
Link to other Awards	Learning outcomes may form part of those of a major award

Special Purpose Award

Title	Certificate in (if at NFQ Level 6 OR if less than 60 credits) Diploma in (if at NFQ Level 7 or higher OR if of 60 credits or more)
Purpose	To meet specific, relatively narrow focused legislative, regulatory, economic, social or personal learning requirements.
Level	Any Level of NFQ
Volume	Variable - between small and medium
Knowledge	
<i>Knowledge - breadth</i>	Variable
<i>Knowledge - kind</i>	Variable
Skill	
<i>Know-how and skill - range</i>	Variable
<i>Know-how and skill - selectivity</i>	Variable
Competence	
<i>Competence - context</i>	Variable
<i>Competence - role</i>	Variable
<i>Competence – learning to learn</i>	Variable
<i>Competence - insight</i>	Variable
Progression & transfer	Transfer to programmes leading to major or minor awards at the same level or above Transfer to programmes leading to supplemental awards at the same level Transfer/progression to programmes leading to related special purpose awards at the same level or above
Articulation	
Link to other Awards	Learning outcomes may form part of those of a major award, minor award or supplemental award

Supplemental Award

Title	Certificate in (if at NFQ Level 6 OR if less than 60 credits) Diploma in (if at NFQ Level 7 or higher OR if of 60 credits or more)
Purpose	For learners who have already obtained a major or special purpose award. May be for refreshing/updating and continuous education and training with respect to an occupation/profession.
Level	Any Level of NFQ. Generally, the same level as the major or special purpose award to which it is linked
Volume	Variable - between small and medium
Knowledge	
<i>Knowledge - breadth</i>	Variable
<i>Knowledge - kind</i>	Variable
Skill	
<i>Know-how and skill - range</i>	Variable
<i>Know-how and skill - selectivity</i>	Variable
Competence	
<i>Competence - context</i>	Variable
<i>Competence - role</i>	Variable
<i>Competence – learning to learn</i>	Variable
<i>Competence - insight</i>	Variable
Progression & transfer	Progression to programmes leading to major awards at the next level in a related field of learning
Articulation	From major or special purpose award at the same level
Link to other Awards	Learning outcomes are closely linked to those of a major award or of a special purpose award – they generally reflect a deepening of learning, updating or specialisation

National Framework of Qualifications Grid

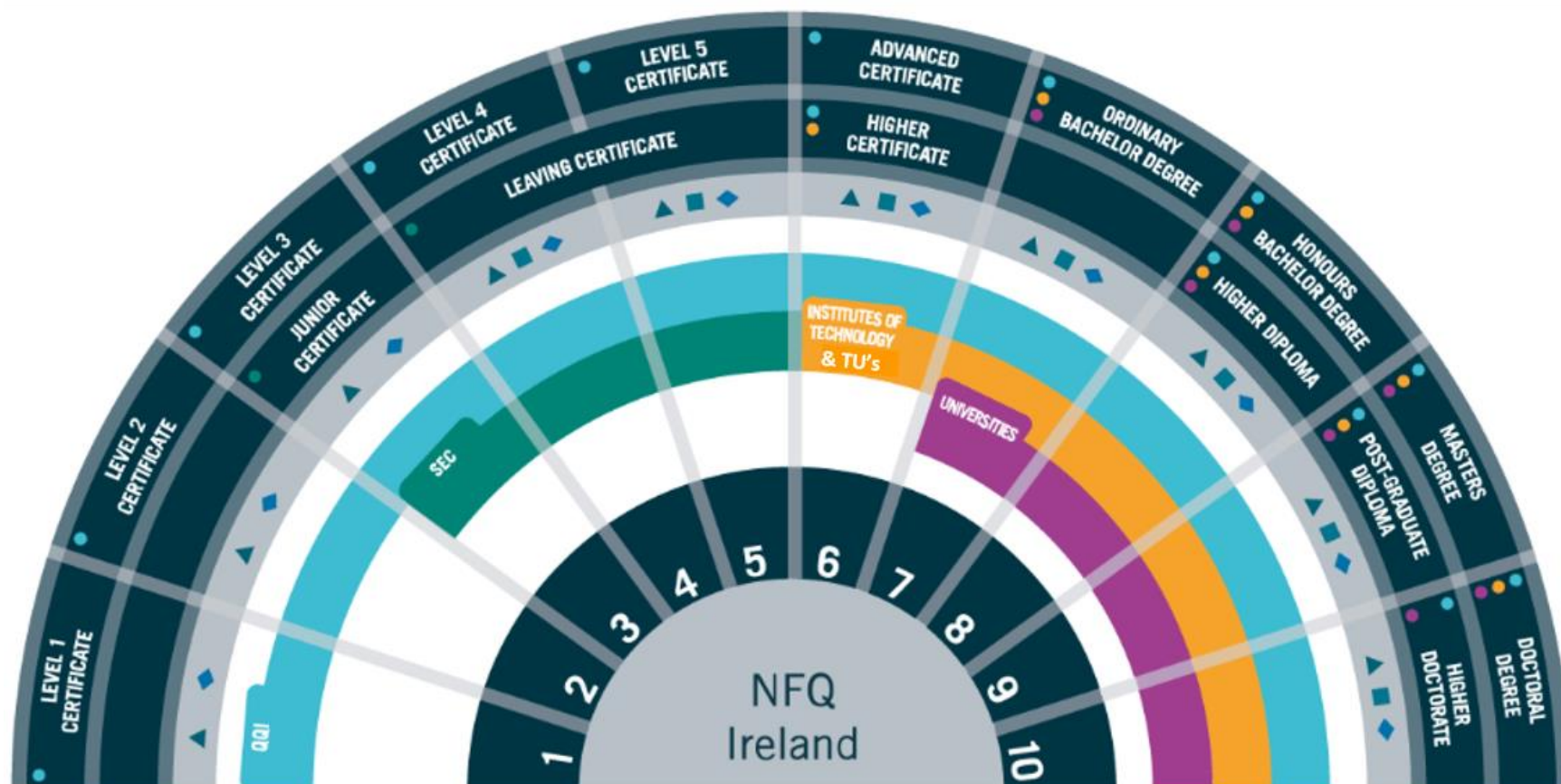
	Level1	Level2	Level3	Level4	Level5	Level6	Level7	Level8	Level9	Level10
Knowledge Breadth	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning.
Knowledge Kind	Demonstrable by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers

	Level1	Level2	Level3	Level4	Level5	Level6	Level7	Level8	Level9	Level10
Know-How & Skill Range	Demonstrate basic practical skills, and carry out directed activity using basic tools	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-How & Skill Selectivity	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge

	Level1	Level2	Level3	Level4	Level5	Level6	Level7	Level8	Level9	Level10
Competence Context	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	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	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	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	display mastery Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence Role	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	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, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Competence Learning to Learn	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Competence Insight	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them

Note: The outcomes at each level include those of all the lower levels in the same sub-strand



LEVEL 1 CERTIFICATE	LEVEL 2 CERTIFICATE	LEVEL 3 CERTIFICATE	LEVEL 4 CERTIFICATE	LEVEL 5 CERTIFICATE	ADVANCED CERTIFICATE	ORDINARY BACHELOR DEGREE	HONOURS BACHELOR DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
		JUNIOR CERTIFICATE	LEAVING CERTIFICATE		HIGHER CERTIFICATE		HIGHER DIPLOMA	POST-GRADUATE DIPLOMA	HIGHER DOCTORATE
QUALITY AND QUALIFICATIONS IRELAND (QQI)		STATE EXAMINATIONS COMMISSION (SEC)		INSTITUTES of TECHNOLOGY & TECHNOLOGICAL UNIVERSITIES		UNIVERSITIES			

References

1. QQI Award Standards
2. National Framework of Qualifications