



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 5

Nursing Studies 5M4349

1. Certificate Details

| | |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title | Nursing Studies |
| Teideal as Gaeilge | Staidéar Altranais |
| Award Type | Major |
| Code | 5M4349 |
| Level | 5 |
| Credit Value | 120 |
| Purpose | The purpose of this award is to enable the learner to acquire the knowledge, skill, and competence to work under supervision in a variety of hospital and other healthcare settings and or to progress to further and or higher education and training. |
| Statements of Knowledge, Skill and Competence | Learners will be able to: |
| Knowledge | |
| <i>Breadth</i> | Demonstrate a broad knowledge relating to the role, responsibility care and wellbeing of clients within the whole lifespan and in a variety of care settings |
| <i>Kind</i> | Demonstrate a knowledge of theoretical concepts and abstract thinking pertaining to nursing practice with significant depth in certain areas |
| Know How & Skill | |
| <i>Range</i> | Demonstrate a broad range of practice, research, interpersonal and caring skills in order to provide holistic care to a wide range of client groups in a range of care settings |

| | |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Selectivity</i> | Evaluate and utilise information to plan, develop and implement appropriate care strategies in a variety of care settings |
| Competence | |
| <i>Context</i> | Demonstrate knowledge, skills and attitude within a range of varied and specific practices in accordance with accepted professional guidelines and practice |
| <i>Role</i> | Contribute under supervision to planning implementing and evaluation processes in providing holistic client-centred care safely and effectively |
| <i>Learning to Learn</i> | Take responsibility for own learning in a structured context Reflect on personal practice to inform self understanding and personal development. |
| <i>Insight</i> | Reflect on personal practice to inform self understanding and personal development. 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) | | | |
| 5N0749 | Anatomy and Physiology | 5 | 15 |
| 5N1279 | Human Growth and Development | 5 | 15 |
| 5N4325 | Nursing Theory and Practice | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N2705 | Care Provision and Practice | 5 | 15 |
| 5N2770 | Care Skills | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N0690 | Communications | 5 | 15 |
| 5N1367 | Teamworking | 5 | 15 |
| 5N0972 | Customer Service | 5 | 15 |
| 5N1390 | Personal Effectiveness | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N1433 | Work Practice | 5 | 15 |
| 5N1356 | Work Experience | 5 | 15 |
| A minimum credit value of 15 from the following components | | | |
| 5N1370 | Social Studies | 5 | 15 |
| 5N1207 | Occupational First Aid | 5 | 5 |
| 5N0758 | Care Support | 5 | 15 |
| 5N1652 | Intellectual Disability Studies | 5 | 15 |
| 5N1764 | Child Development | 5 | 15 |
| 5N1765 | Child Health and Well Being | 5 | 15 |
| 5N1794 | Safety and Health at Work | 5 | 15 |
| 5N2006 | Nutrition | 5 | 15 |
| 5N2668 | Exercise and Fitness | 5 | 15 |
| 5N2706 | Care of the Older Person | 5 | 15 |
| 5N2746 | Biology | 5 | 15 |
| 5N3734 | Infection Prevention and Control | 5 | 15 |
| 5N3737 | Caring for Children in Hospital | 5 | 15 |
| 5N3746 | Maternity Care Support | 5 | 15 |
| 5N3767 | Operating Department Care Skills | 5 | 15 |
| 5N3769 | Palliative Care Support | 5 | 15 |
| 5N3773 | Recovery in Mental Health | 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.

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 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