

# **LEARNER'S HANDBOOK**

**The Ordinary Lives Network  
A Programme for Community Inclusion**

**COMMUNITY INCLUSION – 5N1740**

**FETAC – LEVEL 5**

**Minor Award – 15 Credits**

**In Association with:**

***S.O.S. Kilkenny Limited (Lead Organisation)***

***WALK Dublin***

***CWCW New Ross***



***Supported and part-funded by: The Wheel***

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## Chapter 1

### **The Ordinary Lives Network – A Programme for Community Inclusion In association with: The Wheel – Training Links Programme**

In January 2012 S.O.S. Kilkenny Limited learned it was successful in applying for funding under The Training Links Programme through The Wheel ([www.wheel.ie](http://www.wheel.ie)).

The Training Links Programme is “an innovative support service developed by The Wheel to enhance the skills and employability of people working in the community and voluntary sector in Ireland” (*source www.wheel.ie*).

The Ordinary Lives Network is a collaborative network established between organisations that had worked together previously on a Genio project. Each of these organisations has nominated a number of staff and service users to part-take in this component minor award supporting the development of COMMUNITY INCLUSION.

S.O.S. Kilkenny Limited is the lead organisation and are Q.A. approved by FETAC .

WALK and CWCW (New Ross) have joined training forces with S.O.S. Kilkenny to provide training and site locations for the programme rollout. Both WALK and CWCW (New Ross) are Q.A. approved by FETAC.

Trainers from the organisations bring with them a wealth of theoretical and practical knowledge relating to community inclusion.

Over the course of the programme it is envisaged that 200 staff and 200 service users will complete the training and will have a community inclusion action plan developed to promote this ethos.

Additional information can be attained via:

[www.soskilkenny.com](http://www.soskilkenny.com)

[www.walk.ie](http://www.walk.ie)

[www.cwcw.ie](http://www.cwcw.ie)

[www.wheel.ie/traininglinks](http://www.wheel.ie/traininglinks)

## Chapter 2

### WELCOME

We are very pleased to welcome you to the Ordinary Lives Network – A Programme for Community Inclusion.

We would like to acknowledge support from The Wheel to part fund this programme of shared learning across our organisations.

The component module “Community Inclusion” was chosen due to the changing environment in which we are progressing. At the end of the component all learners should be equipped to develop an Action Plan through working in partnership with a service user.

The component will link the service user with their local communities to develop their own interests (volunteering, joining clubs, work experience, paid employment, any other form of ***socially valued role***) in a supported and structured way. The component seeks to support staff and service users alike in this process by discussing and developing areas such as:

- inclusion,
- community,
- bridge-building,
- mapping,
- networking,
- identification/overcoming barriers and
- development of a practical community inclusion action plan.
- 

Tools you will become familiar with that will support you are:

- Community Mapping – social inclusion tool to ascertain information about the community.
- Network Mapping – social inclusion tool to ascertain a service user’s network within their community.
- Community Inclusion Questionnaire – social inclusion tool to ascertain an individual’s level of community inclusion.
- Capacity Inventory – social inclusion tool focusing on capacities of community members (community skills, work skills, home skills and unique attributes/skills).

This component will expose you to ideas, concepts and practices that will enable you to develop your own awareness of community inclusion.

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**Chapter 3**  
**COMPONENT DETAILS**

<b>TITLE:</b>	Community Inclusion
<b>TEIDEAL AS GAELGE:</b>	Cuimsiú Pobail
<b>AWARD TYPE:</b>	Minor
<b>CODE:</b>	5N1740
<b>LEVEL:</b>	5
<b>CREDIT VALUE:</b>	15
<b>PURPOSE:</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence required to support and build the capacity of individuals with an Intellectual Disability to develop socially valued roles and relationships within their local communities.

**LEARNING OUTCOMES:                      LEARNERS WILL BE ABLE TO:**

1.	Define what is meant by the concept of COMMUNITY.
2.	List the three types of assets found within a community.
3.	List a range of different types of relationships.
4.	Compile an inventory of associations and formal institutions within a community.
5.	Construct a network map of personal, organisational and community connections of an individual.
6.	Identify individuals who can act as network connectors within the community.
7.	Compile a CAPACITY INVENTORY of an individual's skills, interests and capacity for participating in and contributing to their community.
8.	Facilitate persons with an intellectual disability to choose places within the community where their skills, interests and capacity for participation and contribution can be expressed.
9.	Assess opportunities for the development of relationships with individuals within those places.
10.	Plan a strategy for introducing an individual to the identified places and people.
11.	Devise a plan to provide ongoing support to the building and nurturance of relationships between a person with an intellectual disability and people in the person's community.
12.	Distinguish between physical integration in a community and community inclusion.
13.	Outline sources of information about the associations and formal institutions that exist within a community.
14.	Outline attitudes and practices within the community that may act as barriers to community inclusion for persons with an intellectual disability.
15.	Recognise environmental barriers to community inclusion for persons with an intellectual disability.
16.	Examine organisational policies, practices and staff attitudes that may act as barriers to community inclusion.
17.	Identify ways of overcoming barriers to inclusion found within the community.
18.	Outline changes that could be made to organisational practices that would promote community inclusion.
19.	Explain the role of staff as bridge-builders between a person with an intellectual disability and the community.
20.	Outline the characteristics and skills of people in the community who are potential bridge-builders between persons with a disability and their community.

**All information pertaining to this Component Specification can be found on [www.fetac.ie](http://www.fetac.ie)**

**Chapter 4**  
**STRUCTURE OF THE COMPONENT MODULE**

**TRAINING DELIVERY:**

The delivery of the component will take the form of 5 days training and mentoring (20 hours) and in addition an assignment (40%) and project (60%) will be required to attain validation/certification.

- Day 1 - Full day workshop (Staff Only)
- Day 2 - Morning workshop + afternoon mentoring (Staff and Service User)
- Day 3 - Morning workshop (Staff & Service User)
- Day 4 - Morning workshop + afternoon mentoring (Staff Only)
- Day 5 - Morning workshop (Staff and Service User)

Assignment (40%) & Project (60%)

The assignment and project will be graded on a Fail, Pass, Merit or Distinction basis.

*The total timeframe for this minor award component is 4 months.*

**SUPPORTS:**

This component module will be rolled out to over 200 staff and 200 service users. It is of paramount importance that all learners are facilitated and encouraged to have a positive learning experience. With this in mind each part of the course is structured and guided throughout.

Support will be given via mentoring sessions on the days allocated for training workshops. Additional support can be attained via mentors located in each participating organisation.

Information and relevant documentation can be attained via S.O.S. Kilkenny Limited website – [www.soskilkenny.com](http://www.soskilkenny.com) – COMMUNITY INCLUSION – Course Information / Documentation. A listing of recommended literature to enhance your learning experience is also available on the website.

**Chapter 5**  
**GUIDELINES FOR STYLE AND WRITING CONVENTIONS**  
**ASSIGNMENT & PROJECT (FETAC SPECIFICATIONS)**

**PRESENTATION:**

The assignment and project should both be presented and submitted in the following way:

- Word processed document (Microsoft Word)
- Arial Font
- Size 12 Font
- 1.5 Line Spacing

**COMPULSORY ATTACHMENTS:**

FOR ASSIGNMENT:

COMPLETED ASSIGNMENT COVER SHEET  
ASSIGNMENT BRIEF

FOR PROJECT:

COMPLETED PROJECT COVER SHEET  
PROJECT BRIEF

**PLEASE NOTE:**

- No binding is necessary just put a staple in the top left hand corner
- Do not put pages in plastic covers or any other type of folder
- Keep a hard (paper) copy and soft (disc) copy of your work
- Submission dates should be noted and kept
- Please do not PLAGURISE anyone else's work / submissions

**In exceptional circumstances extensions may be given for submission of assignments and/or projects. However this may result in delays for validation and/or certification.**

**Chapter 6**  
**ASSIGNMENT**

**Defining Community, Community Mapping and Network Mapping**

There are 5 Sections for completion in the Assignment. Each of the 5 sections has assessment criteria that need to be evident. The maximum mark for the assignment is 40%.

Section	On Completion you should have:	Assessment Criteria
Section 1	<b>PREPARATION FOR THE TASK:</b> Documentation of the consultation process with your line manager and service user.	Effective planning and preparation for the task (6% points)
Section 2	<b>INTRODUCTION:</b> Demonstrate an understanding of COMMUNITY and COMMUNITY INCLUSION. (S.L.O. 1)	Thorough understanding of the concept of COMMUNITY (10% points).
Section 3	<b>COMMUNITY MAPPING:</b> Demonstrate the skill of MAPPING A LOCAL COMMUNITY.	Collection and processing of all relevant information in relation to MAPPING A COMMUNITY (8% points).
Section 4	<b>NETWORK MAPPING:</b> Demonstrate the skill of NETWORK MAPPING.	Provide appropriate communication and documentation of NETWORK MAPPING (8% points).
Section 5	<b>CRITICAL REFLECTION AND EVALUATION:</b> Critically reflect and evaluate on the process and working in partnership with the service user.	Critical reflection and evaluation of the process from start to finish including the partnership with the service user (8% points).

**GUIDELINES & CHECKLIST FOR EACH SECTION OF THE ASSIGNMENT**

**SECTION 1 - PREPARATION FOR THE TASK -**

Document the process of speaking with your line manager and service user  
(and in some cases the parents/guardians where deemed necessary).

**OPTION 1:** You have been approached by a service user who wishes to work in partnership with you to make a Community Inclusion Action Plan. Link in with your organisational mentor and line manager to discuss the course and the commitment involved. Document your discussions with the service user (regarding the approach to work together, what, where and when and all relevant details in agreeing to work together for the assignment and process of community inclusion and agree the format and location of communication / future meetings.

**In some cases it may be necessary to talk with parents/guardians before the commencement of the assignment – this also needs to be discussed with your line manager. Document any such discussions as part of the assignment.**

***A CONSENT FORM MUST BE SIGNED BY THE SERVICE USER (AND PARENT / GUARDIAN WHERE NECESSARY) AND SUBMITTED WITH YOUR ASSIGNMENT.***

**OR**



- OPTION 2:** Work with your line manager and discuss who in your service would like the opportunity to work in partnership to implement community inclusion. After speaking with this service user and agreeing to work together for the assignment and process of community inclusion, agree the format and location of communication / future meetings. Document all information in this process referring to who, when, where, what and how the discussion(s) took place.

**In some cases it may be necessary to talk with parents/guardians before the commencement of the assignment – this also needs to be discussed with your line manager. Document any such discussions as part of the assignment.**

***A CONSENT FORM MUST BE SIGNED BY THE SERVICE USER (AND PARENT / GUARDIAN WHERE NECESSARY) AND SUBMITTED WITH YOUR ASSIGNMENT.***

- When typing up this section, include descriptions of the actions you took to promote the process of consultation with the line manager and the service user (and parents/guardians where necessary). Describe also the explanations you used in describing community inclusion and what the course entails.

## SECTION 2 - INTRODUCTION:

- In your own words give a definition of COMMUNITY. } 2 definitions please!  
In your own words give a definition of COMMUNITY INCLUSION. }
- List and explain using good detail the **three COMMUNITY ASSETS** giving some examples of each.
- Analyse and explain what is meant by the term “socially valued role” and give relevant examples.
- Address how socially valued roles and community inclusion are interlinked and how they can work symbiotically (in partnership).
- Describe the following mapping tools:
- Capacity Inventory – (What I do NOW / FUTURE).
  - Community Mapping (Places & Faces)and
  - Network Mapping (Who I Know)
- Explain **why** and **how** they are important components of supporting individuals to be included in their community.

**SECTION 3 – COMMUNITY MAPPING:**      ***INCLUDE THE COMMUNITY MAP WITH YOUR ASSIGNMENT!***

In this section you are aiming to Map the Community of the service user by fact-finding about the three community assets.

- Meet and speak with the service user to ascertain their knowledge of their local community.
- Working in partnership with the service user, identify and list sources you are going to use to gather further information about the three assets in the agreed local community. At least one individual with good knowledge of this community needs to be included.
- Give clear and concise reason(s) for choices regarding the sources used to gather information.
- Using the sources of information you identified with the service user, gather further information about the three assets in the local community. Document relevant examples of what you have found out together.
- Bring together (amalgamate) all the information you have secured and draw up a COMMUNITY MAP. The community map should be laid out under the headings of the ***three community assets***.
- THE COMMUNITY MAP SHOULD BE FULLY ACCESSIBLE AND UNDERSTANDABLE TO THE SERVICE USER. PLEASE OUTLINE HOW YOU HAVE MADE THIS MAP FULLY ACCESSIBLE AND STATE THE SERVICE USER'S INVOLVEMENT IN THE PROCESS.**

**SECTION 4 – NETWORK MAPPING:**      ***INCLUDE THE NETWORK MAP WITH YOUR ASSIGNMENT!***

- Use the Community Map to discuss with the service user: the individuals, associations and organisations they know.
- Through discussion with the service user ascertain what people they know within associations and organisations in their community and establish how well they know these people.
- Draw up a NETWORK MAP in partnership with the service user that is clear and understandable to the service user. The network map should include:**
  - The Three Community Assets:      Individuals, Associations and Organisations.
  - The Types of Relationships:      Acquaintances, Friends/Family, Professionals.
- PLEASE OUTLINE HOW YOU HAVE MADE THIS MAP FULLY ACCESSIBLE AND STATE THE SERVICE USER'S INVOLVEMENT IN THE PROCESS.**

## SECTION 5 – CRITICAL REFLECTION AND EVALUATION

Critical Reflection and Evaluation are an integral part of all process to ascertain if a process is going to make a difference to the life of the service user (quality measure).

It is also a means for any organisation to see what works and what doesn't work.

- Think about what you have learned from working in partnership with the service user and present your thoughts on:
- The service user's knowledge about their community and their ability to differentiate between the different types and levels of relationships with people in the community.
  - The accessibility of information to the service user.
- Critically think and evaluate your performance of the process throughout this assignment and discuss this under the following headings:
- What worked well?
  - What was challenging?
  - What misconceptions (if any) did you have before starting the assignment?
  - Did working in partnership with the service user give you a new insight into their hopes / dreams for community inclusion?
  - What could you have done differently?
  - Outline some suggestions that can be incorporated at Organisational Level to enhance / promote Community Inclusion going forward?

### TIPS FOR COMPLETION OF ASSIGNMENT:

- When working with the service user please do not be tempted to persuade the individual to try ***your*** ideals of community inclusion – this process is a real opportunity to support community inclusion that is driven by the service user.
- Use Section 1 to Section 5 tick boxes to ensure you have included all relevant information.
- Document the whole process from the moment you start the assignment as this makes it easier to type up the assignment.
- Work within the time frames allocated for the assignment and utilize all resources available to you within your organisation.
- Examples of Community Mapping and Network Mapping are provided on the training days.
- Remember to present your assignment using the FETAC guidelines pertaining to FONT type, size and spacing. Remember also to use the ASSIGNMENT COVER SHEET & ASSIGNMENT BRIEF.
- THE ACCESSIBLE COMMUNITY MAP AND NETWORK MAP NEED TO BE SUBMITTED WITH THE ASSIGNMENT.

## ASSIGNMENT COVER SHEET

Defining Community, Community Mapping and Network Mapping.

<b>COURSE NAME:</b>	<b>COMMUNITY INCLUSION</b>
<b>COURSE CODE:</b>	<b>5N1740</b>
<b>LEVEL:</b>	<b>FETAC LEVEL 5</b>
<b>AWARD:</b>	<b>MINOR AWARD (15 CREDITS)</b>
<b>ASSESSMENT TYPE:</b>	<b>ASSIGNMENT (40%)</b>
<b>DEADLINE FOR SUBMISSION:</b>	

<b>TEAM PARTNER (STAFF) NAME:</b>	
<b>TEAM PARTNER PPS NUMBER:</b>	
<b>TEAM PARTNER DATE OF BIRTH:</b>	
<b>COURSE LOCATION:</b>	
<b>NAME OF ORGANISATION:</b>	

**ASSIGNMENT BRIEF**  
**Defining Community, Community Mapping and Network Mapping.**

<b>COURSE NAME:</b>	<b>COMMUNITY INCLUSION</b>
<b>COURSE CODE:</b>	<b>5N1740</b>
<b>TEAM PARTNER (STAFF) NAME:</b>	
<b>COURSE LOCATION:</b>	
<b>NAME OF ORGANISATION:</b>	

<b>Section</b>	<b>On Completion you should have:</b>	<b>Have you done this in your Assignment?</b>
Section 1	<b>PREPARATION FOR THE TASK:</b> Documentation of the consultation process with your line manager and service user.	
Section 2	<b>INTRODUCTION:</b> Demonstrate an understanding of COMMUNITY.	
Section 3	<b>COMMUNITY MAPPING:</b> Demonstrate the skill of MAPPING A LOCAL COMMUNITY.	
Section 4	<b>NETWORK MAPPING:</b> Demonstrate the skill of NETWORK MAPPING.	
Section 5	<b>CRITICAL REFLECTION AND EVALUATION:</b> Critically reflect and evaluate on the process and working in partnership with the service user.	

**PROJECT**  
**Community Inclusion Action Plan**

There are 10 Sections for completion in the Project. Each of the 10 sections have assessment criteria that needs to be evident. The maximum mark for the project is 60%.

Section	On Completion you should have:	Assessment Criteria
Section 1	<b>INTRODUCTION:</b> Document the benefits of community inclusion to both the individual with an intellectual disability and the community. Discuss barriers to community inclusion that the service user may encounter.	Demonstrate thorough understanding of the importance/benefits of community inclusion for both the individual with an intellectual disability and the local community. Inclusion of barriers to community inclusion. (6% points).
Section 2	<b>ASSESSMENT OF COMMUNITY INCLUSION LEVEL:</b> Assessment of the current level of community inclusion of the service user.	Assessment demonstration of the levels of community inclusion (6% points).
Section 3	<b>BARRIERS TO COMMUNITY INCLUSION:</b> Working with the service user to identify barriers to community inclusion and documentation of strategies to overcome the barriers.	Barriers to Community Inclusion – identification of barriers and identification of strategies to overcome the barriers (6% points).
Section 4	<b>CAPACITY INVENTORY:</b> Collection and documentation of working with the service user to identify interests, skills, capacities for contributing and participating in their local community.	Research and presentation of data in the format of a Capacity Inventory. Documentation which displays a thorough understanding of how to build a capacity inventory (6% points).
Section 5	<b>COMMUNITY INCLUSION OPPORTUNITIES EVALUATION:</b> Linking the Community Map, Network Map and Capacity Inventory – work together with the service user to identify opportunities for community inclusion (thereby evaluating information collected to date).	Evaluation in detail of opportunities for community inclusion utilizing partnership with the service user and tools (community map, network map and capacity inventory) (6% points).
Section 6	<b>SETTING GOALS:</b> Working with the service user set a specific community inclusion goal. Agree the steps to achieving the goal. Document this process.	Demonstration of effective, clear and accessible goal setting with the service user (6% points).
Section 7	<b>STRATEGIES &amp; SUPPORTS:</b> Agree strategies and supports to achieve the community inclusion goal.	Setting of defined and achievable strategies and supports to work towards achievement of the goal (6% points).
Section 8	<b>ACTION PLAN:</b> In partnership with the service user make an action plan for achievement of their community inclusion goal. The plan should include who, what, where, when and how.	Documentation of the action plan to address areas such as who, what, where, when and how (6% points).

Section 9	<b>SERVICE USER'S FEEDBACK:</b> Work with the service user to get their opinions, issues, achievements, experiential learning and feedback of the process.	Clear feedback from the service user on the process from outset to the development of the community inclusion action plan (6% points).
Section 10	<b>CRITICAL REFLECTION &amp; EVALUATION:</b> Give your own opinions, issues, achievements, experiential learning and feedback of the process. Outline how you intend to continue the process by putting the action plan into place in the immediate future.	Clear feedback from you on the process from outset to the development of the community inclusion action plan. Provide an outline of how you intend to work with the service user in the immediate future to put the action plan in place (6% points).

### **GUIDELINES & CHECKLIST FOR EACH SECTION OF THE PROJECT**

#### **SECTION 1 - INTRODUCTION:**

- Discuss and document how individuals with an intellectual disability can benefit from community inclusion.
- Discuss and document how communities can benefit from community inclusion of an individual with an intellectual disability.
- Address and document how important informed choice is in relation to community inclusion.
- Barriers to community inclusion – discuss and document *personal* (from service user's perspective), *family* and *staff/organisational* and *community* barriers to community inclusion. (Address all 4 barrier sources).

#### **SECTION 2 - ASSESSMENT OF COMMUNITY INCLUSION LEVEL.**

- Speak with the service user and ascertain:
  - What they usually do in the course of their week (with who, where, when, etc).
  - Identify sources you are going to use together to gather information about a typical week.
- Document the information after speaking with the service user.
- Use the Community Inclusion Questionnaire template or one of your own design to analyse the service user's level of community inclusion.
- Deliver your view of the level of overall community inclusion experienced by your service user and give reasons to support your views.

#### **SECTION 3 – BARRIERS TO COMMUNITY INCLUSION:**

- Meet and speak with the service user to identify barriers to community inclusion and address them in the context of:
  - Personal

- Family / Friend
- Organisational

- Discuss and document possible strategies to overcome the barriers you have identified in the 4 contexts above.
- Describe clearly your role in defining the barriers and strategies to overcome them.
- Describe clearly the service user's role in defining the barriers and strategies to overcome them.

#### **SECTION 4 – CAPACITY INVENTORY:**

- Communicate with your service user to work together and gather information to complete a capacity inventory.
- Information needed to complete the capacity inventory includes:
  - Skills,
  - Interest (Hobbies / Activities),
  - Capacity for contributing and participating in the local community.

*Type up this section bringing all the information together to show how your Team Leader (service user) has the capacity to develop their socially valued roles through building on their hobbies/interests/skills. Also document the motivation of the service user to become more included in their community.*

*The completed CAPACITY INVENTORY MAPPING TOOL needs to be attached to your project. This needs to be in an accessible format to your service user.*

#### **SECTION 5 – COMMUNITY INCLUSION OPPORTUNITIES EVALUATION:**

- Along with the service user bring collected sources of gathered information together to evaluate opportunities in the community.

THESE COLLECTED SOURCES ARE:

- Community Map – identified potential places the service user may like to go to meeting people and partake in activities. **Type up your findings on this area.**
- Network Map – identified people who the service user would like to know better and interact with in a community setting. **Type up your findings on this area.**
- Capacity Inventory – identified skills, interests (hobbies) and capacities for contributing and participating in the community of the service user. **Type up your findings on this area.**

*All 3 mapping tools need to be accessible to your team leader (service user). Please outline how you have made this information accessible and understandable.*



## SECTION 6 – SETTING GOAL:

- Based on all the information collected and brought together in Section 5 agree with the service user on a COMMUNITY INCLUSION GOAL.
- Discuss and document the reasons for the service user’s choice of community inclusion goal.
- Work together with the service user to document the agreed steps towards achieving the defined community inclusion goal (include who, when, where, what and how).

**Please lay out the goal in an accessible format with the service user and indicate how you achieved this.**

## SECTION 7 – STRATEGIES AND SUPPORTS:

- Examine each step defined towards achieving the community inclusion goal and highlight possible barriers and opportunities arising from each step.
- Discuss and document with the service users the strategies and supports need to each step to be realized.
- Agree and document with the service user the choice of strategies and supports and WHO will take responsibility for different steps of the plan. Outline your reasons for making these choices together.

NOTE: Your mapping tools (network map, community map and capacity inventory) should work together to support the formation of the Action Plan.

## SECTION 8 – ACTION PLAN: ***INCLUDE THE ACTION PLAN WITH THE PROJECT***

- Prepare the Action Plan to achieve the community inclusion goal:
  - Goal Steps
  - Agreed strategies.
  - Type(s) of support required and who will provided the support(s).
  - Timeframes for action plan implementation.
- THIS ACTION PLAN MUST BE FULLY ACCESSIBLE AND UNDERSTANDABLE TO THE SERVICE USER. PLEASE OUTLINE HOW YOU HAVE MADE THE PLAN ACCESSIBLE AND THE SERVICE USER’S INVOLVEMENT IN PREPARING IT. A copy of the finished Action Plan must be given also to your Mentor at organisational level for tracking.***

## SECTION 9 – SERVICE USER’S FEEDBACK:

- Discuss and document on behalf of the service user - feedback on all areas of the process.

**AREAS TO BE INCLUDED ARE:**

- What level of community inclusion had the service user at the start of this course.

- How did the service user find the process of gathering information about their hobbies/interests/skills/capacity for community inclusion and motivation to participate in their community.
- Identification of barriers and possible solutions for community inclusion by the service user.
- The service user's experience of setting a community inclusion goal and identification strategies and support to achieve the action plan.
- How did the service user find the process of making information (mapping tools and action plan) accessible and understandable.

**SECTION 10 – CRITICAL REFLECTION AND EVALUATION:**

- Discuss and document your own feedback on all areas of the process.

**AREAS TO BE INCLUDED ARE:**

- What you found easy to do throughout the process of developing the action plan and working out the steps to achieving that plan.
- What did you find challenging throughout the process.
- How did you find the process of making the information fully accessible to your service user (Team Leader).
- What could you have done differently or approached in another way (if anything).
- Outline 2 key learning points from the course.
- Based on your experience of the project outline changes/enhancements to organisational policy that would promote community inclusion.

**TIPS FOR COMPLETION OF PROJECT:**

- When working with the service user please do not be tempted to persuade the individual to try ***your*** ideals of community inclusion – this process is a real opportunity to support community inclusion that is driven by the service user.
- Use Section 1 to Section 10 tick boxes to ensure you have included all relevant information.
- Document the whole process from the moment you start the project as this makes it easier to type up the project.
- Work within the time frames allocated for the project and utilize all resources available to you within your organisation.
- Examples of Community Mapping, Network Mapping, Capacity Inventory and Community Inclusion Questionnaire are provided on the training days.
- Remember to present your project using the FETAC guidelines pertaining to FONT type, size and spacing. Remember also to use the PROJECT COVER SHEET & PROJECT BRIEF.
- **THE ACCESSIBLE ACTION PLAN NEEDS TO BE SUBMITTED WITH THE PROJECT.**

**PROJECT COVER SHEET**  
**Community Inclusion Action Plan**

<b>COURSE NAME:</b>	<b>COMMUNITY INCLUSION</b>
<b>COURSE CODE:</b>	<b>5N1740</b>
<b>LEVEL:</b>	<b>FETAC LEVEL 5</b>
<b>AWARD:</b>	<b>MINOR AWARD (15 CREDITS)</b>
<b>ASSESSMENT TYPE:</b>	<b>PROJECT (60%)</b>
<b>DEADLINE FOR SUBMISSION:</b>	

<b>TEAM PARTNER (STAFF) NAME:</b>	
<b>TEAM PARTNER PPS NUMBER:</b>	
<b>TEAM PARTNER DATE OF BIRTH:</b>	
<b>COURSE LOCATION:</b>	
<b>NAME OF ORGANISATION:</b>	

**PROJECT BRIEF**  
**Community Inclusion Action Plan**

<b>COURSE NAME:</b>	<b>COMMUNITY INCLUSION</b>
<b>COURSE CODE:</b>	<b>5N1740</b>
<b>TEAM PARTNER (STAFF) NAME:</b>	
<b>COURSE LOCATION:</b>	
<b>NAME OF ORGANISATION:</b>	

<b>Section</b>	<b>On Completion you should have:</b>	<b>Have you done this in your Project?</b>
Section 1	<b>INTRODUCTION:</b> Document the benefits of community inclusion to both the individual with an intellectual disability and the community. Discuss barriers to community inclusion that your focus person may encounter.	
Section 2	<b>ASSESSMENT OF COMMUNITY INCLUSION LEVEL:</b> Assessment of the current level of community inclusion of the service user.	
Section 3	<b>BARRIERS TO COMMUNITY INCLUSION:</b> Working with the service user to identify barriers to community inclusion and documentation of strategies to overcome the barriers.	
Section 4	<b>CAPACITY INVENTORY:</b> Collection and documentation of working with the service user to identify interests, skills, capacities for contributing and participating in their local community.	
Section 5	<b>COMMUNITY INCLUSION OPPORTUNITIES EVALUATION:</b> Linking the Community Map, Network Map and Capacity Inventory – work together with the service user to identify opportunities for community inclusion (thereby evaluating information collected to date).	
Section 6	<b>SETTING GOALS:</b> Working with the service user set a specific community inclusion goal. Agree the steps to achieving the goal. Document this process.	
Section 7	<b>STRATEGIES &amp; SUPPORTS:</b> Agree strategies and supports to achieve the community inclusion goal.	
Section 8	<b>ACTION PLAN:</b> In partnership with the service user make an action plan for achievement of their community inclusion goal. The plan should include who, what, where, when and how.	
Section 9	<b>FOCUS PERSON'S FEEDBACK:</b> Work with the service user to get their opinions, issues, achievements, experiential learning and feedback of the process.	
Section 10	<b>CRITICAL REFLECTION &amp; EVALUATION:</b> Give your own opinions, issues, achievements, experiential learning and feedback of the process. Outline how you intend to continue the process by putting the action plan into place in the immediate future.	

**CHAPTER 7**  
**GRADING & ASSESSMENT CRITERIA**  
**LEARNER APPEALS PROCESS**

**PASS - 40% - 64%**

1. Learner has reached the standard as outlined by the assessment criteria in the component specification – a pass is the minimum acceptable standard.
2. Use of vocational language competently.
3. Attempted to apply the theory and concepts appropriately.
4. Provided sufficient evidence which has relevance and clarity.

**MERIT - 65% - 79%**

1. Learner has reached the standard as outlined by the assessment criteria in the component specification – a merit implies a good standard has been achieved.
2. Use of vocational language with a degree of fluency.
3. Clear development, documentation and expression of ideas and concepts.
4. Initiative, evaluation and analytical skills demonstrated.
5. Displaying ability to critically and comprehensively evaluate and evidence learning.

**DISTINCTION - 80% - 100%**

1. Learner has reached the standard as outlined by the assessment criteria in the component specification – a distinction implies that an excellent standard has been achieved.
2. Use of vocational language is integrated fluently, aptly and confidently.
3. Ideas and concepts are demonstrated with in-depth understanding and analysis.
4. High levels of critique and evaluation are documented.
5. Demonstration of reflective thinking and practical application of learning is evident.
6. Systematic, comprehensive and clearly defined expression of ideas and concepts.
7. Supporting evidence is detailed and focused.

**LEARNER APPEALS PROCESS:**

Under our Quality Assurance agreement with FETAC – (B6.9) an appeals procedure form and plan are in place both documents are available upon request to email: [stafftraining@soskilkenny.com](mailto:stafftraining@soskilkenny.com) .