

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 5

Sexuality and Intellectual Disability 5N1707

1. Component Details

Title	Sexuality and Intellectual Disability
Teideal as Gaeilge	Gnéasacht agus Míchumas Intleachta
Award Type	Minor
Code	5N1707
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to respond appropriately to sexuality issues that may arise in daily situations when working with individuals with intellectual disability. It will also encourage the learner to reflect on attitudes towards the sexuality sexual development and sexual expression of individuals with intellectual disability.
Learning Outcomes	<p>Learners will be able to:</p> <ol style="list-style-type: none">1 Define the term 'sexuality'2 Outline the typical pattern of development of sexuality and sexual expression3 Identify the barriers to typical development of sexuality for people with Intellectual disability4 Recognise common myths about the sexuality of people with intellectual disability5 Explain the issues of confidentiality and consent relating to sexuality

- 6 List the four levels of the 'PLISSIT' model
- 7 Communicate about sexuality using appropriate sexual language
- 8 Distinguish between issues that can be dealt with by front line staff and issues that need to be referred to specialists for higher levels of intervention
- 9 Demonstrate the ability to plan an appropriate intervention involving 'Permission' in response to a specific sexual issue
- 10 Demonstrate the ability to plan an appropriate intervention involving 'Limited Information' in response to a specific sexual issue
- 11 Discuss attitudes towards different forms of sexual expression
- 12 Explain how attitudes towards sexuality and intellectual disability can impact on the lives of people with intellectual disability
- 13 Evaluate the impact of one's own attitudes towards sexuality and intellectual disability on the lives of individuals with intellectual disability
- 14 Evaluate the policies and practices of a given organisation in terms of the impact these have on the sexuality of individuals with intellectual disability
- 15 Describe the three levels of sexual behaviour:
 - 1 Basic
 - 2 Advanced
 - 3 Intimate
- 16 Discuss how additional physical and sensory impairments can impact on the typical development and expression of sexuality for people with intellectual disability
- 17 Explain the importance of sexual education for people with intellectual disability in relation to information sharing and protection from abuse
- 18 Outline the legal position relating to sexuality and intellectual disability

- 19 Discuss issues that can arise when working in partnership with families around sexuality issues and strategies for dealing with these
- 20 Explain the four levels of intervention outlined in the PLISSIT model
 - 1 Permission
 - 2 Limited Information
 - 3 Specific Suggestions
 - 4 Intensive Therapy
- 21 Discuss the role of front-line staff in relation to interventions involving ¿Permission¿
- 22 Discuss the role of front-line staff in relation to interventions involving ¿Limited Information¿.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Assignment	40%
Learner Record	60%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

Learner Record

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of

awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie

Grading	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
Specific Validation Requirements	There are no specific validation requirements for this award	
Supporting Documentation	None	
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.	
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
		Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems

Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI

