St John of God Community Services

Lifelong Learning

# Assessment Manual

**Title:** Setting Learning Goals

M2L13

**Award Type:** Minor

**Award Level:** 2

**Version:** 1.0

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# 1. Assessment Overview

Setting Learning Goals 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 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 SJOGCS13 Policy on using Inclusive Communication.

## 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:** | 2 |
| **Award Code:** | M2H21 |
| **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 |
|---|---|
| (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 |

# 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**<br>**I will:** | **Initial** |
|---|---|
| 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 – Setting Learning Goals

| | |
|---|---|
| **Learner Name:** | |
| **Module:** | Setting Learning Goals |
| **Module Code:** | M2L13 |
| **Level:** | 2 |
| **Technique:** | Portfolio of Work |
| **Grading:** | S = All assessments are completed satisfactorily<br>R = Assessment incomplete or not completed satisfactorily |
| **Assessment Start Date:** | |
| **Assessment Submission Deadline:** | |

| | |
|---|---|
| Programme Module Title | Setting Learning Goals |
| Component Title and Code: | M2L13 |
| Level | 2 |
| Assessment Technique | Portfolio of Work |
| Weighting | 100% |
| Submission Date | |

| **Assessment** | |
|---|---|
| There are 7 assessments for you to complete as part of your portfolio of work for your course, Setting Learning Goals | |
| You can present your work in the way that works best for you, like using posters, photos, making a video, and using worksheets. | BOOK CREATOR |
| You must complete all 7 Units. | |

**Title: A Personal Profile (SLG1)**

**Guidelines:**

- Complete each task or worksheet assigned in section 1 of Setting Learning Goals
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Identify components of a personal profile.
- Complete a personal profile.

(SLG1) Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths, and weaknesses.

**Title: Learning styles (SLG2)**

**Guidelines:**

- Complete each task or worksheet assigned in section 2 of Setting Learning Goals.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Be able to identify different ways people learn.

(SLG2) Discuss different ways of learning.

**Title: Personal learning successes (SLG3)**

**Guidelines:**

- Complete each task or worksheet assigned in section 3 of Setting Learning Goals.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Identify elements to promote personal learning success.

(SLG3) Consider personal learning successes.

**Title: Personal learning style (SLG4)**

**Guidelines:**

- Complete each task or worksheet assigned in section 4 of Setting Learning Goals.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

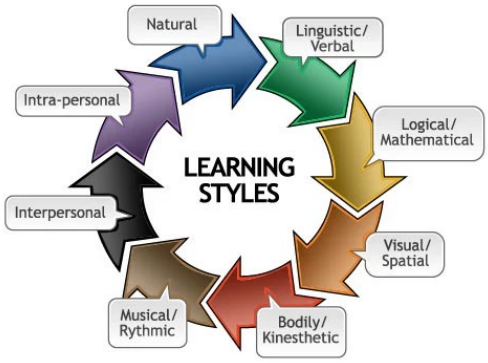
On completion of the assigned work the learner will be able to:

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

**Learning Outcomes:**

- Be able to identify element of preferred personal learning style.

(SLG4) Identify elements of the preferred personal learning style.



**Title: Learning plan.**

**Guidelines:**

- Complete each task or worksheet assigned in section 5 of Setting Learning Goals.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Be able to develop a plan identifying goals, steps, timeframe and supports needed.

(SLG5) Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame.

**Title: Implementing the plan**

**Guidelines:**

- Complete each task or worksheet assigned in section 6 of Setting Learning Goals
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Implement and set realistic time frames for achieving goals.
- Identify key elements to enable implementation of a plan.

(SLG6) Implementing the plan.

**Title: Evaluation (SLG7)**

**Guidelines:**

- Complete each task or worksheet assigned in section 7 of Setting Learning Goals
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

**Criteria:**

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.

**Learning Outcomes:**

- Identify and express how performance can be improved.

(SLG7) Express opinions on how performance could be improved.

| **Learner Declaration (Learner to complete this section)** | |
|---|---|
| I confirm that all work in my portfolio has been completed by me. | Learner Signature:<br><br>_____<br><br>Date:<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 by learner (insert date below)<br>_____ | Learner Signature:<br><br>_____<br><br>Date / /<br><br>Course Tutor Signature:<br><br>_____<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 assessment tasks correctly and independently.<br><br>Course Tutor Signature:<br>< Insert Tutor Signature><br><br>Date / / |

## 6. Marking Sheet

| Learner Name: | | Date: | | Course Code: | M2L13 |
|---|---|---|---|---|---|
| Course Name: | Setting Learning Goals | | Level: | QQI Level 2 | |

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

| Successful | Referred |
|---|---|
| **Successful** means that the learner has:<br>Reached the required standard as outlined by the assessment criteria in the component specification.<br><br>Provided sufficient evidence which has relevance and clarity. | **Referred** means that the learner has:<br><br>Not achieved the minimum standards required as outlined by the assessment criteria in the component specification.<br><br>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** |
| Complete assigned worksheet identifying components of a personal profile. (SLG1) | | |
| Complete assigned worksheets discussing strengths, weaknesses, talents, and values. (SLG1) | | |
| Complete a personal profile template (SLG1) | | |
| Show evidence of participating in a brainstorming session identifying different learning styles. (SLG2) | | |
| Complete assigned worksheet identifying personal learning style. (SLG2) | | |
| Show evidence of participating in a brainstorming session identifying elements that can impact different learning styles. (SLG2) | | |
| Completes assigned worksheet identifying personal learning success and achievement in the past. (SLG3) | | |
| Show evidence of participating in a brainstorming session identifying supports and barriers that impact achieving goals. (SLG3) | | |
| Show evidence discussing different personal learning styles. (SLG4) | | |
| Completes assigned worksheet identifying own personal learning style (SLG4) | | |

| | | |
|---|---|---|
| Completes assigned worksheet identifying habits that support learning (SLG4) | | |
| Completes assigned worksheets discussing essential elements to goal setting (SLG5) | | |
| Complete assigned worksheet identifying appropriate goals and timeframes (SLG5) | | |
| Show evidence discussing necessary steps to reach a goal (SLG5) | | |
| Complete assigned worksheets identifying progress in implementing plan (SLG6) | | |
| Show evidence of participating in a brainstorming session identifying supports needed to implement plan (SLG6) | | |
| Complete assigned worksheet identifying what motivates people to progress with goals. (SLG6) | | |
| Complete assigned worksheets evaluation progress of the plan (SLG7) | | |
| Complete assigned worksheets identifying areas of strengths and weaknesses in the progression of the plan (SLG7) | | |
| Complete assigned worksheets identifying areas of improvement for future (SLG7) | | |
| **Grade Awarded** | **Tick as appropriate** | **Successful** ☐<br>**Referred** ☐ |

| | | |
|---|---|---|
| Grade provided by (Tutor/Assessor Signature)<br><br>…… | | Date of grade issue: |
| **Learner Feedback** | | |
| Mode of feedback provided to learner: | Tick as appropriate<br><br>Video ☐ Text ☐ LEAP ☐<br><br>Audio ☐ Visual ☐ | |
| Learner Feedback provided by (Tutor/Assessor Signature)<br><br>…….. | 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>