

Assessment Manual

Setting Learning Goals

M1L13

Award Type: Minor

Award Level:1

Version: 1.0

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1. Assessment Overview

Setting Learning Goals M1L13 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:	Setting Learning Goals
Award Type:	Minor
Framework Level:	1
Award Code:	M1L13
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 Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe.	Assessment 1
LO2 Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim.	Assessment 2
LO3 Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources.	Assessment 3
LO4 Perform steps required to achieve the plan	Assessment 4
LO5 Describe feelings/opinions on the plan at the end of a specified time	Assessment 5

5. Staff Supporting Assessment Agreement

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

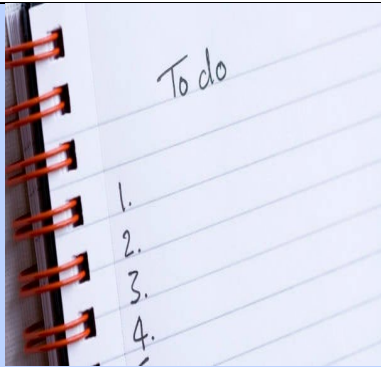
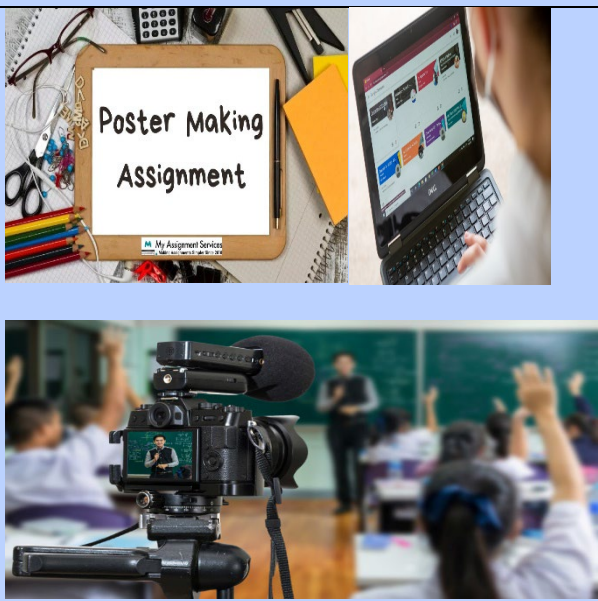
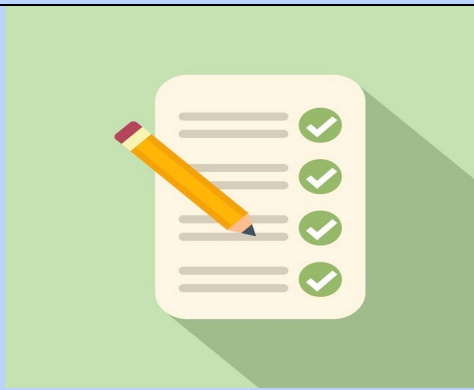
Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed 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 – Setting Learning Goals

Learner Name:	
Module:	Setting Learning Goals
Module Code:	M1L13
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:	Setting Learning Goals M1L13
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	



	<p>There are 5 assessments for you to complete as part of your portfolio of work for your module <i>Setting Learning Goals.</i></p>
	<p>You can present your work in the way that works best for you. <i>Making a Poster</i> <i>Making a Video</i> <i>Using Worksheets</i></p>
	<p>You must complete all the 5 <i>assessments</i></p>



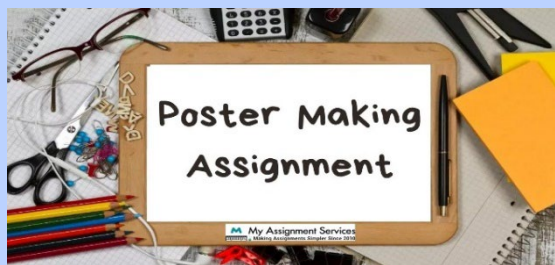
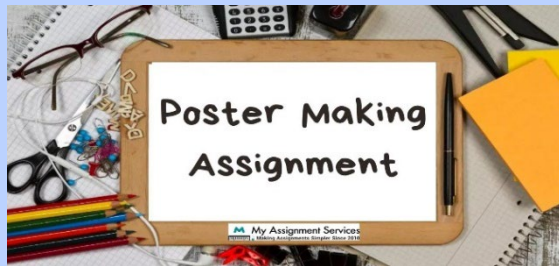
Guidelines:

Within this module you will become familiar with personal goals and what is involved in achieving these goals. In doing so you will demonstrate a better knowledge of Setting Learning Goals module.



Criteria:

- SLG 1 – Identify some recent personal learning achievements.
- SLG 2 - Identify a small range of short medium term learning aspirations.
- SLG 3- Name, with support, some steps needed to achieve a personal learning goal within a specified time period.
- SLG 4- Preform steps required to achieve the plan.
- SLG 5- Describe feelings/opinions on the plan at the end of a specific time.



Title Assessment 1 – SS1: Guidelines

You will need to identify some recent personal learning achievements.

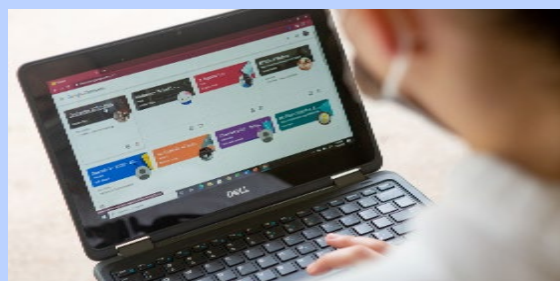
How Will You Do This:

Activity One:

- You will take part in a group discussion about what you think an achievement is.
- Visuals will be used to show you what an achievement is. E.g. when you win a race, you win a medal.

Activity two:

- You will participate in a group discussion about achievements that are personal to you and your peers.
- You can either write out some of your personal achievements or use visuals to show your achievements.
- You will then need to make a poster by drawing / cutting & sticking pictures to show your personal achievements.



Learning Outcome:

You have identified some recent personal learning achievements.

Title Assessment 2 – SS2:
Guidelines - Identify a small range of short medium term learning aspirations.

How will you do this:

Activity One:

- You will participate in a group discussion about some learning aspirations you have that you will try to achieve in the short and medium term.
- You will need to make a poster where you identify some learning aspirations.

Activity Two:

- You will need to make a spider diagram to illustrate your ideas about the learning aspirations you have.
- You will take a photo of your spider diagram and save it on your iPad.



Learning Outcome:

You have identified a small range of short medium term learning aspirations.



Title Assessment 3 – SLG3

Guidelines:

Name, with support, some steps needed to achieve a personal learning goal within a specified time period.

How You Will Do This:

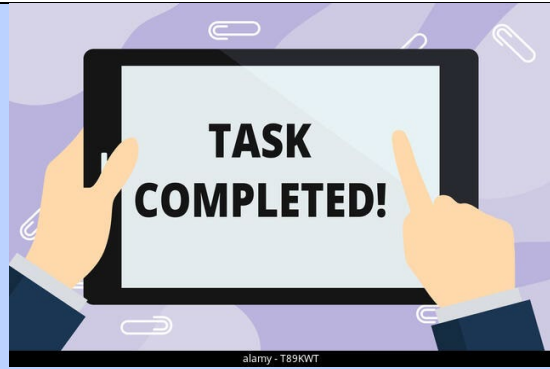
Activity One:

- You will participate in a group discussion about what your goal is.
- You will write/ use visuals to document what your personal goal is.
- You will write / use visuals to document the steps you think you will have to complete to achieve your goal.



Activity Two:

- You will make a poster personal to you to show the steps you will take to reach your goal.



Learning Outcome:

With support you have named some steps needed to achieve a personal learning goal within a specified time period.

Title Assessment 4 – SLG4:

Perform steps required to achieve the plan.

How You Will Do This:

Activity One:

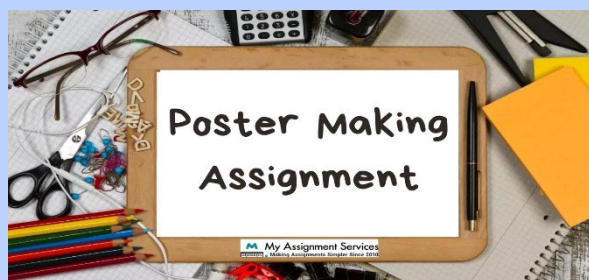
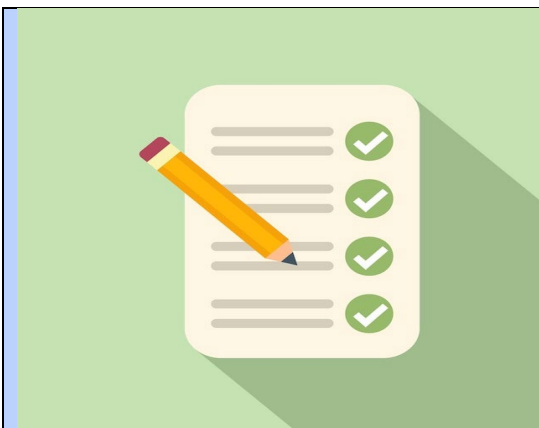
- You will familiarise yourself with assessment 3 again and what your goal is.
- You will participate in another group discussion about how you will attempt to achieve your goal.

Activity Two:

- You will take each step at a pace that suits you, in order to help you reach your goal.
- You will attempt each step of your goal, while a friend records you using your iPad.
- You will save this visual clip on your iPad.

Learning Outcome:

You have performed steps required to achieve the plan.



Title Assessment 5 – SLG 5

Guidelines:

You will describe your feelings/opinions on the plan at the end of a specific time.

How You Will Do This:

Activity One:

- You will watch the video that is saved on your iPad of you completing the steps of your plan.

Activity two:

- You will take part in a discussion on how you feel now that you have completed your goal.
- You will use visuals to show how you feel now that the goal has been attempted.
- You will complete a poster personal to you to show your feelings now that you have completed you plan and achieved your goal.

Learning Outcome:

You have described your feelings/opinions on the plan at the end of a specific time.

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:	M1L13
Course Name:	Setting Learning Goals	Level:	QQI Level 1		

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
<p>Successful means that the learner has:</p> <p>Reached the required standard as outlined by the assessment criteria in the component specification.</p> <p>Provided sufficient evidence which has relevance and clarity.</p>	<p>Referred means that the learner has:</p> <p>Not achieved the minimum standards required as outlined by the assessment criteria in the component specification.</p> <p>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.</p>

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO 1 Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe.		Assessment 1
LO2 Identify a small range of short medium term learning aspirations, e.g. to send a text message, to learn to swim.		Assessment 2
LO3 Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources.		Assessment 3
LO4 Perform steps required to achieve the plan.		Assessment 4
LO5 Describe feelings/opinions on the plan at the end of a specified time.		Assessment 5
Grade Awarded	Tick as appropriate	Successful <input type="checkbox"/> Referred <input type="checkbox"/>
Grade provided by (Tutor/Assessor Signature) 		Date of grade issue: / /
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video <input type="checkbox"/> Text <input type="checkbox"/> LEAP <input type="checkbox"/> Audio <input type="checkbox"/> Visual <input type="checkbox"/>	
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 LOs 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 Assessor 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>