Component Specification

Disability Awareness

NFQ Level 6

6N1975

1. Component Details

Title	Disability Awareness
Teideal as Gaeilge	Feasacht ar Mhíchumas
Award Class	Minor
Code	6N1975
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence in the models and types of disabilities and the legal and social structures and services in place to accommodate disabilities at national and community level and in the workplace.
Learning Outcomes	Learners will be able to:

1. Explore various definitions of disability, to include definitions outlined in Irish legislation

2. Describe the various classifications of disability

3. Outline the models of disability which provide theoretical underpinnings of disability studies, to include the medical model, the social model and the World Health Organisation's International Classification of Functioning and Disability (ICF)

4. Identify different types of disabilities, to include 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, explaining how these impact on the individual's quality of life

5   Outline strategies to minimise the difficulties that specific disabilities may cause for individuals

6   Examine the key requirements of employers, educational institutions and providers of public services in accommodating persons with disabilities as set down in Irish legislation

7   Describe the functions of a range of organisations which have been established to develop and implement public policy and strategy in relation to disability in Ireland, to include specific government departments and state agencies

8   Outline the main types of assistive technology that are available to persons with disabilities in education, training and employment

9   Identify grant schemes and support mechanisms that employees with disabilities and employers of persons with disabilities can avail of

10   Identify services available to enable persons with disabilities to access their legal rights and entitlements

11   Explain how organisations providing services to persons with disabilities ensure quality of service and adherence to best practice

12   Distinguish between the various models and approaches which are used in the education system to accommodate persons with disabilities

13   Describe the prevalent models used in vocational and rehabilitative training to achieve outcomes for persons with disabilities

14   Identify barriers to disability, both environmental and attitudinal

15   Outline community interventions that are available to persons with disabilities

16   Explore the impact of disability on the individual and society

17   Assess the strengths and weaknesses of current legislation as it pertains to disability

18   Examine how employees with disabilities can be supported and accommodated in the workplace

19	Reflect on own experience and perceptions of disability
20	Assess the strengths and weaknesses of various employment options open to persons with disabilities
21	Evaluate rehabilitation and support strategies that are available to improve quality of life for persons with disabilities
22	Analyse statistical data and research findings on disability
23	Evaluate the quality of a sample of organisational policies and procedures as they pertain to disability.

Assessment

General Information

Details of FET assessment requirements are set out in
Assessment Guidelines for Providers.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Assignment	50%
Learner Record	50%

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)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

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

Specific Validation Requirements

There are no specific validation requirements

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)
Minor Award	Component Specification	Component Certificate (Levels 1 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 comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.