St John of God Community Services

Lifelong Learning

Assessment Manual

Title Drama

M2A22

Award Type: Minor

Award Level:2

Version: 1.0

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1. Assessment Overview

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.

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 graded 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 SJOGCS 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:	Drama
Award Type:	Minor
Framework Level:	2
Award Code:	M2A22
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
(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	Assessments 8

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 – Drama

Learner Name:	
Module:	Drama
Module Code:	M2A22
Level:	2
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

5.2 Assessment Brief

Programme Module Title:	General Learning
Component Title and Code:	Drama M2A22
Level	2
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	

There are **8 assessments** for you to complete as part of your portfolio of work for your course.

You can present your work in any manner that suits you.

You must complete <u>all</u> assessments.

Title: Assessment 1 – Respond to a range of stimuli using movement

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

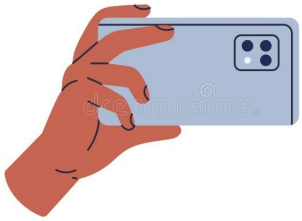
Criteria

In completing this assessment, 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.

Learning Outcome:

- To have body awareness.
- To connect stimuli to their own dance.
- To respond to a range of stimuli.
- To observe and learn new movements and skills.



Title: Assessment 2 Create a sound-scape

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

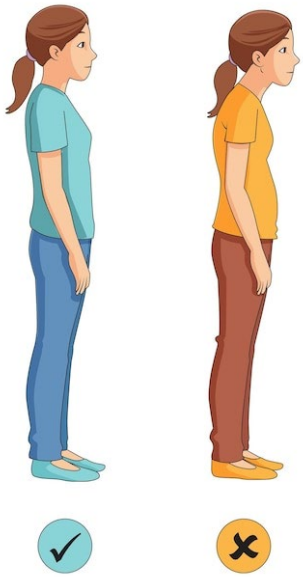
Criteria

In completing this assessment, the learner will be able to:

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

Learning Outcome:

- To have awareness of range of one's voice.
- To explore vocal abilities to create different sounds.
- To use different pitch and volume in voice.

Title: Identify preferred vocal/auditory range and stance, e.g. 'finding one's voice' **Guidelines** • Capture picture/video evidence of your work. • Document activities and reflections. **Criteria** In completing this piece of assessment, 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. **Learning Outcome:** • To understand the basic skills of presenting in front of an audience. • Have awareness of Body posture. tone of voice and eye contact.	 

Title: Respond to instruction and group interaction in the context of theatre/drama,

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

Criteria

In completing this piece of assessment, 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.

Learning Outcome

- To be able to work in group.
- To follow the direction from others.

Title: Engage in embodiment activities as part of a pair or small group.

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

Criteria

In completing this piece of assessment, 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.

Learning Outcome

- To understand respect of others.
- To work in a cohesive group.

Title - Present an idea dramatically.

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections using the Book Creator app.

Criteria

In completing this piece of assessment, 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.

Learning Outcome

- To use drama skills.
- Understand planning for drama pieces.
- To be a participant in different drama activities.

Title: Explore the role of audience as active witness.

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

Criteria

In completing this piece of assessment, 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.

Learning Outcome

- To be aware of skills needed to be active member of an audience.

Title: Be part of an audience.

Guidelines

- Capture picture/video evidence of your work.
- Document activities and reflections.

Criteria

In completing this piece of assessment, 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.

Learning Outcome

- To engage appropriately as a member of the audience.

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:**	M2A22
Course Name:	Drama		**Level:**	QQI Level 2	

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
		Assessment 1
		Assessment 2
		Assessment 2
		Assessment 3
		Assessment 4
		Assessment 5
		Assessment 6
		Assessment 7
		Assessment 8
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 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 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>