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

Rehabilitation Practice

Level 6  N33021

www.fetac.ie
## Level 6 Module Descriptor

### Summary of Contents

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<th>Description</th>
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<tr>
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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<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/">http://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>
</tr>
<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>
</tr>
<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>
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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 Rehabilitation Practice

2 Module Code N33021

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 Rehabilitation Practice at Level 6.

The module is designed to enhance the knowledge and understanding of Rehabilitation and enhance skills of people who work in the area.

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 Understand the history and philosophy underpinning rehabilitation

8.2 Identify the common conditions and circumstances whereby people require rehabilitation

8.3 Develop awareness of the physical, social, psychological and emotional impact of acquired disability on individuals, including an analysis of the impact of culture, race, ethnicity and gender

8.4 Have the ability to develop a rehabilitation programme

8.5 Develop an appreciation of the effectiveness of a holistic and multi-disciplinary approach to Rehabilitation

8.6 Appreciate the challenges presented in a rehabilitative environment and list strategies for dealing with these challenges

8.7 Increase awareness of rehabilitation services / programmes for individuals and allowances available to people

8.8 Demonstrate understanding of relevant Irish Legislation

8.9 Acquire knowledge and examples of best practice in the area of rehabilitation in Ireland and Internationally

8.10 Apply this knowledge in the workplace
Units

The specific learning outcomes are grouped into six unit(s).

Unit 1 What is Rehabilitation?
Unit 2 Rehabilitation and Disability (Physical, Sensorial, Acquired Brain Injury, Psychiatric Rehabilitation, etc)
Unit 3 Rehabilitation and Offenders / Substance Abuse, etc
Unit 4 Social and Vocational Rehabilitation Programme
Unit 5 Legislation, Best Practice and Ethics

Specific Learning Outcomes

Unit 1 What is Rehabilitation?

Learners should be able to:

10.1.1 Outline what is meant by Rehabilitation?
10.1.2 Identify various types of rehabilitation models (Inpatient, Outpatient, Psychosocial, Social and Vocational, etc)
10.1.3 Outline conditions and circumstances whereby people require rehabilitation (Stroke, Spinal Injury, Acquired brain injury, MS, Amputation, Drugs / Addictions, Mental Health Difficulties, Intellectual Difficulties, Offenders, etc)
10.1.5 Understand the history and philosophy underpinning Rehabilitation in Ireland
10.1.6 Discuss the process and different stages of Rehabilitation
10.1.7 Discuss the qualifications, skills, training and characteristics required to be an effective rehabilitation practitioner

Unit 2 Rehabilitation and Disability

Learners should be able to:

10.2.1 Identify and discuss the various definitions of disability (as defined in Irish legislation, WHO, etc)
10.2.2 Evaluate the models of disability (Medical, Social, ICF)
10.2.3 List the various types of disability
10.2.4 Appreciate the impact of these disabilities on the individual
10.2.5 Recognise the environmental and attitudinal barriers which affects participation of disabled people in society
10.2.6 Assess rehabilitation strategies and models that are available to assist people with disabilities in achieving best quality of life outcome
Unit 3 Rehabilitation and Offenders / Substance Abuse / Addictions

Learners should be able to:

10.3.1 Identify and discuss programmes designed to rehabilitate offenders (Reasoning & Rehabilitation Programme – R & R, Aggression Replacement Training Programme – ART, Equipping Peers to help one another – EQUIP)

10.3.2 Provide an overview of substance abuse

10.3.3 Develop an awareness of centres / programmes available to individuals with alcohol and drug dependency

10.3.4 Describe some of the programmes available (i.e. AA 12 Step Programme)

10.3.5 Understand the importance of rehabilitation in other addictions such as Gambling and Eating Disorders

Unit 4 Social and Vocational Rehabilitation Programme

Learners should be able to:

10.4.1 Discuss the components of a Vocational Rehabilitation Programme

10.4.2 Outline the benefits of a holistic and multi-disciplinary team approach to rehabilitation

10.4.3 Appreciate the need for Individual assessment and the development of a collaborative rehabilitation plan (Person Centred Plan)

10.4.4 Assess the models of Vocational Rehabilitation that are available to individuals (Supported Employment, Sheltered Employment, Open Employment with reasonable accommodations, Vocational Training, Apprenticeship, Employer Based Training)

10.4.5 Develop an awareness of Assistive Technology, Grant Schemes and other tools which individuals and Rehabilitation Practitioners can access to achieve best possible vocational outcomes.

10.4.6 Appreciate the challenges presented in a rehabilitative environment

10.4.7 Identify strategies to deal with these challenges
Unit 5  Legislation, Best Practice and Ethics

Learners should be able to:

10.5.1 Identify and discuss relevant Irish Legislation
10.5.2 Discuss the importance of maintaining professional boundaries when working with individuals
10.5.3 Define the concept of ethics and confidentiality
10.5.4 Develop an appreciation of best practice in the area of rehabilitation, both in Ireland and Internationally

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

A personal journal will be compiled by candidates.

The journal will provide details of application of knowledge of Rehabilitation, reasons why people require rehabilitation, developing a Social and Vocational Rehabilitation programme, relevant legislation and best practice in the area of rehabilitation. Candidates should assess how their learning has impacted on colleagues or their organisation and they should include a reflection on personal learning.

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

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate theoretical understanding and practical application of a range of specific learning outcomes for the units:
- What is Rehabilitation?
- Rehabilitation and Disability
- Rehabilitation and Offenders / Substance Abuse, etc
- Social and Vocation Rehabilitation Programme
- Legislation, best practice and ethics
12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
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<tr>
<td>Merit</td>
<td>65 - 79%</td>
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<tr>
<td>Distinction</td>
<td>80 - 100%</td>
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Candidate Name: _______________________________ PPSN.: _______________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
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<tbody>
<tr>
<td>Reflection on Practice</td>
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<td>30</td>
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<tr>
<td>• Clear account of integration of knowledge and understanding of Rehabilitation into their daily work.</td>
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<tr>
<td>Reflection on Personal Learning</td>
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<tr>
<td>• Personal reflection on whether or not they have impacted on colleagues or the organisation</td>
<td>10</td>
<td></td>
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<tr>
<td>• Realistic evaluation of learning achievements</td>
<td>10</td>
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</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><strong>Content</strong></td>
<td></td>
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<tr>
<td>- Thorough knowledge of Rehabilitation demonstrated.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>- Clear understanding of application of knowledge – What is</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation? Rehabilitation and Disability / Offenders /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance Abuse, Social and Vocational Rehabilitation</td>
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<td></td>
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<tr>
<td>Programme, Legislation, best practice and ethics.</td>
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<td></td>
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<tr>
<td>- Information from relevant sources appropriately researched</td>
<td>10</td>
<td></td>
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<tr>
<td>and presented.</td>
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<td></td>
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<tr>
<td><strong>Presentation</strong></td>
<td>10</td>
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<tr>
<td>- Project is well structured.</td>
<td></td>
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<tr>
<td>- Appropriate format is applied and content includes</td>
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<tr>
<td>introduction, discussion and conclusion.</td>
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<td></td>
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<tr>
<td>- Sources are acknowledged through appropriate use of</td>
<td></td>
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<tr>
<td>references</td>
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<tr>
<td>- Material is presented clearly and in a reader-friendly</td>
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<td>manner</td>
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**TOTAL MARKS**
This mark should be transferred to the Module Results Summary Sheet

*Internal Assessor’s Signature: ______________________________  Date: ____________

*External Authenticator’s Signature: _________________________  Date: ____________*
**FETAC Module Results Summary Sheet**

**Module Title:** Rehabilitation Practice  
**Module Code:** N33021

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1 50%</th>
<th>Mark Sheet 2 50%</th>
<th>Total 100%</th>
<th>Grade*</th>
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</table>

**Signed:**  
**Internal Assessor:** ______________________________  **Date:** ______________________________

This sheet is for internal 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.

<table>
<thead>
<tr>
<th>Grade*</th>
<th>D: 80 - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M: 65 - 79%</td>
<td></td>
</tr>
<tr>
<td>P: 50 - 64%</td>
<td></td>
</tr>
<tr>
<td>U: 0 - 49%</td>
<td></td>
</tr>
<tr>
<td>W: candidates entered who did not present for assessment</td>
<td></td>
</tr>
</tbody>
</table>

11
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.