

**DRAFT Defined Award Standards for  
Intellectual Disability Care and Support  
(Minor Award, NFQ Level 5)**

<b>Award Title</b>	Intellectual Disability Care and Support
<b>Teideal as Gaeilge</b>	[To be translated]
<b>Award Class</b>	Minor Award
<b>Level</b>	NFQ Level 5    EQF Level 4
<b>Credit Value</b>	15 FET Credits
<b>Mandatory/Elective</b>	Elective

**Purpose**

This award is intended to equip the learner with the knowledge, skill, and competence required to support individuals with intellectual disabilities through an integrated approach. It emphasises the importance of promoting dignity, choice, and inclusion while understanding the social and medical dimensions of care.

**Learning Outcomes**

**Upon successful completion, learners will be able to:**

1. Define intellectual disability and explore its causes, levels, and the potential impact of multiple disabilities.
2. Differentiate between the medical and social models of care, identifying their advantages and limitations.
3. Demonstrate knowledge of the history, evolution, and current standards of services for individuals with intellectual disabilities in Ireland and internationally.
4. Recognise and address the holistic needs of individuals with intellectual disabilities, including their physical, emotional, social, psychological, and spiritual well-being.
5. Explore the impact of caregiving on families, providing strategies to support them effectively.

6. Collaborate with multi-disciplinary teams, including for example - physiotherapists, social workers, and psychologists, to deliver person-centred support, to promote and protect a person's dignity.
7. Advocate for progressive and quality-driven approaches to service delivery, ensuring adherence to standards and quality assurance frameworks.
8. Recognise the importance of continuous professional development (CPD) in promoting a holistic, person-centred care including the use of digital tools and technologies to support service delivery and empower service users.

### **Access**

To access programmes leading to the above awards, learners should have achieved the knowledge, skills, and competence associated with NFQ Level 4 in the areas of literacy, numeracy, digital skills, communication, and personal effectiveness.

Learners must be able to communicate effectively with colleagues in the workplace through speaking, listening, reading, and writing. This may be through a formal qualification or relevant life and work experience demonstrating equivalent learning.

### **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.

### **Recognition of Prior Learning (RPL)**

Learners may be assessed based on their prior knowledge and experience. This must be conducted in accordance with the relevant policies and procedures of the provider.

### **Specific Validation Requirements:**

- Garda Vetting.
- Access to clinical learning environment (work base learning) with up-to-date equipment, fixtures and fittings, cleaning agents and materials, disinfectants, antiseptics, sterilisers, waste disposal and personal protective equipment.
- Access to an environment and equipment replicating the clinical setting (classroom).
- Work-based learning hours to be set in the application for validation.

### **Sector Specific Requirements:**

- CPR and use an automated external defibrillator (AED).
- Assisted Mobility Training (Safe People Moving and Positioning Training) in accordance with current legislation and workplace health and safety policies.