The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Care Support

Level 5   D20164

August 2004

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
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<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
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<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
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<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
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<td>Provides details on how the learning outcomes are to be assessed.</td>
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<td>Provides details of the grading system used.</td>
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<td><strong>Individual Candidate Marking Sheets</strong></td>
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<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
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<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
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<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
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Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title Care Support

2 Module Code D20164

3 Level 5

4 Credit Value 1 credit

5 Purpose This module is a statement of the standards to be achieved to gain an FETAC credit in Care Support. It is a mandatory module for the Level 5 Certificate in Healthcare Support.

This module is designed to equip the learner with the skills and knowledge to work effectively in a care setting. The module aims to promote good practice and respect for diversity in lifestyle, religion and culture in care work.

6 Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7 Special Requirements Candidates should hold an Irish Heart Level 3 Heart Saver CPR certificate or equivalent.

8 General Aims

Learners who successfully complete this module will:

8.1 understand the responsibilities and entitlements of a care worker

8.2 recognise the need for continuing development in care work, drawing on personal reflection and experience

8.3 promote good practice and respect for diversity in the care setting

8.4 understand the importance of working effectively as part of a team

8.5 communicate and deal with people in ways that are consistent with the role of a carer.
This specific learning outcomes are grouped into 4 units.

Unit 1  Relating to the Client
Unit 2  Reflection and Development
Unit 3  Working with Others
Unit 4  Working in Care

10 Specific Learning Outcomes

Unit 1  Relating to the Client

Learners should be able to:

10.1.1 facilitate diversity of lifestyle, culture and religion for clients
10.1.2 respect and understand confidentiality and its limitations in relation to client information
10.1.3 identify the effect of dependence on clients and carers
10.1.4 describe the importance of client autonomy, involvement and choice
10.1.5 demonstrate an awareness of the individuality of the client
10.1.6 safeguard the privacy and dignity of clients
10.1.7 understand the care needs of clients throughout their life continuum
10.1.8 care for the client’s property, including items such as money, valuables and personal belongings.

Unit 2  Reflection and Development

Learners should be able to:

10.2.1 explain the need for personal planning and growth
10.2.2 identify personal strengths and areas for development as a care worker
10.2.3 accept guidance and direction from others where appropriate
10.2.4 describe how personal beliefs and attitudes may influence care work
10.2.5 reflect on personal experiences in care work
10.2.6 develop strategies for improving personal effectiveness

Unit 3 Working with Others

Learners should be able to:

10.3.1 respect diversity of lifestyle, religion and culture in working with others
10.3.2 adapt to different working environments
10.3.3 work effectively as part of a team
10.3.4 demonstrate effective interpersonal skills in care work
10.3.5 demonstrate appropriate interactions with the family of the client
10.3.6 demonstrate the uses of verbal and non-verbal communication in the care setting
10.3.7 accept and provide feedback from and to colleagues
10.3.8 take the initiative in care work where appropriate
10.3.9 differentiate between the responsibilities of the members of the health care team.

Unit 4 Working in Care

Learners should be able to:

10.4.1 describe the structure and function of the health care service in Ireland
10.4.2 identify the membership of the primary, secondary and tertiary health care teams
10.4.3 promote current health care information in the care setting
10.4.4 explain the importance of reporting appropriate client information
10.4.5 demonstrate reporting and record keeping skills that respect the privacy and dignity of the client
10.4.6 work within the job description determined at local level for a care attendant

10.4.7 identify relevant employee entitlements under current labour legislation.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor. All assessment is carried out in accordance with FETAC regulations. Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary Learner Record 70%
Assignment 30%

11.1 Learner Record

A personal learner record will be compiled by candidates. It will include a selection of evidence arising from candidates’ work and interaction with others in healthcare support.

The learner record may include items such as:

- reflection on relationships with clients, relatives, members of the health care team
- reflection on interpersonal issues that arise in care work, such as recognising diversity and individuality in clients, families and co-workers
- reflection on the candidate’s personal effectiveness as a care worker and personal strengths and weaknesses
- observations on the experience of receiving guidance and direction, and giving and receiving feedback
- evidence of appropriate reporting/record keeping
- notes on procedures for safeguarding privacy and dignity of clients and caring for clients’ property
- notes on the structures of the health service (including personnel on the various health care teams)

The learner record may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2 Assignment

The internal assessor will devise a brief that requires candidates to produce a practical activity in the workplace. The assignment may be assessed by a workplace assessor or an internal assessor working in consultation with a workplace supervisor.
The activity should be planned, carried out and evaluated by the candidate, and may for example take the form of an outing or social event for client(s).

Evidence should include a description of:

- how the activity was planned, including consultation and/or decision making by the client(s)
- the resources used
- use of teamwork and/or other personnel involved
- verbal and non-verbal communication that took place
- an evaluation of the impact of the activity for the client(s).

The assignment may be presented in a variety of media, for example written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>• effective reflection on relationships that develop in care work</td>
<td>10</td>
</tr>
<tr>
<td>• clear identification of interpersonal issues that can arise in care work</td>
<td>10</td>
</tr>
<tr>
<td>• effective reflection on own interpersonal skills as a care worker</td>
<td>10</td>
</tr>
<tr>
<td>• comprehensive observations on the process of developing personal effectiveness in care work</td>
<td>20</td>
</tr>
<tr>
<td>• detailed evidence of expertise in a range of interpersonal care work skills</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: ___________________________ Date: ___________

External Authenticator’s Signature: ______________________ Date: ___________
Candidate Name: ________________________________  PPSN.  ____________________
Centre: _________________________________________________  Centre No: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• effective planning of the activity</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• comprehensive description of how the activity was carried out</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of the impact of the activity</td>
<td>10</td>
<td></td>
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</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

**Total Marks**: 30

*Internal Assessor’s Signature: __________________________    Date: ___________*

*External Authenticator’s Signature: ______________________    Date: ___________*
# FETAC Module Results Summary Sheet

**Module Title:** Care Support  
**Module Code:** D20164

<table>
<thead>
<tr>
<th>Assessment Marking Sheets</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Marks per Marking Sheet</td>
<td>70</td>
<td>30</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Signed:  

**Internal Assessor’s:** ___________________________  **Date:** _______________________

This sheet is for teachers/Assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:
- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)
- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.