

## **Lifelong Learning**

# **Assessment Manual**

**Title:** Personal Care

M2H14

**Award Type:** Minor

**Award Level:** 2

**Version:** 1.0

## Contents

|  |    |
|--|----|
| 1. Assessment Overview .....   | 3  |
| 1.1 Assessment Criteria for Tutors .....   | 3  |
| 1.2 Assessment Brief.....  | 4  |
| 1.3 Learner Declaration .....  | 4  |
| 1.4 Assessment Overview .....  | 4  |
| 1.5 Tutor Marking Review .....   | 5  |
| 2. Grading and Feedback.....   | 5  |
| 2.1 Grading.....   | 5  |
| 2.2 Learner Feedback.....  | 6  |
| 3. Internal and External Verification.....                                       | 6  |
| 4. Learning Outcomes Mapping .....   | 7  |
| 5. Staff Supporting Assessment Agreement.....                                    | 8  |
| 5.1 Assessment Brief – Personal Care .....                                       | 9  |
| 6. Marking Sheet .....   | 21 |
| Appendix 1: Submission Checklist for Course Assessor and Internal Verifier ..... | 24 |

# 1. Assessment Overview

Personal Care is 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.

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 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

|                              |                   |
|------------------------------|-------------------|
| <b>Award Title:</b>          | Personal Care     |
| <b>Award Type:</b>           | Minor             |
| <b>Framework Level:</b>      | 2                 |
| <b>Award Code:</b>           | M2H14             |
| <b>Credit Value:</b>         | 5                 |
| <b>Assessment Technique:</b> | Portfolio of Work |

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

| <b>Module Learning Outcome</b>   | <b>Assessment Technique(s) / Tasks</b> |
|--|--|
| (PC1) List essential daily personal care practices<br>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. <i>dental care products, anti-perspirants, hair care, foot care</i> . | 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 |

## 5. Staff Supporting Assessment Agreement

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



| <b>Supporting Staff Agreement</b><br><b>I will:</b>   | <b>Initial</b> |
|---|----------------|
| Agree a time with the learner to provide learning support to assist the learner's independent completion of course and assessment related work.<br>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 always work safe and secure  |                |
| 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 Care

|                      |  |
|----------------------|--|
| <b>Learner Name:</b> |  |
| <b>Module:</b>       |  |

|  |   |
|--|---|
| <b>Module Code:</b>                    |   |
| <b>Level:</b>                          | 2   |
| <b>Technique:</b>                      | Portfolio of Work   |
| <b>Grading:</b>                        | S = All assessments are completed satisfactorily<br>R = Assessment incomplete or not completed satisfactorily |
| <b>Assessment Start Date:</b>          |   |
| <b>Assessment Submission Deadline:</b> |   |

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| Leve |
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## Assessment

There are 6 assessments for you to complete as part of your portfolio of work for your course, Personal Care

You can present your work in the way that works best for you, like using posters, photos, making a video, and using worksheets. The portfolio will be presented on book creator.

You must complete all 6 Units.

Title: Daily Care Practices: List essential daily personal care practices dental care products, anti-



**BOOK  
CREATOR**



perspirants, hair care, foot care (PC1)

#### Guidelines:

- Complete each task or worksheet assigned in section 1 of Personal care.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to you tutor and recorded on book creator.

#### Criteria:

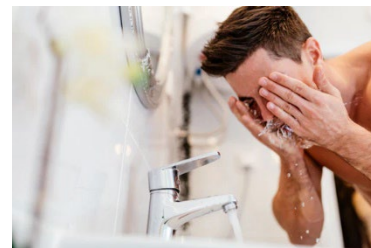
On completion of the assigned work the learner will be able to:

- 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.

#### Learning Outcomes:

- To list important daily personal care practices.
- Describe the benefits of personal care products.
- Identify different parts of the human body and appropriate care practices.

To be aware of daily personal care practices



Title: Benefits and consequences of good personal hygiene. Identify some benefits and consequences of good personal care (PC2).

Guidelines:

- Complete each task or worksheet assigned in section 2 of Personal care.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to you tutor and recorded on book creator.

Criteria:

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.

Learning Outcomes:

- Identify the benefits of good of good personal hygiene.
- Identify the negative consequences of poor personal hygiene.



- Recognise the connection between personal hygiene and your mental health.
- Recognise the connection between personal hygiene and your relationship with others.
- To be aware of the benefits and consequences of good personal hygiene.

Title: Personal Care Products.  
Explain the benefits of a range of daily personal care products (PC3)

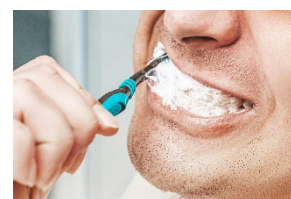
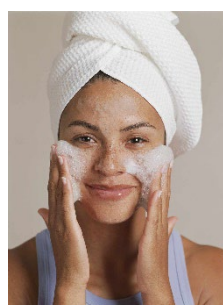
Guidelines:

- Complete each task or worksheet assigned in section 3 of Personal care.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to you tutor and recorded on book creator.

Criteria:

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.

#### Learning Outcomes:

- Identify the correct care products for different personal care routines.
- Demonstrate skills associated with personal care routine.
- To be aware of the benefits of using a range of personal care products.



Title: Personal Care Plan Maintain an agreed personal care plan (PC4).

#### Guidelines:

- Complete each task or worksheet assigned in section 4 of Personal care.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor and recorded on book creator.





**Criteria:**

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.

**Learning Outcomes:**

- Be able to create an appropriate personal care plan in different situations through the day.
- Be able to perform an agreed personal care plan.
- Maintain an agreed personal care plan.



**Title:** Reasons for maintaining care of personal belongings (PC5)

**Guidelines:**

- Complete each task or worksheet assigned in section 5 of Personal care.



- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor and recorded on book creator.

#### Criteria:

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.

#### Learning Outcomes:

- Identify reason for maintaining care of personal belongings.
- Identify daily, weekly, and monthly personal hygiene tasks.

Reasons for maintaining care of personal belongings (PC5)



Title: Appropriate clothing for home, work, and community. Identify appropriate clothing for a range of routine activities at home, at work and in the community (PC6)

Guidelines:

- Complete each task or worksheet assigned in section 6 of Personal care.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to you tutor and recorded on book creator.

Criteria:

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.

Learning Outcomes:

- Ability to identify appropriate clothing for a range of activities.
- Identify appropriate clothing for different activities at home, work and in the community.

Identify appropriate clothing for a range of routine activities at home, at work and in the community (PC6)



| Learner Declaration (Learner to complete this section)   |   |
|--|---|
| I confirm that all work in my portfolio has been completed by me.  | Learner Signature:<br><br>_____   |
|  | Date:<br><br>_____  |
| Assessment Overview (Both learner and course tutor complete this section)  |   |
| Date the assessment brief was given.<br>(insert date below)<br><br>_____<br><br>Date the assessment was submitted<br>by learner (insert date below)<br>_____ | Learner Signature:<br><br>_____   |
|  | Date            /            /  |
|  | Course Tutor Signature:<br><br>_____  |
|  | 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><br>has / has not<br>completed ALL elements of the<br>assessment tasks correctly and<br>independently. |
|  | Course Tutor Signature:<br>< Insert Tutor Signature>  |
|  | Date            /            /  |

## 6. Marking Sheet

|                      |               |              |               |                     |       |
|----------------------|---------------|--------------|---------------|---------------------|-------|
| <b>Learner Name:</b> |               | <b>Date:</b> |               | <b>Course Code:</b> | M2H14 |
| <b>Course Name:</b>  | Personal Care |              | <b>Level:</b> | QQI Level 2         |       |

| Portfolio /Collection of Work – 100% |
|--------------------------------------|
| Grading Bands                        |

| Successful  | Referred  |
|---|---|
| <p><b>Successful</b> 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><b>Referred</b> 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> |

| <b>Assessment Criteria</b>  | <b>Allocation of Marks</b> | <b>Evidence of Assessment</b>               |
|---|----------------------------|---|
| <b>Learning Outcomes Demonstration</b>  | <b>Tick if achieved</b>    | <b>Assessment Workbook Title and Number</b> |
| Show evidence of participation in a brainstorming session 'What things do I need to do each day to make sure I am clean and fresh?'(PC1)          |                            |   |
| Complete assigned worksheets identifying daily care practices of the face, teeth, and hair (PC1)  |                            |   |
| Complete assigned worksheets identifying daily care practices of different parts of the body (PC1)  |                            |   |
| Complete assigned worksheets identifying daily care practices of the legs and feet (PC1)  |                            |   |
| Show evidence of participation in a brainstorming session on the benefits of being clean and fresh verses having bad odor and being unkept. (PC2) |                            |   |
| Show evidence of participation in a brainstorming session how personal care effect our relationships with other (PC2)                             |                            |   |
| Completed assigned worksheets on the consequences of having poor personal hygiene on your mental health and relationships. (PC2)                  |                            |   |
| Completed assigned worksheets on the consequences of having good personal hygiene on your mental health and relationships. (PC2)                  |                            |   |
| Show evidence of you identifying personal care items and their use (PC3)  |                            |   |

|  |  |  |
|--|--|--|
|  |  |  |
| Evidence demonstrating good dental care (PC3)  |  |  |
| Evidence demonstrating good skin care routine (PC3)  |  |  |
| Evidence demonstrating correct hand washing practices (PC3)  |  |  |
| Complete a suitable person care plan for a morning routing (PC4)   |  |  |
| Complete a suitable person care plan for a nighttime routing (PC4)   |  |  |
| Complete an appropriate person care plan after doing a workout at the gym or following exercise (PC4)                  |  |  |
| Complete an appropriate person care plan after using the toilet (PC4)  |  |  |
| Complete an appropriate person care plan after using the toilet (PC4)  |  |  |
| Complete an appropriate person care plan during menstruation (PC4)   |  |  |
| Complete an appropriate person care plan when shaving (PC4)  |  |  |
| Show evidence of participation in a brainstorming session 'Why is it important to take care of your belongings?' (PC5) |  |  |
| Completed assigned worksheets identifying items of clothes or items of belongings that should be changed daily (PC5)   |  |  |
| Completed assigned worksheets identifying items of clothes or belongings that should be changed less frequently (PC5)  |  |  |

|   |   |  |
|---|---|--|
|   |   |  |
| Completed assigned worksheets identifying appropriate clothes to wear going shopping (PC6)  |   |  |
| Completed assigned worksheets identifying appropriate clothes to wear to the gym (PC6)  |   |  |
| Complete assigned worksheet demonstrating the appropriate clothing for different activities at home, work and in the community (PC) |   |  |
| <b>Grade Awarded</b>  | <b>Tick as appropriate</b>  | <b>Successful</b> <input type="checkbox"/><br><b>Referred</b> <input type="checkbox"/> |
| Grade provided by<br>(Tutor/Assessor Signature)<br>.....  |   | Date of grade issue:   |
| <b>Learner Feedback</b>   |   |  |
| Mode of feedback provided to learner:   | Tick as appropriate<br>Video <input checked="" type="checkbox"/> Text <input type="checkbox"/> LEAP <input type="checkbox"/><br>Audio <input type="checkbox"/><br>Visual <input type="checkbox"/> |  |
| Learner Feedback provided by<br>(Tutor/Assessor Signature)<br>.....   | Date of feedback issue:   |  |

## Appendix 1: Submission Checklist for Course Assessor and Internal Verifier



| Information Needed  | Details | Assessor check | Internal Verifier check |
|---|---------|----------------|-------------------------|
| <b>Assessor Responsibility</b>  |         |                |                         |
| 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?   |         |                |                         |
| <b>Internal Verification Responsibility</b>   |         |                |                         |
| 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>