

Context

The Further Education Support Service (FESS) wished to provide a sample to Providers on what an assessment brief might look like at Level 1 and Level 2. Programmes at Level 1 and Level 2 are written by Providers and validated by FETAC therefore there was no generic programme that the FESS could use as a basis for generating an assessment brief. Because of this the FESS decided to write a sample programme module, from which a sample assessment brief could be developed.

Therefore for the purposes of this exercise imagine that this programme module is part of a programme called Skills for Life. It is the type of programme that may be used in a literacy scheme, focusing on Learners wishing to improve their basic literacy, numeracy and communication skills. The Skills for Life programme is made up of a number of programme modules but for the purposes of this exercise, i.e. to provide a sample assessment brief that may be suitable to assess Learners at Level 1, we will focus on just one of the programme modules; Shopping.

In successfully completing the programme module on Shopping, the Learner will achieve the standard in some or all of the learning outcomes from the following minor awards at Level 1: **Reading (M1C01)**, **Writing (M1C02)**, **Personal Decision Making (M1L12)**, **Non Verbal Communication (M1C04)** and **Problem Solving (M1N09)**.

To see a graphical representation of the relationship between certification, validated programme, programme modules and component/minor awards, [please click here](#).

Programme Module	Objectives	Indicative Content	Assessment	Learning Outcomes	Duration
Shopping	<p>To recognise familiar words, symbols, signs and documents associated with shopping</p> <p>To build the confidence of the Learner in</p>	<p>Consider the different types of shops the Learner visits on a regular basis, for example, grocery, clothes, shoe shop, newsagent, farm shop, fruit and vegetable, betting shop, pharmacy, electrical, hardware and so on and recognise these words.</p> <p>Recognise some key words associated with using these shops, for example, entrance, exit, cashier, express checkout, customer service, special offer, sale, trolleys, baskets, ATM, Lotto, pay point, self-service and so on.</p>	<p>The assessment of the learning outcomes for this programme module will be integrated into a task based on the activity of Shopping.</p> <p>The assessment technique used will be a collection of work/portfolio and may include worksheets, lists, pictures, matching exercises, description by the Tutor on what the</p>	R1 R2 R6 W2 W3 PDM1 PDM2 PDM3	20 hours

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	<p>putting a pen or pencil to paper to write and transcribe familiar words</p> <p>To facilitate the Learner in considering his/her style of decision making and to build the Learner's confidence in making decisions</p> <p>To enable the Learner to develop an awareness of communicating with others non-verbally</p> <p>To support the Learner in developing basic problem solving skills</p>	<p>Using some common signs and symbols that the Learner may see when shopping, allow the Learner to demonstrate how s/he would respond when seeing these signs or symbols, for example, exit, entrance, slippery floor, hazard signs and so on.</p> <p>Recognise that the colour used in the name of the shop may help to identify shop – green for Dunnes Stores, blue and red for Tesco, yellow blue and red for Lidl and so on.</p> <p>Identify some items the Learner would like to purchase on a shopping trip and write these items down on a shopping list.</p> <p>Decide which shop each of the items may be purchased in and transcribe the names of the items on the shopping list, per shop where they can be purchased.</p> <p>Consider some of the items on the shopping list and based on allowing the Learner a certain amount of money to spend, identify the options available to the Learner to get the best value from his/her money while also considering which items on the shopping list are the most important items to purchase and why.</p> <p>Facilitate the Learner in estimating the cost of the items on the shopping list.</p> <p>Identify the stages involved in coming to a decision on how and on what items to spend the Learner's money on, for example, considering how much money the Learner has to spend, which of the items on the shopping list are the most important to purchase at this time and which items can be left until another time, how is the Learner going to get the best value for money, which shops are going to be the most convenient to purchase in and so on.</p> <p>Identify the reasons for choosing to buy an item in one shop instead of</p>	<p>Learner did, etc.</p> <p>In completing this assessment the Learner will demonstrate:</p> <ul style="list-style-type: none"> that s/he can recognise commonly used and personally relevant words and can interpret common signs and symbols in the context of shopping the ability to sequence steps associated with shopping in the correct order that s/he can produce a shopping list an ability to make decisions, while considering factors that may affect the decisions made that s/he can respond appropriately to body language and gestures while dealing with other people – those that are personally known to the Learner and those that are not the ability to solve a simple problem in relation to working with a specific amount of money in the context of shopping 	<p>PDM4</p> <p>NVC3 NVC4 NVC5</p> <p>PS1 PS2 PS3</p>	
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		<p>another and discuss some recent decisions the Learner has made in deciding what to buy while shopping and what to leave behind and the reasons for this choice, for example, personal preference, cost, budget, convenience, loyalty to one shop, loyalty to a brand and so on.</p> <p>Identify the different people the Learner may interact with while out shopping, for example, the security man, the shopkeeper, the checkout person, a person stacking shelves, the customer care representative, friends, family or acquaintances and so on.</p> <p>Demonstrate how to respond to body language and gestures that people use all the time when communicating with others, for example, nodding the head, shaking the head, looking confused, frowning, smiling, pointing and so on.</p> <p>Given a number of images documenting the different stages involved in a shopping trip, allow the Learner to sequence the steps in the correct order, for example, pictures of a person getting a shopping trolley/basket, going to the ATM, picking out some items to buy, waiting at the checkout, putting the shopping in the bag, paying for the items, saying thank you to the cashier, putting the bag into the shopping trolley/basket, putting the shopping bag into the boot of the car, leaving back the shopping trolley/basket, driving away and so on.</p>		
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