

Descriptor for FET Programme leading to a CAS Major, Special Purpose or Supplemental Award

(Version 1, 2019)

This template is based on the programme descriptor template developed in 2018 with the support of the ETBI QA Strategy Group and QA Forum and in particular the development work undertaken by the Working Group members led by the Further Education Support Service (FESS).

Guidance for Completing this document

Purpose of the document: This document is designed to capture all the relevant information about a new programme so that it can be validated. It is intended to ensure that the provider has done all the planning, research and development necessary to make it likely that the programme (i) is viable, (ii) can meet the needs of the target learner group and (iii) can facilitate those learners to demonstrate that they have achieved the knowledge, skills and competence required for the award specified.

It is also intended that this document will be of continued use to the provider well beyond the validation process i.e. it should clearly set out

- what the programme is about
- how it is to be staffed and managed
- how it is to be communicated to learners
- how it is to be delivered and assessed
- how its success or otherwise will be monitored and reviewed

What to keep in mind:

1. The programme should integrate with your QA procedures and systems
2. The programme learning outcomes and module learning outcomes should derive from the programme purpose, objectives and learner profile and should not be pre-determined by the CAS award and component learning outcomes. Nonetheless, since the programme is intended to lead to a QQI award, the provider must show that the

- a. Programme learning outcomes can be mapped to the certificate learning outcomes (major, special purpose or supplemental award) (6.7a below)
 - b. Module learning outcomes can be mapped to component learning outcomes. (7.4 below)
3. It is up to the provider to decide how many modules are in the programme – this does not have to match the number of components i.e. a single module can lead to more than one component. A provider should seek and use opportunities to integrate the learning and assessment across components.

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Section 1 Provider Details

1.1 Provider	
Name	St. John of God Community Services CLG
Address	Granada Stillorgan Co Dublin A94 D9N1
QBS Username	38537l@qbsonline.ie

1.2 Contact for validation	
Name:	Teresa Mallon
Title:	Director Programme, Quality and Safety and Callan Institute
Address:	St. John of God Community Services CLG Crinken House Crinken Lane Shankill Dublin D18 K2Y3
E-mail:	Teresa.mallon@sjog.ie
Phone:	01 533 3321
Mobile:	086 270 0471

1.3 Programme Manager (if different to 1.2 above)	
Name:	
Title:	
Address:	
E-mail:	
Phone:	
Mobile:	

1.4 Contextual information about the provider and its other programmes, especially those related to this proposed programme. State the current scope of provision and append a list of other QQI validated programmes.
St. John of God Community Services CLG (SJOGCS) For over a century, the St. John of God organisation has been building its reputation as a national leader in care and support, recently winning an award as one of Ireland's top employers. Our vision is 'Inspired by our heritage of Hospitality, we support each individual to reach their full potential'. Our Mission is to 'to identify, respond and support the needs of all individuals'. SJOGCS has a long history of providing a comprehensive range of services and supports to both children and adults presenting with intellectual disability and mental health support needs. Services and supports are provided in five regional services: Liffey

Services, Dublin Southeast Services, Northeast Services of SJOGCS, Kerry Services, and SJOGCS Community Mental Health Services, which includes CAMHS and Adult Mental Health service provision in Dublin.

SJOGCS been a provider of QQI since 2008 offering accredited training for individuals supported. Programmes were previously delivered in SJOGCS services in Kildare, Menni and Kerry leading to QQI Awards i.e. Lifelong Learning & Education/ Get to Know and Have a Go/ Community & Education at Levels 1 and 2. These programmes were aimed at learners with intellectual disabilities who traditionally wouldn't have had the opportunity to receive accreditation.

The history of this organisation is defined by its core values of hospitality, respect and compassion. Our strategy is underpinned by our Mission, Vision, and Values and aims to maintain, develop and deliver high-quality, person-centred, human rights-based services and supports.

SJOGCS utilise a Person Centred Planning and Individualised Planning approach to identify and agree specific supports for each person. We aim to ensure that individuals supported by the services, along with their families and circle of support are active participants in the delivery of services.

Programme Code:	Programme Title:	Level & Type:	Award Code:	Certificate Title:
PG 10888	Lifelong Learning & Education	1.Major	P1GL0	General Learning
PG 14866	Get to Know & Have a Go	1.Major	P1GL0	General Learning
PG 10584	Community & Education	1.Major	P1GL0	General Learning

1.5 Approved Scope of Provision – Overview of currently Validated Programmes				
Highest NFQ Level	Lowest NFQ Level	Award Classes (Major, SPA, Minor)	Domains of learning e.g. Healthcare, Business, Engineering, Construction, IT, ELT	
2	1	Major	General Learning	
Modes of Programme Delivery (✓ one or more as appropriate)				
Face to Face only	Blended	Apprenticeship	f/t	p/t
✓				✓
Collaborative Provision (✓ one or more as appropriate)				
None	Yes, as first provider	Yes, as second provider	Yes, national	Yes, transnational
Sites of Delivery (✓ one or more as appropriate)				
Owned premises	Long term leased premises	On Customer Site	Rented space as required	
✓	✓			

1.6 Extension to Current Scope of Provision	
Will the proposed programmes require an extension to the current approved scope of provision as set out above?	No

Section 2 Programme Overview

2.1 Programme Details

2.1.1 Programme title	Community Education		
2.1.2 QQI Award: (Certificate available to learners who complete the programme)	Award Code (e.g. 5M2009)	Award Title (e.g. level 5 Certificate in Early Childhood Care and Education)	Award Class: (Major, SPA, Supplemental)
	P1GL0	General Learning	Major
2.1.3 QQI component title(s) and code(s) achieved on completion of this programme	Code	Title	Credit Value
	M1T11	Computer Skills	5
	M1T10	Using Technology	5
	M1C01	Reading	5
	M1C02	Writing	5
	M1C03	Listening & Speaking	5
	M1C04	Nob Verbal Communication	5
	M1NO7	Shape and Space	5
	M1N05	Quantity & Number	10
	M1L12	Personal Decision Making	5
	M1L13	Setting Learning Goals	5
	M1H14	Personal Care	5
	M1H15	Personal Safety	5
	M1H16	Food Choice & Health	5
	M1H17	Health Related Exercise	5
	M1H21	Relaxation Techniques	5
	M1A18	Visual Art	5
	M1A19	Craft	5
	M1A22	Drama	5
	M1A23	Music	5
	M1S24	Life Science Horticulture	5

2.1.4 Credit value achieved on completion of the programme	20	2.1.5 ISCED¹ code (detail: use four digits)	00.3.1
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2.1.6 Duration (years, months, weeks)	Years:		Months:	16.5	Weeks:	72
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2.1.7 Proposed intake ² dates (for period of validation)	First intake date ³ (Year 1)		Last intake date (Year 5)		
	Sept 2024		Sept 2029		
2.1.8 Minimum and Maximum number of learners per intake			Min: 10	Max: 15	
Maximum number of intakes per annum			70		
2.1.9 Proposed new learner numbers over five years – enter expected total <u>per year</u> (i.e. all intakes)	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Total - minimum	10	10	10	10	10
Expected Total - maximum	15	15	15	15	15

2.1.10 Will the programme accept learners ordinarily resident abroad and / or foreign exchange learners (yes/no)? If yes, provide details	No. This programme is solely offered and delivered to people with intellectual disabilities who are individuals supported of SJOGCS
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2.1.11 Total costs and income over the 5 years (please attach and reference appendix containing budget for the programme showing projected income and expenditure)
SJOGCS is a Section 38 Voluntary Agency which is 100% funded by the Health Service Executive (HSE) and does not charge fees to learners on their programmes. All learners availing of this programme are Individuals supported of SJOGCS. Training and Education are services provided to learners by SJOGCS.

¹ See Validation Website for link to ISCED table of ISCED codes

² An 'Intake' refers to a group / cohort of learners enrolled onto a programme

³ The date you propose to start the first group of learners on the programme

Under the provisions of the Health Act 2004, the HSE and SJOGCS have agreed terms under a Service Level Agreement, to deliver services to people with Intellectual Disabilities. This includes costs associated with development, delivery, and assessment of QQI accredited programmes.

Trainers of QQI accredited programmes in SJOGCS are selected from the existing pool of SJOGCS staff, and this group will oversee the delivery and the assessment of the programme. St. John of God Community Services ensures that there are adequate funds to effectively run the programmes. This will include any non-pay training and education related or QQI activities as required.

St. John of God ensures that there is adequate funding available to run the programme effectively.

2.1.12 Proposed countries where the programme will be provided

(i.e. where learners will be based – default is Ireland)

Ireland

2.1.13 Name of centre(s) where the programme is to be provided

(add rows as required)

**QBS
centre
code(s)**
(e.g.
38123F)

**Expected
minimum
number of
learners
per intake**

**Expected
maximum
number of
learners
per intake**

St. John of God Community Services
Northeast Services

39032G

10

20

St. John of God Community Services
Kerry Services

38537I

2

10

St. John of God Community Services
Liffey Services Menni

38570G

10

20

St. John of God Community Services
Dublin Southeast Services

40508N

10

20

St. John of God Community Services
Liffey Services Kildare

41032S

10

20

2.1.14 Criteria for selecting locations for programme delivery (if being offered outside of the provider premises or in a centre of a multi-centre provider e.g. an ETB. Refer to published QA procedure or attach it as an appendix)

N/A

2.1.15 Brief synopsis of the programme (refer to guidelines as to what should be entered here. In summary, use this opportunity to give an overview of the entire programme)

The Community Education Programme will be a part-time programme that will run for over 72 weeks. To support learner needs and diversity, the programme consists of 20 modules. Learners will complete 15 credits from the list of component

modules. The remaining credit value of 5 can be obtained by using vocationally relevant component(s) from level 1. A maximum of 5 credits may be used from level 2 with the option to choose from a selection of elective modules to achieve a Major Award of 20 credits.

The programme will focus on building skills in the areas of literacy, numeracy, creative expression, and community involvement.

The programme is intended to lead to a Major Award in General Learning at Level 1.

Learners who are interested can access programmes at Level 2.

The programme underpins the skills required to inclusively interact in community life, make individual independent decisions and advocate for oneself. The programme aims to give learners the skills needed to take responsibility for their own independence, choices, interactions with others and to develop friendships.

Learners on the programme will aim to:

Demonstrate achievement of accreditation through a portfolio/ collection of work.

Identify their will and preference and communicate their choices.

Achieve recognised accreditation at Level 1

Increase their confidence and sense of achievement while having a positive learning experience.

2.1.16 Target learner group (this should be as well described as possible. The programme learning outcomes should reflect not only the programme content but the needs and expectations of this particular target learner group)

All Learners will be over 18 years old and availing of SJOGCS services in their local area. This Major Award is aimed at learners who present with a mild/moderate/severe intellectual disability and who avail of services and support provided by SJOGCS. While learners will have a primary diagnosis of Intellectual Disability, they may also have another diagnosis, for example, physical disability, sensory impairments, communication needs (e.g. non-verbal), behaviours requiring additional support and mental health diagnoses requiring additional support.

This programme allows the learners to gain skills to support them navigate and integrate within their community with greater confidence, independence and safety. This programme will offer learners the opportunity to explore modules that will create a foundation of knowledge, experience, and skills in personal safety, health, relationships, and communication, which will support their independence and self-determination in making personal decisions and choices.

Learners will achieve a Major Award in Level 2 General Learning through centred-based learning and community experiential learning. Learners can progress to level 3, depending on interest /ability.

Learners may be progressing from a Major Award at Level 1 or may have no prior experience of vocational modules in their educational career. Learners may have

completed some modules in the past and may wish to complete modules required to achieve their Major Award.

2.1.17 Attendance options available to learners: (Note that if the programme is to be delivered both part time and full time, two separate time tables need to be supplied)

Option	Learner attendance hours per week (number plus description)
Full time	
Part time	2 - 4 hours per week for Module Components, this may vary between groups depending on individual needs & supports.

2.1.18 Delivery modes

Indicate the primary modes of delivery (how and where the learning will take place).

Mode	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	Should the opportunity arise, learners will be supported to transfer their learning to the workplace. This will not form part of the assessment and is seen as a teaching strategy to enhance and develop their learning.
Online	

2.1.19 List the teaching and learning methodologies

(e.g. one-to-one, group sessions, practical sessions (workshops / laboratories / studio), simulated work environment / work experience, tutorials, one on one supported learning, field trips, on the job training.)

Describe how and where this features in the programme and state the expected learner to staff ratio)

Methodology	Description	Learner: Staff ratio
Group Sessions	Weekly Group Classroom sessions between 30 – 60 mins per session	10:3 – this could be less depending on support needs of learner
Group Discussions	Group Discussion and learning from each other will be a feature of all modules of the programme.	10:3 – this could be less depending on support needs of learner

Peer To Peer Interactions	Interaction with all learners will form a vital component of learning for this programme.	10:3 – this could be less depending on support needs of learner
Self – Directed Learning	Learners will be required to carry out skills learnt in daily lives and relay experiences back during group discussions.	10:3 – this could be less depending on support needs of learner
Field Trips	Field Trips and using community transport will support learning e.g. using a pedestrian crossing in Personal Safety	10:3 – this could be less depending on support needs of learner
Active Participation	Learners will actively take part to demonstrate the skill required for assessment e.g. using the gym for Health-Related Exercise	10:3 – this could be less depending on support needs of learner
One to One Learning	Should a learner required one to one support in any of the above settings, this will be arranged.	1:1 – this could be less depending on support needs of learner

Section 3 Programme Management, Staffing and Implementation

3.1 Programme Management (If your QA procedures have been approved against QQI 2016 Guidelines, then include hyperlink to published documents. If not, summarise in an appendix your governance and programme management structures, roles and procedures as described in the guidelines supporting this template. This should explain who is managing and who is overseeing overall programme quality for this programme)

St. John of God Community Services Quality Assurance Procedures for QQI 2024
[SJOGCS Quality Assurance Procedures, Manual and Learner Handbook](#)

3.2 Staff Role Profiles⁴: Qualifications and Experience⁵ provide information on profiles of staff involved in programme management, delivery and support. Information should include professional and educational qualifications, licences-to-practise, experience and the staff/learner ratio

Role e.g. Tutor, Mentor etc	Qualifications & Experience Required:	# of Staff on the programme with this profile (WTEs ⁶)
Lead Trainer	Minimum Education & Skills Required • Third Level or Further Education qualification to a QQI Level 6 or above in preferably within the education / training sector but can include Nursing and Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6 • Experience of working in a specialised training environment and of supporting people with disabilities • Has subject matter expertise and relevant experience	10:3 unless learner needs require 1:1
Support Trainer	Minimum Education & Skills Required • Third Level or Further Education qualification to a QQI Level 5 or above • Experience of supporting people with intellectual disabilities	Not fixed, as it depends on learner's needs.

⁴ Teaching staff and staff dedicated to the monitoring, development and administration of the programme should be included

⁵ This should be a generic description of the profile of and not specific to any named person. Qualifications and experience should be explicitly stated. For example, it is not sufficient to simply state a level 8 qualification. The award type and discipline area(s) should also be included

⁶ WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	• Experience of supporting the implementation of a Person-Centred Planning Approach and developing individual plans. • Has subject matter expertise and relevant experience • Work alongside the Lead Trainer	
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3.3 Staff Training Needs Analysis / Staff Development (Describe how staff training needs, if any, are identified and addressed)

St. John of God Community Services recognises that our most valuable resource is our employees. The future development of the services and support offered by the organisation to the people we support relies upon our workforce being fully trained and competent to carry out their roles and participate in the development and evolution of the services and supports.

Continuous Professional Development (CPD)

Performance Development and Review (PDR) is vital in supporting staff to progress and develop skills in line with the needs of the individuals we support. PDR supports staff to identify training and career goals, and it is through this system that the skills required for the role are identified.

If the needs of the programme identify a skills deficit, training is facilitated to support staff to upskill in order to support Learners for example, systematic instruction from Callan Institute, Assistive Technology-Digital Assistive Technology Facilitators, training from the SLT, total communications approach, Crafts; for example, staff completed a jewellery making course to support Learners complete the craft component.

In addition, SJOGCS provides a wide range of mandatory training and continuous professional development training. This is facilitated through the HR department and is a combination of external tutors with subject expertise, in house tutor with subject expertise and online training through HSE land.

SJOGCS has a Training and Development policy which aims to:

- To provide training for the ongoing professional development of employees and to provide for personal development through training and continuous education.
- To support a working environment where continuous learning and development is encouraged and facilitated.
- To support the process for identifying learning needs and accessing learning opportunities and resources to ensure there is a transfer of learning within the workplace.
- To develop / source courses for which an identified need has emerged.

Communication of Programme Updates/Developments

All programme updates and developments are completed via the programme Development and Review Team and communicated to all QQI Training Co-ordinators who will communicate on to their teams as appropriate. Local QQI support forums will meet as and when required for shared learning.

3.4 Special Requirements, including Physical Resources (refer to guidelines. If appropriate, include photographs of resources in place)

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs

3.5 Special Validation Requirements (SVR), if applicable

Component Code	Component Title	SVR	Where (which programme module) and how addressed

Section 4 Programme Concept

4.1 Programme Concept

Set out the broad underpinning concept behind the proposal to offer this programme taking into account the learner profile and MIPLOs. If helpful, the various aspects can be explained in more detail using the headings below. Other information can also be provided

- Rationale for programme and justification for selection of QQI award(s):
- Programme Development process:
- Who was consulted:
- Involvement of employers and practitioners:
- Evidence of learner demand for the programme:
- Link to funding / regulatory / employment requirements, licence to practice if any:
- Employment / progression opportunities for learners who complete the programme:
- Comparison / benchmark against similar programmes already on offer:

Rationale for programme and justification for selection of QQI award(s):

Learners often come to SJOGCS without any formal educational qualifications. They may have completed some minor awards at level 1 or 2, or they may have no experience of completing QQI components.

Services provided by SJOGCS, are underpinned by standards identified in New Directions: Interim Standards for New Directions, Services and Supports for Adults with Disabilities for Day Services (November 2015), and HIQA in the National Standards for Residential Services for Children and Adults with Disabilities (January 2013). Both identify education as an important element for people that use our services.

Opportunities to achieve awards at QQI Level 1 are very limited in a community setting, and often learners are not able to access those that are available due to individual support needs.

The Community Education Programme will provide learners with the platform to progress from Level 1, and to progress to Level 2 QQI awards if they choose to. It will demonstrate to employers that the learner has completed formal education and strengthen their application for job opportunities.

Programme Development Process:

Some Regional Services within SJOGCS have provided QQI awards in General Learning at Levels 1 and 2 for many years with success. St. John of God Community Services will now become one provider of QQI. This will open more opportunities for all learners availing of services in all regions within SJOGCS to have equal opportunities to access formal adult education. While this is also an opportunity to review the needs of the learners especially with the advances in technology to support learning and the practical application of learning in the community.

The QQI Programme Development and Review Team reviewed all modules being provided by all regions within SJOGCS, consulting learner and tutor feedback from each module completed. To meet the diversity of all learners, both individually and geographically, it was felt that 20 modules will allow for each learner's individuality to be explored and developed.

Who did we consult with?

We consulted internally with staff who have been involved in the delivery of QQI modules and with learners who have previously taken part in QQI classes. As part of the consultation process another organisation KARE who deliver General Learning Programmes at Level 1 were consulted.

Involvement of Employers and Practitioners:

From discussions with regional EmployAbility Services, their experience of successfully supporting people with intellectual disabilities to gain employment is bolstered by an application / CV citing formal education.

Evidence of learner demand for the programme:

SJOGCS has conducted end of course evaluations with Learners who have completed QQI Courses in the past and carried out surveys with learners who have expressed an interest in taking part in future classes. The feedback received is very positive and learners have indicated that they feel participating in these courses has increased their confidence. We have seen firsthand that courses at this level are not always available in the community. From this evidence this programme is vital in offering opportunities to learners who attend St. John of God Community Services.

Employment / progression opportunities for learners who complete the programme:

Learners will have the opportunity to progress to programmes at Level 2 and 3 in community based environments, it will be mostly dependent on the interest and ability of the learner. Learners will have opportunities to gain employment, again it is mostly dependent on the interest and ability of the learner. However, to focus on just education and employment would be a disservice to the learners, because many learners successful in this programme will have the skills to become more independent in their community, to self advocate their will and preference, and to fulfil goals of their choosing.

Comparison / benchmark against similar programmes already on offer:

There are very few providers in the community offering programmes at Level 1, possibly due to resources, and the expertise required to support learners with an intellectual disability. Learners may have limited experience with adult formal education, SJOGCS is in a position and have the expertise to support the individual needs of learners.

As part of the consultation process another organisation who deliver General Learning Programmes at Level 1 were consulted. It was found that there was a lot of commonalities in the programme modules that were being offered at Level 1 and that for some learners it provided the skills for them to seek out and continue opportunities on their learning journey and these courses were often seen a bridge to enhance their skills by taking part in courses at Level 2.

Section 5: Access, Transfer and Progression Procedures, Criteria and arrangements for the Programme

5.1 Information to be made available to a Learner (Reference your website information and / or append learner handbook / programme brochure and / or other relevant information about the programme. For more information, refer to guidelines supporting this template)
Information is made available to learners in a number of accessible ways: • A learner handbook in an easy-to-read format • Course information on each module that is given to each learner on the programme. • Module outline, and purpose discussed between tutor and learners prior to undertaking the module.
5.2 Entry Procedures (refer to guidelines supporting this template)
Entry Criteria: make as clear as possible, how you will identify those learners who have a reasonable chance of succeeding on this programme. If there are numeracy and/or language requirements, they should be made clear. All adults availing of services from SJOGCS, will have the opportunity to apply for this programme. The programme is underpinned by a principle of inclusiveness. The learners accessing this programme will have an intellectual disability and may have completed some component modules at Level 1 or equivalent standard prior to commencing this programme. Learners who have completed QQI level 2 Minor components will also be considered for entry to the programme. Prior to admission all learners are asked what support needs they require to complete the programme, often the HSE is involved in the providing the resources required to support the learner.
Selection Procedures: Describe / reference procedures for advertising programme and selecting learners. Availability of courses is circulated through Department Heads / Persons in Charge / Supervisors / Team Leaders. Successful Learners will have the ability to communicate with others and take part in and understand an assessment process appropriate to their communication ability.
Recognition of Prior Learning (RPL) for Entry: - process and criteria: Where your entry criteria include qualifications, explain if and how you allow learners who do not have those qualifications to gain entry to the programme on the basis of experience. Learners will be granted exemptions from specific course modules on the basis that they have already been certified for the learner. RPL is discussed in the QA Manual Section 3.4 page 53 and in the SJOGCS Quality Assurance Procedures for QQI 003-page 5. Prior certified learning is defined as a previous certificate

recognised on the National Learning Framework awarded to a learner within the last five years.

5.3 Entry – Transfer and Progression options, if applicable If learners can *transfer* into your programme from another programme, yours or another provider's, give details of that programme (note that 'transfer' implies a programme at the same level)

Programme Title	Provider
Any level 1 module or programme that the learner may have or is currently engaging with e.g. NALA General Learning at Level 1	NALA Another service provider for people with intellectual disabilities e.g. National Learning Network

If learners can *progress* into your programme from another programme, yours or another provider's, give details of that programme (note that 'progress' implies a programme at a lower level)

Programme Title	Provider
Level 1 Community Education Level 1	SJOGCS

5.4 Exit – Transfer and Progression options, if applicable If learners can *transfer* from your programme to another programme, yours or another provider's, give details of that programme (note that 'transfer' implies a programme at the same level)

Programme Name	Provider
NALA Any level 1 programme in General Learning	NALA National Learning Network / ETB

If learners can *progress* from your programme onto another programme, yours or another provider's, give details of that programme (note that 'progress' implies a programme at a lower level)

Programme Title	Provider
Any level 1 programme	ETB

Section 6: Programme Curriculum

6.1 Programme Aim / Purpose (refer to guidelines supporting this template)
The aim of this programme is to support adults with intellectual disabilities to engage in a formal adult learning programme in a positive learning environment.
6.2 Programme Objectives (refer to guidelines supporting this template. Add additional rows if required)
1. To support individual learning that is tailored to each learners needs
2. To introduce the benefits of assistive technology
3. To support independence in their daily lives by utilising skills that they have learned
4. To support confidence to make independent choices
5. To self-advocate to know when and where to ask for help if required
6. To support learners to communicate their will and preference

6.3 Curriculum Structure - Summary (with reference to sections above on Brief Synopsis, Learner Profile and entry criteria, set out a summary of the programme structure i.e. list of programme modules indicating and sequence and approximate duration. If you have the curriculum already documented, please append the document and reference it here)			
Prog. Module Number	Module Title	Approx. Duration (weeks)	Associated QQI component(s) (code and title)
1	Technology Skills – Computer Skills	25	Computer Skills M1T11
2	Technology Skills – Using Technology	25	Using Technology M1T10
3	Communication Skills – Reading	25	Reading M1C01
4	Communication Skills – Writing	25	Writing M1C02
5	Communication Skills – Listen & Speaking	25	Listening & Speaking M1C03
6	Communication Skills - Non-Verbal Skills	25	Nob Verbal Communication M1C04
7	Maths Skills – Shapes	25	Shapes and Space M1N07
8	Maths Skills/Numeracy	50	Quantity & Number M1N05
9	Personal Skills Personal Decision Making	25	Personal Decision Making M1L12

10	Personal Skills – Setting Learning Goals	25	Setting Learning Goals M1L13
11	Personal Skills – Personal Care	25	Personal Care M1414
12	Personal Skills – Personal Safety	25	Personal Safety M1H15
13	Personal Skills – Food Choice & Health	25	Food Choice & Health M1H16
14	Personal Skills – Health Related Exercise	25	Health Related Exercise M1H17
15	Personal Skills – Relaxation	25	Relaxation Techniques M1H21
16	Creative Skills – Visual Art	25	Visual Art M1418
17	Creative Skills – Craft	25	Craft M1A19
18	Creative Skills – Drama	25	Drama M1A22
19	Creative Skills – Music	25	Music M1A23
20	Life Science Horticulture	25	Life Science: Horticulture M1S27

6.4 Rationale for the Curriculum Structure

The programme has been structured in a way to give learners the best opportunity of achieving a successful outcome on the programme and achieve a Major Award in General Learning. The programme starts with the Computer Skills module and the Using Technology Module because there are significant commonalities between the learning outcomes of both components. This will also help learners to become familiar with the benefits of Assistive Technology. There will be a focus on both literacy and numeracy for all learners (Reading/ Writing/ Shape and Space/ Quantity and Number) that will continue throughout the course and the variety of modules offered will allow learners to select modules that are best suited to them. These modules are followed by the Communication Skills modules (Listening & Speaking/ Non-Verbal Communication) again learners will have opportunities to select modules. There will also be a focus on Personal Skills as learners will have the opportunity to complete modules in (Personal Care/ Personal Safety and Personal Decision Making) this will allow learners to continue to develop skills in areas that will assist them towards working towards living independently and becoming more involved in their local communities.

The elective modules will then be offered and one or two will be included in each term to give learners an opportunity to choose from a wider range of modules. These can include:

- Visual Art / Food Choice and Health
- Horticulture
- Drama/Music/Health Related Exercise/Relaxation Techniques

Given the target learner profile and the individual learner needs and supports an average timeframe has been given for the completion of the module. This is to ensure that learners have the opportunity to engage with the module content and have time to process and understand the content so as to successfully achieve the learning outcomes.

6.5 Typical Learning effort hours required for the Programme (Refer to Guidelines and particularly Appendix B)

Total Learner Effort (Hours)	Directed Learning (Hours Range – include face to face, work-based and on-line as appropriate)	Self-Directed Learning (Hours Range - Range – include work-based and on-line as appropriate)
200	160	40

6.6 Indicative Timetable and its Rationale (add / delete rows as required)

Module Title	Classroom	On the Job / Work Based	Online Directed
1. Technology Skills – Computer Skills	2hrs/wk. x25 wks.	N/A	N/A
2. Technology Skills – Using Technology	2hrs/wk. x25 wks.		
3. Communication Skills - Reading	2hrs/wk. x25 wks.		
4. Communication Skills - Writing	2hrs/wk. x25 wks.		
5. Communication Skills – Listen & Speaking	2hrs/wk. x25 wks.		
6. Communication Skills - Non-Verbal Skills	2hrs/wk. x25 wks.		
7. Maths Skills – Shape and Space	2hrs/wk. x25 wks.		
8. Maths Skills/Numeracy Quantity & Number	2hrs/wk. x100 wks.		
9. Personal Skills Personal Decision Making	2hrs/wk. x25 wks.		
10. Personal Skills – Setting Learning Goals	2hrs/wk. x25 wks.		
11. Personal Skills – Personal Care	2hrs/wk. x25 wks.		
12. Personal Skills – Personal Safety	2hrs/wk. x25 wks.		

13. Personal Skills – Food Choice & Health	2hrs/wk. x25 wks.		
14. Personal Skills – Health Related Exercise	2hrs/wk. x25 wks.		
15. Personal Skills – Relaxation	2hrs/wk. x25 wks.		
16. Creative Skills – Visual Art	2hrs/wk. x25 wks.		
17. Creative Skills - Craft	2hrs/wk. x25 wks.		
18. Creative Skills - Drama	2hrs/wk. x25 wks.		
19. Creative Skills - Music	2hrs/wk. x25 wks.		
20. Life Science Horticulture	2hrs/wk. x25 wks.		
Rationale for timetable: It is our experience that some of the modules require additional weeks, as the learners may not have strong foundation skills in numeracy and literacy or due to the nature of the topic they may require more time to complete the module.			

6.7 Minimum Intended Programme Learning Outcomes (MIPLOs)

List the learning outcomes for the programme as a whole i.e. what a learner should be capable of on completion of the programme. Do not just restate the learning outcomes of the QQI components, but what you have identified as the critical outcomes a learner should achieve on completion of the whole programme. The MIPLOs should be relevant to the certificate cited in 2.1.2 above.

On completion of this programme, the learner will be able to ...

1. Make choices based on their will and preference
2. Develop an awareness of their own rights and the rights of others
3. Use Assistive Technology to meet individual needs
4. Familiarise with communication techniques and strategies

6.7a Mapping of Programme Learning Outcomes (MIPLOs) to award learning outcomes in QQI Certificate specification
(add / delete rows as required). This table should also explain where and how key teaching and learning opportunities will be provided to facilitate a learner to achieve the MIPLOs and to evidence their achievement through the assessment tasks related to the programme.

MIPLOs (insert the MIPLO number(s) from 6.7 above which will address the award learning outcome in first column)	QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme. (Insert the award learning outcome number and text from the relevant certificate specification)	Key Teaching and Learning opportunities provided to facilitate achievement of the MIPLOs by the learner Describe what organised experience(s) in the programme allows the learners to achieve this MIPLO	Where achievement of MIPLO is evidenced i.e. assessment techniques / tasks Describe where and by what technique(s) and specific tasks the learners can show their achievement of this MIPLO.
1.To make choices based on their will and preferences	Strand – Competence Sub Strand – Insight Nature of Learning – Demonstrate awareness of independent role of self. That can be used in personal, social, and general situations. Strand – Skill Sub Strand – Range Nature of Learning – Demonstrate limited range of basic practical skills, including the use of relevant tools	Tutor manuals are developed in line with module descriptors. These resources maybe adapted to suit the needs of individual learners. Tutors will use material devised or identified by themselves. Where required resources can be researched and devised collectively between tutors. Learners will complete worksheets, practical sessions e.g. cooking, partake in field trips, role	Assessment briefs and techniques are detailed in the assessment manuals. Completion of Work sheets, photographic / video evidence of participation in field trips and practical application will form the evidence required to meet the MIPLOs

		play scenarios, and group discussions. These will all form part of the experience for learners to achieve this MIPLO.	
2. Develop and awareness of their own rights and the rights of others	Strand – Competence Sub Strand – Insight Nature of Learning – Demonstrate awareness of independent role of self. That can be used in personal, social, and general situations. Strand – Skill Sub Strand – Range Nature of Learning – Demonstrate limited range of basic practical skills, including the use of relevant tools and concepts and have a limited comprehension of the relationship between them	Tutor manuals are developed in line with module descriptors. These resources maybe adapted to suit the needs of individual learners. Tutors will use material devised or identified by themselves. Where required resources can be researched and devised collectively between tutors. Learners will complete worksheets, practical sessions e.g. cooking, partake in field trips, role play scenarios, and group discussions. These will all form part of the experience for learners to achieve this MIPLO.	Assessment briefs and techniques are detailed in the assessment manuals. Completion of Work sheets, photographic / video evidence of participation in field trips and practical application will form the evidence required to meet the MIPLOs

3. Use Assistive Technology to meet individual needs	Strand – Skill Sub Strand – Selectivity Nature of Learning – Perform a sequence of routine tasks given clear direction. Strand – Skill Sub Strand – Range Nature of Learning – Demonstrate limited range of basic practical skills, including the use of relevant tools. Strand – Competence, Sub Strand – Insight, Nature of Learning – Demonstrate awareness of independent role of self be able to transfer skills learned into use in everyday life	Tutor manuals are developed in line with module descriptors. These resources maybe adapted to suit the needs of individual learners. Tutors will use material devised or identified by themselves. Where required resources can be researched and devised collectively between tutors. Learners will complete worksheets, practical sessions e.g. cooking, partake in field trips, role play scenarios, and group discussions. These will all form part of the experience for learners to achieve this MIPLO. Learners will apply skills in real life situations e.g. ordering food at a restaurant, deciding with classmate's what movie to see.	Assessment briefs and techniques are detailed in the assessment manuals. Completion of Work sheets, photographic / video evidence of participation in field trips and practical application will form the evidence required to meet the MIPLOs
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4. Familiarise with communication techniques and strategies	Strand – Skill Sub Strand – Selectivity Nature of Learning – Perform a sequence of computer application skills under direction. Strand – Skill Sub Strand – Range Nature of Learning – Demonstrate limited range of basic practical skills, including the use of relevant tools. Strand – Competence, Sub Strand – Insight, Nature of Learning – Demonstrate awareness of good communication team working in familiar situations	Tutor manuals are developed in line with module descriptors. These resources maybe adapted to suit the needs of individual learners. Tutors will use material devised or identified by themselves. Where required resources can be researched and devised collectively between tutors. Learners will complete worksheets, practical sessions e.g. cooking, partake in field trips, role play scenarios, and group discussions. These will all form part of the experience for learners to achieve this MIPLO.	Assessment briefs and techniques are detailed in the assessment manuals. Completion of Work sheets, photographic / video evidence of participation in field trips and practical application will form the evidence required to meet the MIPLOs
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6.8 Programme Teaching and Learning Strategy

Set out your overall approach / strategy to support teaching and learning, taking into account the learner profile and MIPLOs. If helpful, the various aspects can be explained in more detail with reference to the headings listed below. Other elements can also be described as appropriate.

- Learning environment
- Integration of learning within and/or across the modules
- Language, Literacy and Numeracy supports
- Monitoring of learners learning
- Work based learning – design and supports
- Use of formative assessment and feedback
- Teaching suited to learning and learners
- Meeting learners' needs
- On-line Content: (Note that samples of online material should be available for panel members to view as if a learner)

In SJOGCS we believe that opportunities for learning should be open to learners of all abilities and we are committed to providing teaching and learning activities to ensure that all learners have the opportunity to develop confidence in terms of knowledge, skills and abilities. We strive to foster a learning relationship that is based on mutual respect and trust and build a learning environment that is safe open and accepting to all learners.

SJOGCS follows an inclusive education approach where every learner is supported to have the Access and confidence to fully engage in learning of their choosing using their preferred communication method in a way that is meaningful to the learner and provides each learner with the tools to demonstrate their learning.

We promote the following in our teaching and learning strategy:

- Learner centredness has to be facilitated throughout the process
- Learner input and experience are considered when designing a module
- Universal design for learning practices used by tutors allows information to be delivered in an interesting and interactive manner that will allow for learner engagement throughout the process.
- The course content is presented in a variety of ways incorporating different formats that enable expression and recognises the diverse learning needs and abilities of the learners.
- Tutors will adopt a total and inclusive communication approach
- Models of assessment are adapted to ensure that each learner can demonstrate their learning in their preferred style and communication method
- Inclusive learning processes are facilitated to assist learners to attempt to successfully complete the learning outcomes of the course while maintaining the academic integrity of the QQI awards standards.

The Community Education Level 1 programme is learner led and due to the nature of the learners that will be enrolling on the programme the environment needs to be adaptable to suit each of the learners needs. Group classes will not be over 10 participants and if needed a quieter space will be sourced for individual learners. Break Out Spaces will also be provided so that learners can self regulate if required.

While we have integrated the Computer Skills and Using Technology modules due to the similarity in learning outcomes across the modules, we have purposely not integrated more modules. This is because we have seen through experience that when modules are integrated modules may need to be extended and sometimes this is too long for learners. To be as flexible as possible we have made the decision to keep most of the modules as stand alone.

Learners who are non-verbal or use LAMH are supported by staff who are trained in Lamh and visual supports are also used as well as communication aids/ devices such as TD Snaps.

Given the learner profile for this Level 1 programme a range of assessment techniques will be used to ensure that all learners are provided with the opportunity to achieve success. However, we will ensure that assessment is fair, transparent and is reflective of the national standards associated with specific levels of learning. We have seen that learners learn best when they have the opportunity to transfer their learning into the key areas of their lives. We ensure that our teaching learning and assessment strategies are practical in nature and will have meaning to the learner. Each module will have an assessment handbook that leads to a portfolio/collection of work that meets all learning outcomes. Feedback is also given to the learners using a communication method that suits the needs of the learner.

6.9 Organisation and Oversight of Work-Based Learning (this should include quality assurance of work-based assessment)

N/A

6.10 Information / Guidance / Care for Learners (Refer to guidelines supporting this template)

As per our QA Policies and Procedures Learners supports include:
Literacy Assessment – learners will complete prewriting worksheets – which have been designed to help guide tutors as to each learners individual learning level. Assistive Technology will also be introduced in line with a Total Communication Approach to see if this type of support could enhance the learning experience for the learner.

Person Centred Planning, learners will have the option to engage with the person centre planning process which supports learners to identify their life vision and identify goals which will lead to the achievement of their vision.

Tutor mentoring, learners will have access to their tutors and support staff to discuss any issues /concerns or requests in pursuance of their major award.

Tutors, support staff and the learner will adapt materials / resources should the learner experience any difficulty in achieving the MIPLOs. Supports are adapted so that each learner can engage and communicate and demonstrate their learning in a way that best suits their needs. These supports can include a Easi Read Learner Handbook and Easi Read Assessment Brief that provides information to the learners about the course. This is given to each learner prior to commencement on the programme. The use of accessible materials and resources during the course that could aid learning such as the use of visuals, audio, or digital resources. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

Learners will take part in regular reviews with their tutors/ key workers where they will detail their learning achievements and set new specific learning outcomes. This will allow the learner to map out an individual education plan so that they can achieve their major award.

Learners' keyworkers / tutors will support the learner to access the programme or advocate should the need arise.

6.11 Online Delivery and Programme Management, if applicable

Learner Management System (LMS) / Virtual Learning Environment (VLE): (give details of the system(s) used to provide content to learners and to track learner engagement with and progression through the programme)

Sample of Online Programme: The panel will need to be able to sample the prospective learner's user experience of the proposed programme. Please provide relevant details to facilitate access.

url	Username	Password	Instructions
N/A			

6.12 Programme Assessment Strategy

Set out the broad approach to assessment of this programme taking into account the learner profile, MIPLOs, as well as provider policy and procedures for assessment. See guidelines.

If helpful, the various aspects can be explained in more detail using the headings below.

Assessment Plan (How a learner is facilitated to evidence all MIPLOs prior to certification requests being made to QQI.)

The assessment of this QQI accredited programme is referenced on criteria and the success of the programme is based on learners having successfully gained the knowledge and skills that are associated with the identified learning outcomes.

Assessments have been developed and linked in accordance with the specific programme component assessment techniques. These are approved through the QQI Programme Validation Process, and the assessments are implemented in line with the validated programme.

For the importance of transparency in assessment we aim to ensure that assessment policies and procedures are accessible to all learner's staff and stakeholders that are involved in the assessment process. And that all assessments are carried out in a fair and consistent manner. Assessors are provided with training on assessment of learning and have all the information and resources to enable them to carry out assessments in a fair and in a consistent manner.

To ensure transparency and consistency each programme will have its own assessment brief these briefs will be developed in an Easi Read Format so that they are accessible to all learners and so that learners will be able to understand the requirements for the assessments. Each assessment brief will have an associated marking criteria developed.

Learners are given instruction throughout the programme in relation to what work they need to complete for the assessment. They will also be made aware of the final submission date that they are working towards for completion of their Portfolio/Collection of work. And that this work will be put forward for internal verification.

Integration of assessment tasks:

There are two modules that have been integrated Computer Skills and Using Technology due to the similarity in learning outcomes and to give learners more scope in their learning and with the use of Assisted Technology. These modules will have Assessment Manuals and Easi Read Assessment Briefs.

Giving formative feedback on assessment to learners:

Learners will be given informal feedback and mentoring through the programme. Tutors will engage with the learners throughout, advising and supporting learners on the material / evidence required for assessment. This will happen through

group discussion, and on a 1:1 basis Learners will take part in regular reviews with their tutors/ key workers where they will detail their learning achievements and set new specific learning outcomes Tutors will support learners to store and protect evidence required for assessment.

Provider regulations for learners repeating assessments:

As part of its QA policies and procedures SJOGCS have agreed that the following steps will be taken as outlined in Section 6.11 of the Quality Assurance Manual 'Repeats Process' these steps include:

If it is necessary for a learner to repeat part/all the programme module the learner will be consulted to see, do they wish to repeat.

A discussion with the learner, tutor/ key worker will then take place.

A decision will be approved by the Academic Committee for Training and Education which will identify the steps that the learner will need to take this may include:

Repeating the entire course i.e. completing the course in its entirety and resubmitting all work for assessment

Repeating part of the course i.e. attending some classroom sessions and resubmitting some work for assessment

Resubmitting some work for assessment without being required to attend classroom sessions. This will encompass the re-check and review process.

Provider regulations for learners appealing grades:

As part of its QA policies and procedures SJOGCS have agreed for learners appealing grades. These are outlined in Section 6.9 of the Quality Assurance Manual 'Appealing the Assessment Process'.

Learners are entitled to make an appeal if they are not satisfied with any aspect of the assessment process. If a learner perceives that there has been an irregularity in conducting the assessment process the following steps can be taken.

- Raise the issue / concern in writing with a staff member no later than 10 working days from the date the assessment took place.
- Staff should discuss the assessment process and the issue / concern with the Learner ensuring that they are made aware of their right to appeal.
- The staff should support the Learner to locate the appeals form.
- If the Learner wishes to appeal, they must complete the Appeals Form, clearly explain their concern and why they are appealing the assessment process.
- The appeal must be submitted to the QQI Programme Development and Review Team Chairperson.
- A Review of the assessment process for the specific learner concerned will be conducted by a subgroup of members of the QQI Programme Development and Review Team Group Region Representative, appointed

by the Chair of the QQI Programme Development and Review Team and a provisional decision will be made.

- The final decision will be made by the Academic Committee for QQI Training and Education, and the learner will be informed within the agreed timescale.

6.12a Quality Assurance of Assessment

Where appropriate hyperlinks / appendices to / of your Assessment Policy and Procedures will suffice.

Moderation and Internal Verification – summary description:

As part of its QA policies and procedures SJOGCS has outlined the agreed Assessment of Learners policy and procedures These are outlined in Section 6 of the Quality Assurance Manual, 'Assessment of Learners'.

In SJOGCS Internal Verification is seen as a vital step in ensuring fair and consistent assessment of learners and we ensure that internal verifiers are appointed, inducted and supported to conduct robust internal verification which involves:

- Verification of assessment procedures
- Verification of assessment results

The role of the Internal Verifier in relation to the effective management of assessment of QQI programmes of learning is to:

- Ensure that SJOGCS assessment procedures have been adhered to during assessment, by being involved in planning meetings and communicating effectively with all course coordinators, trainers, and assessors.
- Ensure that learning has been assessed using the techniques outlined in the programme module descriptors and that results are documented using appropriate documentation.
- Ensure they are up to date on all relevant policies and procedures relating to assessment and make this information available to Assessors/Markers when required.
- Monitor and check assessment results on an identified sample basis.
- Ensure that all work for assessment is marked, calculated correctly, and is made available for external authentication, ensuring that evidence exists for each learner presented for an award.
- Consult with the QQI Programme Development and Review Team regarding any issues that arise from internal verification.
- Complete and present an internal verification Report to the Academic Committee for QQI Training and Education on completion of the internal verification process.

Sampling strategy and criteria for appointing External Authenticator:

As part of its QA policies and procedures SJOGCS have agreed policies and procedures for the assessment of learners These are outlined in Section 6 of the Quality Assurance Manual 'Assessment of Learners'.

The agreed sampling strategy and criteria for appointing an external authenticator are summarised below:

SJOGCS are committed to ensuring that both the internal and external authentications are conducted effectively. We have developed a sampling strategy that will ensure verification and authentication is fair and consistent and that demonstrates that the assessment procedures are being implemented appropriately.

The sampling strategy for SJOGCS is as follows:

Internal Verification: The Internal Verifier will select a sample size not less than 50% of the learner work that has been submitted for verification.

External Verification: The External Authenticator will select a sample size not less than 25% of the learner work that has been submitted for verification.

We will ensure that:

- The sample is a representative of all minor awards and that all assessment techniques are submitted for certification.
- That the sample size is sufficient to enable the Internal Verifier and the External Authenticator to make sound judgements in relation to the fairness and consistency of assessment.

Criteria for Appointing an External Authenticator:

The External Authenticator selected will:

- Have technical/subject matter expertise within the field of learning.
- Have experience of programme assessment and external authentication.
- Have excellent communication skills, administrative and IT skills.
- Operate within QQI guidelines and adhere to QQI codes of practice.
- Be available to SJOG at appropriate times.
- Be independent to the centre to which they have agreed to carry out external authentication.

Results Approval prior to requesting certification – summary description:

As part of its QA policies and procedures SJOGCS has outlined the agreed Assessment of Learners policy and procedures. These are outlined in Section 6 of the Quality Assurance Manual, 'Assessment of Learners'.

In accordance with the Quality Assurance Manual a Results Approval Process is carried out prior to requesting certification from QQI. The Results Approval Process is overseen by the Academic Committee for QQI Training and Education.

The RAP is a key stage in SJOGCS's assessment process and ensures that appropriate decisions are taken on the effectiveness of both processes and outcomes of the assessment, internal verification, and authentication processes.

The RAP takes place following the completion of the authentication process. This includes:

- A review of the internal verification and external authentication reports

- Agreement and sign off for the results that gone through the results approval process.
- Approve submission to QQI for certification.

The following overarching process outlines each stage of assessment up and including submission for certification to QQI

6.13 Programme Structure

Programme Module Number and Title (add / delete rows as required)	Status Mandatory /Optional M/O	Mode/s of delivery	Award Information (Components)			Total Learner Effort Module (hours)		Assessment Techniques and Weightings		Indicate when in the programme assessment is due
			Component Title(s)	Component Code(s) NFQ Level	Credit Value(s)	Directed	Self-Directed	Technique(s)	Weighting(s)	
1. Technology Skills (1)	O	In Person Group Sessions	Computer Skills	M1T11 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
2. Technology Skills (2)	O	In Person Group Sessions	Using Technology	M1T10 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
3. Communication Skills (1)	O	In Person Group Sessions	Reading	M1C01 Level 1	5	50		Portfolio/ Collection of Work	100%	Assessed on completion of each module
4. Communication Skills (2)	O	In Person Group Sessions	Writing	M1C02 Level 1	5	50		Portfolio/ Collection of Work	100%	Assessed on completion of each module
5. Communication Skills (3)	O	In Person Group Sessions	Listening & speaking	M1C03 Level 1	5	50		Portfolio/ Collection of Work	100%	Assessed on completion of each module
6. Communication Skills (4)	O	In Person Group Sessions	Non-Verbal Communication	M1C04 Level 1	5	50		Portfolio/ Collection of Work	100%	Assessed on completion of each module
7. Maths Skills (1)	O	In Person Group Sessions	Shape and Space	M1N07 Level 1	5	50		Portfolio/ Collection of Work	100%	Assessed on completion of each module

8. Maths Skills (2)	O	In Person Group Sessions	Quantity & Number	M1N05 Level 1	10	90	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
9. Personal Skills (1)	O	In Person Group Sessions	Personal Decision Making	M1L12 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
10 Personal Skills (2)	O	In Person Group Sessions	Setting Learning Goals	M1L13 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
11. Personal Skills (3)	O	In Person Group Sessions	Personal Care	M1H14 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
12 Personal Skills (4)	O	In Person Group Sessions	Personal Safety	M1H15 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
13 Personal Skills (5)	O	In Person Group Sessions	Food Choice and Health	M1H16 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
14 Personal Skills (6)	O	In Person Group Sessions	Health Related Exercise	M1H17 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
15 Personal Skills (7)	O	In Person Group Sessions	Relaxation Techniques	M1H21 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
16 Creative Skills (1)	O	In Person Group Sessions	Visual Art	M1A18 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
17 Creative Skills (2)	O	In Person Group Sessions	Craft	M1A19 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module

18 Creative Skills (3)	O	In Person Group Sessions	Drama	M1A22 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
19 Creative Skills (4)	O	In Person Group Sessions	Music	M1A23 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module
20 Life Science (1)	O	In Person Group Sessions	Horticulture	M1S27 Level 1	5	40	10	Portfolio/ Collection of Work	100%	Assessed on completion of each module

Compliance with CAS Award rules – please confirm that the requirements for a learner to achieve the linked certificate can be met with this programme structure:

Mandatory components will be covered (Y/N)	N	All Component Pool requirements will be met Y/N? (e.g. where one component from a limited list must be covered)	N/A	Full credit requirement will be available to achieve Y/N?	Yes
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6.14: Is a shareable curriculum being used? (yes/no). If so, indicate where the curriculum was sourced and provide evidence that permission to use the curriculum has been obtained)

NO

Section 7 Programme Module Information

Programme Module 1

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Technology Skills – Computer Skills					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1T11	Title	Computer Skills	Credits	5
7.3 Purpose of this module					
This award recognises elementary knowledge, skill, and competence in the use of a personal computer, with support. It provides recognition for appropriate use of language and concept. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Identify significant components parts of a computer, e.g. mouse, monitor, keyboard, printer			LO1 Identify significant components parts of a computer, e.g. mouse, monitor, keyboard, printer		
2. Use a mouse/joystick/input device for simple functions, e.g. to click, double click, click and drag, use different pointer shapes			LO2 Use a mouse/joystick/input device for simple functions, e.g. to click, double click, click and drag, use different pointer shapes		
3. Use a software package, e.g. a game,			LO3 Use a software package, e.g. a game, educational/personal software		

educational/personal software	
4. Enter short text/graphics with appropriate input device	LO4 Enter short text/graphics with appropriate input device
5. Name possible uses for selected software package	L05 Name possible uses for selected software package

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Identify significant components parts of a computer, e.g. mouse, monitor, keyboard, printer (MIMLO1)

In class learners will:

- Watch a PowerPoint Presentation related to the different parts of the computer.
- Create a poster to demonstrate/ label the different computer parts.
- Use the Book Creator App to make a virtual book.

Learners will be able to:

- Recognise the different parts of the computer and understand why they are used.

Unit 2 – Use a mouse/joystick/input device for simple functions, e.g. to click, double click, click and drag, use different pointer shapes (MIMLO2)

In class learners will:

- Learn and practice how to use the mouse on the computer by clicking and dragging items on the computer screen.

Learners will be able to:

- Learn how to use an important parts of the computer

Unit 3 – Use a software package, e.g. a game, educational/personal software (MIMLO3)

In class learners will:

- Identify and open a software package on the computer.
- Identify the applications from the software and complete worksheets to share what was learned.

Learners will be able to:

- Gain information about software packages and how they can be used as part of computer work.

Unit 4 – Enter short text/graphics with appropriate input device (MIMLO4)

In class learners will:

- Will type a passage of text into a word document to demonstrate their typing skills.
- Take part in a group discussion about the different types of computer parts.

Learners will be able to:

- Open a software application such as Word on a computer and type a passage of text into the document.

Unit 5 – Name possible uses for selected software package (MIMLO5)

In class learners will:

- Take part in a group discussion about how a software package can be used.
- Research and select types of software packages and discuss how they can be used.

Learners will be able to:

- Identify a software package and to be able to understand what that software package is used for.

7.7c Mode(s) of Delivery**Proportion (% of Total Directed Learning)**

Classroom / Face to Face

100%

Workplace

0%

Online

0%**7.7d Teaching Resources (reading lists etc.)**

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)**7.8a Assessment Techniques chosen for this module**

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify significant components parts of a computer, e.g. mouse, monitor, keyboard, printer	Assessment 1
2. Use a mouse/joystick/input device for simple functions, e.g. to click, double click, click and drag, use different pointer shapes	Assessment 2
3. Use a software package, e.g. a game, educational/personal software	Assessment 3
4. Enter short text/graphics with appropriate input device	Assessment 4
5. Name possible uses for selected software package	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Computer Skills Module Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 2

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Technology Skills – Using Technology					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1T10	Title	Using Technology	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with the skills to use everyday technology. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Identify technology in common use				LO1 Identify technology in common use	
2. Identify the symbols on familiar technological devices, e.g. on/off switch, temperature symbols				LO2 Identify the symbols on familiar technological devices, e.g. on/off switch, temperature symbols	
3. Use simple technological equipment for home/personal and workplace/educational use, requiring up to two functions, e.g. household appliance, telephone, swipe/clock system				LO3 Use simple technological equipment for home/personal and workplace/educational use, requiring up to two functions, e.g. household appliance, telephone, swipe/clock system	

4. Pay attention to safe practice	LO4 Pay attention to safe practice
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7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Identify technology in common use (MIMLO1)

In class learners will:

- Take part in a discussion about the types of technology that they use daily.
- Discuss the different types of technology that is available to you.
- Complete worksheets related to common technology uses.

Learners will be able to:

- Identify different types of technology that is commonly used.

Unit 2 – Identify the symbols on familiar technological devices, e.g. on/off switch, temperature symbols (MIMLO2)

In class learners will:

- Learn about the different symbols that are displayed on different technology items.
- Make a poster to demonstrate all the different symbols that they are familiar with.
- Complete worksheets related to the different symbols that are on devices.

Unit 3 – Use simple technological equipment for home/personal and workplace/educational use, requiring up to two functions, e.g. household appliance, telephone, swipe/clock system (MIMLO3)

In class learners will:

- Take part in a discussion about using different technologies both at home and in a training/work setting.
- Complete relevant worksheets to show an understanding of knowing how to use different types of technology.

Learners will be able to:

- Know the importance of being able to use technology both at home and in a work setting.

Unit 4 – Pay attention to safe practice (MIMLO4)

In class learners will:

- Complete relevant worksheets that help to identify safe practice related to the use of technology.
- Take part in a video that demonstrates safe practice of the use of technology in the community.
- Observe technology in the community and record findings on worksheets.

Learners will be able to:

- Demonstrate safe practice of the use of technology.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify technology in common use	Assessment 1
2. Identify the symbols on familiar technological devices, e.g. on/off switch, temperature symbols	Assessment 2
3. Use simple technological equipment for home/personal and workplace/educational use, requiring up to two functions, e.g. household appliance, telephone, swipe/clock system	Assessment 3

4. Pay attention to safe practice	Assessment 4
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)	
See Using Technology Module Assessment Pack	
7.9 Pre-requisite module(s) (if any). Identify and explain reasons	
N/A	
7.10 Co-Requisite module(s) (if any). Identify and explain reasons	
N/A	

Section 7 Programme Module Information

Programme Module 3

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Communication Skills – Reading					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1C01	Title	Reading	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with basic reading skills to identify familiar signs and signposts in the community. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Recognise some familiar words independently including some that are commonly used and personally relevant			LO1 Recognise some familiar words independently including some that are commonly used and personally relevant		
2. Interpret some common symbols and signs in familiar contexts			LO2 Interpret some common symbols and signs in familiar contexts		
3. LO3 Demonstrate awareness of text conventions, print material and the alphabet, e.g. reading from left to right, top to bottom, concept of a sentence, brand names and logos on print materials,			LO3 Demonstrate awareness of text conventions, print material and the alphabet, e.g. reading from left to right, top to bottom, concept of a sentence, brand names and logos on print materials, recognising cues and clues, seeking the amount payable on a bill		

recognising cues and clues, seeking the amount payable on a bill	
4. Make sense of simple personally relevant sentences containing familiar words	LO4 Make sense of simple personally relevant sentences containing familiar words
5. Use word identification strategies, e.g. context of words, sight sounds, word endings	L05 Use word identification strategies, e.g. context of words, sight sounds, word endings
6. Identify the nature of familiar documents, e.g. bills, junk mail, instructions	LO6 Identify the nature of familiar documents, e.g. bills, junk mail, instructions

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
50	0	0	0	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profession to include require professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.
7.6b Learner: Staff Ratio: 3/10 Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.
7.6c Physical resource requirements, including QQI specific validation requirements: SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme. Learners will have access to • Learner Handbook in an Easi Read Format • Accessible course materials, visual aids, and course information. • Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists. • Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support • Adapted resources and course materials depending on learners' ability and needs. • Group and One to One mentoring. • Physical environment suitable to the learners needs. In addition, Tutors will have access to • Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.
7.7 Module curriculum
7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)
SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to: • Classroom Based Learning • Group Discussions • Peer Support • Mentoring • Role Plays

- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Recognise some familiar words independently including some that are commonly used and personally relevant (**MIMLO 1**)

In class learners will:

- Read familiar words and use these words to complete/copy information in order.

Learners will be able to:

- Recognise some words that are familiar to them.

Unit 2 – Interpret some common symbols and signs in familiar contexts (**MIMLO 2**)

In class learners will:

- Go out on a community outing and observe road signs.
- Be able to match the signs and symbols to their correct use.

Learners will be able to:

- Recognise some familiar signs and symbols that are used in the local community.

Unit 3 – Demonstrate awareness of text conventions, print material and the alphabet, e.g. reading from left to right, top to bottom, concept of a sentence, brand names and logos on print materials, recognising cues and clues, seeking the amount payable on a bill (**MIMLO 3**)

In class learners will:

- Identify brands and logos that they have an interest in
- Demonstrate that they can read from a book from left to right.
- Understand the important information related to a bill such as a phone bill.

Learners to:

- Demonstrate that they can read from a book from left to right.
- Identify logos that are important to them/ information related to a bill.

Unit 4 – Make sense of simple personally relevant sentences containing familiar words (**MIMLO 4**)

In class learners will:

- Read from worksheets and recognise words that are familiar.

Learners will be able to:

- Read and understand simple words that are familiar and relevant to them.

Unit 5 – Use word identification strategies, e.g. context of words, sight sounds, word endings (MIMLO 5)

In class learners will:

- The learner will read and sound at words and match them to the relevant pictures.
- The learner will record themselves sounding out words on an iPad.

Learners will be able to:

- The learner will be able to understand how to read and identify words and match them to the correct pictures.

Unit 6 – Identify the nature of familiar documents, e.g. bills, junk mail, instructions (MIMLO 6)

In class learners will:

- Identify and source documents that are important to their lives.
- Identify the parts of the document that contains information that is relevant to them.

Learners will be able to:

- Read and understands documents that are important to their lives

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Recognise some familiar words independently including some that are commonly used and personally relevant	Assessment 1
2. Interpret some common symbols and signs in familiar contexts	Assessment 2
3. Demonstrate awareness of text conventions, print material and the alphabet, e.g. reading from left to right, top to bottom, concept of a sentence, brand names and logos on print materials, recognising cues and clues, seeking the amount payable on a bill	Assessment 3
4. Make sense of simple personally relevant sentences containing familiar words	Assessment 4
5. Use word identification strategies, e.g. context of words, sight sounds, word endings	Assessment 5
6. Identify the nature of familiar documents, e.g. bills, junk mail, instructions	Assessment
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique:	

Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Reading Module Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 4

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Communication Skills – Writing					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1C02	Title	Writing	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with skills in writing tasks. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)`	
1. Write some familiar words for different purposes, e.g. own name and address				LO1 Write some familiar words for different purposes, e.g. own name and address	
2. Transcribe simple information in specific order, e.g. phone number, days of the week				LO2 Transcribe simple information in specific order, e.g. phone number, days of the week	
3. Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a card/postcard, sending a text message, competition entry				LO3 Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a card/postcard, sending a text message, competition entry	

4. Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly	LO4 Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly
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7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
50	0	0	0	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Write some familiar words for different purposes, e.g. own name and address (**MIMLO 1**)

In class learners will:

- Write and practice some familiar words that can be used for different purposes.

Learners will be able to:

- Write out their own name and address.
- Transcribe the information in the correct order.

Unit 2 – Transcribe simple information in specific order, e.g. phone number, days of the week (**MIMLO 2**)

In class learners will:

- Write and practice some familiar numbers/days that can be used for different purposes.

Learners will be able to:

- Write out phone numbers and days of the week.
- Practice writing out numbers/numbers that are important to the learner.

Unit 3 – Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a card/postcard, sending a text message, competition entry (**MIMLO 3**)

In class learners will:

- Write and practice some familiar words that can be used in different situations.

Learners will be able to:

- Write out a shopping list and a reminder to do a task.
- Write and send a text message to someone.

Unit 4 – Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly (**MIMLO 4**)

In class learners will:

- Demonstrate how to use some of the rules of writing effectively.

Learners will be able to:

- Write out a sentence correctly demonstrating how you start and end the sentence correctly.
- Write out a sentence demonstrating how you use Capital Letters

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Write some familiar words for different purposes, e.g. own name and address	Assessment 1
2. Transcribe simple information in specific order, e.g. phone number, days of the week	Assessment 2
3. Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a card/postcard, sending a text message, competition entry	Assessment 3

5. Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly	Assessment 4
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)	
See Writing Assessment Pack	
7.9 Pre-requisite module(s) (if any). Identify and explain reasons	
N/A	
7.10 Co-Requisite module(s) (if any). Identify and explain reasons	
N/A	

Section 7 Programme Module Information

Programme Module 5

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Communication Skills – Listening and Speaking					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1C03	Title	Listening and Speaking	Credits	5
7.3 Purpose of this module					
The purpose of the module is to support learners to express themselves in oral communications, focusing on listening and speaking. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Listen to obtain information, e.g. weather forecast, talking clock, traffic report			LO1 Listen to obtain information, e.g. weather forecast, talking clock, traffic report		
2. Follow clear succinct instruction in familiar contexts			LO2 Follow clear succinct instruction in familiar contexts		
3. Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event			LO3 Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event		
4. Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking			LO4 Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking		

information/assistance from an employer/doctor/family member/friend	information/assistance from an employer/doctor/family member/friend
5. Express opinions, facts and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate	L05 Express opinions, facts and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate
6. Communicate about the past, present and future activities	LO6 Communicate about the past, present and future activities

6.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Total effort (hours)						
Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
50	0	0	0	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.
7.6b Learner: Staff Ratio: 3/10 Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.
7.6c Physical resource requirements, including QCI specific validation requirements: SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme. Learners will have access to • Learner Handbook in an Easi Read Format • Accessible course materials, visual aids, and course information. • Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists. • Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support • Adapted resources and course materials depending on learners' ability and needs. • Group and One to One mentoring. • Physical environment suitable to the learners needs. In addition, Tutors will have access to • Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.
7.7 Module curriculum
7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)
SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to: • Classroom Based Learning • Group Discussions • Peer Support • Mentoring • Role Plays

- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Listen to obtain information, e.g. weather forecast, talking clock, traffic report (**MIMLO 1**)

In class learners will:

- Learn how to get relevant information from the weather report by watching the weather forecast on RTE Player and discussing it as part of a group discussion.
- Will answer questions based on what you watched/discussed.
- Video/audio record responses on iPad/ or complete a worksheet.

Learners will be able to:

- Demonstrate that they can get/ obtain information by listening.

Unit 2 Follow clear succinct instruction in familiar contexts (**MIMLO 2**)

In class learners will:

- Take part in a discussion about hand hygiene. The steps involved in hand hygiene will be discussed and demonstrated to the group.
- Following the instructions demonstrate the steps involved in hand hygiene.
- A video will be created showing the steps that were followed.
- Complete a worksheet related to following the instructions.

Learners will be able to:

- Demonstrate that they can follow clear instructions.

Unit 3 – Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event (**MIMLO 3**)

In class learners will:

- Plan for a holiday and talk about a party that is being planned.
- Take part in a discussion about words related to holiday planning.
- Talk about a holiday that was taken/ where they would like to visit.
- Record/ write about the plan for the next holiday that they would like to take.
- Take part in a discussion about words related to planning a party.
- Make a poster with information about the party/ Make party invitations.
- Record/write a list of who to invite to the party/ Give them information related to the party.

- Complete relevant worksheets about what was discussed.

Learners will be able to:

- Explore new ideas/words related to planning a holiday or a party.

Unit 4 – Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend **(MIMLO 4)**

In class learners will:

- To interact appropriately in different social situations and learn how to make an appointment.
- Take part in a discussion about the information needed to make a doctor's appointment.
- Watch a video about making an appointment. / Practice as a group making an appointment.
- Take part in a role play about making an appointment.
- In pairs practice communicating about makes people comfortable/uncomfortable in social situations.
- Complete relevant worksheets about what was discussed.

Learners will be able to:

- Demonstrate how to act appropriately in a range of formal/informal situations.

Unit 5 – Express opinions, facts and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate **(MIMLO 5)**

In class learners will:

- Take part in a discussion about your likes and dislikes.
- Take part in a group discussion about movies you like/don't like.
- Take part in a group discussion about music you like/don't like.
- Locate a favourite movie trailer on YouTube/ Discuss this with the group.
- Locate a favourite band on YouTube/ Discuss this with the group.
- Take part in a discussion about the groups likes and dislikes.
- Record discussions/ Write about these conversations.

Learners will be able to:

- Express/ discuss feelings, opinions in responses to a familiar situation.

Unit 6 – Communicate about the past, present and future activities **(MIMLO 6)**

In class learners will:

- Discuss goals in past, present and future tense.
- Discuss words related to activities that they have completed in the past.
- Discuss words related to activities that they are currently participating in.
- Discuss words related to activities that they would like to try in the future.
- Take part in a discussion about goals that they have achieved in the past and what goals they are working towards at present.
- Discuss goals that they have for the future.
- Make a poster about goals they have identified.

Learners will be able to:	
Communicate about past, present, and future activities.	
7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
- Tutor Manual and Assessment Briefs - IT equipment, infrastructure, and support - Access to clinical supports through the Multi-Disciplinary Team - Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Listen to obtain information, e.g. weather forecast, talking clock, traffic report	Assessment 1
2. Follow clear succinct instruction in familiar contexts	Assessment 2

3. Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event	Assessment 3
4. Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend	Assessment 4
5. Express opinions, facts and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate	Assessment 5
6. Communicate about the past, present and future activities	Assessment 6
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.	

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Listening and Speaking Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 6

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Communication Skills – Non-Verbal Communication					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1C04	Title	Non-Verbal Communication	Credits	5
7.3 Purpose of this module					
The purpose of the module is to support learners to express themselves through non-verbal communications. It reflects heightened awareness of and ability in non-verbal communications. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Use appropriate non-verbal behaviour to secure and maintain the attention of another			LO1 Use appropriate non-verbal behaviour to secure and maintain the attention of another		
2. Communicate an idea/request non-verbally			LO2 Communicate an idea/request non-verbally		
3. Respond to body language, e.g. facial expression, gesture			LO3 Respond to body language, e.g. facial expression, gesture		
4. Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols			LO4 Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols		

5. Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/baby's bottle	L05 Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/baby's bottle
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7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
50	0	0	0	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:**3/10**

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum**7.7a Teaching and learning strategy**, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.

- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Use appropriate non-verbal behaviour to secure and maintain the attention of another (**MIMLO 1**)

In class learners will:

- Choose and demonstrate a non-communication method for the activity. By using pictures/ audio equipment/ assistive technology that can be used to assist daily lives.
- Demonstrate getting/ keeping someone's attention by using body language/ gestures.
- Worksheets/ audio can be used to record evidence of same for portfolios.

Learners will be able to:

- Identify different methods of non-verbal communication.

Unit 2 – Communicate an idea/request non-verbally (**MIMLO 2**)

In class learners will:

- Demonstrate how to make a request nonverbally – i.e. 'I want a drink'
- Different types of communication methods could be used such as Lamh/PECS/ Assistive Technology. Depending on the tool training may need to be provided in how to use the method chosen.
- Worksheets/ audio can be used to record evidence of same for portfolios.

Learners will be able to:

- Communicate a request/idea in a non-verbal manner.

Unit 3 – Respond to body language, e.g. facial expression, gesture (**MIMLO 3**)

In class learners will:

- Demonstrate facial expressions/ gestures that are used to express feelings and emotions.
- Record/ take part in role plays to show different facial expressions/emotions.
- Worksheets/ audio can be used to record evidence of same for portfolios.

Learners will be able to:

- Identify body language/facial expressions.

Unit 4 – Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols (**MIMLO 4**)

In class learners will:

- Demonstrate skills in identifying/responding to signs and symbols in the community.
- Worksheets/ audio can be used to record evidence of same for portfolios.

Learners will be able to:

- Respond and identify some signs and symbols.

Unit 5 – Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/baby's bottle **(MIMLO 5)**

In class learners will:

- Follow a picture sequence to complete a task. Complete a task such as Making a cup of tea/ Using the microwave or loading the dish washer.
- Worksheets/ audio/communication tools can be used to record evidence of same for portfolios.

Learners will be able to:

- Follow a picture sequence in order to complete a task.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Use appropriate non-verbal behaviour to secure and maintain the attention of another	Assessment 1
2. Communicate an idea/request non-verbally	Assessment 2
3. Respond to body language, e.g. facial expression, gesture	Assessment 3
4. Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols	Assessment 4
6. Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/baby's bottle	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Non-Verbal Communication Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 7

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Maths Skills – Shape and Space					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1N07	Title	Shape and Space	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners to recognise shapes and forms that can be used in everyday life. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Recognise shapes and forms in everyday life, e.g. circles, rectangles, triangles and squares, cubes, spheres and cuboids				LO1 Recognise shapes and forms in everyday life, e.g. circles, rectangles, triangles and squares, cubes, spheres and cuboids	
2. Identify key characteristics of shapes and forms, e.g. number of sides, corners and curves				LO2 Identify key characteristics of shapes and forms, e.g. number of sides, corners and curves	

3. Use the language of measurement in relation to shape and form, e.g. longer, shorter, wider, narrower	LO3 Use the language of measurement in relation to shape and form, e.g. longer, shorter, wider, narrower
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7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
50	0	0	0	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 - Recognise shapes and forms in everyday life, e.g. circles, rectangles, triangles and squares, cubes, spheres and cuboids (**MIMLO 1**)

In class learners will:

- Learn about the different types of shapes.

Learners will be able to:

- Take part in a discussion about a chosen shape/ trace or decorate same
- Identify shapes that are used in everyday life.
- To create a block design using cut out coloured shapes.

Unit 2 - Identify key characteristics of shapes and forms, e.g. number of sides, corners and curves (**MIMLO 2**)

In class learners will:

- Learn about the different characteristics that make up shapes/form.

Learners will be able to:

- Create different shapes out of clay/ examine the curves and corners of the shape.
- To create a poster that represents shapes that are used in everyday life.

Unit 3 - Use the language of measurement in relation to shape and form, e.g. longer, shorter, wider, narrower (**MIMLO 3**)

In class learners will:

- Take part in a discussion about different sizes and lengths of objects.

Learners will be able to:

- Carry out activities to measure length/ width and record evidence of same
- Carry out activity in relation to different measures of water in containers.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Recognise shapes and forms in everyday life, e.g. circles, rectangles, triangles and squares, cubes, spheres and cuboids	Assessment 1
2. Identify key characteristics of shapes and forms, e.g. number of sides, corners, and curves	Assessment 2
3. Use the language of measurement in relation to shape and form, e.g. longer, shorter, wider, narrower	Assessment 3

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Shape and Space Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 8

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Maths Skills – Quantity and Number					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1N05	Title	Quantity and Number	Credits	10
7.3 Purpose of this module					
The purpose of this module is to equip learners to identify and use numbers and maths skills in everyday life. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Name one- and two-digit whole numbers from 0-10			LO1 Name one- and two-digit whole numbers from 0-10		
2. Recognise the relationship between numerical value and groups of objects, up to and including 10			LO2 Recognise the relationship between numerical value and groups of objects, up to and including 10		
3. Record one- and two-digit numbers			LO3 Record one- and two-digit numbers		
4. Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than			LO4 Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than		
5. Apply number bonding between 0 and 10			LO5 Apply number bonding between 0 and 10		

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
90	0	0	10	0	0	100

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 - Name one- and two-digit whole numbers from 0-10 (**MIMLO 1**)

In class learners will:

- Will be able to name the numbers between 0 and ten.

Learners will be able to:

- Take part in a discussion about the numbers from 0 – 10.
- Identify numbers that are used in everyday life/ address/phone number.

Unit 2 – Recognise the relationship between numerical value and groups of objects, up to and including 10 **(MIMLO 2)**

In class learners will:

- Will match the correct number to the correct visual.

Learners will be able to:

- Identify and list the numbers from 0-10.
- Make a video – where count from 0 -10

Unit 3 – Record one- and two-digit numbers **(MIMLO 3)**

In class learners will:

- Will identify one- and two-digit numbers.

Learners will be able to:

- Recognise numbers from a paragraph on a printed sheet.
- Take part in a quiz using flash cards to identify numbers.

Unit 4 – Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than **(MIMLO 4)**

Learners will be able to:

- Discuss how maths can be used in everyday situations.

In class learners will:

- Discuss/ study a bus timetable to see how this could impact a trip

Unit 5 – Apply number bonding between 0 and 10 **(MIMLO 5)**

Learners will be able to:

- Recap the numbers that they have learned from 0 to Ten.

In class learners will:

- Take part in a discussion about number bonding from 0 to Ten.
- Explore the addition and subtraction of numbers.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Name one- and two-digit whole numbers from 0-10	Assessment 1
2. Recognise the relationship between numerical value and groups of objects, up to and including 10	Assessment 2
3. Record one- and two-digit numbers	Assessment 3
4. Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than	Assessment 4
5. Apply number bonding between 0 and 10	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)	
See Quantity and Number Assessment Pack	
7.9 Pre-requisite module(s) (if any). Identify and explain reasons	
N/A	
7.10 Co-Requisite module(s) (if any). Identify and explain reasons	
N/A	

Section 7 Programme Module Information

Programme Module 9

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Person Decision Making					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1L12	Title	Person Decision Making	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with skills in decision making and to be able to consider the associated consequences of these decisions. It provides recognition for appropriate use of language and concept. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Name recent personal decision, e.g. product choice, transport method, participation in learning/work			LO1 Name recent personal decision, e.g. product choice, transport method, participation in learning/work		
2. Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip			LO2 Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip		

3. List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague	LO3 List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague
4. Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague	LO4 Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0		10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:**3/10**

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum**7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)**

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations

- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Name recent personal decision, e.g. product choice, transport method, participation in learning/work (**MILMLO 1**)

In class learners will:

- Make a personal decision e.g. to replace a mobile phone.
- Carry out an internet search to look at the different types of phones.
- Choose the phone that they want based on their budget/ create a poster of same.
- They will research which shop sells the phone/ note the prices on poster.
- Make their final decision based on preference/ budget/ transport options to purchase phone.

Learners will be able to:

- Will be able to demonstrate how they made a recent personal decision.

Unit 2-Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip (**MILMLO 2**)

In class learners will:

- Identify the steps that are involved from getting an invitation to an event until they attend the event.
- Create a list of all the stages/ steps that need to happen to be able to manage the decision.
- Create a poster to show each of these steps and how they were researched:
- Venue address/ entrance fee/ dress code/ transport options.
- Complete worksheets to show what stages/steps were taken to get from invitation to attendance of the event.

Learners will be able to:

- Identify the different stages/ steps that are involved in making a personal decision.

Unit 3- List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague (**MILMLO 3**)

In class learners will:

- Take part in a role play where they plan a trip to a restaurant with friends.
- As part of the role play contact your friend and arrange to go for lunch
- Complete work sheets to identify the transport options to get to and from the restaurant.
- Take part in a group discussion about healthy food options/make a poster to show foods that are healthy and foods that are not healthy.
- As part of the role play demonstrate the steps to take when you get to the restaurant.

Learners will be able to:

- Demonstrate the choices that are involved in making a choice.

Unit 4- Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague **(MILMLO 4)**

In class learners will:

- Discuss the three different types of decisions: Make no decision/ Make a snap decision/Make a responsible decision.
- The group will be given a scenario on which a decision must be made they will take part in a discussion about the three different types of decisions. They will identify the Pros and Cons of each of the decisions. Using a work sheet they will identify the three different types of decisions.
- The group will discuss the Six Steps for Making Decisions.
- Using a role play the group will discuss influences which may impact on their decision making/ consider the time and cost before making a decision/ consider how one decision impacts on others.
- The group will be given two scenarios around being invited to a party and being offered a cigarette.
- Scenario One: Discuss and identify a personal decision/Pros/Cons of decision/reasons for making this decision. Would they make the same decision the next time.
- Scenario Two: Take part in a discussion and identify a personal decision/Pros/Cons of decision/reasons for making this decision. and identify a personal decision/Pros/Cons of decision/reasons for making this decision.

Learners will be able to:

- Recognise and identify the three different types of decision making/ discuss how influences can have an impact on making a decision.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Name recent personal decision, e.g. product choice, transport method, participation in learning/work	Assessment 1
2. Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip	Assessment 2
3. List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague	Assessment 3

4. Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague	Assessment 4
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Personal Decision Making Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 10

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Setting Learning Goals					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1L13	Title	Setting Learning Goals	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learner to identify personal learning goals and to support the learner to work towards achieving this goal. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe				LO1 Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe	

2. Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim	LO2 Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim
3. Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources	LO3 Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources
4. Perform steps required to achieve the plan	LO4 Perform steps required to achieve the plan
5. Describe feelings/opinions on the plan at the end of a specified time	LO5 Describe feelings/opinions on the plan at the end of a specified time

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions

- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 - Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe (**MIMLO 1**)

In class learners will:

- Identify and discuss a recent personal achievement.

The learners will be able to:

- Take part in a discussion about what an achievement is.
- Use visuals to show what an achievement is.

Unit 2 - Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim (**MIMLO 2**)

In class learners will:

- Identify Short/Medium/Long term Aspirations that they are interested in experiencing.

The learners will be able to:

- Take part in a discussion about Short/Medium/Long term Aspirations.
- Use a spider diagram to illustrate the learning aspirations that were identified.

Unit 3 - Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources (**MIMLO 3**)

In class learners will:

- Discuss the plan and steps that are needed to achieve identified learning goal.

The learners will be able to:

- Take part in a discussion about identified goal.
- Outline with support steps/ plan to achieve personal goal.

Unit 4 –. Perform steps required to achieve the plan (**MIMLO 4**)

In class learners will:

- Put a plan together/ to show steps to achieve their personal goal.

The learners will be able to:

- Carry out each step of the plan to achieve their goal.
- Record a demonstration of their new skill.

Unit 5 – Describe feelings/opinions on the plan at the end of a specified time (MIMLO 5)

In class learners will:

- Discuss their feelings/ opinions on the learning experience.

The learners will be able to:

- Reflect on their learning experience

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision-Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe	Assessment 1
2. Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim	Assessment 2
3. Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources	Assessment 3
4. Perform steps required to achieve the plan	Assessment 4
5. Describe feelings/opinions on the plan at the end of a specified time	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Setting Learning Goals Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 11

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Personal Care					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1H14	Title	Personal Care	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with the skills related to personal care practices. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. List routines in daily personal care practices, e.g. hair care, dental care, daily hygiene practices and getting treatment for minor infections			LO1 List routines in daily personal care practices, e.g. hair care, dental care, daily hygiene practices and getting treatment for minor infections		
2. Practice essential skills that promote personal hygiene, e.g. washing, dental care, care for clothes			LO2 Practice essential skills that promote personal hygiene, e.g. washing, dental care, care for clothes		
3. Identify a range of personal care products, e.g. soaps, shampoo			LO3 Identify a range of personal care products, e.g. soaps, shampoo		

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.

- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 - List routines in daily personal care practices, e.g. hair care, dental care, daily hygiene practices and getting treatment for minor infections (**MIMLO 1**)

In class learners will:

- Take part in a discussion about personal care routines.

Learners will be able to:

- Identify various personal care routines.
- Develop a log to reflect their own personal care routines.

Unit 2 - Practice essential skills that promote personal hygiene, e.g. washing, dental care, care for clothes **(MIMLO 2)**

In class learners will:

- Learn about the importance of good hand hygiene.

Learners will be able to:

- Take part in hand hygiene exercise/ record evidence of same
- Discuss/ reflect on learning experience after completing hand hygiene exercise.

Unit 3 – Identify a range of personal care products, e.g. soaps, shampoo **(MIMLO 3)**

In class learners will:

- Will be able to distinguish between personal care products and household cleaning products.

Learners will be able to:

- Discuss a range of personal care products/discuss what is good personal care.
- Take part in an activity to distinguish between personal care/ household cleaning products.
- Become more aware of their own personal care needs.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. List routines in daily personal care practices, e.g. hair care, dental care, daily hygiene practices and getting treatment for minor infections	Assessment 1
2. Practice essential skills that promote personal hygiene, e.g. washing, dental care, care for clothes	Assessment 2
3. Identify a range of personal care products, e.g. soaps, shampoo	Assessment 3

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Personal Care Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 12

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)				
Personal Skills – Personal Safety				
7.2 QQI component(s) available on this module (insert additional rows if necessary)				
Code	M1H15	Title	Personal Safety	Credits 5
7.3 Purpose of this module				
The purpose of this module is to equip the learners so that they become familiar with the signs and symbols related to personal safety. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.				
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)		Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to		QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Recognise symbols relating to personal safety in a given location, e.g. red traffic light meaning stop, fire exit sign		LO1 Recognise symbols relating to personal safety in a given location, e.g. red traffic light meaning stop, fire exit sign		
2. Name situations at home/in community/workplace that put personal safety at risk, e.g. stranger-danger, travelling at night		LO2 Name situations at home/in community/workplace that put personal safety at risk, e.g. stranger-danger, travelling at night		
3. Demonstrate safe practice for frequently encountered potential risk situations in the daily environment, e.g. crossing a road safely, cooking, fire drill, travelling with a companion, seeking help or clarification when uncertain		LO3 Demonstrate safe practice for frequently encountered potential risk situations in the daily environment, e.g. crossing a road safely, cooking, fire drill, travelling with a companion, seeking help or clarification when uncertain		

4. Identify people with responsibility for safety in everyday situations, e.g. workplace supervisor/health and safety officer, Garda	LO4 Identify people with responsibility for safety in everyday situations, e.g. workplace supervisor/health and safety officer, Garda					
7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)						
Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements
7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience: Lead Tutor Minimum Education & Skills Required • Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6 Experience of working in a specialise training environment and of supporting people with disabilities. Support Staff Minimum Education & Skills Required • Third Level or Further Education qualification to a QQI Level 5 or above • Experience of supporting people with intellectual disabilities Experience of supporting implementation, Person Centred Planning and developing individual plans.
7.6b Learner: Staff Ratio: 3/10 Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.
7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Recognise symbols relating to personal safety in a given location, e.g. red traffic light meaning stop, fire exit sign **(MIMLO 1)**

In class learners will:

- Learn about the signs and symbols related to safety in everyday life.

The learner will be able to:

- Take part in a discussion related to personal safety.
- Match signs and symbols of safety to their corresponding warning.

Unit 2 – Name situations at home/in community/workplace that put personal safety at risk, e.g. stranger-danger, travelling at night **(MIMLO 2)**

In class learners will:

- Will learn about situations that could put their personal safety at risk.

The learner will be able to:

- Take part in a discussion related to safety i.e. being approached by a stranger.
- Discuss other situations that put personal safety at risk in home/work/community.

Unit 3 – Demonstrate safe practice for frequently encountered potential risk situations in the daily environment, e.g. crossing a road safely, cooking, fire drill, travelling with a companion, seeking help or clarification when uncertain **(MIMLO 3)**

In class learners will:

- Take part in a discussion and distinguish between what is safe practice and what is a risk.

The learner will be able to:

- Distinguish between situations that are safe and those that are a risk related to home/ community.
- Work through an example of a risk situation so that the situation can be made safe again.

Unit 4 – Identify people with responsibility for safety in everyday situations, e.g. workplace supervisor/health and safety officer, Garda **(MIMLO 4)**

In class learners will:

- Learn about the different types of people who are responsible for safety in the community.

The learner will be able to:

- Identify the people from the community who have a safety role.
- Take part in a discussion about the types of roles that these people play related to safety

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%

Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Recognise symbols relating to personal safety in a given location, e.g. red traffic light meaning stop, fire exit sign	Assessment 1
2. Name situations at home/in community/workplace that put personal safety at risk, e.g. stranger danger, travelling at night	Assessment 2
3. Demonstrate safe practice for frequently encountered potential risk situations in the daily environment, e.g. crossing a road safely, cooking, fire drill, travelling with a companion, seeking help or clarification when uncertain	Assessment 3

4. Identify people with responsibility for safety in everyday situations, e.g. workplace supervisor/health and safety officer, Garda	Assessment 4
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)	
See Personal Safety Assessment Pack	
7.9 Pre-requisite module(s) (if any). Identify and explain reasons	
N/A	
7.10 Co-Requisite module(s) (if any). Identify and explain reasons	
N/A	

Section 7 Programme Module Information

Programme Module 13

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Food Choice and Health					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1H16	Title	Food Choice and Health	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip the learners with awareness of some of the connections between health, nutrition, and food choices. It recognises learning involved in participation in food preparation in a well-supported environment. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Identify some common foods that area associated with healthy eating			LO1 Identify some common foods that area associated with healthy eating		
2. Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart			LO2 Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart		
3. Identify some common characteristics of food, e.g. raw/cooked,			LO3 Identify some common characteristics of food, e.g. raw/cooked, hot/cold, sweet, sour, salty, spicy		

hot/cold, sweet, sour, salty, spicy	
4. Follow short instructions to help prepare a meal	LO4 Follow short instructions to help prepare a meal
5. Demonstrate appropriate personal food hygiene and safety practices	L05 Demonstrate appropriate personal food hygiene and safety practices

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.

- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 – Identify some common foods that are associated with healthy eating (**MIMLO 1**)

In class learners will:

- Take part in a discussion about healthy foods/ use flash cards to identify healthy foods.
- Increased understanding of the food pyramid/ make a poster to demonstrate healthy food that you eat/ plan to eat.
- Identify between healthy and unhealthy food choices.

Learners will be able to:

- Recognise healthy foods in an everyday diet.

Unit 2 – Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart (**MIMLO 2**)

In class learners will:

- Take part in a discussion about why we eat certain foods.
- You will discuss different food groups such as fats, proteins, carbohydrates, and fibre and make a poster to demonstrate food groups and healthy foods.
- Create a food pyramid from empty food packaging to show healthy and unhealthy food choices.
- Take part in a discussion related to healthy food choices/ swapping food for healthier options.
- Complete work sheets related to identifying healthy food choices and food groups.
- Will recognise the benefits of healthy eating.

Learners will be able to:

Unit 3 – Identify some common characteristics of food, e.g. raw/cooked, hot/cold, sweet, sour, salty, spicy (**MIMLO 3**)

In class learners will:

- Discuss what foods they enjoy and what food characteristics that they fall into.
- Using flash cards, you will identify if the food is sweet, sour, salty or spicy.
- Take part in a taste test to differentiate between the different tastes and textures of foods.
- Complete relevant worksheets related to the taste tests and as to why they preferred different types and textures of food that they tasted.

Learners will be able to:

- Identify the different characteristics of food.

Unit 4 – Follow short instructions to help prepare a meal (**MIMLO 4**)

In class learners will:

- Will be matched with a work partner and assigned a workstation/ equipment and ingredients.
- Each person will follow safety and hygiene practices.
- Participants will take part in Hand Hygiene Training/Knife Safety Training before completing this task.
- Following a pictorial recipe each participant will work through the steps to make a healthy meal.

Learners will be able to:

- To prepare a meal following simple instructions.

Unit 5 – Demonstrate appropriate personal food hygiene and safety practices (MIMLO 5)**In class learners will:**

- Take part in both hand hygiene training and knife safety training.
- Learn how to keep utensils clean/ and store food appropriately.
- Complete relevant worksheets related to food storage and food contamination.

Learners will be able to:

- Demonstrate good hygiene and food safety practices.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%

7.7d Teaching Resources (reading lists etc.)

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify some common foods that area associated with healthy eating	Assessment 1
2. Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart	Assessment 2
3. Identify some common characteristics of food, e.g. raw/cooked, hot/cold, sweet, sour, salty, spicy	Assessment 3
4. Follow short instructions to help prepare a meal	Assessment 4
5. Demonstrate appropriate personal food hygiene and safety practices	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Food Choice and Health Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 14

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Health Related Exercise					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1H17	Title	Health Related Exercise	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners with exercising safely to promote health. It provides recognition for appropriate use of language and concept. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Identify various forms of exercise			LO1 Identify various forms of exercise		
2. Identify appropriate dress for exercise			LO2 Identify appropriate dress for exercise		
3. Participate in a small range of physical activities			LO3 Participate in a small range of physical activities		
4. Demonstrate safe exercise practice, e.g. warming up, cooling down, dressing appropriately			LO4 Demonstrate safe exercise practice, e.g. warming up, cooling down, dressing appropriately		
5. Identify some benefits of exercise			LO5 Identify some benefits of exercise		

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format

- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Identify various forms of exercise (**MIMLO 1**)

In class learners will:

- Take part in eight types of exercises/ sports activities.

- Complete a checklist to say if you enjoyed the activity or not.
- Create a picture collection/collage of the exercises/ sports activities that they liked.

Learners will be able to:

- Name the different types of exercises/sports activities that they enjoyed taking part in.

Unit 2- Identify appropriate dress for exercise (MIMLO 2)

In class learners will:

- Present three pieces of evidence from the following list:
- Create a talking mat for clothes/equipment/Complete “dress for task”.
- Complete Equipment to sports match/ Identify sports clothing that they like to wear.
- Complete a purchasing trip for sports clothing.
- Take part in a discussion about various sports clothing and equipment.
- Place visuals of equipment clothes on a blank body/ complete worksheet matching clothes to wear.

Learners will be able to:

- Create their own picture collection regarding appropriate clothes to wear for exercise/sports activities.

Unit 3- Participate in a small range of physical activities (MIMLO 3)

In class learners will:

- Choose three activities from the following list:
- GAA/Curling/Bocce/Boxing
- Javelin/Judo/Football/ Fencing
- Rock Climbing/Horse Riding
- Yoga/ Archery
- Complete worksheets to show which activities were enjoyed/ provide photo evidence of same.

Learners will be able to:

- Participate and sample a small range of physical activities.

Unit 4- Demonstrate safe exercise practice, e.g. warming up, cooling down, dressing appropriately (MIMLO 4)

In class learners will:

- Demonstrate safe exercise practice warming up, cooling down and dressing appropriately.
- Three pieces of evidence must be provided from the following list:
- Watch a video on Health & Safety/ Participate in warm up and cool down exercises.
- Try on Health & Safety gear and take photographs of same.
- Complete a Safe Practice Worksheet.
- Create a poster showing safe practice equipment e.g. nets/ cones, whistles/ red card.

- Use warning labels to identify risks in an exercise space.
- Create a video/leaflet on Health & Safety in exercise.

Learners will be able to:

- Demonstrate safe exercise practice warming up, cooling down and dressing appropriately.

Unit 5- Identify some benefits of exercise (MIMLO 5)

In class learners will:

- Present three pieces of evidence from the following list:
- Create an exercise benefit poster/Measure BP/Pulse before and after exercise.
- Create a talking mat for being healthy/ not healthy.
- Attend a sporting event/ Participate in reminiscence group using visuals.
- Complete a worksheet to show what activities were tried/ How they made the learner feel.
- Watch videos on different activities / learners will comment on how they made them feel.
- Create and use a feelings board if the learner chooses to do so.
- Create a picture collection regarding the benefits of exercise.

Learners will be able to:

- Identify some of the benefits of exercise/sports activities.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify various forms of exercise	Assessment 1
2. Identify appropriate dress for exercise	Assessment 2
3. Participate in a small range of physical activities	Assessment 3
4. Demonstrate safe exercise practice, e.g. warming up, cooling down, dressing appropriately	Assessment 4
5. Identify some benefits of exercise	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Health Related Exercise Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 15

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Personal Skills – Relaxation Techniques					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1H21	Title	Relaxation Techniques	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support learners to explore different relaxation techniques It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Identify some ways to relax			LO1 Identify some ways to relax		
2. Describe feeling relaxed, e.g. one specific instance watching a sunset/walking a dog			LO2 Describe feeling relaxed, e.g. one specific instance watching a sunset/walking a dog		
3. Identify a preferred relaxation method			LO3 Identify a preferred relaxation method		
4. Identify appropriate places to use the preferred relaxation method, e.g. tensing/relaxing muscles while standing in a queue, doing a head/neck roll when unobserved			LO4 Identify appropriate places to use the preferred relaxation method, e.g. tensing/relaxing muscles while standing in a queue,		

	doing a head/neck roll when unobserved
--	--

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Identify some ways to relax (MIMLO 1)

In class learners will:

- Make a poster of different ways to relax/use timetable to sort activities into relax/non relaxing.
- Find out/ take part in different types of activities/ have a session in the Sensory Room.
- Complete a sample session of five-minute relaxation techniques.
- Set up a notice board/ leaflet about ways they have learned to relax.

Learners will be able to:

- Identify the different ways to relax.

Unit 2- Describe feeling relaxed, e.g. one specific instance watching a sunset/walking a dog (MIMLO 2)

In class learners will:

- Participate in sessions for each of the following:
- Music - choose a selection of relaxing music to listen to
- Pictures - choose some relaxing scenes from a selection.
- Objects – choose some relaxing objects from a selection.
- Smells – choose from some relaxing smells that will help you relax.
- A work sheet will then be completed based on your choices and selections.

Learners will be able to:

- Describe how they feel when they are relaxed.

Unit 3- Identify a preferred relaxation method (MIMLO 3)

In class learners will:

- Choose three activities from the list below and state if they enjoyed them or not:
- Yoga, Meditation, Aroma Therapy
- Reflexology, Reiki, Art Therapy
- Sport Exercises, Coffee Morning, Anam
- Salt Therapy and Acupuncture

Learners will be able to:

- Identify a preferred relaxation method.

Unit 4- Identify appropriate places to use the preferred relaxation method, e.g. tensing/relaxing muscles while standing in a queue, doing a head/neck roll when unobserved (MIMLO 4)

In class learners will:

- You must complete the following tasks:
- Create a poster of places to relax choose two items from the following list:

- Beach, Spa, Sensory Room, Walk in Nature, Wellness Centre, Museum, Sensory Garden,
- Massage Parlour, Baking, Out with Friends.
- Provide picture evidence of the above task.
- Go shopping & purchase a relaxation object for the relaxation space.
- Create a poster that shows how you will make a space relaxing/ equipment that you will need.

Learners will be able to:

- Identify an appropriate space to carry out the relaxation method.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify some ways to relax	Assessment 1
2. Describe feeling relaxed, e.g. one specific instance watching a sunset/walking a dog	Assessment 2
3. Identify a preferred relaxation method	Assessment 3
4. Identify appropriate places to use the preferred relaxation method, e.g. tensing/relaxing muscles while standing in a queue, doing a head/neck roll when unobserved	Assessment 4

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:

Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Relaxation Techniques Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 16

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Creative Skills – Visual Art					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1A18	Title	Visual Art	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learner to express their creativity through visual art. It provides recognition for appropriate use of language and concepts. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Use a range of 2D and 3D materials and media, e.g. clay, wire, pastel, paint, threads, photographs			LO1 Use a range of 2D and 3D materials and media, e.g. clay, wire, pastel, paint, threads, photographs		
2. Use tools and equipment safely			LO2 Use tools and equipment safely		
3. Use some of art and design elements, e.g. colour line, tone, texture, form			LO3 Use some of art and design elements, e.g. colour line, tone, texture, form		

4. Name the materials/process used, e.g. mixing watercolour paints, kneading clay, twisting wire, taking the photograph	LO4 Name the materials/process used, e.g. mixing watercolour paints, kneading clay, twisting wire, taking the photograph
5. Make an artwork	L05 Make an artwork
6. Identify personal preferred media and effects, e.g. blended pastel colours, pinch pots, glazing	LO6 Identify personal preferred media and effects, e.g. blended pastel colours, pinch pots, glazing

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:**3/10**

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QCI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations

- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Use a range of 2D and 3D materials and media, e.g. clay, wire, pastel, paint, threads, photographs **(MIMLO 1)**

In class learners will:

Create artwork to include in their Portfolio:

- Create two pieces of art from the following list: Foam Painting, Layered Picture, Different mediums on a photo template or create a Crayon Melt Picture.
- Create two pieces of art from the following list: Glass Painting, Decoupage, 3D Paper/Card or Thread Picture.

Learners will be able to:

- Identify different types of materials/ processes that can be used to create an artwork.

Unit 2- Use tools and equipment safely **(MIMLO 2)**

In class learners will:

- Create a poster of art tools that they can identify with.
- Demonstrate safe use of two pieces of equipment from the following list: Glue Gun, Scissors, Guillotine, Clay Tools, Gloves and Apron.
- Place warning labels on dangerous pieces of art equipment and document this visually/add to portfolio.

Learners will be able to:

- Demonstrate that they can use tools and equipment in a safe manner.

Unit 3- Use some of art and design elements, e.g. colour line, tone, texture, form **(MIMLO 3)**

In class learners will:

- Create and Present three pieces of artwork from the following list:
- Make a line pattern piece/Use geometric patterns in a piece.
- Make a piece using colour gradients/ Complete a colour wheel.
- Make a piece with multiple textures/Make a single colour piece.
- Choose an emotion and make a reflective piece/ Create a sculpture of a real object.
- Create an Art Piece using an Art APP such as Harmonio /Explore cotton prints with a stencil.

Learners will be able to:

- Create an art piece using art design elements such as colour, tone, texture, and form.

Unit 4- Name the materials/process used, e.g. mixing watercolour paints, kneading clay, twisting wire, taking the photograph **(MIMLO 4)**

In class learners will:

- Develop an awareness of the processes and materials such as using water colours, Kneading Clay, Twisting Wire and Taking Photographs. Evidence will be added to your portfolio.
- Create and present a piece of artwork that demonstrates applying the different processes and use of materials by choosing from the following list:
- Use of Watercolour Paints/Xplore Colour Equations/Wire Sun Catchers
- Create a mosaic piece/ Create a Photo Collage.
- Create a piece of Clay Art/ Create a Weaving Piece of Art.
- Visit a museum to explore different processes.

Learners will be able to:

- Develop an awareness of the different processes and materials that were used to create artworks.

Unit 5- Make an artwork **(MIMLO 5)**

In class learners will:

- Create a piece of artwork that uses multi element techniques that were explored throughout the module.
- Complete a piece of art based on techniques from previous lessons this can be 3D, Sculpture or on Canvas.
- Create a poster that demonstrates how piece of artwork was created. Evidence of this work will be added to the portfolio of work.

Learners will be able to:

- Create a piece of artwork that will highlight the techniques developed through the art module.

Unit 6- Identify personal preferred media and effects, e.g. blended pastel colours, pinch pots, glazing **(MIMLO 6)**

In class learners will:

- Identify personal preferred media and effects. This could include blended pastel colours, pinch pots, or glazing.
- Select a preferred piece of artwork and recreate a similar piece of artwork.
- Present the completed work and add evidence of same to portfolio,

Learners will be able to:

- Identify preferred choice of media and effects when creating a piece of artwork.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Use a range of 2D and 3D materials and media, e.g. clay, wire, pastel, paint, threads, photographs	Assessment 1
2. Use tools and equipment safely	Assessment 2
3. Use some of art and design elements, e.g. colour line, tone, texture, form	Assessment 3

4. Name the materials/process used, e.g. mixing watercolour paints, kneading clay, twisting wire, taking the photograph	Assessment 4
5. Make an artwork	Assessment 5
6. Identify personal preferred media and effects, e.g. blended pastel colours, pinch pots, glazing	Assessment 6
7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)	
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.	
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)	
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.	
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)	
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.	
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)	
See Visual Art Assessment Pack	

7.9 Pre-requisite module(s) (if any). Identify and explain reasons
N/A
7.10 Co-Requisite module(s) (if any). Identify and explain reasons
N/A

Section 7 Programme Module Information

Programme Module 17

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Creative Skills – Craft					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1A19	Title	Craft	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learner to express their creativity through a craft based experience. It provides recognition for appropriate use of language and concept. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Experiment with ways of shaping, joining, finishing the craft material, e.g. playing with clay-rolling, pinching/joining slabs, making rubbings of different surfaces with it, or sticking cut-out images onto a cardboard box and varnishing it, or cutting out a fabric shape and sticking it onto another piece of fabric so that it lies flat/twisted etc				LO1 Experiment with ways of shaping, joining, finishing the craft material, e.g. playing with clay-rolling, pinching/joining slabs, making rubbings of different surfaces with it, or sticking cut-out images onto a cardboard box and varnishing it, or cutting out a fabric shape and sticking it	

	onto another piece of fabric so that it lies flat/twisted etc
2. Construct a sample craft item with support	LO2 Construct a sample craft item with support
3. Use a range of tools and equipment associated with a craft safely and in sequence, as directed	LO3 Use a range of tools and equipment associated with a craft safely and in sequence, as directed
4. Use some of the language associated with the craft, e.g. name of the material involved, tools/equipment, properties such as wet, dry, stick	LO4 Use some of the language associated with the craft, e.g. name of the material involved, tools/equipment, properties such as wet, dry, stick
5. Identify preferred parts of the process and product	L05 Identify preferred parts of the process and product

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above

• Experience of supporting people with intellectual disabilities Experience of supporting implementation, Person Centred Planning and developing individual plans.
7.6b Learner: Staff Ratio: 3/10 Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.
7.6c Physical resource requirements, including QQI specific validation requirements: SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme. Learners will have access to • Learner Handbook in an Easi Read Format • Accessible course materials, visual aids, and course information. • Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists. • Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support • Adapted resources and course materials depending on learners' ability and needs. • Group and One to One mentoring. • Physical environment suitable to the learners needs. In addition, Tutors will have access to • Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.
7.7 Module curriculum
7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)
SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to: • Classroom Based Learning • Group Discussions

- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Experiment with ways of shaping, joining, finishing the craft material, e.g. playing with clay-rolling, pinching/joining slabs, making rubbings of different surfaces with it, or sticking cut-out images onto a cardboard box and varnishing it, or cutting out a fabric shape and sticking it onto another piece of fabric so that it lies flat/twisted etc **(MIMLO 1)**

In class learners will:

- Create three pieces of craft from the following list and add to portfolio of work.
- Paper/ Wool Weaving/Use different mediums to decorate a frame.
- Create a Crayon Melt Picture/Leaf Print on clay.
- Clay Pot/Glass Pot/ Decoupage

Learners will be able to:

- Create a piece of craft work that allows them to become familiar with shaping and finishing of craft materials.

Unit 2- Construct a sample craft item with support **(MIMLO 2)**

In class learners will:

- Visit a local craft fair/exhibition or research craft ideas on the internet.
- Decide on craft design of choice/ research colours/ equipment and tools that will be needed.
- Create a step by plan of how the craft will be created.
- Create piece of craft work.
- Evidence of same will be added to the portfolio of evidence.

Learners will be able to:

- Select/ Plan and then create a piece of craftwork.

Unit 3- Use a range of tools and equipment associated with a craft safely and in sequence, as directed **(MIMLO 3)**

In class learners will:

- Discuss the various uses for the tools and equipment used in craft.

- Demonstrate how to use the tools and equipment that they will be using.
- Create a craft poster of the tools and equipment that are familiar.
- Demonstrate safe use of two pieces of equipment from the following list: Glue Gun, Scissors, Guillotine, Clay Tools, Gloves and Apron.
- Place warning labels on dangerous pieces of art equipment and document this visually/add to portfolio.

Learners will be able to:

- Demonstrate that they can use tools and equipment in a safe manner.

Unit 4- Use some of the language associated with the craft, e.g. name of the material involved, tools/equipment, properties such as wet, dry, stick **(MIMLO 4)**

In class learners will:

- Introduced to materials and processes that are used in crafts.
- Create and present a piece of artwork that demonstrates applying the different processes and use of materials by choosing from the following list:
- Use of Watercolour Paints/Xplore Colour Equations/Wire Sun Catchers
- Create a mosaic piece/ Create a Photo Collage.
- Create a piece of Clay Art/ Create a Weaving Piece of Art.
- Visit a museum to explore different processes.

Learners will be able to:

- Develop an awareness of the different processes and materials that were used to create a piece of craft.

Unit 5- Identify preferred parts of the process and product **(MIMLO 5)**

In class learners will:

- Identify what processes were preferred when creating a piece of craft.
- Review the colours, tools and equipment that were used to create the piece of craft.
- Add evidence to the portfolio to reflect the piece of craftwork that was created.

Learners will be able to:

- Identify the preferred parts of the processes and products that were used to create the piece of craft work.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team	

- Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks
(Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Experiment with ways of shaping, joining, finishing the craft material, e.g. playing with clay-rolling, pinching/joining slabs, making rubbings of different surfaces with it, or sticking cut-out images onto a cardboard box and varnishing it, or cutting out a fabric shape and sticking it onto another piece of fabric so that it lies flat/twisted etc	Assessment 1
2. Construct a sample craft item with support	Assessment 2
3. Use a range of tools and equipment associated with a craft safely and in sequence, as directed	Assessment 3
4. Use some of the language associated with the craft, e.g. name of the material involved, tools/equipment, properties such as wet, dry, sticky	Assessment 4
5. Identify preferred parts of the process and product	Assessment 5

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)
Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
See Craft Assessment Pack
7.9 Pre-requisite module(s) (if any). Identify and explain reasons
N/A
7.10 Co-Requisite module(s) (if any). Identify and explain reasons
N/A

Section 7 Programme Module Information

Programme Module 18

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Creative Skills – Drama					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1A22	Title	Drama	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learner to express their creativity through taking part in the drama process. It provides recognition for appropriate use of language and concept. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Explore elementary movement, e.g. travelling, stretching, bending				LO1 Explore elementary movement, e.g. travelling, stretching, bending	
2. Make sounds to create different effects, e.g. to create a soundscape, dawn chorus				LO2 Make sounds to create different effects, e.g. to create a soundscape, dawn chorus	
3. Respond to instruction in the context of theatre/drama, e.g. through games				LO3 Respond to instruction in the context of theatre/drama, e.g. through games	

4. Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image	LO4 Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image
5. Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit	L05 Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit
6. Be part of an audience, e.g. being quiet, clapping	LO6 Be part of an audience, e.g. being quiet, clapping

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.

- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 Explore elementary movement, e.g. travelling, stretching, bending
(MIMLO 1)

In class learners will:

- Be aware of control and awareness of breathing – take part in activities where you explore types of movement i.e. rolling your head/ sway back and forth.
- Be aware of control and awareness of breathing – take part in activities where you explore types of movement i.e. lie on the floor/ rolling/ crawling.
- These activities can be recorded and as evidence for the portfolio of work.

Learners will be able to:

- Recognise and relate simple bending movements.

Unit 2 Make sounds to create different effects, e.g. to create a soundscape, dawn chorus (MIMLO 2)

In class learners will:

- Explore different vocal abilities to create different sound effects/sounds/ tone and pitch.
- Use an instrument to create sounds/experiment with sounds and pitch.
- Take part in an activity using vowel sounds/ copy sounds others make
- These activities can be recorded and as evidence for the portfolio of work.

Learners will be able to:

- Demonstrate vocal abilities to create different sounds

Unit 3 Respond to instruction in the context of theatre/drama, e.g. through games (MIMLO 3)

In class learners will:

- Respond to instructions related to Drama – explore the use of emotions/ plot in drama.
- Take part in an activity where you follow instructions given to you
- Visual /Musical cues/prompts can be used as part of this activity.
- These activities can be recorded and as evidence for the portfolio of work.

Learners will be able to:

- Demonstrate a short dramatic sequence.

Unit 4 Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image (MIMLO 4)

In class learners will:

- Create a costume/ image of a person/ mirror the characteristics of that person.
- As part of a role play demonstrate how the person might speak/ act/ walk.
- These activities can be recorded and as evidence for the portfolio of work.

Learners will be able to:

- To become aware of self-expression through body movement.

Unit 5 Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit **(MIMLO 5)**

In class learners will:

- Present a short dramatic idea/ pose or mirror expressions.
- Demonstrate plot development showing the use of emotions and interaction between characters.
- Develop a script/characters and story – rehearse and then put on play for an audience.

Learners will be able to:

- Demonstrate a short dramatic idea.

Unit 6 Be part of an audience, e.g. being quiet, clapping **(MIMLO 6)**

In class learners will:

- Attend a play and be part of the audience.
- Take part in a discussion about when to be quiet and when to clap.
- This can be discussed verbally or through picture format
- Demonstrate when to clap and when to stay quiet/
- These activities can be recorded and as evidence for the portfolio of work.

Learners will be able to:

- Demonstrate the skills needed to be part of an event in the community.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.	

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Explore elementary movement, e.g. travelling, stretching, bending	Assessment 1
2. Sounds to create different effects, e.g. to create a soundscape, dawn chorus	Assessment 2
3. Respond to instruction in the context of theatre/drama, e.g. through games	Assessment 3
4. Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image	Assessment 4
5. Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit	Assessment 5
6. Be part of an audience, e.g. being quiet, clapping	Assessment 6

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)

See Drama Assessment Pack

7.9 Pre-requisite module(s) (if any). Identify and explain reasons

N/A

7.10 Co-Requisite module(s) (if any). Identify and explain reasons

N/A

Section 7 Programme Module Information

Programme Module 19

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Creative Skills – Music					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1A23	Title	Music	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learner to express their creativity through music in their own personal preferred communicative style. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)			Mapping of MIMLO to learning outcomes in CAS Component specification(s)		
On completion of this module, a learner will be able to			QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 – ‘Summarise the role of the health care assistant in providing care for older people.’)		
1. Identify common instruments, e.g. piano, keyboard, drum, guitar			LO1 Identify common instruments, e.g. piano, keyboard, drum, guitar		
2. Respond to short pieces of music, e.g. clapping, tapping, marching, swaying			LO2 Respond to short pieces of music, e.g. clapping, tapping, marching, swaying		
3. Repeat short rhythmic or melodic sequences			LO3 Repeat short rhythmic or melodic sequences		
4. Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument			LO4 Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument		

5. Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow	L05 Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow
6. Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc	LO6 Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.

7.6b Learner: Staff Ratio:

3/10

Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.

7.6c Physical resource requirements, including QQI specific validation requirements:

SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme.

Learners will have access to

- Learner Handbook in an Easi Read Format
- Accessible course materials, visual aids, and course information.
- Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists.
- Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support
- Adapted resources and course materials depending on learners' ability and needs.
- Group and One to One mentoring.
- Physical environment suitable to the learners needs.

In addition, Tutors will have access to

- Tutor Manual and Assessment Briefs
- IT equipment, infrastructure, and support
- Access to clinical supports through the Multi-Disciplinary Team
- Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.

7.7 Module curriculum

7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)

SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to:

- Classroom Based Learning
- Group Discussions
- Peer Support
- Mentoring
- Role Plays
- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1 Identify common instruments, e.g. piano, keyboard, drum, guitar (**MIMLO 1**)

In class learners will:

- Take part in an exercise using flash cards to be able to recognise different instruments. This activity could be recorded as evidence for the learner's portfolio.
- Take part in a group exercise where a piece of music is played, and the learner must identify the instrument.
- Worksheets will be completed to identify/ name the different instruments.

Learners will be able to:

- Name and identify common instruments.

Unit 2 Respond to short pieces of music, e.g. clapping, tapping, marching, swaying (**MIMLO 2**)

In class learners will:

- The learners will all sit in a circle
- They will listen to a clapping rhythm the first learner will copy the beat for the person beside them they will add an extra beat. Each person in the circle will copy the rhythm adding an extra beat as it moves from person to person.
- The whole group will then clap the full rhythm as a group this exercise can be recorded as evidence for the portfolio of the learner.
- A short piece of music will be played using a pen, stick or finger tap out the next three beats of the music. This exercise can be recorded as evidence for the portfolio of the learner.
- Relevant worksheets will be completed related to these activities.

Learners will be able to:

- The learner will be able to respond to short pieces of music such as clapping and tapping.

Unit 3 Repeat short rhythmic or melodic sequences (**MIMLO 3**)

In class learners will:

- Take part in a discussion about preferred types of music and what music means to the learner.
- Each learner should play their favourite song and discuss what they like about it.
- Each learner will take part in a karaoke session this exercise can be recorded as evidence for the portfolio of the learner.
- Each learner will listen to a short melody being played on a keyboard of 3 – 5 notes they will then copy this sequence on the keyboard. this exercise can be recorded as evidence for the portfolio of the learner.
- Relevant worksheets will be completed on these activities.

Learners will be able to:

- Will be to repeat short rhythmic or melodic pieces of music.

Unit 4 Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument (**MIMLO 4**)

In class learners will:

- Choose an instrument to play they will be given a demonstration on how to play this instrument.
- Play the instrument how it is meant to be played i.e. hit a drum/strum a guitar. This exercise can be recorded as evidence for the portfolio of the learner.
- Take part in a discussion about how ordinary objects can be used to make music i.e. tapping a pen banging a pot. This exercise can be recorded as evidence for the portfolio of the learner.
- Relevant worksheets will be completed related to these activities.

Learners will be able to:

- To be able to use ordinary instruments to make sounds.

Unit 5 Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow (**MIMLO 5**)

In class learners will:

- Take part in a discussion about what is pace and pitch in music.
- Listen to a song and discuss if they think it is fast or slow, loud or soft. This exercise can be recorded as evidence for the portfolio of the learner.
- Play a song from YouTube that is considered fast music/ Play a song from YouTube that is considered slow. This exercise can be recorded as evidence for the portfolio of the learner.
- Relevant worksheets will be completed related to these activities.

Learners will be able to:

- Discuss the pace and pitch of pieces of music

Unit 6 Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc (**MIMLO 6**)

In class learners will:

- Take part in a choir exercise. Each person will take a turn as the conductor of the group. The conductor will ask the group to sing a note loud, slow or fast. This exercise can be recorded as evidence for the portfolio of the learner.
- Choose an instrument to play – this can be the instrument selected for the activities in Unit 4 or another can be chosen.
- Follow the directions given to play music fast/slow/loudly /softly. This exercise can be recorded as evidence for the portfolio of the learner.
- Relevant worksheets or a poster can be completed related to these activities

Learners will be able to:	
Perform/play songs with a sense of dynamic control.	
7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
- Tutor Manual and Assessment Briefs - IT equipment, infrastructure, and support - Access to clinical supports through the Multi-Disciplinary Team - Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator. Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.	

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)		
7.8a Assessment Techniques chosen for this module		
Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)	
Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify common instruments, e.g. piano, keyboard, drum, guitar	Assessment 1
2. Respond to short pieces of music, e.g. clapping, tapping, marching, swaying	Assessment 2
3. Repeat short rhythmic or melodic sequences	Assessment 3

4. Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument	Assessment 4
5. Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow	Assessment 5
6. Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc	Assessment 6

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)

This is a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred.

The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
See Music Assessment Pack
7.9 Pre-requisite module(s) (if any). Identify and explain reasons
N/A
7.10 Co-Requisite module(s) (if any). Identify and explain reasons
N/A

Section 7 Programme Module Information

Programme Module 20

7.1 Module title (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module)					
Life Science – Horticulture					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M1S27	Title	Life Science Horticulture	Credits	5
7.3 Purpose of this module					
The purpose of this module is to equip learners to approach simple horticulture related tasks in familiar environments. It will support previous learning and / or provide a foundation for the remaining modules in the Community Education Programme.					
7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)				Mapping of MIMLO to learning outcomes in CAS Component specification(s)	
On completion of this module, a learner will be able to				QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)	
1. Identify common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel				LO1 Identify common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel	
2. Recognise a number of common plant types, e.g. trees, shrubs, conifers, bedding plants				LO2 Recognise a number of common plant types, e.g. trees, shrubs, conifers, bedding plants	

3. Identify different parts of a plant, e.g. root, stem, leaves, fruit/flower	LO3 Identify different parts of a plant, e.g. root, stem, leaves, fruit/flower
4. Grow a plant from seed or bulb	LO4 Grow a plant from seed or bulb
5. Plant up, e.g. a garden/bedding plant, a hanging basket or container	LO5 Plant up, e.g. a garden/bedding plant, a hanging basket or container
6. Practice essential care skills under close supervision for, e.g. a lawn or flower bed or plant	LO6 Practice essential care skills under close supervision for, e.g. a lawn or flower bed or plant
7. Take adequate safety precautions as directed	LO7 Take adequate safety precautions as directed

7.5 Minimum typical learner effort in hours for this module (Refer to guidelines supporting this template)

Directed classroom (or equivalent) contact (hours)	Directed practical activities (hours)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning (hours)	Total effort (hours)
40	0	0	10	0	0	50

7.6 Specific module-related requirements

7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:

Lead Tutor

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above in preferably within the education / training sector but can include Nursing & Social Care OR a relevant pedagogical / training qualification e.g. Training Delivery and Evaluation Level 6

Experience of working in a specialise training environment and of supporting people with disabilities.

Support Staff

Minimum Education & Skills Required

- Third Level or Further Education qualification to a QQI Level 5 or above
- Experience of supporting people with intellectual disabilities

Experience of supporting implementation, Person Centred Planning and developing individual plans.
7.6b Learner: Staff Ratio: 3/10 Please note this may vary from 1:1 to 3:10 depending on the individual learner needs.
7.6c Physical resource requirements, including QCI specific validation requirements: SJOGCS is a provider to individuals with intellectual disabilities and have a long history in providing the physical resources required by learners to engage with this programme. Learners will have access to • Learner Handbook in an Easi Read Format • Accessible course materials, visual aids, and course information. • Assistive technology and equipment through our Digital Assistive Technology Facilitators or Occupational Therapists or Speech and Language Therapists. • Clinical Support, if required from Multi-Disciplinary Team e.g. Behaviour Specialist support • Adapted resources and course materials depending on learners' ability and needs. • Group and One to One mentoring. • Physical environment suitable to the learners needs. In addition, Tutors will have access to • Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Non clinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person Centred Approach Coordinator.
7.7 Module curriculum
7.7a Teaching and learning strategy, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning)
SJOGCS strives to support learners to achieve the learning outcomes and attain their major award through a range of learning strategies including but not limited to: • Classroom Based Learning • Group Discussions • Peer Support • Mentoring • Role Plays

- Oral presentations
- Field Trips
- Supported Learning in real life situations.
- Tutor Feedback
- End of Course Evaluation.
- Completion of portfolio of work
- IV and EA process in accordance with our QA with QQI

7.7b Module Content – set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed.

Unit 1- Identify common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel (**MIMLO1**)

In class learners will:

- Learners will learn about the tools and the equipment that are used in gardening.
- Learners will be able to identify different types of gardening tools.

Learners will be able to:

- Identify the different tools and equipment that are used in gardening.

Unit 2- Recognise a number of common plant types, e.g. trees, shrubs, conifers, bedding plants (**MIMLO2**)

In class learners will:

- Design a garden activity/ sort different visuals for different types of trees/shrubs or flowers.
- Visit a garden centre or go for a nature walk to see and identify plants.

Learners will be able to:

- Recognise different types of plants, trees and bedding plants.

Unit 3- Identify different parts of a plant, e.g. root, stem, leaves, fruit/flower (**MIMLO3**)

In class learners will:

- Visit different types of gardens / go for nature walks.
- Choose a flower dry press the flower and label the different parts of the flower.

Learners will be able to:

- Identify different parts of the flower e.g. root, stem. Leaves, flower, and fruit.

Unit 4- Grow a plant from seed or bulb (**MIMLO4**)

In class learners will:

- Will plant a seed or bulb and complete a gardening journal showing plant growth.
- Learn about the propagation process/ create a planting sequence.

Learners will be able to:

- Grow a plant from a seed or a bulb and chart the progress of its growth.

Unit 5- Plant up, e.g. a garden/bedding plant, a hanging basket or container
(MIMLO5)

In class learners will:

- Decide on planting project flower bed/ hanging basket.
- Go on a trip to purchase what is needed for the project.
- Plant the flowers in the bed or hanging basket.

Learners will be able to:

- Take part in a planting project and present the finished work for assessment.

Unit 6- Practice essential care skills under close supervision for, e.g. a lawn or flower bed or plant (MIMLO6)

In class learners will:

- Create a gardening maintenance checklist to demonstrate tasks that were completed.
- Create a poster to reflect visual, evidence of this work.

Learners will be able to:

- Demonstrate essential care skills to maintain garden project.

Unit 7 Take adequate safety precautions as directed (MIMLO7)

In class learners will:

- Be introduced to safety gear/ equipment and take a photo of this equipment being used.
- You will complete worksheets related to the use of hazard labels/ tools and safety.

Learners will be able to:

- Demonstrate essential care skills related to safety guidelines.

7.7c Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	100%
Workplace	0%
Online	0%
7.7d Teaching Resources (reading lists etc.)	
• Tutor Manual and Assessment Briefs • IT equipment, infrastructure, and support • Access to clinical supports through the Multi-Disciplinary Team • Nonclinical supports through the Digital Assistive Technology Facilitator, Assisted Decision Making Coordinator, Person centred Approach Coordinator.	

Tutors, support staff and the learner will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs.

Additional Supports such as communication aids, assistive technology, dedicated staff support e.g. 1:1 individual support is assessed on entry to the programme but can be assessed and sourced during the programme should the learner require.

7.8 Module summative assessment strategy (consider work-based learning, work practice-placement and e-learning where applicable)

7.8a Assessment Techniques chosen for this module

Technique	Rationale for choice of Technique	Weighting
Portfolio / Collection of Work	As per the Specific Assessment Requirements for this module, learners are required to complete a portfolio /collection of work to demonstrate they have reached the standards of knowledge, skills and competence outlined in this component. It supports the learners to evidence their learning in their own style to complete the assessments.	100%

7.8b Mapping of module learning outcomes to assessment techniques/tasks (Refer to guidelines supporting this template.)

Module Learning Outcome	Assessment Technique(s) / Tasks
1. Identify common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel	Assessment 1
2. Recognise a number of common plant types, e.g. trees, shrubs, conifers, bedding plants	Assessment 2
3. Identify different parts of a plant, e.g. root, stem, leaves, fruit/flower	Assessment 3
4. Grow a plant from seed or bulb	Assessment 4
5. Plant up, e.g. a garden/bedding plant, a hanging basket or container	Assessment 5
6. Practice essential care skills under close supervision for, e.g. a lawn or flower bed or plant	Assessment 6
7. Take adequate safety precautions as directed	Assessment 7

7.8c Guidelines for Assessors designing briefs / exams (Refer to guidelines supporting this template.)

Assessments Packs are developed in line with our QA policies and procedures by the SJOGCS QQI Programme Development and Review Team, which are approved by the Academic Committee for QQI Training and Education and are made available to all tutors.

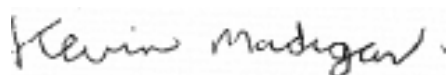
7.8d Assessment criteria (These may be presented as learner marking sheets which can be included as appendices)
This minor award contains the following assessment technique: Portfolio Collection of Work (100%) This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.
7.8e Guidelines for Assessors when assigning grades (Refer to guidelines supporting this template.)
This a QQI Level 1 minor award. At QQI Level 1, a learner is graded as Successful or Referred: Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment. Referred means that the portfolio of assessment needs further work by the learner before they can demonstrate the standard and achieve certification from QQI. When a learner has not achieved the minimum standards for an award the grade is recorded as referred. The marking criteria must be completed fully for each learner in a fair and consistent manner in line with our Quality Assurances Policies & Procedures.
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
See Horticulture Assessment Pack
7.9 Pre-requisite module(s) (if any). Identify and explain reasons
N/A
7.10 Co-Requisite module(s) (if any). Identify and explain reasons
N/A

Section 8 Provider Authorisation/Declaration

8.1 Provider Declaration

I, the undersigned, verify the accuracy of the information in this application for programme validation provide assurance that resources to deliver the programme are in place assure QQI that programmes are being developed, delivered and reviewed in accordance with the policies and procedures agreed at the time of Provider registration confirm compliance with QQI requirements in relation to monitoring confirm that all necessary rights and permissions have been secured to use properties required by the programme confirm that all validation criteria have been addressed and the programme complies with applicable statutory, regulatory and professional body requirements.

8.2 Provider Authorisation Signature and Date



_____. 11th June 2025_____
Head of Provider (e.g. Chief Executive) Date