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

This template is based on the programme descriptor template developed in 2018 with the support of the ETBI QA Strategy Group and QA Forum, particularly 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 to validate it. 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 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 Misson 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	P2GL0	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
If so, please set out the QA implications of the extension and reference / attach the amended QA procedures involved.	

Section 2 Programme Overview

2.1 Programme Details

2.1.1 Programme title	Community Education 2

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 & Education)	**Award Class:** (Major, SPA, Supplemental)
	P2GL0	General Learning	Major

2.1.3 QQI component title(s) and code(s) achieved on completion of this programme	Code	Title	Credit Value
	M2A18	Visual Art	5
	M2A19	Craft	5
	M2A22	Drama	5
	M2C01	Reading	5
	M2C02	Writing	5
	M2C03	Listening & Speaking	5
	M2C04	Nob Verbal Communication	5
	M2H14	Personal Care	5
	M2H15	Personal Safety	5
	M2H16	Food Choice & Health	5
	M2H17	Health Related Exercise	5
	M2H21	Relaxation Techniques	5
	M2L12	Personal Decision Making	5
	M2L13	Setting Learning Goals	5
	M2S28	Life Science: Horticulture	5
	M2T10	Using Technology	5
	M2T11	Computer Skills	5
	M2N05	Quantity & Number	10
	M2N09	Quantitative Problem Solving	5
	M2S25	Life Science Habitats	5

2.1.4 Credit value achieved on completion of the programme	30	**2.1.5 ISCED[1] code** (detail: use four digits)	00.3.1

2.1.5 Duration (years, months, weeks)	Years:		Months:	18.4	Weeks:	80

2.1.6 Proposed intake[2] dates (for a period of validation)	First intake date[3] (Year 1)		Last intake date (Year 5)			
	Sept 2024		Sept 2029			
2.1.7 Minimum & Maximum number of learners per intake			**Min**: 10		**Max**: 20	
Maximum number of intakes per annum			70			
2.1.8 Proposed new learner numbers over five years – enter expected total per year (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	20	20	20	20	20	

2.1.9 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 by SJOGCS.

0

2.1.10 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. Under the Health Act 2004 provisions, 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.

[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

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. SJOGCS 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. SJOGCS ensures that there is adequate funding available to run the programme effectively.

2.1.11 Proposed countries where the programme will be provided (i.e. where learners will be based)	Ireland

2.1.12 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 North East Services	39032G	10	20
St. John of God Community Services Kerry Services	38537I	2	10
St. John of God Community Services Menni Services	38570G	10	20
St. John of God Community Services Dublin South East Services	40508N	10	20
St. John of God Community Services Kildare Services	41032S	10	20

2.1.13 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

2.1.14 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 80 weeks. To support learner needs and diversity, the programme consists of 20 modules. Learners will complete 2 compulsory modules leading to a maximum of 15 credits, with the option to choose from a selection of elective modules to achieve a Major Award of 30 credits.

Having completed the Community Education 2 Programme, learners will have skills in areas of community independence, interpersonal skills, health, well-being, community involvement, and advocacy.

Interested learners can access community-based programmes at levels 3 and above.

The Community Education 2 Programme underpins the skills required to interact in community life inclusively, make individual independent decisions and advocate for oneself. The programme aims to give learners the skills needed to take responsibility for their independence, choices, and interactions with others and to develop friendships.

Learners on the programme will aim to

- Have an opportunity to participate in an adult learning programme.
- Identify and communicate their choice of modules
- Demonstrate achievement of accreditation through a portfolio of work
- Achieve a Major Award at Level 2
- Increase their confidence and sense of achievement while having a positive learning experience

2.1.15 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.

2.1.16 Attendance options available to learners: (Note that if the programme is to be delivered both part-time and full-time, two separate timetables 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.

2.1.17 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 in transferring 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	

2.1.18 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
Group Discussions	Group Discussion and learning from each other will be a feature of all modules of the programme.	10:3
Peer To Peer Interactions	Interaction with all learners will form a vital component of learning for this programme.	10:3
Self – Directed Learning	Learners will be required to carry out skills learnt in daily lives and relay experiences back during group discussions.	10:3
Field Trips	Field Trips and using community transport will support learning e.g. using a pedestrian crossing in Personal Safety	10:3
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
One to One Learning	Should a learner required one to one support in any of the above settings, this will be arranged.	1:1

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)
Please refer to the Quality Assurance Manual, St. John of God Community Services. SJOGCS Quality Assurance Procedures, Manual and Learner Handbook

3.2 Staff Role Profiles[4]: Qualifications and Experience[5] 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 & 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	Ratio of 10:3 unless learner requires 1:1

[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.

	• Has subject matter expertise and relevant experience	
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 • 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	Not fixed, as it depends on learner's needs. Tailored to needs of learners

3.3 Staff Training Needs Analysis / Staff Development (Describe how staff training needs, if any, are identified and addressed)

SJOGCS 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 tutors with subject expertise and online training through HSeLanD.

SJOGCS has a Training and Development policy which aims

- 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 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

1.1 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 the 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:

The rationale for programme and justification for the 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 may have no experience in 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 who use our services.
Opportunities to achieve awards at QQI level 2 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 2 will provide learners with the platform to progress from Level 1 and to progress to Level 3 QQI awards. 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. It is now an opportunity for all people availing of services in all regions within SJOGCS to have equal

opportunities to access formal adult education, while this is also an opportunity for SJOGCS 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 allowed for each learner's individuality to be explored and developed.

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:

Each learner and tutor complete an end-of-module evaluation; the feedback from these has been very positive, and learners have indicated that they feel participating in these courses has increased their confidence.
The purpose of this programme is to create a platform for everyday independence in the community, e.g. decision-making, setting and achieving goals,
and independent travel to and from the programme, so the practical application of this programme is evident, supporting confidence and responsibility for each learner.

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 SJOGCS

Employment/progression opportunities for learners who complete the programme:

Learners will have the opportunity to progress to programmes at levels 3 and 4 in community-based environments; it will mostly depend on the learner's interest and ability. 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:

Very few providers in the community offer programmes at level 2, possibly due to resources and the expertise required to support learners with an intellectual disability. Learners may have limited experience with adult formal education, but SJOGCS is in a position and has the expertise to support the individual needs of learners.

The programme has been developed in line with the national award and achieves the requirements of the certificate specification. All mandatory components meet national standards. Elective awards may differ but have been chosen to ensure relevance and appropriateness for learners in all regions in SJOGCS.

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 the 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 is given to each learner in 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 learners with a reasonable chance of succeeding in this programme. If there are numeracy and/or language requirements, this should be made clear.

All adults availing of SJOGCS services will be able to apply for this programme. A principle of inclusiveness underpins the programme. The learners accessing this programme will have an intellectual disability and may have completed a level 1 or equivalent standard prior to commencing. Learners who have completed QQI level 2 or level 3 Minor component 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 providing the resources required to support the learner.

Selection Procedures: Describe / reference procedures for advertising programmes 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. Prior certified learning is defined as a previous certificate recognised on the National Learning Framework awarded to a learner within the last five years. This is outlined in the SJOGCS

Quality Assurance Procedures for QQI 2024 003 Recognition of Prior Learning- page 5	
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 2 module or programme that the learner may have or is currently engaging with e.g. NALA General Learning at Level 2	NALA or 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 2 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 2 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 learners devise their own individualised learning plan
2. To equip learners with the skills and confidence to progress in education in the community
3. To enable learners to use technology to support independence and personal safety in the community
4. To enable learners to advocate for oneself
5. To lay a foundation supporting life's natural journey such as living independently, working, using community facilities such as gym, theatres etc.
6. To support the journey of learners to gain employment
7. To empower learners to become active citizens within their communities

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.	Communication Skills – Reading	16	M2C01 Reading
2.	Communication Skills – Writing	16	M2C02 Writing
3.	Communication Skills – Listen & Speaking	16	M2C03 Listening & Speaking
4.	Communication Skills – Non-Verbal Skills	16	M2C04 Non-Verbal Communication
5.	Maths Skills – Quantity & Number	33	M2N05 Quantity & Number
6.	Maths Skills – Quantitative Problem Solving	16	M2N09 Quantitative Problem Solving
7.	Creative Skills – Visual Art	16	M2A18 Visual Art
8.	Creative Skills – Craft	16	M2A19 Craft
9.	Creative Skills - Drama	16	M2A22 Drama

10.	Personal Skills – Personal Care	16	M2H14 Personal Care
11.	Personal Skills – Personal Safety	16	M2H15 Personal Safety
12.	Personal Skills – Food, Choice & Health	16	M2H16 Food Choice & Health
13.	Personal Skills – Health Related Exercise	16	M2H17 Health Related Exercise
14.	Personal Skills - Relaxation	16	M2H21 Relaxation
15.	Personal Skills – Personal Decision Making	16	M2L12 Personal Decision Making
16.	Personal Skills – Setting Learning Goals	16	M2L13 Setting Learning Goals
17.	Technology Skills – Using Technology	16	M2T10 Using Technology
18.	Technology Skills – Computer Skills	16	M2T11 – Computer Skills
19.	Life Science - Horticulture	16	M2S28 Life Science Horticulture
20.	Life Science – Habitats	16	M2S25 Life Science Habitats

6.4 Rationale for the Curriculum Structure

The programme has been designed and structured to allow diversity and inclusiveness for learners. It will support learners to have a positive learning experience while providing theorical and practical skills to participate in the community. We have chosen to start with Communications skills module, as this will underpin the skills necessary to participate successful in group discussions and support peer to peer learning during the programme. A Maths Skills modules will follow as it will require a longer timeframe to complete for the learner cohort that we are targeting. At least one elective module will be offered each term, in tandem with the Communication / Maths Skills modules.

Depending on the Maths Skills modules chosen the learners will be offered one / two further modules to achieve the 30 credits required for the Major Award.
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)
300	240	60
Note: Given the target learner group, some learners may need longer to complete and the typical learner effort given is estimated for the majority of learners.		

6.6 Indicative Timetable and its Rationale (add / delete rows as required)			
Module Title	Classroom	On the Job / Work Based	Online Directed
1. Communication Skills - Reading	3hrs /Wk x 16wks	n/a	n/a
2. Maths Skills – Quantitative Problem Solving	3hrs / Wk x 16wks	n/a	n/a
3. Creative Skills – Drama	3hrs / Wk x 16wks	n/a	n/a
4. Technology Skills – Computer Skills	3hrs /Wk x 16wks	n/a	n/a
5. Personal Skills – Personal Safety	3hrs /Wk x 16wks	n/a	n/a
6. Personal Skills – Food, Choice & Health	3hrs /Wk x 16wks	n/a	n/a
Rationale for timetable: It is our experience that Reading and Quantitative Problem Solving may require additional weeks, as the learners may not have strong foundation skills in numeracy and literacy.			

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. Develop awareness of choices and decisions based on their own will and preference
2. Advocate those choices / decisions to others
3. Have increased presence in their community
4. Use technology to increase understanding of independence

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. Make choices and decisions based on their own will and preference	**Strand** – Competence **Sub Strand** – Insight **Nature of Learning** – Demonstrate awareness of independent role of self. **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. 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. Advocate those choices / decisions to others	**Strand** – Competence, **Sub Strand** – Insight, **Nature of Learning** – Demonstrate awareness of independent role of self **Strand** – Skill Sub Strand – Range **Nature of Learning –** demonstrate limited range of basic practical skills, including the use of relevant tools	Learners will participate in group discussions, partake in role play scenarios. Learners will apply skills in real life situations e.g. ordering food at a restaurant, deciding with classmates 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
3. Have increased independence in their community	**Strand** – Skill **Sub Strand** – Selectivity **Nature of Learning –** Perform a sequence of routine tasks given clear direction. **Strand** – Competence **Sub Strand** – Context	Tutor manuals are developed in line with module descriptors. Tutors will use material devised or identified by themselves. Where required resources can be	Assessment briefs and techniques are detailed in the assessment manuals. Completion of Work sheets, photographic / video evidence of participation in field trips and practical

	Nature of Learning – Act in a limited range of predictable and structured contexts **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	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 classmates what movie to see.	application will form the evidence required to meet the MIPLOs
4. Use technology to increase independence	**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	Tutor manuals are developed in line with module descriptors. Tutors will use material devised or identified by themselves. Where required resources can be researched and devised collectively between tutors.	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

	basic practical skills, including the use of relevant tools **Strand** – Competence, **Sub Strand** – Insight, **Nature of Learning** – Demonstrate awareness of independent role of self	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 classmates what movie to see.	

1.2 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)

SJOGCS commits to providing an inclusive and positive environment for every learner, ensuring that all learners have the opportunity to develop skills which will serve the learners in their future.

Learner groups will be kept small, all learning will take place face to face, and should learners require communication aids, support will be sourced from Speech and Language therapists. Visual aids will be used through the programme, experience has shown that concrete visual references support the learners more effectively.

Due to the profile of learners accessing this programme, integration of modules is something we have veered away from. From experience, we have found that learners are more likely to succeed if the modules are stand-alone. However, learning from modules can be imperative to the success of the individual becoming more independent in the community, e.g., the use of Technology Skills modules to underpin Personal Safety, i.e. having the skills to use a mobile phone will support a learner's skills to travel independently. To be as flexible as possible, we have decided to keep all of the modules as stand-alone.

Learners may not have strong skills in Language, Literacy or Numeracy; however, by implementing the Knowledge strand and sub-strands of Breath and Kind the QQI certificate to keep the range narrow and the references concrete and basic in comprehension, learners will achieve the MIPLOs. Practical application and by using technology to bridge the divide, learners will learn to apply the programme learning to everyday life.

A wide range of assessment techniques will be used to ensure all evidence required to meet the MIPLOs, will be present. The use of worksheets, photographs, drawings, and videos can be used by the learners to complete their portfolio of work for assessment. We will ensure that assessment is fair, transparent and is reflective of the national standards associated with specific levels of learning.

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: 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 pursue of their major award. Tutors, support staff and the learners will adapt material / resources should the learner experience any difficulty in achieving the MIPLOs. Materials / resources are adapted so that each learner can engage and communicate and demonstrate their learning in a way that best suits their needs. These supports 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. Learner's keyworkers / link workers will support the learner to access the programme or advocate should the need arise 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 have 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.

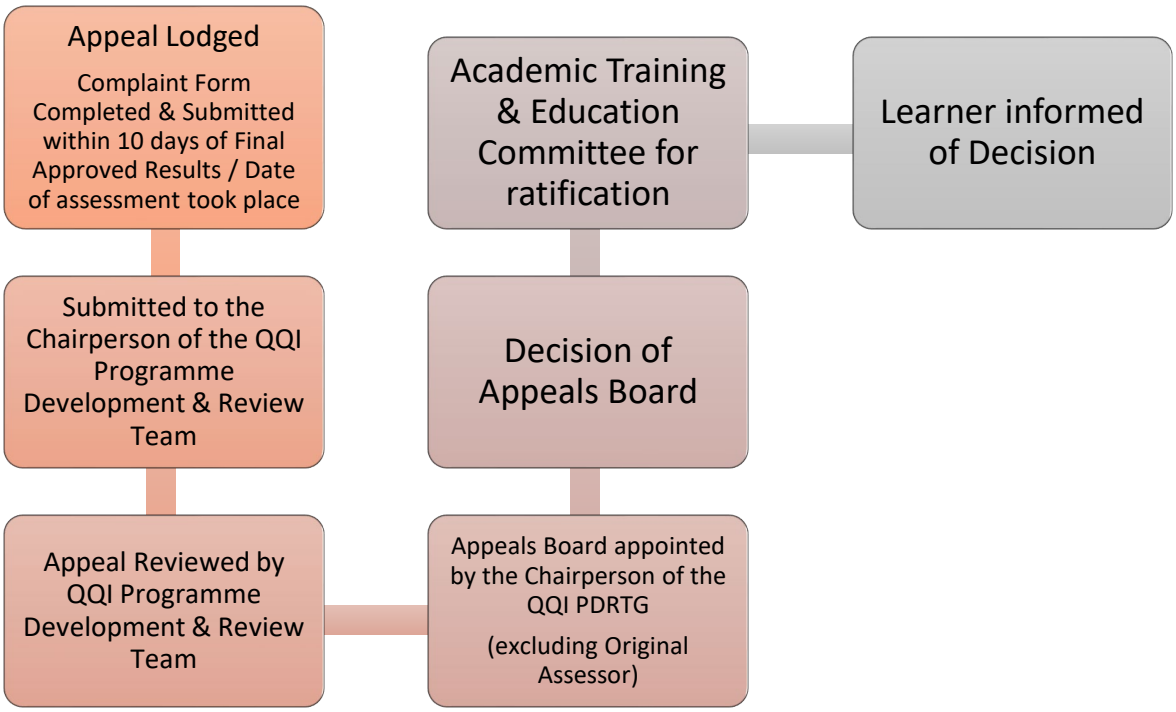
6.11 Online Delivery and Programme Management, if applicable			
Learner Management System (LMS) / Virtual Learning Environment (VLE): (give details of the system(s) used to provide content to learners and to track learner engagement with and progression through the programme)			
Sample of Online Programme: 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			

1.3 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.
Integration of assessment tasks: N/A
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 1:1 if required. 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 QQI 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 appoint 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. 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 carryout 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 (RAP) is carried out prior to requesting certification from QQI.

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

1.4 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	Weighting(s)	
1. Communication Skills Reading Or Writing Or Listening & Speaking Or Non Verbal Communication	M	In Person Group Sessions	Reading Writing Listening & Speaking Non Verbal Communication	M2C01 Level 2 M2C02 Level 2 M2C03 Level 2 M2C04 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
2. Maths Skills Quantity & Number Or Quantitative Problem Solving	M	In Person Group Sessions	Quantity & Number Quantitative Problem Solving	M2N05 Level 2 M2N09 Level 2	10 / 5	90/ 40	10/10	Portfolio / Collection of Work	100%	Assessed on completion of Module
3. Creative Skills – Visual Art	O	In Person Group Sessions	Visual Art	M2A18 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
4. Creative Skills - Craft	O	In Person Group Sessions	Craft	M2A19 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module

5. Creative Skills - Drama	O	In Person Group Sessions	Drama	M2A22 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
6. Personal Skills – Personal Care	O	In Person Group Sessions	Personal Care	M2H14 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
7. Personal Skills – Personal Safety	O	In Person Group Sessions	Personal Safety	M2H15 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
8. Personal Skills – Food, Choice & Health	O	In Person Group Sessions	Food Choice & Health	M2H16 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
9. Personal Skills – Health Related Exercise	O	In Person Group Sessions	Health Related Exercise	M2H17 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
10. Personal Skills - Relaxation	O	In Person Group Sessions	Relaxation	M2H21 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
11. Personal Skills – Personal Decision Making	O	In Person Group Sessions	Personal Decision Making	M2L12 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module

12. Personal Skills – Setting Learning Goals	O	In Person Group Sessions	Setting Learning Goals	M2L13 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
13. Technology Skills – Using Technology	O	In Person Group Sessions	Using Technology	M2T10 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
14. Technology Skills – Computer Skills	O	In Person Group Sessions	Computer Skills	M2T11 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
15. Life Science - Horticulture	O	In Person Group Sessions	Life Science Horticulture	M2S28 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of Module
16. Life Science - Habitats	O	In Person Group Sessions	Life Science Habitats	M2S25 Level 2	5	40	10	Portfolio / Collection of Work	100%	Assessed on completion of 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)	Yes	**All Component Pool requirements will be met Y/N?** (e.g. where one component from a limited list must be covered)	Yes	Full credit requirement will be available to achieve Y/N?	Yes

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)					
Reading					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2C01	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)
Learners will be able to read familiar words that are commonly used and personally relevant	LO1 Read familiar words that are commonly used and personally relevant
Learners will be able to Use simple rules and text conventions that support meaning	LO2 Use simple rules and text conventions that support meaning
Learners will be able to Interpret different forms of writing and text, including social sight signs and symbols	LO3 Interpret different forms of writing and text, including social sight signs and symbols
Learners will be able to Find key information from different forms of writing	LO4 Find key information from different forms of writing
The learner will be able to Use reading strategies, e.g. clues context, sound, prediction and decoding	LO5 Use reading strategies, e.g. clues context, sound, prediction and decoding

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 • 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: MIMLO 1 On completion of the assigned work the learner will be able to: • Find own name on a form. • Identify different symbols numbers and letters. • Match familiar words and pictures. • Participate in real life experiences using reading skills. Unit 2: MIMLO 2 On completion of the assigned work the learner will be able to: • Use a range of punctuation and common abbreviations. • Identify punctuation in written sentences.

- Identify common abbreviations.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:
- Understand information on forms i.e. Library.
- Understand information and identify common road signs.
- Understand information from timetable. i.e. sport event.
- Follow a simple recipe and answer questions.
- Write about subjects that they find interesting.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:
- Understand information on timetables.
- Understand information on appointment cards i.e. doctor/dentist etc.
- To understand information on a utility bill.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:
- To support learners to understand the difference between antonyms and synonyms.
- Understand and interpret clues in a piece of writing i.e. inference.
- Understand phonics i.e. the sounds that letter make when spoken.
- Understand prediction and decoding i.e. working out what you think will happen next in a piece of text.

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. Read familiar words that are commonly used and personally relevant	Assessment 1
2. Use simple rules and text conventions that support meaning	Assessment 2
3. Interpret different forms of writing and text, including social sight signs and symbols	Assessment 3
4. Find key information from different forms of writing	Assessment 4
5. Use reading strategies, e.g. clues context, sound, prediction and decoding	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 Governance Oversight QQI Committee 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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Reading
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)					
Maths Skills - Quantitative Problem Solving					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2N09	Title	Quantitative Problem Solving	Credits	5
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.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to Identify quantitative elements in a range of everyday circumstances	1. Identify quantitative elements in a range of everyday circumstances
The learner will be aware of approaches that can be used to solve quantitative problems	2. Be aware of approaches that can be used to solve quantitative problems
The learner will be able to use mathematical terms and symbols to represent problems	3. Use mathematical terms and symbols to represent problems
The learner will be able to find a solution to a real-life quantitative problem	4. Find a solution to a real-life quantitative problem
The learner will be able to evaluate the solution obtained for the problem	5. Evaluate the solution obtained for the problem

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
- 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 and 2 MIMLO 1
In completing this assessment, the learner will be able to:

- Identify and locate two prices on a list
- Identify the price of items on a menu
- Identify the opening and closing times of a community facility
- Identify the correct time on a travel timetable or another appropriate timetable
- Identify a date in a calendar for the trip
- Identify a location on a map and for learners to be able to work out simple distances on the map

Unit 3 MIMLO 2
In completing this assessment, the learner will be able to:

- Arrange details into the correct sequence of events using a flowchart, timetable etc.
- Estimate the cost of the items you need to buy for a trip for example, food and drinks, entrance fees

Unit 4 MIMLO 3
In completing this assessment, the learner will be able to:

- Use a range of mathematical terms and symbols to represent problems e.g. addition + equals = symbols
- Identify words such as adding, plus, equals

Unit 5 MIMLO 4
In completing this piece of assessment, the learner will be able to:

- Identify and solve simple number related problem e.g. budget or time
- Find a quantitative solution for a real-life problem e.g. buying tickets for goods or looking at times on timetables

Unit 6 MIMLO 5

In completing this assessment, the learner will be able to:
Discuss how they evaluated the solution e.g. what time train to get / what items they could afford within a given budget.

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

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
- Non clinical 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
LO1 Identify quantitative elements in a range of everyday circumstances	Assessments 1 and 2 – Portfolio Evidence
LO2 Be aware of approaches that can be used to solve quantitative problems	Assessment 3 – Portfolio Evidence
LO3 Use mathematical terms and symbols to represent problems	Assessment 4 – Portfolio Evidence
LO4 Find a solution to a real life quantitative problem	Assessment 5 – Portfolio Evidence
LO5 Evaluate the solution obtained for the problem	Assessment 6 – Portfolio Evidence
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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Quantitative Problem Solving
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)					
Personal Skills – Food Choice & Health					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2H16	Title	Food Choice & Health	Credits	5
7.3 Purpose of this module					
The purpose of this module is to identify the relationship between good health, nutrition, food choice and food preparation skills					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy	LO1 Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy
The learner will be able to describe typical foods and drinks associated with a well-balanced diet	LO2 Describe typical foods and drinks associated with a well-balanced diet
The learner will be able to list common consequences of good diet e.g. healthy heart, strong bones, clear skin, dental health	LO3 List common consequences of good diet e.g. healthy heart, strong bones, clear skin, dental health
The learner will be able to participate in the preparation of healthy meals, e.g. breakfast and lunch /dinner	LO4 Participate in the preparation of healthy meals, e.g. breakfast and lunch /dinner
The learner will be able to identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge	LO5 Identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge
The learner will be able to demonstrate appropriate food hygiene and safety practices	LO6 Demonstrate appropriate 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 • 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: MIMLO 1 and 2
On completion of the assigned work the learner will be able to:

- Identify common everyday foods.
- Distinguish between food that is good for you and food that is bad for you.
- Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy.
- Will have a greater understanding of the food pyramid and how to apply it to help make healthy food choices.
- Will recognise the benefits of correct portion sizes in the context of a healthy balanced diet.

Unit 2: MIMLO 3
On completion of the assigned work the learner will be able to:

- Comprehend the term healthy diet.
- Identify the effects of bad diet to the human body.
- Recognise the benefits of healthy diet to the human body.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Identify the effect of healthy eating on the body.
- Outline the negative effect of a bad diet has on the human body: Heart, bones, teeth, and skin.
- Create a health daily eating plan for optimum health benefits.

Unit 4: MIMLO 4

On completion of the assigned work the learner will be able to:

- Choose and prepare health meals.
- Follow step by step instructions to create a health meal or snack.
- Develop independent skills in shopping and cooking healthy meal.
- Demonstrate good hygiene and safe practices of work throughout the sessions.

Unit 5 MIMLO 5 and 6
On completion of the assigned work the learner will be able to:

- Demonstrate correct hand washing technique.
- Exhibit important hygiene standard when working with food.
- Understanding of basic hygiene points when working with food.

- Outline basic safety points when preparing food.
- Distinguish between good and bad safety practices when working, preparing, and storing food.

Unit 5 MIMLO 5 and 6
On completion of the assigned work the learner will be able to:

- Demonstrate safe hygiene practices when handling food.
- Identify the importance of displaying correct food hygiene skills.
- Identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge.

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

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
- Non clinical 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
LO1 Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy	Assessment 1 – Portfolio Evidence
LO2 Describe typical foods and drinks associated with a well-balanced diet	Assessment 2 – Portfolio Evidence
LO3 List common consequences of good diet e.g., healthy heart, strong bones, clear skin, dental health	Assessment 3 – Portfolio Evidence
LO4 Participate in the preparation of healthy meals, e.g. breakfast and lunch /dinner	Assessment 4 – Portfolio Evidence
LO5 Identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge	Assessment 5 – Portfolio Evidence
LO6 Demonstrate appropriate food hygiene and safety practices	Assessment 6 – Portfolio Evidence
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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Food choice & Health
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)					
Using Technology					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2T10	Title	Using Technology	Credits	5
7.3 Purpose of this module					
The purpose of this module is to familiarise learners with everyday technology that can support independence in the community					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to Identify areas of everyday life where he/she interacts with technology, e.g. for learning, working, personal and home management, and for fun	LO 1: Identify areas of everyday life where he/she interacts with technology, e.g. for learning, working, personal and home management, and for fun
The learner will be able to consider some benefits and risks of using technology	LO 2: Consider some benefits and risks of using technology
The learner will be able to use technology requiring not more than three functions, for personal, home and educational/workplace use: e.g., assistive technologies, electronic information retrieval / communications devices, mobile phone, photocopier, computer, cameras, personal technologies, DVD/video player, household appliances	LO 3: Use technology requiring not more than three functions, for personal, home and educational/workplace use, e.g., assistive technologies, electronic information retrieval / communications devices, mobile phone, photocopier, computer, cameras, personal technologies, DVD/video player, household appliances

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 • 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: MIMLO 1 Learners will be able to identify everyday technology from a list or from pictures

Unit 2: MIMLO 2
The learner will be able to identify one benefit of using technology and to identify one risk of using technology.

Unit 3: MIMLO
The learner will be able to demonstrate the use of technology that is known to them.

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

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
- Non clinical 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
LO 1: Identify areas of everyday life where he/she interacts with technology, e.g. for learning, working, personal and home management, and for fun	Assessment 1
LO 2: Consider some benefits and risks of using technology	Assessment 2
LO 3: Use technology requiring not more than three functions, for personal, home and educational/workplace use;	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Using Technology
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)					
Life Science Horticulture					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2S28	Title	Life Science Horticulture	Credits	5

7.3 Purpose of this module
The purpose of this module is to educate learners on the plants and trees that can be found in their environment and on the elements needed for plants / trees / food to grow

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to identify some common trees and shrubs.	(LSH1) Identify some common trees and shrubs.
The learner will be able to use a range of common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel.	(LSH2) Use a range of common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel.
The learner will be able to plant a vegetable or flower bed, or container under supervision.	(LSH3) Plant a vegetable or flower bed, or container under supervision.
The learner will be able to name conditions that help plants grow and flourish, e.g. light, heat, soil, water.	(LSH4) Name conditions that help plants grow and flourish, e.g. light, heat, soil, water.
The learner will be able to describe the four main stages of the life cycle of a plant.	(LSH5) Describe the four main stages of the life cycle of a plant.
The leaner will be able to describe some functions of a plant leaf.	(LSH6) Describe some functions of a plant leaf.
The learner will be able to demonstrate safe working practice in in the garden, e.g. manual handling, use of protective clothing	(LSH7) Demonstrate safe working practice in in the garden, e.g. manual handling, use of protective clothing

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 • 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 Co-ordinator.

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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Identify some common trees and shrubs.

- Participate on a nature walk/field trip to study and identify trees, shrubs, flowers, and plants.
- Collect leaves, fruits, and photos to identify plants.

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:
- Identify a range of common garden tools and equipment.
- Discuss the use of common garden tools and equipment.
- Demonstrate the safe and appropriate use of garden tools.

Unit 3: MIMLO 3

On completion of the assigned work the learner will be able to:
- Develop the skills to participate in plant growing project.
- Understand the stages of growing a plant from seed to harvesting stage.
- Participate in replanting an established plant.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:
- Explore the conditions that helps plants grow and flourish.
- Identify the important of water, sunlight, and nutrition in the growing process.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:
- Recognise the life cycle of a plant.
- Distinguish the plants begins with seed, germination, seedling and ending with the mature plant.
- Participate in a project to understand the lifestyle of a plant.

Unit 6: MIMLO 6
On completion of the assigned work the learner will be able to:
- Understand the function of the leaf.
- Identify each function and its role.
- Be familiar with the work Photosynthesis.
- Understand the basic process of photosynthesis.

Unit 7: MIMLO 7
On completion of the assigned work the learner will be able to:
- Distinguish between safe and unsafe work practices in a garden.
- Display an understanding of hazards in a garden.
- Be familiar with general garden safety.
- Be familiar with garden chemicals and safety required.

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

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
- Non clinical 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
(LSH1) Identify some common trees and shrubs.	Assessment 1
LSH2) Use a range of common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel.	Assessment 2
(LSH3) Plant a vegetable or flower bed, or container under supervision.	Assessment 3

(LSH4) Name conditions that help plants grow and flourish, e.g. light, heat, soil, water.	Assessment 4
(LSH5) Describe the four main stages of the life cycle of a plant.	Assessment 5
(LSH6) Describe some functions of a plant leaf.	Assessment 6
(LSH7) Demonstrate safe working practice in the garden, e.g. manual handling, use of protective clothing.	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)

Please see attached Tutor Manual and Assessment Brief for Life science Horticulture
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)					
Drama					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2A22	Title	Drama	Credits	5
7.3 Purpose of this module					
The purpose of this module is to explore learners' interest and develop skills in Drama, supporting a hobby as a participant or as a means of entertainment.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to Respond to a range of stimuli using movement	(D1) Respond to a range of stimuli using movement
The learner will be able to create a soundscape, e.g. night noises	(D2) Create a soundscape, e.g. night noises
The learners will be able to identify preferred vocal/auditory range and stance, e.g. 'finding one's voice'	(D3) Identify preferred vocal/auditory range and stance, e.g. 'finding one's voice'
The Learner will be able to respond to instruction and group interaction in the context of theatre/drama, e.g. through games	(D4) Respond to instruction and group interaction in the context of theatre/drama, e.g. through games
The learners will be able to engage in embodiment activities as part of a pair or small group, e.g. mirroring a famous painting, making a pageant, striking a pose to suggest an idea	(D5) Engage in embodiment activities as part of a pair or small group, e.g. mirroring a famous painting, making a pageant, striking a pose to suggest an idea
The learner will be able to present an idea dramatically, e.g. participate in planned short improvisation or pageant, 'take focus	(D6) Present an idea dramatically, e.g. participate in planned short improvisation or pageant, 'take focus
The learner will be able to explore the role of audience as active witness, e.g. provoking/receiving applause in live entertainment situations	(D7) Explore the role of audience as active witness, e.g. provoking / receiving applause in live entertainment situations

The learner will be able to be part of an audience, e.g. empathise with a character or a story, observe conventions	(D8) Be part of an audience, e.g. empathise with a character or a story, observe conventions

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)
18	0	0	18	0	0	36

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
- 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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Move their body to music/stimuli.
- To listen and move to different types of movement/stimuli.
- Express themselves.
- Observe movements and skills of others.
- Explore own movements.

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:

- Experiment with creating diverse sounds.
- Use changes in pitch and volume.
- Create vocal expression.

Unit 3: MIMLO 3

On completion of the assigned work the learner will be able to:

- To present to an audience.
- Maintain good posture during presentations.
- Use body posture, tone of voice, and eye contact.

Unit 4: MIMLO 4

On completion of the assigned work the learner will be able to:

- Participate with drama class members.
- Listen to instructions.
- Seeks clarification when needed.
- Explore different options to work in drama.

Unit 5: MIMLO 5

On completion of the assigned work the learner will be able to:

- Engage in activities within pairs or small groups.
- Demonstrate respect for others.
- Work in a group setting.
- Communicate through movement.
- Participate in drama games.

Unit 6: MIMLO 6

On completion of the assigned work the learner will be able to:

- Participate in brainstorming ideas for a short play or sketch.

- Develop a story idea, characters with support.
- Present sketch/play to audience with support.

Unit 7: MIMLO 7
On completion of the assigned work the learner will be able to:

- Identify the difference between the audience and those on stage.
- Demonstrate appropriate behaviour for an audience member e.g. clapping.

Unit 8: MIMLO 8
On completion of the assigned work the learner will be able to:

- Be part of an audience.
- To engage appropriately as an audience member.
- Engage with respect towards performers and fellow audience members.

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

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
- Non clinical 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
(D1) Respond to a range of stimuli using movement	Assessment 1
(D2) Create a soundscape, e.g. night noises	Assessment 2
(D3) Identify preferred vocal/auditory range and stance, e.g. 'finding one's voice'	Assessment 3
(D4) Respond to instruction and group interaction in the context of theatre/drama, e.g. through games	Assessment 4
(D5) Engage in embodiment activities as part of a pair or small group, e.g. mirroring a famous painting, making a pageant, striking a pose to suggest an idea	Assessment 5
(D6) Present an idea dramatically, e.g. participate in planned short improvisation or pageant, 'take focus	Assessment 6
(D7) Explore the role of audience as active witness, e.g. provoking/receiving applause in live entertainment situations	Assessment 7
(D8) Be part of an audience, e.g. empathise with a character or a story, observe conventions	Assessment 8
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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Drama
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)					
Personal Safety					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2H15	Title	Personal Safety	Credits	5
7.3 Purpose of this module					
The purpose of this module is to familiarise learners with safety information, identify risks and identify safe practices which ensure personal safety in the workplace, the home and the community.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to Identify essential rights and responsibilities in relation to personal safety in a specified location, e.g. workplaces/at home/in the community.	(PS1) Identify essential rights and responsibilities in relation to personal safety in a specified location, e.g. workplaces/at home/in the community
The learner will be able to List key safety risks in the workplace/home/community	(PS2) List key safety risks in the workplace/home/community
The learner will be able to Recognise when his/her own safety is threatened, e.g. bullying/harassment, using equipment/common chemicals	(PS3) Recognise when his/her own safety is threatened, e.g. bullying/harassment, using equipment/common chemicals
The learner will be able to name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical goods at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice/help, preventing stranger danger	(PS4) Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical goods at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice/help, preventing stranger danger

The learner will be able to Name the appropriate response when a risk is identified, e.g. finding a safe exit, contact person/organisation, fire drill	(PS5) Name the appropriate response when a risk is identified, e.g. finding a safe exit, contact person/organisation, fire drill

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)
25	0	0	25	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
- 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Explain rights and responsibilities in relation to safety at work and in the community.
- Have a greater understanding of situations within these settings where learners must take responsibility e.g. Waiting for a green light at pedestrian crossing, making sure money is kept out of sight, reporting broken equipment etc.
- Understand rights and responsibilities.

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Identify different personal safety issues in locations they frequent.
- Identify 3 safety hazards and appropriate action to reduce the risk in each of these locations.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Explore different situations where personal safety may be threatened e.g. Bullying, fire hazard and road safety.
- Understand when their safety is threated and how to deal with it.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Explore good and bad personal safety practices
- Identify good personal safety practices.
- Discuss good and bad practices.
- Utilize good safety practices in the local community.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Know the correct steps to take in an emergency.
- Carry out a fire drill respond appropriately and are aware of nearest exits.
- Be aware of emergency numbers 999, 112 and of what emergency services are available.

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

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 • Non clinical 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
(PS1) Identify essential rights and responsibilities in relation to personal safety in a specified location, e.g. workplaces/at home/in the community	Assessment 1
(PS2) List key safety risks in the workplace/home/community	Assessment 2
(PS3) Recognise when his/her own safety is threatened, e.g. bullying/harassment, using equipment/common chemicals	Assessment 3

(PS4) Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical goods at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice/help, preventing stranger danger	Assessment 4
(PS5) Name the appropriate response when a risk is identified, e.g. finding a safe exit, contact person/organisation, fire drill	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Personal Safety
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)					
Visual Art					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2A18	Title	Visual Art	Credits	5
7.3 Purpose of this module					
The purpose of this module is to build basic knowledge, skill and competence in making visual art. Promoting a hobby, or an appreciation of art.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be to use a range of art and design elements to respond to stimuli, e.g. mixing colour to reflect mood, observing tone/form of an object, making textures	(VA1) Use a range of art and design elements to respond to stimuli, e.g. mixing colour to reflect mood, observing tone/form of an object, making textures
The Learner will be able to use 2D and 3D media and materials as directed, e.g. applying clay/wire/plaster, ceramic glaze, colour media such as paint/pastels/inks/dyes	(VA2) Use 2D and 3D media and materials as directed, e.g. applying clay/wire/plaster, ceramic glaze, colour media such as paint/pastels/inks/dyes
The learner will be able to Use a range of tools and equipment safely under direction	(VA3) Use a range of tools and equipment safely under direction
The learner will be able to gather resources around a personal idea, e.g. printout of different fonts spelling a name, images to reflect personal history/interests, experiments in colour to express mood	(VA4) Gather resources around a personal idea, e.g. printout of different fonts spelling a name, images to reflect personal history/interests, experiments in colour to express mood
The learner will be able to make a 2D/3D artwork in response to a stimuli e.g. a collage to decorate a folder on a theme, a clay/wire drawing of a	(VA5) Make a 2D/3D artwork in response to a stimuli e.g. a collage to decorate a folder on a theme, a clay/wire drawing of

figure doing a favoured sport, a model of a pet, a colour response to an emotion/piece of music	a figure doing a favoured sport, a model of a pet, a colour response to an emotion/piece of music
The learner will be able to evaluate the process from starting point to finished artwork, e.g. state preferred parts of process and product	(VA6) Evaluate the process from starting point to finished artwork, e.g. state preferred parts of 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)
25	0	0	25	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
- 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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Visit local craft fair or exhibition
- Discuss what Art materials are available
- Demonstrate their various uses to use availed art materials
- Use equipment e.g. Brushes,
- Know options of materials for making art

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:

- Explore 2D and 3 D art mediums
- Demonstrate how different art materials are used
- Make 2D and 3D art pieces
- Develop skills learned

Unit 3: MIMLO 3

On completion of the assigned work the learner will be able to:

- Identify the possible risks associated with art equipment and materials
- Understand safety instructions
- Understand and practice safety while using equipment, and materials
- To remind learner to wear safety equipment, aprons, gloves etc., while working

Unit 4: MIMLO 4

On completion of the assigned work the learner will be able to:

- Design a piece of art from an idea
- Explore tools, materials and colours required for learner's piece
- Use step by step process to help decide on design
- work on their piece individually

Unit 5: MIMLO 5

On completion of the assigned work the learner will be able to:

- complete their art design of choice
- be prepared to present their piece

Unit 6: MIMLO 6

On completion of the assigned work the learner will be able to:

- Evaluate the process
- explore new ways of improving their preferred art medium in the future

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

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
(VA1) Use a range of art and design elements to respond to stimuli, e.g. mixing colour to reflect mood, observing tone/form of an object, making textures	Assessment 1
(VA2) Use 2D and 3D media and materials as directed, e.g. applying clay/wire/plaster, ceramic glaze, colour media such as paint/pastels/inks/dyes	Assessment 2
(VA3) Use a range of tools and equipment safely under direction	Assessment 3
(VA4) Gather resources around a personal idea, e.g. printout of different fonts spelling a name, images to reflect personal history/interests, experiments in colour to express mood	Assessment 4
(VA5) Make a 2D/3D artwork in response to a stimuli e.g. a collage to decorate a folder on a theme, a clay/wire drawing of a figure doing a favoured sport, a model of a pet, a colour response to an emotion/piece of music	Assessment 5
(VA6) Evaluate the process from starting point to finished artwork, e.g. state preferred parts of process and product	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Visual Art
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 Care					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2H14	Title	Personal Care	Credits	5
7.3 Purpose of this module					
The purpose of this module is to provide basic knowledge, skill and competence in essential daily personal care, supporting community inclusion and promote health and well being.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to list essential daily personal care practices dental care products, anti-perspirants, hair care, foot care	(PC1) List essential daily personal care practices dental care products, anti-perspirants, hair care, foot care
The Learner will be able to identify some benefits and consequences of good personal care.	(PC2) Identify some benefits and consequences of good personal care.
The Learner will be able to explain the benefits of a range of daily personal care products, e.g. *dental care products, anti-perspirants, hair care, foot care.*	(PC3) Explain the benefits of a range of daily personal care products, e.g. *dental care products, anti-perspirants, hair care, foot care.*
The Learner will be able to maintain an agreed personal care plan.	(PC4) Maintain an agreed personal care plan.
The Learner will be able to list reasons to care for personal belongings.	(PC5) List reasons to care for personal belongings.
The learners will be able to identify appropriate clothing for a range of routine activities at home, at work and in the community	(PC6) Identify appropriate clothing for a range of routine activities at home, at work and in the community

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
- 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: MIMLO 1 On completion of the assigned work the learner will be able to: • Identify important daily personal care practices. • Explain the benefits of daily personal care products that keep you clean. • Identify daily personal care practices for different parts of the body. Unit 2: MIMLO 2 On completion of the assigned work the learner will be able to: • Distinguish the different feeling between being clean and fresh as opposed to being smelly and unkept. • Identify consequences to overall health of not having good personal care. • Identify the benefits of good personal care to overall health. Unit 3: MIMLO 3 On completion of the assigned work the learner will be able to: • Discuss personal care products and their uses. e.g. dental care products, anti-perspirants, hair care, foot care. • Demonstrate good dental care practices. • Demonstrate good skin care practices. • Demonstrate good hand washing practices. • Identify and demonstrate correct use of personal care products. Unit 4: MIMLO 4 On completion of the assigned work the learner will be able to: • Develop personal care routing for mornings. • Develop personal care routing for night times. • Recognise personal care routine for after the gym or exercise. • Develop personal care routing after using the toilet. • Develop appropriate personal care routing during menstruation. • Develop appropriate personal care routing when shaving Unit 5: MIMLO 5 On completion of the assigned work the learner will be able to: • Recognise the importance of take care of personal belongings. • The connection between taking care of personal belongings to ensure personal hygiene. • Demonstrate an understanding of daily, weekly, and monthly personal hygiene tasks.

Unit 6: MIMLO 6

On completion of the assigned work the learner will be able to:

- Distinguish between inappropriate and appropriate clothing in different circumstances.
- Outline the appropriate clothing for different activities at home, work and in the community.

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

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
- Non clinical 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
(PC1) List essential daily personal care practices dental care products, anti-perspirants, hair care, foot care	Assessment 1
(PC2) Identify some benefits and consequences of good personal care.	Assessment 2
(PC3) Explain the benefits of a range of daily personal care products, e.g. *dental care products, anti-perspirants, hair care, foot care.*	Assessment 3
(PC4) Maintain an agreed personal care plan.	Assessment 4
(PC5) List reasons to care for personal belongings.	Assessment 5
(PC6) Identify appropriate clothing for a range of routine activities at home, at work and in the community	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Personal Care
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)					
Life Science – Habitats					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2S25	Title	Life Science - Habitats	Credits	5
7.3 Purpose of this module					
The purpose of this module is to educate the learners to identify plants and animals in their environment and to promote outdoor hobbies.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The Learner will be able to sort familiar living things into groups of plant and animal kingdoms, e.g. fish, amphibians, reptiles, birds, mammals	(LSH1) Sort familiar living things into groups of plant and animal kingdoms, e.g. fish, amphibians, reptiles, birds, mammals
The Learner will be able to sort familiar living things into vertebrates/invertebrates, e.g. spiders, worms, insects or fish/amphibian/bird/mammal/reptile	(LSH2) Sort familiar living things into vertebrates/invertebrates, e.g. spiders, worms, insects or fish/amphibian/bird/mammal/reptile
The Learner will be able to Identify a flowering and non- flowering plant, e.g. trees, roses, grasses, or ferns, fungi	(LSH3) Identify a flowering and non-flowering plant, e.g. trees, roses, grasses, or ferns, fungi
The Learner will be able to list plant and animal life forms in a local habitat	(LSH4) List plant and animal life forms in a local habitat
The Learner will be able to name some characteristics that enable living things to thrive in a local habitat	(LSH5) Name some characteristics that enable living things to thrive in a local habitat

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	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 • 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Identify different fish, amphibians, reptiles, birds and mammals and types of plants
- Investigate different life forms (living and not living) in their environment
- Discuss the differences between different living things

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Understand the differences between vertebrates and invertebrates
- Explain various words for vertebra e.g. spine, backbone
- Identify invertebrates

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Explore differences between different types of plants.
- Discuss some differences between plants.
- Find and identify different types of plants.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Identify life forms in local area
- Take part in a project to create different habitats for animals
- Identify a place where animals might use locally
- identify animals that might use the habitats they have created

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Understand what a habitat needs for the survival of a living things.
- Identify different things that enable living things to thrive.

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

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 • Non clinical 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
(LSH1) Sort familiar living things into groups of plant and animal kingdoms, e.g. fish, amphibians, reptiles, birds, mammals	Assessment 1
(LSH2) Sort familiar living things into vertebrates/invertebrates, e.g. spiders, worms, insects or fish/amphibian/bird/mammal/reptile	Assessment 2
(LSH3) Identify a flowering and non-flowering plant, e.g. trees, roses, grasses, or ferns, fungi	Assessment 3
(LSH4) List plant and animal life forms in a local habitat	Assessment 4
(LSH5) Name some characteristics that enable living things to thrive in a local habitat	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Life Science Habitats
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)					
Computer Skills					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2T11	Title	Computer Skills	Credits	5
7.3 Purpose of this module					
The purpose of this module is to educate the learners on basic computer hardware, software and basic functions / shortcuts.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to turn a personal computer on and off safely.	(CS1) Turn a personal computer on and off safely.
The Learner will be able to use frequently used keys appropriately, e.g. enter, space bar, upper and lower case, delete	(CS2) Use frequently used keys appropriately, e.g. enter, space bar, upper and lower case, delete
The Learner will be able to use a software package, involving opening a package, entering, and manipulating text/image/data, save to file, print, and exit safely	(CS3) Use a software package, involving opening a package, entering, and manipulating text/image/data, save to file, print, and exit safely
The Learner will be able to identify common information/symbols	(CS4) Identify common information/symbols
The Learner will be able to access websites on the internet	(CS5) Access websites on the internet
The Learner will be able to name some benefits of electronically stored information packages and the internet.	(CS6) Name some benefits of electronically stored information packages and the internet.

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	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
- 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Identify computer parts.
- Use vocabulary of information technology.
- Turn on computer, including entering a username and password.
- Understand the process of shutting down and rebooting a computer.

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Increased understanding of the keyboard, icons, and shortcuts.
- Use special keys on the keyboard, using special keys, e.g. back space, caps lock, delete, enter, shift, space bar.
- Be able to type text to find information online.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Identify software programmes on the computer.
- Utilise word processing programme to create a new document, type text and save.
- Using a software programme, move images using the mouse.
- Use ribbons, tools and icons associated with word.
- Be able to perform file management, create, save, and move files

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Be able to name and discuss common information regarding computers in everyday life, hardware, and software.
- Be able to identify symbols and icons on the home screen, web browser, and software packages.
- Be able to use internet icons, hyperlinks, secure site, YouTube icons.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Have increased knowledge of internet terms, search words and popular websites.
- Be able to carry out everyday tasks, using the internet.
- Have a greater understanding of internet safety when browsing on the web, paying bills, sharing information and shopping online.

- Be proficient in browsing on the web to access different information such as citizen information, local restaurants. paying bills.
- Have a greater understanding of social media.

Unit 6: MIMLO 6
On completion of the assigned work the learner will be able to:

- List the benefits of using the internet.
- Be able to follow safety rules when online.
- Identify the benefits of storing information electronically e.g. cloud storage, external hard drive, server and UDB key.
- Be able to perform file management and save information online.

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

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
- Non clinical 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
(CS1) Turn a personal computer on and off safely.	Assessment 1
(CS2) Use frequently used keys appropriately, e.g. enter, space bar, upper and lower case, delete	Assessment 2
(CS3) Use a software package, involving opening a package, entering, and manipulating text/image/data, save to file, print, and exit safely	Assessment 3
(CS4) Identify common information/symbols	Assessment 4
(CS5) Access websites on the internet	Assessment 5
(CS6) Name some benefits of electronically stored information packages and the internet.	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 & Review Team, approved by the Academic Committee for QQI Training & Education and 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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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 Assurance Policies and Procedures.

7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
Please see attached Tutor Manual and Assessment Brief for Computer Skills
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)					
Listening & Speaking					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2C03	Title	Listening & Speaking	Credits	5
7.3 Purpose of this module					
The purpose of this module is to develop learners' skills to advocate their choices, and opinions while also developing skills to listen to others.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices	(LS1) Listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices
The Learner will be able to ask questions to obtain information, e.g. to check dates/prices/other facts, face to face and by telephone	(LS2) Ask questions to obtain information, e.g. to check dates/prices/other facts, face to face and by telephone
The learner will be able to follow a series of spoken instructions, e.g. top up a mobile telephone, follow directions to a familiar place	(LS3) Follow a series of spoken instructions, e.g. top up a mobile telephone, follow directions to a familiar place
The learner will be able to express opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme within a small group, give directions, leave a voice-mail message	(LS4) Express opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme within a small group, give directions, leave a voice-mail message
The learner will be able to practical formal and informal communications, e.g. an interview or parent teacher meeting, and chatting while out with friend	(LS5) Practical formal and informal communications, e.g. an interview or parent teacher meeting, and chatting while out with friend

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
- 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: MIMLO 1 On completion of the assigned work the learner will be able to: • Listen carefully for two pieces of specific information. • Feedback on information requested. Unit 2: MIMLO 2 On completion of the assigned work the learner will be able to: • Ask one question to find information required. • Obtain the information they require either face to face or over the phone. Unit 3: MIMLO 3 On completion of the assigned work the learner will be able to: • Listen to instructions. • Follow a two point task and increase. • Follow verbal instructions to carry out verbal tasks. Unit 4: MIMLO 4 On completion of the assigned work the learner will be able to: • Lead a group discussion activity. • Give others equal chance to discuss. • Give their opinion. • Express their feelings. • Ensure there is a calm, open and trusting atmosphere. Unit 5: MIMLO 5 On completion of the assigned work the learner will be able to: • Understand appropriate/ inappropriate way to communicate. • Understand the formal and informal interactions. • Observe for the appropriate way to speak and act. • Ask other learners to provide respectful feedback.

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

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 • Non clinical 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
(LS1) Listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices	Assessment 1
(LS2) Ask questions to obtain information, e.g. to check dates/prices/other facts, face to face and by telephone	Assessment 2
(LS3) Follow a series of spoken instructions, e.g. top up a mobile telephone, follow directions to a familiar place	Assessment 3

(LS4) Express opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme within a small group, give directions, leave a voice-mail message	Assessment 4
(LS5) Practical formal and informal communications, e.g. an interview or parent teacher meeting, and chatting while out with friend.	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Listening & Speaking.
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)					
Non-Verbal Communications					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2C04	Title	Non-Verbal Communications	Credits	5
7.3 Purpose of this module					
The purpose of this module is to create the awareness of the learner that communication can be non verbal, and for the learner to learn how to interpret non-verbal communication from others.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	**Mapping of MIMLO to learning outcomes in CAS Component specification(s)**
The learner will be able to identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action	(NVC1) Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action
The learner will be able to use appropriate non-verbal behaviour in communication a simple idea, e.g. disappointment or joy, tone of voice to seek/assistance/complain	(NVC2) Use appropriate non-verbal behaviour in communication a simple idea, e.g. disappointment or joy, tone of voice to seek/assistance/complain
The learner will be able to relay a response or request non-verbally, e.g. hitching a lift, signalling a phone call	(NVC3) Relay a response or request non-verbally, e.g. hitching a lift, signalling a phone call
The learner will be able to respond to non-verbal signal and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials	(NVC4) Respond to non-verbal signal and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials

The learner will be able to follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill	(NVC5) Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill

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
- 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 Co-ordinator.

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: MIMLO 1
On completion of the assigned work the learner will be able to:

- To understand what a sad/happy/angry person might look like
- Act out different emotion using facial expression, body language and tone of voice
- Greater understanding of tone of voice and how it effects the words being said
- Identify colours that make them feel a certain way

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Discuss ways they can let people know how we are feeling about something without using words. such as thumbs up or down, happy or sad faces, nodding head etc
- To response nonverbally to set questions

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Understand what a person is trying to communicate and how they can tell
- To be able to signal non verbally. Using body and face

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Identify everyday signs and symbols from the local community, e.g. traffic lights, male/female toilets, no smoking, no phones
- Locate signs and symbols in the community
- To understand various signs/symbols

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Identify a task which would help make each individual learner more independent
- Break the task down into 2 – 5 simple instructions
- Using photographs create a picture sequence which clearly depicts these steps

- Explain and demonstrate the step each picture relates to and provide the learner Observe the learner following these steps, correct any errors and provide additional training if necessary
- Learners with good literacy skills may prefer written instructions.

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

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
- Non clinical 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
(NVC1) Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action	Assessment 1
(NVC2) Use appropriate non-verbal behaviour in communication a simple idea, e.g. disappointment or joy, tone of voice to seek/assistance/complain	Assessment 2
(NVC3) Relay a response or request non-verbally, e.g. hitching a lift, signalling a phone call	Assessment 3
(NVC4) Respond to non-verbal signal and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials	Assessment 4
(NVC5) Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Non Verbal Communications
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)					
Quantity & Number					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2N05	Title	Quantity & Number	Credits	10
7.3 Purpose of this module					
The purpose of this module is for the learner to develop skills which will support their inclusion in the community, in particular when using money.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to recognise number up to 100	(QN1) Recognise numbers up to 100
The learner will be able to recognise the relationship between 100 and common large numbers for example, 1,000, 100,000, 1 billion	(QN2) Recognise the relationship between 100 and common large numbers for example, 1,000, 100,000, 1 billion
The learner will be able to know place value in relation to units, tens, hundreds	(QN3) Know place value in relation to units, tens, hundreds
The learner will be able to add two digit whole numbers that total less than 100 in the context of an everyday situation	(QN4) Add two digit whole numbers that total less than 100 in the context of an everyday situation
The learner will be able to subtract two digit whole numbers that require number bonding up to 10 in the context of an everyday situation	(QN5) Subtract two digit whole numbers that require number bonding up to 10 in the context of an everyday situation
The learner will be able to use the plus, minus and equals signs and operations	(QN6) Use the plus, minus and equals signs and operations
The learner will be able to estimate quantities to the nearest value of in broad terms, e.g. to the nearest quantity in 10s or 100s as appropriate	(QN7) Estimate quantities to the nearest value of in broad terms, e.g. to the nearest quantity in 10s or 100s as appropriate

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 • 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Count numbers in order using a number square.
- Identify and mark on the number square relevant numbers such as house number, age, birth date and month, last two digit of birth year e.g. '79, '86

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Identify how multiples of 10 can be used e.g. 100; 1000; 10,000; 100,000; 1,000,00 with the aid of resources.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Have increased understanding of the place of units
- Complete a basic worksheet on numbers using units of tens and hundreds

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Add two digit numbers less than 100 e.g. purchasing food/household items, eating out in a restaurant/coffee shop etc.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- To complete subtraction of two digit whole numbers
- Subtract two digit whole numbers e.g. purchasing food/household items, eating out in a restaurant/coffee shop etc.

Unit 6: MIMLO 6
On completion of the assigned work the learner will be able to:

- Identify the plus sign
- Identify the minus sign
- Identify the equals sign
- To identify whether to add or subtract figures by providing relevant other information
- Use the equals sign and to recognise when it is used for example when adding/subtracting two figures together

Unit 7: MIMLO 7

On completion of the assigned work the learner will be able to:

- Understand why numbers are sometimes rounded up
- Have increased understanding of how to round numbers to the greater value of 10s, or 100s.
- Visit a supermarket to identify prices of some grocery items, and then to round the prices to the nearest euro.
- Complete a basic worksheet on rounding up numbers

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

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
- Non clinical 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
(QN1) Recognise numbers up to 100	Assessment 1
(QN2) Recognise the relationship between 100 and common large numbers for example, 1,000, 100,000, 1 billion	Assessment 2
(QN3) Know place value in relation to units, tens, hundreds	Assessment 3
(QN4) Add two digit whole numbers that total less than 100 in the context of an everyday situation	Assessment 4
(QN5) Subtract two digit whole numbers that require number bonding up to 10 in the context of an everyday situation	Assessment 5
(QN6) Use the plus, minus and equals signs and operations	Assessment 6
(QN7) Estimate quantities to the nearest value of in broad terms, e.g. to the nearest quantity in 10s or 100s as appropriate	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Quantity & Number
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)					
Setting Learning Goals					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2L13	Title	Setting Learning Goals	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support the learners to identify what is learning goals are important and to identify steps which will help accomplish the goal.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to identify elements of a personal profile, e.g. some personal skills, attitudes, strengths, and weaknesses	(SLG1) Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths, and weaknesses
The learner will be able to discuss different ways of learning	(SLG2) Discuss different ways of learning
The learner will be able to consider personal learning successes	(SLG3) Consider personal learning successes
The learner will be able to identify elements of the preferred personal learning style	(SLG4) Identify elements of the preferred personal learning style
The learner will be able to consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame	(SLG5) Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame
The learner will be able to implement the plan	(SLG6) Implementing the plan
The learner will be able to express opinions on how performance could be improved	(SLG7) Express opinions on how performance could be improved

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 • 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: MIMLO 1 On completion of the assigned work the learner will be able to:

- Identify components of a personal profile.
- Differentiate between strengths and weaknesses.
- Identify personal skills, talents, and values.

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Distinguish between different learning styles.
- Identify the learners preferred learning style.
- Identify elements that can affect different learning styles

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Identify own personal learning successes in the past.
- Elements needed to aid success in achieving gaols or tasks.
- Identify barriers to your success.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Identify the different personal learning styles.
- Identify own personal learning style.
- Identify habits that support learning.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Identify preparation need to set goals.
- Identify resources and supports needed to complete a goal or plan.
- Distinguish between long and short goal setting.
- Understanding of appropriate timeframe for goals.
- Identify necessary steps to reach goal.

Unit 6: MIMLO 6
On completion of the assigned work the learner will be able to:

- Implement and set realistic time frames for achieving goals.
- Identify supports needed to implement plan.
- Understand what motivated people to make progress in implementing a plan.

Unit 7: MIMLO 7
On completion of the assigned work the learner will be able to:

- Review progress and identify areas for improvement.
- Identify what could have been done differently.
- Identify own strengths and develop areas for growth.

- Demonstrate that challenges have been undertaken, developing new skills in the process. time management.

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

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
- Non clinical 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
(SLG1) Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths, and weaknesses	Assessment 1
(SLG2) Discuss different ways of learning	Assessment 2

(SLG3) Consider personal learning successes	Assessment 3
(SLG4) Identify elements of the preferred personal learning style	Assessment 4
(SLG5) Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame	Assessment 5
(SLG6) Implementing the plan	Assessment 6
(SLG7) Express opinions on how performance could be improved.	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Setting Learning Goals
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)					
Relaxation Techniques					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2H21	Title	Relaxation Techniques	Credits	5
7.3 Purpose of this module					
The purpose of this module is to enable the learner to sample and identify techniques which will support their well-being.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to identify benefits of relaxation to personal and interpersonal life	(RT1) Identify benefits of relaxation to personal and interpersonal life
The learner will be able to demonstrate a variety of relaxation techniques	(RT2) Demonstrate a variety of relaxation techniques
The learner will be able to practice a range of relaxation techniques in real life circumstances	(RT3) Practice a range of relaxation techniques in real life circumstances
The learner will be able to identify a range of situations in which ability to relax has been helpful	(RT4) Identify a range of situations in which ability to relax has been helpful
The learner will be able to evaluate success in using relaxation techniques in different context	(RT5) Evaluate success in using relaxation techniques in different context

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
- 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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Identity relaxation benefits to your mind and your body.
- Identify relaxation benefits to your work life and your home life.
- Discover relaxation techniques that can reducing stress, building confidence to handle problems, reducing anger and frustration, reducing muscle tension, lowering blood pressure, and reducing stress at home and at work.
- Understand the causes and symptoms of stress.
- Understand what you can do to achieve overall health.

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:

- Researching techniques, include breathing exercises, meditation, walking and yoga.
- Research how relaxation techniques help to relax and calm the mind and the body.
- Practise a variety of relaxation techniques, e.g. breathing exercises (for example, when under pressure at work or at home), visualisation, walking, basic yoga, meditation, healthy living, keeping a gratitude journal.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Identify a range of situations in which the ability to relax has been helpful to de-stress and deal with it.
- Evaluate the success in one's own personal life where using relaxation techniques helped to deal with different situations at home and at work.
- Use everyday examples of how relaxation techniques can help you deal with stressful situations.
- Give examples of how relaxation techniques have been of benefit to you, at home and at work / education centre.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Identify a range of situations in which the ability to relax has been helpful to de-stress and deal with it.
- Identify areas in people's lives that can cause them stress.
- Identify areas at home and at work / education centre that can be challenging.
- Recognise strategies to deal with stress and life problems.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Evaluate the success in own personal life where using relaxation techniques helped to deal with different situations at home and at work.
- Use everyday examples of how relaxation techniques can help you deal with stressful situations.
- Give examples of how relaxation techniques have been of benefit to you, at home and at work / education centre.

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

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 • Non clinical 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
(RT1) Identify benefits of relaxation to personal and interpersonal life	Assessment 1
(RT2) Demonstrate a variety of relaxation techniques	Assessment 2
(RT3) Practice a range of relaxation techniques in real life circumstances	Assessment 2
(RT4) Identify a range of situations in which ability to relax has been helpful	Assessment 3
(RT5) Evaluate success in using relaxation techniques in different context	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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 Assurance Policies & Procedures.
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
Please see attached Tutor Manual and Assessment Brief for Relaxation Techniques
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)					
Personal Decision Making					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2L12	Title	Personal Decision Making	Credits	5
7.3 Purpose of this module					
The purpose of this module is to support learners to identify decisions, what's needs to be considered and may influence decisions.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to explore possible influences on decision making, e.g. possible consequences, having reliable information, physical/emotional state, social expectations	(PDM1) Explore possible influences on decision making, e.g. possible consequences, having reliable information, physical/emotional state, social expectations
The Learner will be able to consider different ways of making decisions, e.g. impetuous, considered, passive	(PDM2) Consider different ways of making decisions, e.g. impetuous, considered, passive
The learner will be able to identify situations where decisions have been made using different strategies	(PDM3) Identify situations where decisions have been made using different strategies
The learner will be able to explore consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money	(PDM4) Explore consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money
The learner will be able to Identify the choices and consequences involved in an imminent short term decision	(PDM5) Identify the choices and consequences involved in an imminent short term decision

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
- 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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Identify situations in everyday life that require decision making.
- Understand the importance of making informed decisions.
- Show awareness of different factors influencing decisions.

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:

- Describe simple steps in making a decision.
- Recognise the difference between impulsive and deliberate decisions.
- Demonstrate understanding of basic decision-making concepts and processes.

Unit 3: MIMLO 3

On completion of the assigned work the learner will be able to:

- List internal factors (e.g., emotions, preferences) that influence decisions.
- List external factors (e.g., advice from others, available information) that influence decisions.
- Make and explain choices in clear and straightforward situations.

Unit 4: MIMLO 4

On completion of the assigned work the learner will be able to:

- Use a basic decision-making process to make personal choices.
- Demonstrate the ability to choose between alternatives in straightforward situations.
- Reflect on personal decision-making experiences.
- Identify lessons learned and areas for improvement.

Unit 5: MIMLO 5

On completion of the assigned work the learner will be able to:

- Discuss the outcomes of personal decisions.
- Identify what went well and what could be improved in future decisions.
- Clearly explain the decision-making process and outcomes.
- Present a simple and structured explanation of personal decisions.

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

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 • Non clinical 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/ Tasks
(PDM1) Explore possible influences on decision making, e.g. possible consequences, having reliable information, physical/emotional state, social expectations	Assessment 1
(PDM2) Consider different ways of making decisions, e.g. impetuous, considered, passive	Assessment 2
(PDM3) Identify situations where decisions have been made using different strategies	Assessment 3
(PDM4) Explore consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money	Assessment 4

(PDM5) Identify the choices and consequences involved in an imminent short term decision	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Personal Decision Making
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)					
Health Related Exercise					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2H17	Title	Health Related Exercise	Credits	5
7.3 Purpose of this module					
The purpose of this module is to promote exercise as a means of self-care, informing the learners of benefits and safe practices while undertaking exercise.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to identify three personal benefits of regular exercise	(HRE1) Identify three personal benefits of regular exercise
The learner will be able to outline a personal weekly exercise plan	(HRE2) Outline a personal weekly exercise plan
The learner will be able to demonstrate the principles of safe exercise practice, e.g. warming up, cooling down, wearing appropriate footwear and clothing	(HRE3) Demonstrate the principles of safe exercise practice, e.g. warming up, cooling down, wearing appropriate footwear and clothing
The Learner will be able to maintain an exercise routine in a well-structured environment	(HRE4) Maintain an exercise routine in a well-structured environment

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 • 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: MIMLO 1

On completion of the assigned work the learner will be able to:

- Discuss the benefits of regular exercise.
- Determine the top three benefits they feel they should get from regular exercise.

Unit 2: MIMLO 2

On completion of the assigned work the learner will be able to:

- List their favourite types of exercise e.g. walking, swimming etc.
- To make time for exercise at least twice a week
- To plan exercise into their weekly timetable.

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- To determine what clothes, footwear, they require to take part in their chosen exercise.
- Understand reasons why it is necessary to warm up before exercise.
- Discuss ways of warming up for two different activities.
- Complete a warmup in a practical session. Include some basic stretches.
- Understand reasons why it is essential to cool down after an activity.
- Complete a cool down in a practical session, include some basic stretches.

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Allow adequate time in weekly timetable for exercise.
- Identify suitable times for exercise.
- Identify type of exercise, clothing, money required etc.
- Agree to adhere to set timetable for one month.

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

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
- Non clinical 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
(HRE1) Identify three personal benefits of regular exercise	Assessment 1
(HRE2) Outline a personal weekly exercise plan	Assessment 2
(HRE3) Demonstrate the principles of safe exercise practice, e.g. warming up, cooling down, wearing appropriate footwear and clothing	Assessment 3
(HRE4) Maintain an exercise routine in a well-structured environment	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)
Please see attached Tutor Manual and Assessment Brief for Health Related Exercise
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)					
Writing					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2C02	Title	Writing	Credits	5
7.3 Purpose of this module					
The purpose of this module is to promote and enhance learner's writing skills.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to write notes and messages needed for simple tasks, e.g. addressing an envelope, writing a cheque	(W1) Write notes and messages needed for simple tasks, e.g. addressing an envelope, writing a cheque
The learner will be able to write, including drafting, at least five sentences so that they convey meaning or information, e.g. to a friend arranging a meeting or giving directions	W2) Write, including drafting, at least five sentences so that they convey meaning or information, e.g. to a friend arranging a meeting or giving directions
The learner will be able to use the rules of writing appropriately, e.g. spelling familiar words accurately, checking the spelling of less familiar words, using capitals and full stops	(W3) Use the rules of writing appropriately, e.g. spelling familiar words accurately, checking the spelling of less familiar words, using capitals and full stops
The learner will be able to use a range of different forms of writing to suit purpose and audience, e.g. instructions involving three steps, a short journal entry on an event or experience	(W4) Use a range of different forms of writing to suit purpose and audience, e.g. instructions involving three steps, a short journal entry on an event or experience

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 • 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Write a note
- Write a shopping list
- Address an Envelope
- Complete worksheets

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Set up a lunch date include time, date, location, purpose of meeting
- Arrange personal outcomes meeting
- Fill in diary/journal entry for the week

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Use capital letters and full stops on worksheets
- Write and spell familiar words correctly
- Use dictionary or spell check for less familiar words

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Write out an instruction using 3 steps
- Understand when to use bullet points
- Write personal information in a diary
- Write a note to a friend

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

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
- Non clinical 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 required.

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
(W1) Write notes and messages needed for simple tasks, e.g. addressing an envelope, writing a cheque	Assessment 1
W2) Write, including drafting, at least five sentences so that they convey meaning or information, e.g. to a friend arranging a meeting or giving directions	Assessment 2
(W3) Use the rules of writing appropriately, e.g. spelling familiar words accurately, checking the spelling of less familiar words, using capitals and full stops	Assessment 3
(W4) Use a range of different forms of writing to suit purpose and audience, e.g. instructions involving three steps, a short journal entry on an event or experience	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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 Assurance Policies & Procedures.
7.8f Sample assessment materials (Refer to guidelines supporting this template. Samples to be supplied)
Please see attached Tutor Manual and Assessment Brief for Writing
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)					
Craft					
7.2 QQI component(s) available on this module (insert additional rows if necessary)					
Code	M2A19	Title	Craft	Credits	5
7.3 Purpose of this module					
The purpose of this module is to promote and enhance learner's writing skills.					

7.4 Module learning outcomes (MIMLOs) (insert additional rows as required)	Mapping of MIMLO to learning outcomes in CAS Component specification(s)
The learner will be able to use the language and terminology associated with the craft, materials, tools and process	(C1) Use the language and terminology associated with the craft, materials, tools and process
The learner will learn to use a range of tools and equipment to achieve different craft effects	(C2) Use a range of tools and equipment to achieve different craft effects
The learner will be able to take adequate safety precautions as directed	(C3) Take adequate safety precautions as directed
The learner will be able to construct a simple craft item according to instructions/plan/directions	(C4) Construct a simple craft item according to instructions/plan/directions
The learner will be able to present the craft item	(C5) Present the craft item
The learner will be able to identify preferred parts of the process and product	(C6) Identify preferred parts of the process and product
The learner will be able to identify commonly available craft items using the same materials/ processes	(C7) Identify commonly available craft items using the same materials/ processes

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 • 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: MIMLO 1
On completion of the assigned work the learner will be able to:

- Participate in a number of craft processes, candle making, pottery
- Discuss a craft and some of the processes needed to complete it

Unit 2: MIMLO 2
On completion of the assigned work the learner will be able to:

- Discuss what various uses we have for tools/ equipment
- Demonstrate various uses tools/ equipment
- Show some of techniques that can be used to make craft item

Unit 3: MIMLO 3
On completion of the assigned work the learner will be able to:

- Identify the possible risks associated with craft equipment and materials
- Practice safety while using equipment, and materials
- To wear safety equipment, aprons, gloves etc., where appropriate

Unit 4: MIMLO 4
On completion of the assigned work the learner will be able to:

- Use materials and equipment appropriately
- Make craft item by following simple instructions.

Unit 5: MIMLO 5
On completion of the assigned work the learner will be able to:

- Present piece of craft personally using written, verbal or photographic explanation
- Mount piece on an appropriate display

Unit 6: MIMLO 6
On completion of the assigned work the learner will be able to:

- Review craft process

Unit 7: MIMLO 7
On completion of the assigned work the learner will be able to:

- Sort different materials used in common crafts
- Explain uses of a selection of craft materials e.g. wool, wood

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

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
- Non clinical 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
(C1) Use the language and terminology associated with the craft, materials, tools and process	Assessment 1
(C2) Use a range of tools and equipment to achieve different craft effects	Assessment 2
(C3) Take adequate safety precautions as directed	Assessment 3
(C4) Construct a simple craft item according to instructions/plan/directions	Assessment 4

(C5) Present the craft item	Assessment 5
(C6) Identify preferred parts of the process and product (	Assessment 6
(C7) Identify commonly available craft items using the same materials/ processes	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 2 minor award. At QQI Level 2, a student 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 student before they can demonstrate the standard and achieve certification from QQI. When a student 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)

Please see attached Tutor Manual and Assessment Brief for Writing

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

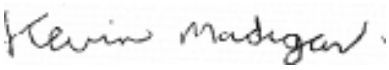
N/A

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**