

Assessment Manual

Personal Decision Making

M1L12

Award Type: Minor

Award Level: 1

Version: 1.0

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1. Assessment Overview

Personal Decision Making M1L12 is a QQI Level 1 minor award. At QQI Level 1, 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.

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.**

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the grade awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
 b) Module Code
 c) Learner Name
2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Personal Decision Making
Award Type:	Minor
Framework Level:	1
Award Code:	M1L12
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO 1 Name recent personal decision, e.g. product choice, transport method, participation in learning/work.	Assessment 1
LO2 Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip.	Assessment 2
LO3 List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague.	Assessment 3
LO4 Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague	Assessment 4

5. Staff Supporting Assessment Agreement

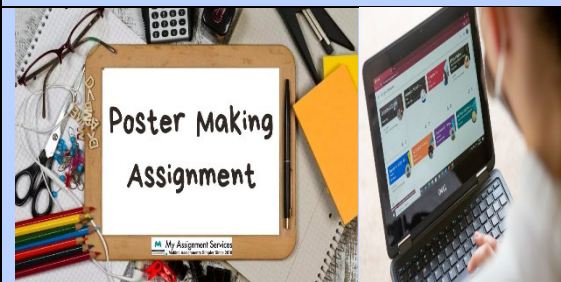
(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

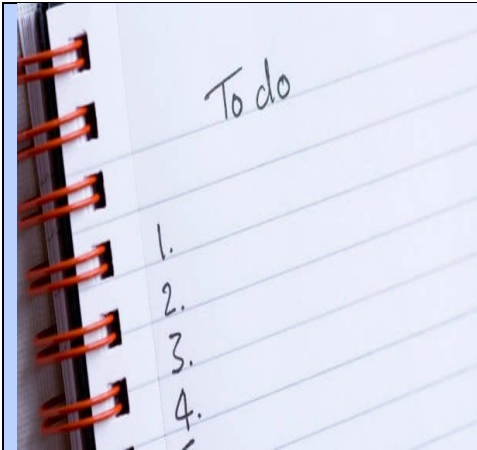
Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

5.1 Assessment Brief – Personal Decision Making

Learner Name:	
Module:	Personal Decision Making
Module Code:	M1L12
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

Programme Module Title:	Community Education
Component Title and Code:	Personal Decision Making MIL12
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	

	There are 4 assessments for you to complete as part of your portfolio of work for your module Personal Decision Making
	You can present your work in the way that works best for you i.e., Using a computer to conduct research relevant to a given task. Designing and making your own Poster based on information obtained from your internet research Role Play / Brainstorming Individual Worksheets
	You must complete all the 4 assessments

**Guidelines:**

Within this module you will learn and become familiar with the task of making personal decisions/choices.

You will learn that when making personal decisions / choices, there are pros and cons, which you will take into consideration.

You will also understand and explore the many everyday decisions you make in life. You will learn that good decision making is a skill.

You will explore the different types of decision making, i.e.

1. Making *No Decision*.
2. Making a *Snap Decision*
3. Making a *Responsible Decision*

You will examine the differences between good and bad decisions. You will make and review decisions. You will recognise and explain the *Six Steps for Decision Making*

1. *Identify your choices.*
2. *Decide what is best for you now.*
3. *Think about others.*
4. *Think about your future.*
5. *Make a choice and go for it.*
6. *Review your decision.*



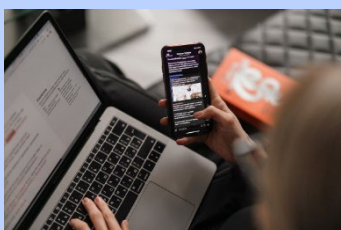
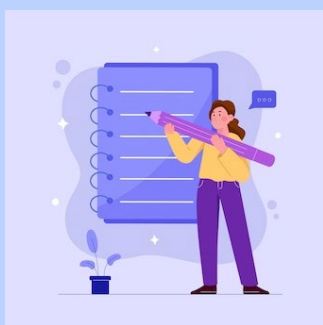
Criteria:

PDM1 – Name recent decision, e.g. product choice, transport method, participation in learning/work

PDM2– Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress code for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip.

PDM3– List some everyday personal choices involved in decision making e.g. choosing from a menu, contacting a friend/colleague.

PDM4– Identify influences and choices involved in decision making e.g. personal preferences, time/cost, self/others, view of a trusted friend



Title Assessment 1 – PMD1:

Guidelines

You will explore the task of making everyday decisions. You will name a personal decision you need to make e.g. you need to replace your mobile phone. You will identify the steps to buy a new one.

How Will You Do this:

Activity One:

You need to buy a mobile phone.

- You will identify the tasks you need to consider before making a decision e.g.,
- Do you have enough money to buy the phone you like?
- Do you need transport to get to the phone shop.
- You will need to make a decision on the purchase of a new based on your limited budget.
- You will also need to consider the cost of food, drinks, and transport.



How Will You Do This:

Activity One:

1. You will use your computer / mobile phone to browse the internet in search of mobile phones, types/colours/prices/memory / camera type.
2. You will discover through your research that there are many mobile phones you like, but they are in different shops. You need to make a decision as to which shop or shops you will go to view them.
3. You may wish to take a friend with you to help with your decision.
4. You will make a call to your friend to ask for their help with your decision.
5. Now you will need to plan how you will get to the shops with your friend, e.g. public transport, taxi or by car.
6. You will choose the type of mobile phone based on your limited budget.
7. You will also need to decide how much you will need for transport, food, and drinks.

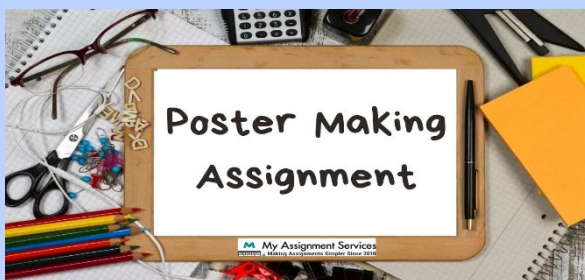


Activity Two:

1. You will take photos of all the mobile phones you liked while researching on the internet.
2. You will also take photos of the of the shops you found them in, including the names of the shops, and prices.
3. As a result of your research, you will print a copy of all the mobile phones you are interested in.

Activity Three

1. From the printout, you will cut out all the phones you liked.
2. You will then make a poster of all the mobile phones you would like to see, based on your limited budget.
3. You then cut out the photos of the shops which you wish to visit.
4. You will include the price of each phone on your poster.





Activity Four

1. You will short list the shops you intend to visit, based on the photos you have taken, by placing a tick mark beside them on your poster.
2. You will now decide if you need to take transport to get to the shops, and what type, public transport, taxi or train etc.
3. You will check your limited budget to ensure you have enough for transport, food, drinks, and a mobile phone.
4. Based on your budget you will make your choice

Learning Outcome:

You will have gained competency surfing the internet.

You will have gained competency using the internet to research relevant information on mobile phones.

You will be able to demonstrate, that you have learned how to identify, and make responsible



decisions/choices based on the many types of mobile phones.

You will have learned how to identify and make responsible choices based on your limited budget.

Title Assessment 2 -PMD2 Guidelines:

You will be able Identify the stages involved in the making a short-term personal decision, e.g.,

You have been invited to participate in an event. You will be able to describe, how you are going to manage your decision to participate from invitation to attendance.

How Will You Do This:

Activity One

- Using worksheets, you will identify the steps you need to consider before you go to the event.
- You will inform your family / friends that you are making a personal decision to attend an event and ask for their help.



Activity Two:

- Using a computer or your mobile phone you will research the address of the venue.
- Your research will establish if there is an entrance fee.
- Using the internet, you will find out if there is a dress code.

Activity Three:

- You have a limited budget, so you will need to check if you have enough money to cover transport, food, drinks, new clothes.

How You Will Do This:

Activity One:

- Your research has shown that there is no entrance fee.
- Your research has also shown that the event has a black dress code.
- Your family have agreed to assist you with your decision if you wish.



Activity Two:

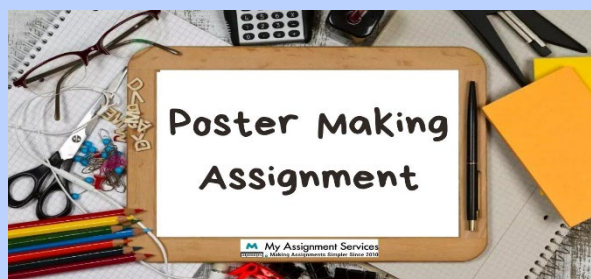
- You have checked your wardrobe, and you have discovered that you do not have appropriate clothes for the event.

Activity Three

- You have made a decision to buy new clothes.
- Using a computer or your mobile phone, you will research which shops / websites offer the best value.
- You will take photos from the internet, of clothes you like, and would like to wear.
- Then cut out the photos and make a Poster with them. Include prices and names of shops.
- You have decided the best value is in the shops.

Activity Four

- You will make a list of bus timetables to get to shops and back
- You will check your limited budget, so that you have enough money to buy clothes, plus money for food and drinks.



- Using worksheets, you will place a tick mark beside the relevant steps, you took, in order to attend the event, from invitation to attendance.

Learning Outcome:

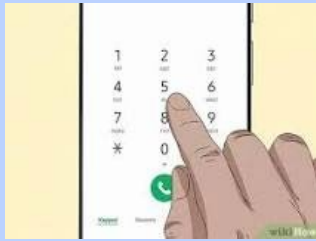
You will have gained competence using a computer or mobile phone to research relevant information pertaining to making a personal decision.

You will have understood and identified the different stages involved in making your personal decision. You will have made a personal decision to attend an event from invitation to attendance based on your limited budget, to cover cost of new clothes, transport, food and drinks.

Title Assessment 3 – PDM3:

Guidelines:

List some everyday personal decisions / choices involved in personal decision making e.g., choosing what you would like to eat for lunch, making responsible choices from a menu in a restaurant. Making a decision to contact your friend, either by phone or text



How Will You Do This: **Activity One:**

- You are going to a restaurant.
- You will contact your friend either by phone or text and ask them if they would like to join you for dinner in a restaurant.
- You will decide the mode of transport, and if it will suit you and your friend to travel together.
- You will check your limited budget to ensure you have enough money to cover transport, food, and drinks.
- When you go into the restaurant, you and your friend will wait to be seated.

How Will You Do This: **Activity One:**

- You will identify types of transport available you use.
- Based on your findings you have decided to use public transport



- Using role play you will make a call to your friend, asking them if they will go with you to the restaurant.
- Using individual worksheets, you will identify the steps you will take to make sure you get to the restaurant safely and back.
- You will form part of a group to brainstorm different food choices.

Activity Two:

- You will identify healthy food and foods that are not healthy.
- You will make a poster showing healthy foods and foods that are not healthy.
- Through role play You will discuss foods that are good for you, and why? And foods that are unhealthy for you, and why?



Activity Three:

- Using worksheets, you will place a tick mark beside foods that are good for you, and foods that are not good for you.
- Then you will make a choice, as to which type of food is healthy for you.

Activity Four:

- As part of a group, you will brainstorm, the steps you will take when you go into the restaurant.
- You will show that is polite to wait at the entrance area of restaurant and wait to be seated.
- From the *Menu* presented to you at the restaurant, you need to make decisions; to choose healthy options or unhealthy options.
- Using role play you will demonstrate how you will ask for extra helpings e.g. drinks / food / the Bill.



- You will demonstrate how you will pay for it e.g.; will you share the cost between you and your friend.

Learning Outcome:

You will have learned that you are making choices every day, and you may not be aware of it e.g., making a decision to contact a friend by text or making phone call.

You will be able to identify and describe everyday choices you make.

You will have demonstrated competence using your phone / computer to research relevant information on the internet.

You will be able to demonstrate what makes a healthy decision when it comes to food choices, e.g., which foods are healthy, and *why*, and which foods can be bad for you, and *why*.

You will have demonstrated competence in your ability to make a responsible decision.

You will have demonstrated your ability to identify the steps you took to go to a restaurant with a friend, waiting to be served, choosing food, paying your bill, using public transport.

You will have demonstrated your ability to ensure that you can afford to cover all costs based on your limited budget.



Title Assessment 4 - PDM4

Guidelines

Within this module you will identify influences and choices involved in decision making

You will be able to discuss and explain what the *three Different Types of Decision Making* are, e.g.

1. Making **No** Decision
2. Making a **Snap** Decision
3. Making a **Responsible** Decision

Using individual worksheets, you will identify the *6 Steps for Decision Making*.

1. *Identify your choices.*
2. *Decide what is best for you now.*
3. *Think about others.*
4. *Think about your future.*
5. *Make a choice and go for it.*
6. *Review your decision.*

You will identify influences which may affect your choice of decision.



How You Will Do This:

Activity One:

- You will be given a scenario on which a decision must be made.
- You will form part of a group to brainstorm the *three types of decision making*.
- The group will discuss the pros and cons of making each of the three decision types.
- Using individual worksheets, you will identify the *Three Types of Decision* making, by placing a tick mark beside each.

Activity Two:

- Through role play you will talk about the *Six Steps for Making Decisions*
- You will discuss what personal preference means to you, when making a personal decision

Activity Three:

- Using role play you will form part of a group to discuss influences which may impact on your decision making.



- You will then demonstrate your ability to consider the time and cost before making a personal decision.
- You will also demonstrate that you have considered others before you make your decision.
- Using role play you will form part of a group to discuss the consequences your decision may have on you, and on others; and why?

How They Did This:

Activity One:

- You will form part of a group to brainstorm influences which may impact on your decision on a given scenario.

Scenario One

- Your friend has asked you to their birthday party. You're not feeling well, and you've got a headache.
- Using the scenario above, you will discuss and identify your personal decision.



- You will discuss the pros and cons of making your personal choice.

Activity Two:

- Using role play, you will describe your personal decision, and why you made it.
- Through Role play, you will review your decision, and then discuss the reason for making your decision.
- Using roll play you will discuss if your choice was the right one for you.
- You will demonstrate if you would change anything? e.g. Did your decision have an impact on your friend.
- You will then decide if you would make a different decision next time?

Scenario Two:

You are tired and feeling anxious. You tell your friend, and they offer you a cigarette, telling you that it will help to relax you.



Activity One:

- You will form part of a group to brainstorm the decision.
- The group will discuss and individually demonstrate their ability to understand the pros and cons of making a personal decision.

Activity Two:

- Using role play everyone will discuss their personal decision.
- You will then discuss the reason behind making your personal decision.
- You will review your decision e.g.; was the decision you made the right one for you?
- Would you change it next time.

Learning Outcome

Through demonstration and role play, you will be able to recognise and identify the *three different types of decision making*. You will understand what they mean, and the pros and cons of making all three.

You be able to put them into practice and show how you

	can use them in everyday life, to make the best choices for you. You will be able to demonstrate identify the <i>six steps for making decisions</i>. You will be able to talk about them and explain what they mean, and how you can put them into practice in everyday life. You will be to discuss and identify influences that may affect your choice of decision making.
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Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____
	Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____ Date the assessment was submitted by learner (insert date below) _____	Learner Signature: _____
	Date / /
	Course Tutor Signature: _____
	Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature>
	Date / /

6. Marking Sheet

Learner Name:		Date:		Course Code:	M1L12
Course Name:	Personal Decision Making	Level:	QQI Level 1		

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	Referred means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO 1 Name recent personal decision, e.g. product choice, transport method, participation in learning/work.		Assessment 1
LO2 Identify the stages of a recent short term personal decision, e.g. a decision to participate in an event from invitation to attendance, choosing appropriate dress for the workplace, possibilities with a familiar limited budget to cover transport and food for a short trip.		Assessment 2
LO3 List some everyday personal choices involved in decision making, e.g. choosing from a menu, contacting a friend/colleague.		Assessment 3
LO4 Identify influences and choices involved in decision making, e.g. personal preference, time/cost, elementary consequence for self/others, view of a trusted friend/colleague		Assessment 4
Grade Awarded	Tick as appropriate	Successful ☐ Referred ☐
Grade provided by (Tutor/Assessor Signature)		Date of grade issue: / /

Learner Feedback	
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐
Learner Feedback provided by (Tutor/Assessor Signature)	Date of feedback issue: / /

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LO's included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e. all LOs ticked and proper code included?			
Has Learner and Accessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>