

**COMHAIRLE NÁISIÚNTA NA  
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR  
VOCATIONAL AWARDS**



**Module Descriptor**

**Person Centred Focus  
to Disability**

**Level 2 L22474**

**May 2007**

## Level 2 Module Descriptor

### Summary of Contents

|  |   |
|--|---|
| <b>Introduction</b>                        | Describes how the module functions as part of the national vocational certificate framework.  |
| <b>Module Title</b>                        | 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.ncva.ie">www.ncva.ie</a> .  |
| <b>Module Code</b>                         | 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.               |
| <b>Level</b>                               | Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.  |
| <b>Credit Value</b>                        | Denotes the amount of credit that a learner accumulates on achievement of the module.   |
| <b>Purpose</b>                             | 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. |
| <b>Preferred Entry Level</b>               | Recommends the level of previous achievement or experience of the learner.  |
| <b>Special Requirements</b>                | 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.                             |
| <b>General Aims</b>                        | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.   |
| <b>Units</b>                               | Structure the learning outcomes; there may be no units.   |
| <b>Specific Learning Outcomes</b>          | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.  |
| <b>Portfolio of Assessment</b>             | Provides details on how the learning outcomes are to be assessed.   |
| <b>Grading</b>                             | Provides details of the grading system used.  |
| <b>Individual Candidate Marking Sheets</b> | List the assessment criteria for each assessment technique and the marking system.  |
| <b>Module Results Summary Sheet</b>        | 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.  |
| <b>Appendices</b>                          | Can include approval forms for national governing bodies.   |
| <b>Glossary of Assessment Techniques</b>   | Explains the types of assessment techniques used to assess standards.   |
| <b>Assessment Principles</b>               | Describes the assessment principles that underpin the FETAC approach to assessment.   |

## Introduction

A module is a statement of the standards to be achieved to gain an NCVA 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 the NCVA 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

|          |                              |  |
|----------|------------------------------|--|
| <b>1</b> | <b>Module Title</b>          | <b>Person Centred Focus to Disability</b>  |
| <b>2</b> | <b>Module Code</b>           | <b>L22474</b>  |
| <b>3</b> | <b>Level</b>                 | <b>2</b>   |
| <b>4</b> | <b>Credit Value</b>          | <b>1 credit</b>  |
| <b>5</b> | <b>Purpose</b>               | <p>This module is a statement of the standards to be achieved to gain an NCVA credit in ‘Person Centred Focus to Disability’ at Level 2. It is an elective module for the National Vocational Certificate Level 2 – Health Care Support.</p> <p>The module is designed to equip learners with the knowledge skills and competencies required to apply a person centred focus to their work with people with disabilities in a variety of settings.</p>   |
| <b>6</b> | <b>Preferred Entry Level</b> | National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.   |
| <b>7</b> | <b>Special Requirements</b>  | Learners work in a service for people with a disability.   |
| <b>8</b> | <b>General Aims</b>          | <p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> be familiar with the social model of service delivery, John O’Brien’s Five Valued Experiences and Basic Strategy for service delivery</p> <p><b>8.2</b> understand the concept of a person centred focus and its essential context within service delivery</p> <p><b>8.3</b> be able to apply a person centred focus in day-to-day practice</p> <p><b>8.4</b> be able to recognise the positive impact on service delivery when working from a value base and philosophy that reflects a person centred focus</p> |

- 8.5 be flexible and creative in their work with people with disability.
- 9 Units**                    **The specific learning outcomes are grouped into 3 units.**
- Unit 1**                    **Disability and Inclusion**
- Unit 2**                    **Professional Role in Delivering Person Centred Services**
- Unit 3**                    **Essential Skills in Implementing a Person Centred Service**
- 10 Specific Learning Outcomes**
- Unit 1**                    **Disability and Inclusion**
- Learners should be able to:*
- 10.1.1**                    compare the medical and social model of service delivery with reference to learners’ own agencies
- 10.1.2**                    contrast the medical and social models in terms of their underpinning values through the framework of John O’Brien’s Five Valued Experiences and Basic Strategy for Service Delivery
- 10.1.3**                    discuss the concept of ‘inclusion’ as a distinct philosophy
- 10.1.4**                    outline the role definitions and language play in the perceptions of people with disabilities
- 10.1.5**                    identify issues arising from the language and stereotyping which is used in relation to people with disabilities
- 10.1.6**                    adopt the use of ‘people first language’ in their work practice
- 10.1.7**                    explain the four concepts that arise in the ways society responds to people with disability
- 10.1.8**                    recognise the positive impact on service delivery when working from a value base and philosophy that reflects a person centred focus.

**Unit 2 Professional Role in Delivering Person Centred Services**

*Learners should be able to:*

- 10.2.1 evaluate the impact of implementing and maintaining a person centred focus in their professional health care role
- 10.2.2 recognise service users' diversity, cultural and ethnic needs while maintaining a professional and respectful relationship within a person centred focus
- 10.2.3 work with a person centred focus in partnership with an individual with a disability to promote their full participation in decision-making about their day-to-day experiences
- 10.2.4 discuss models of advocacy as outlined in 'Advocacy a Rights Issue' as documented by the Forum for People with Disabilities
- 10.2.5 discuss the 3 service responses to Advocacy as based on acknowledging and affecting the rights of people with disabilities
- 10.2.6 examine their role as an advocate, mindful of maintaining an equal partnership with the person with disability.

**Unit 3 Essential Skills in Implementing a Person Centred Service**

*Learners should be able to:*

- 10.3.1 analyse the differences between adopting an individualised approach and one that sees individuals with disabilities as a homogenised group
- 10.3.2 explore the capacities and uniqueness of each individual
- 10.3.3 apply the principles of person centred focus in their day-to-day practice, to enhance or further develop customer driven services in a wide variety of contexts
- 10.3.4 demonstrate the essential skills of active listening while working with people with disabilities
- 10.3.5 demonstrate a flexible and creative approach when meeting the needs of people with disabilities.

## 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 NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

### Summary

|                       |            |
|-----------------------|------------|
| <b>Assignment</b>     | <b>40%</b> |
| <b>Learner Record</b> | <b>60%</b> |

### 11.1 Assignment

The internal assessor will devise a brief that requires the candidates to produce evidence demonstrating an understanding and application of a range of specific learning outcomes. The assignment should focus on specific aspects of the provision of a 'Person Centred Focus' within the candidates own work environment, during a six-week minimum period of work. Evidence presented for each assignment should include reference to:

#### **Theories and Concepts that underpin a Person Centred Focus**

Candidates should demonstrate understanding and relevance in working with people with disabilities around the following five key concepts:

1. Medical versus Social Model of service delivery
2. Inclusion as a distinct philosophy of service provision
3. Four concepts that arise for society in response to disability
4. Person Centred Focus versus Mass Management
5. Advocacy as a rights issue

#### **Use of 'People First language'**

The candidate will demonstrate through their assignment an understanding and appropriate application of the principles of 'people first language'.

#### **Person Centred Focus**

Candidates should evidence how they:

- Got to know one person with a disability in their care using a person centred focus
- Identified a capacity and uniqueness with the involvement of the selected person with a disability
- Looked at the persons quality of life using John O'Brien's 5 valued experiences
- Worked with the person with a disability in exploring their vision for an ideal future

## 11.2 Learner Record

A personal learner record will be compiled by candidates.

It should include a selection of evidence arising from candidates' work and interaction with others in healthcare support.

The learner record may include items such as:

- reflection on relationships with service users, relatives, and co-workers
- reflection on their role and evidence of competencies when using a person centred focus with people with a disability in a range of contexts
- reflection on service issues that arise in implementing an individualised person centred focus when working with people with a disability, families and co-workers
- reflection on the candidate's personal effectiveness, strengths and weaknesses as a care worker
- reflection on their role as an advocate acting on behalf of or supporting the self advocacy of people with disabilities
- reflection on their use of a flexible and creative approach when meeting the needs of people with disabilities
- observations on the experience of working in partnership with service users
- facilitation of a person centred focus to decision making that impacts on the daily experience of people with disabilities
- evidence of the use of interpersonal skills in their communication with people with disabilities in their day to day work.

The learner record may be presented using a variety of media, including written, oral, graphic, audio, and 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% |

|   |   |   |
|---|---|---|
| <b>Individual Candidate<br/>Marking Sheet [1]</b> |  | <b>Person Centred Focus to<br/>Disability</b><br>Assignment 40% |
|---|---|---|

**Candidate Name:** \_\_\_\_\_ **FETAC Candidate No.:** \_\_\_\_\_  
**Centre:** \_\_\_\_\_ **Roll No.:** \_\_\_\_\_

| Assessment Criteria   | Maximum Mark | Candidate Mark |
|---|--------------|----------------|
| <ul style="list-style-type: none"> <li>• clear understanding of theories and concepts that underpin a person centred focus</li> </ul> | <b>15</b>    |                |
| <ul style="list-style-type: none"> <li>• appropriate understanding and use of ‘People First Language’</li> </ul>                      | <b>5</b>     |                |
| <ul style="list-style-type: none"> <li>• clear understanding and evidence of the application of a person centred focus</li> </ul>     | <b>20</b>    |                |
| <b>TOTAL MARKS</b><br><i>This mark should be transferred to the Module Results Summary Sheet</i>                                      | <b>40</b>    |                |

**Internal Assessor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**External Examiner’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Individual Candidate  
Marking Sheet [2]**



**Person Centred Focus  
Learner Record 60%**

**Candidate Name:** \_\_\_\_\_ **FETAC Candidate No.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Roll No.:** \_\_\_\_\_

| <b>Assessment Criteria</b>   | <b>Maximum Mark</b> | <b>Candidate Mark</b> |
|--|---------------------|-----------------------|
| <ul style="list-style-type: none"> <li>• effective reflection on relationships with service users, relatives, and co-workers</li> </ul>                          | <b>10</b>           |                       |
| <ul style="list-style-type: none"> <li>• comprehensive observations on their role and evidence of competencies when using a person centred focus</li> </ul>      | <b>10</b>           |                       |
| <ul style="list-style-type: none"> <li>• clear identification of service issues that arise in implementing an individualised person centred focus</li> </ul>     | <b>10</b>           |                       |
| <ul style="list-style-type: none"> <li>• effective reflection on the candidate's personal effectiveness and their personal strengths and weaknesses</li> </ul>   | <b>10</b>           |                       |
| <ul style="list-style-type: none"> <li>• detailed evidence of effective use of interpersonal skills while communicating with people with disabilities</li> </ul> | <b>10</b>           |                       |
| <ul style="list-style-type: none"> <li>• clear understanding of their role as an advocate</li> </ul>   | <b>5</b>            |                       |
| <ul style="list-style-type: none"> <li>• effective reflection on their use of a flexible and creative approach in work</li> </ul>                                | <b>5</b>            |                       |
| <b>TOTAL MARKS</b><br><i>This mark should be transferred to the Module Results Summary Sheet</i>   | <b>60</b>           |                       |

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Examiner's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## **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 e.g. 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 – e.g. 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.

## NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA 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 NCVA 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 NCVA 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 teamwork may form part of the assessment of a module, provided each candidate's achievement is separately assessed.