



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

QQI AWARDS STANDARDS.

Administration and Office Work

December 2023





Foreword

The Qualifications and Quality Assurance Act 2012 requires QQI to ‘determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by the Authority’. QQI award standards are based on the level indicators and award type descriptors of the National Framework of Qualifications (NFQ) and are governed by QQI Policy for the Determination of Award Standards.

Based on systematic engagement with subject matter expertise and public consultation, award standards for certain broad fields of learning were developed for QQI awards at level 1-4 on the NFQ. These standards represent an elaboration of the generic descriptors of the NFQ. They should facilitate experts in particular fields of learning to create the link between their programmes’ intended learning outcomes and the NFQ. Each award standard is cumulative, the statements of knowledge, skill and competence at NFQ levels 2, 3 and 4, build on the attainment of standards at lower levels, which are not necessarily reproduced at the higher level(s). The implementation and use of these standards is subject to QQI Policy and Criteria for the Validation of Programmes and QQI Policy for the Making of Awards. Whenever an award standard changes, programmes must be updated and validated against the new standards.

These standards are not programme specifications. It is through these, however, that the relationship between a programme, its component parts and the NFQ should be evident. The standards are a reference point and a point of comparison against which individual programmes may be justified.

They are intended to provide general guidance for articulating the learning outcomes associated with a particular field of learning. In designing programmes, providers must take cognisance of the standards for specific fields of learning where they generally relate to the programme being developed. It is, however, recognised that there is a significant growth in multi-disciplinary/inter-disciplinary programmes; there are emerging fields of learning; and in addition, within each field there is the vast spectrum of programmes possible based on a wide range of purpose. In this context, it is not possible to have a standard, or multiple standards, that cater for the complete range of programmes possible. It is therefore expected that the standards for specific fields of learning will be used as reference points for the design of programmes. In designing programmes, providers can draw from more than one standard.



In drafting the standards every effort has been made to ensure that they will provide for flexibility and variety in the design of programmes and therefore encourage innovation within an overall agreed framework. It is not expected that all programmes will include every learning outcome identified in a standard. It is, however, expected that many programmes will include learning outcomes that are not included in the relevant standard.

When designing a programme, each learning outcome in the standard should be considered. Where departure from these is necessary, it should be justified in the context of the specific orientation of the programme and other facts pertaining to it. Each programme provider should be able to demonstrate how the design and content of its own programmes has been informed by the standard.

The level descriptors of the Framework, the award type descriptors and consequently the standards for the specific fields of learning are divided into three different types of learning outcomes – knowledge, skill and competence. These strands are further subdivided into eight sub-strands. Each strand/sub-strand is important. The relative weighting of each strand in a programme will vary from programme to programme. The weighting will be determined by many factors, including for example, the practical nature of a programme, or otherwise.

Each strand/sub-strand should be addressed appropriately in every programme. Where a programme is multidisciplinary or inter-disciplinary in nature, the use of more than one standard may be necessary. In such cases, the scope, depth and balance of knowledge, skill and competence should be attended to.

The titles of awards made by QQI on foot of these award standards shall be consistent with QQI Policy on the Making of Awards with an exception in the case of major awards where the named award stem shall have the following form: ‘Level X Certificate in Lifelong Learning in’ [specialisation].

These standards are determined by QQI under section 49(1) of the Qualifications (Education and Training) Act 2012.

AWARD STANDARDS – ADMINISTRATION AT NFQ LEVELS 3 TO 4

Purpose

The purpose of this broad award standard is to enable design of a variety of programmes enabling the learner to develop the relevant knowledge, skill and competence relating to:

- administration
- office skills
- organisations
- personal and interpersonal skills.

Note: The indicators at each level build on the skills from the previous one.

The outcomes at each NFQ level include those of all the lower levels in the same sub-strand unless stated otherwise.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Knowledge breadth	Knowledge moderately broad in range	Broad range of knowledge
Knowledge kind	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
	The learner should be able to show the following:	The learner should be able to show the following:
	<p>Intermediate knowledge of:</p> <ul style="list-style-type: none"> • office procedures • administration or office skills • different types of organisations • personal and interpersonal skills • ICT (Information Communication Technology) • the law in connection to their work • health and safety issues • green awareness • sustainability practices. 	<p>A broad knowledge of:</p> <ul style="list-style-type: none"> • office procedures • administration or office skills • how organisations work • personal and interpersonal skills • ICT (Information Communication Technology) • the law in connection to their work • health and safety issues • green awareness • sustainability practices.
Importance of interpersonal communication skills	<p>Awareness of the importance of effective personal and interpersonal communication skills, including;</p> <ul style="list-style-type: none"> • verbal and non-verbal • written • electronic. 	<p>An understanding of:</p> <ul style="list-style-type: none"> • the importance of effective personal interpersonal communication skills, including; <ul style="list-style-type: none"> - verbal and non-verbal - written - electronic.
Customer skills	<p>Awareness of how to communicate effectively with customers in an office setting.</p>	<p>That they understand:</p> <ul style="list-style-type: none"> • how to communicate effectively with customers • the importance of customer care in an office setting.



Legal	Basic knowledge of legislation relevant to an office setting.	General knowledge of: <ul style="list-style-type: none">• legal responsibilities and rights of staff and customers• relevant legislation relating to an office setting.
Terminology	Awareness of the key terms used in an office setting.	General knowledge of the key terms used in an office setting.
Digital literacy /ICT	Basic general knowledge of: <ul style="list-style-type: none">• a range of ICT used in an office setting to carry out administrative work• how digital technologies can support communication in an office setting.	General knowledge of: <ul style="list-style-type: none">• a range of ICT used in an office setting to carry out administrative work• how digital technologies can support communication in an office setting.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Know-how and skill range	Demonstrate a limited range or practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools
Know-how and skill selectivity	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
Skills	Show a basic range of skills used in an office setting.	Show a moderate range of skills used in an office setting.
Office procedures	Carry out, with support, a variety of office procedures.	Carry out a variety of office procedures independently.
Personal and interpersonal skills	Show a basic range of personal and interpersonal skills in an office setting.	Show and use a moderate range of personal and interpersonal skills in an office setting.
Customer service skills	Show, with support, a basic range of customer service skills in an office setting.	Show and use a moderate range of customer service skills in an office setting.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Know-how and skill range	Demonstrate a limited range or practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools
Know-how and skill selectivity	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
Digital literacy /ICT skills	With support, use digital skills and use a range of ICT equipment.	Use a moderate range of digital skills and use a range of ICT equipment in an office setting.

KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence context	Act within a limited range of contexts	Act in familiar and unfamiliar contexts
	Use administrative knowledge and skills within a limited range of settings.	Use administrative skills in familiar and unfamiliar settings.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence role	Act under direction with limited autonomy; function within familiar, homogenous groups.	Act with considerable amount of responsibility and autonomy
	With support, carry out duties using good personal, interpersonal, administrative and office skills.	Carry out duties using good personal, interpersonal, administrative and office skills with considerable independence.

KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence learning to learn	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment
	Be willing, with support, to take part in learning opportunities in an office setting. Actively take part in on-the-job learning and opportunities to progress.	Begin to take responsibility for their own learning and development under supervision.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence insight	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour
	<p>Show an awareness of their attitudes and behaviour and those of others in response to different situations.</p> <p>Take some responsibility for the 'greener' office setting by making sustainable choices, for example:</p> <ul style="list-style-type: none">• go paperless• decrease the brightness of their monitor• avoid using single-use cups.	<p>Show an awareness and recognise the influence of attitudes and behaviour in response to different situations.</p> <p>Take personal responsibility for the 'greener' office setting by choosing sustainable choices.</p>



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