

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

Disability Awareness

Level 6 N33018

www.fetac.ie

Level 6 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website http://www.fetac.ie/ .
Module Code	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.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 6 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	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.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	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.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	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.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

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	Disability Awareness
2	Module Code	N33108
3	Level	6
4	Credit Value	1 credit
5	Purpose	This module is a statement of the standards to be achieved to gain an FETAC credit in Disability Awareness at Level 6. It has been developed to enhance the knowledge and understanding of Disability by all professionals who work with people with disabilities.
6	Preferred Entry Level:	Level 5 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None
8	General Aims	

Learners who successfully complete this module will:

- 8.1** Obtain knowledge of the historical background to disability services and definitions of disability
- 8.2** Acquire an understanding of the various theoretical models of disability
- 8.3** Be aware of legal considerations associated with disability
- 8.4** Be familiar with specific types of disabilities and how these can be accommodated
- 8.5** Appreciate various rehabilitation and support strategies available to people with disabilities and their families
- 8.6** Apply this knowledge in the workplace and in everyday life

9 **Units** *The specific learning outcomes are grouped into 4 units.*

- Unit 1** **What is disability?**
- Unit 2** **Living with disability**
- Unit 3** **Legislation, Policy and Practice**
- Unit 4** **Accommodating disability in Education, Training and the Workplace**

10 Specific Learning Outcomes

Unit 1 What is disability?

Learners should be able to:

- 10.1.1** Develop an awareness of various definitions of disability particularly those set down in Irish legislation (in the Employment Equality Acts 1998 and 2004, the Equal Status Acts 2000 and 2004 and the Disability Act 2005), the World Health Organisation (WHO) and the United Nations (UN).
- 10.1.2** Distinguish between the various classifications of disability
- 10.1.3** Outline the Models of Disability which provide theoretical underpinnings of disability studies, namely, the Medical Model, the Social Model and the World Health Organisation's International Classification of Functioning and Disability (ICF).
- 10.1.4** Identify barriers to disability, both environmental and attitudinal
- 10.1.5** Assess one's own experiences and perceptions of disability

Unit 2 Living with Disability

Learners should be able to

- 10.2.1** Display an in-depth understanding of the impact of disability on the individual and society
- 10.2.2** Recognise different types of disability including physical disability, learning disability, specific learning difficulties (SPLDs), mental illness, sensorial disabilities specifically visual impairment, hearing loss and speech difficulties and specific conditions including Diabetes and Epilepsy.
- 10.2.3** Explain how these specific types of disability impact on individuals' quality of life
- 10.2.4** Outline some strategies to minimise the barriers that these specific disabilities may cause for individuals (e.g. providing information in alternative formats, making buildings accessible etc.)
- 10.2.5** Outline community interventions that are available to people with disabilities (such as day centres, resource centres,

supported accommodation, residential care, sheltered workshops, rehabilitation training programmes, respite care etc.)

- 10.2.6** Evaluate rehabilitation and support strategies that are available to improve quality of life for people with disabilities

Unit 3 Legislation, Policy and Practice

Learners should be able to:

- 10.3.1 Understand the key requirements of employers, educational institutions and providers of public services in accommodating people with disabilities as set down in Irish legislation.
- 10.3.2 Assess the strengths and weaknesses of current legislation as it pertains to disability.
- 10.3.3 Describe the functions of the organisations which have been established to address public policy and strategy in relation to disability, particularly the National Disability Authority (NDA), the Equality Authority and the Citizens Information Board and the roles of specific Government Departments and agencies as set down in the National Disability Strategy 2005.
- 10.3.4 Analyse statistical data and research findings on disability
- 10.3.5 Outline services that have been set up to enable people with disabilities to access their legal rights and entitlements.
- 10.3.6 Understand that organisations that provide services to people with disabilities must have in place policies and procedures to ensure best practice and quality of service
- 10.3.7 Evaluate the quality of a sample of organisational policies and procedures as they pertain to disability

Unit 4 Accommodating Disability in Education, Training and the Workplace

Learners should be able to:

- 10.4.1** Distinguish between the various models and approaches which are used in the Education System to accommodate people with disabilities (such as Inclusive Education, Special Education , e-learning, modular learning)
- 10.4.2** Describe the prevalent models used in vocational and rehabilitative training to achieve outcomes for people with disabilities (such as Person Centred and Individual Action Planning, modular learning, community, home and employer based training, apprenticeships etc.)
- 10.4.3** Outline how employees with disabilities can be supported and accommodated in the workplace
- 10.4.4** Assess the strengths and weaknesses of various employment options open to people with disabilities (such as supported employment, sheltered employment, community employment and open employment)
- 10.4.5** Outline the main types of Assistive Technology that are available to people with disabilities in education, training and employment (e.g. screen readers, modified phones, keyboards etc.)
- 10.4.6** List grant schemes and support mechanisms that employees with disabilities and employers of people with disabilities can avail of (such as Fas workplace equipment/adaptation grant etc.)

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 50%

Project 50%

11.1 Learner Record

Candidates will compile a personal journal.

The journal will include a record of how the candidate integrates the knowledge and understanding of disability issues into their daily work. The journal should show a record of how the candidate recognises the support needs of individuals with specific disabilities, the strategies and interventions which can be put in place to remove barriers and minimise exclusion for disabled individuals. It should reflect on any policies, procedures or practices in the candidate's own workplace which may enhance quality of service for disabled clients or employees. The candidate should also provide a personal reflection on how the candidate's own communication and organizational skills impacts on their interactions with disabled people.

All entries in the journal should be dated. Personal learning and reflection will be ongoing over a period of time. (2000 words approximately)

11.2 Assignment

The internal assessor will devise a brief that requires the candidate to produce an assignment which will demonstrate an understanding and application of a range of specific learning outcomes and to apply this to a training or employment environment.

Candidates will demonstrate an understanding of:

- Disability Issues
- Living with disability
- Legislation and Policy
- Accommodating disability in Education, Training and the Workplace

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

12 Grading

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

Individual Candidate Marking Sheet no. 1	Disability Awareness N33018 Learner Record 50%
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Candidate Name: _____ PPSN.: _____

Centre: _____ Centre No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
Learner Journal:		
Clear description of activities and challenges	10	
Insightful reference to the incorporation of disability awareness into the candidate's daily work. Description of the accommodations and support structures that the candidate and his/her colleagues have put in place to remove barriers for disabled clients and colleagues. Reference to organisational policies, procedures and practices.	20	
In-depth analysis of personal reflection and learning.	20	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	50	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet no. 2	Disability Awareness N33018 Assignment 50%
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Candidate Name: _____ PPSN.: _____

Centre: _____ Centre No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
Written Assignment		
Evidence of thorough preparation of content.	10	
Thorough knowledge of the selected topic with clear identification of the key issues	20	
Suggested a range of strategies to support the identified issues.	20	
TOTAL MARKS	50	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

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.