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

Intellectual Disability Studies

Level 5   D20169

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

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<th>Describes how the module functions as part of the national vocational certificate framework.</th>
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<tr>
<td>Module Title</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>Module Code</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>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
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<tr>
<td>Purpose</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>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</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>General Aims</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>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</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>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
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<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
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</table>
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.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Intellectual Disability Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>D20169</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Credit Value</td>
<td>1 credit</td>
</tr>
<tr>
<td>5</td>
<td>Purpose</td>
<td>This module is a statement of the standards to be achieved to gain an FETAC credit in Intellectual Disability Studies at Level 5. It is an elective module for the Level 5 Certificate in – Healthcare Support. The module is designed to equip learners with the knowledge and skills to provide care for people with intellectual disability and for their families in a variety of settings.</td>
</tr>
<tr>
<td>6</td>
<td>Preferred Entry Level</td>
<td>Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Special Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>
| 8 | General Aims       | Learners who successfully complete this module will:  
  8.1 understand the concept of intellectual disability and its contexts  
  8.2 be familiar with national and local models of services for people with intellectual disability and their families  
  8.3 demonstrate good work practices in the provision of holistic care for people with intellectual disability and their families  
  8.4 be able to meet the full range of needs of people with intellectual disability in a variety of settings and across the full lifespan. |
9 Units

The specific learning outcomes are grouped into 4 units.

Unit 1 Context of Intellectual Disability
Unit 2 Models of Service Provision
Unit 3 Holistic Care
Unit 4 Caring for Those with Specific Needs

10 Specific Learning Outcomes

Unit 1 Context of Intellectual Disability

Learners should be able to:

10.1.1 summarise the evolution of services for people with intellectual disability, nationally and internationally, including:
- development of specialist services
- involvement of the religious orders and voluntary organisations
- involvement of parents and friends
- principles of normalisation, de-institutionalisation and social role valorisation, person-centred care
- advocacy
- national and international public and social policies

10.1.2 discuss past and current attitudes towards people with intellectual disability

10.1.3 promote positive attitudes towards people with intellectual disability

10.1.4 analyse the concept of intellectual disability in terms of its definition, classification and manifestations.

Unit 2 Models of Service Provision

Learners should be able to:

10.2.1 outline models of living that exist for people with an intellectual disability and their families throughout their lifespan, to include:
- home
- centre-based residential
- community-based homes
- independent and semi-independent living
- l’Arche/ Camphill communities
- respite/breakaway
10.2.2 identify a range of specific services that are available to people with intellectual disability in the following:
- education
- training
- the workplace
- retirement

10.2.3 outline current approaches towards developing quality in the provision of services for people with intellectual disability and their family, to include standards and quality assurance.

Unit 3 Holistic Care

Learners should be able to:

10.3.1 outline the range of physical, social, emotional, psychological and spiritual needs of people with intellectual disability

10.3.2 recognise the effects of caring for a person with intellectual disability on close and extended family members

10.3.3 promote the following in caring for the person with intellectual disability:
- dignity
- choice
- relationships
- sharing ordinary places
- contributing

10.3.4 facilitate a diversity of play, leisure and social activities for people with intellectual disability in a variety of settings across the lifespan

10.3.5 evaluate the role of individual programme planning in the provision of holistic care to people with intellectual disability and their family

10.3.6 assist in the implementation of an individual programme plan

10.3.7 communicate effectively with people with intellectual disability, his/her family/carers and the multidisciplinary team

10.3.8 demonstrate the use of the following techniques in assisting the person with intellectual disability to develop their full potential:
- task analysis
- reinforcement
- shaping
- backward and forward chaining
Unit 4  Caring for Those with Intell Disability

Learners should be able to:

10.4.1 plan a number of positive proactive approaches to meeting the needs of the person with intellectual disability and challenging behaviour

10.4.2 and respond appropriately to the needs of the person with intellectual disability who may also have other disabilities (eg. mental illness, multiple disabilities, Down’s Syndrome, Alzheimer’s dementia)

10.4.3 and respond to the special care needs of the person with intellectual disability and multiple medical needs

10.4.4 and respond appropriately to the specific needs of the person with intellectual disability and sensory impairment.

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

<table>
<thead>
<tr>
<th>Skills Demonstration</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills as outlined in the specific learning outcomes. Candidates should be assessed while assisting a person with intellectual disability in the process of learning two specific life skills which could be:

- feeding
- toileting
- oral hygiene
- hair care
- crossing the road
- using a telephone
- preparing a simple meal
- participating in craft making
• setting the table for a meal
• using a washing machine or another piece of domestic equipment
• ordering a meal in a restaurant or any other appropriate life skill

Candidates will demonstrate a range of the following techniques during the skills demonstration:
• task analysis
• reinforcement
• shaping
• backward and forward chaining

Following the skills demonstration(s), candidates will give a verbal evaluation of their performance.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate understanding and application of a broad range of specific learning outcomes.

The project should involve some consultation on information and experience with a client and/or family member and/or member of the multidisciplinary team. It should also assess candidates on their ability to analyse, evaluate, and draw conclusions or make recommendations as appropriate on their findings.

The project may be carried out individually or as part of a team, and 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

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
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>• efficient preparation for each task</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• effective use of a range of techniques to help person(s)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>in process of learning life skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective use of communication skills with the client(s)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• considered verbal evaluation by candidate of her/his</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>performance after each task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet 60

*Internal Assessor’s Signature:* _______________________________  *Date:* ____________

*External Authenticator’s Signature:* _______________________________  *Date:* ____________
# Individual Candidate Marking Sheet 2

## Intellectual Disability Studies

### D20169

#### Project 40%

---

**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>• detailed description of topic under investigation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• effective use of documentation and background information</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• effective use of consultation with client and/or family and/or members of the multidisciplinary team</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• comprehensive analysis and evaluation of findings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• logical conclusions and/or recommendations on findings</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

40

---

**Internal Assessor’s Signature:** ____________________________  **Date:** __________

**External Authenticator’s Signature:** _________________________  **Date:** __________

---

7
# FETAC Module Results Summary Sheet

**Module Title:** Intellectual Disability Studies  
**Module Code:** D20169

<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>60</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Candidate Surname**  
**Candidate Forename**  

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.

**Signed:**  
**Internal Assessor:** ________________________________  
**Date:** ____________________

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.