

**QQI**
 Quality and Qualifications Ireland
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on a Reviewed Programme leading to CAS Awards (Levels 1 to 4)

Part 1. Provider details

Provider name	REHAB Group is the registered provider. (National Learning Network (NLN) is the education and training division of REHAB Group)
Date of site visit	The panel met on 16 March 2022 after a desk review of programme documentation. The panel met with the provider on 11 March 2022 to discuss the programme review and its findings.
Date of report	18 March 2022

Section A. Overall recommendation on Revalidation

Programme Title	Skills for Life – Level 1		
Programme Code	P1GLO	FET Credits (Total)	20
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory		

Section B. Expert Panel

Name	Role on Panel	Affiliation: Employer and Job Title
Ann Dunne	Chair	Retired, Formerly Further Education and Training Development Officer, City of Dublin Education and Training Board
Karen Donegan	Subject Matter Expert	Staff Training & Development Officer, KARE, Newbridge, Co. Kildare
Gillian Harris	Subject Matter Expert	eLearning Development Coordinator, National Adult Literacy Agency
Kevin Devine	Report Writer	Retired, formerly Deputy Principal, Ballyfermot CFE, CDETB.

Section C. Provider's Review Report

Panel Commentary on Provider's Review Process and Review Report:
<p>The provider undertook a review process which commenced in March 2021 and was due to be completed in September 2021. Due to the continuing disruption caused by the Covid pandemic the process was not completed as planned. The provider's report was prepared but the independent review panel was not formed and therefore there was no independent report available at the time of revalidation.</p> <p>An Independent Evaluation Panel was formed in February 2022 to pilot the revalidation process for FET programmes, and this panel have read the provider's review report and discussed it with the provider's staff. The panel comes to the following conclusions;</p> <ul style="list-style-type: none"> • The provider has undertaken a review of the programmes and collected evidence to support the conclusions in its report. • The period of the review includes the years 2020 and 2021 when the Covid pandemic disrupted all normal patterns. For that reason, only limited conclusions can be drawn about the future delivery of the programmes from the review data. • Overall, there is evidence that learners are benefitting from the programme and that stakeholders are satisfied with the programme. • There is evidence of a demand for the programmes in the centres already running it and other centres have stated that they also have a demand for the programme. • The provider's staff have indicated that there is a need to offer additional modules.

Part 2. Programme for Revalidation

Names of centre(s) where the programme(s) is to be provided	Concurrent learners	
	Minimum	Maximum
NLN Arklow	1	10
NLN Carlow	1	10
NLN Clonmel	1	10
NLN Kilkenny	1	10

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NLN Waterford	1	10
NLN Wexford	1	10
NLN Dundalk	1	10
NLN Navan	1	10
NLN Swords	1	10
NLN Kildare	1	10
NLN Portlaoise	1	10
NLN Tullamore	1	10
NLN Ballyfermot	1	10
NLN Phibsboro	1	10
NLN Tallaght	1	10
NLN Bray	1	10
NLN Roslyn Park College	1	10
NLN Holyhill (Cork)	1	10
NLN Tralee	1	10
NLN Bantry	1	10
NLN Seward House (Cork)	1	10
NLN Limerick (Jutland)	1	10
NLN Limerick (Raheen)	1	10
NLN Cavan	1	10
NLN Monaghan	1	10
NLN Athlone	1	10
NLN Longford	1	10
NLN Mullingar	1	10
NLN Castlerea	1	10
NLN Galway	1	10
NLN Quest (Galway)	1	10
NLN Carrick-on -Shannon	1	10
NLN Castlebar	1	10
NLN Sligo	1	10
NLN Letterkenny	1	10

Panel Commentary on Centres where programme is to be provided:

- The provider has 34 locations throughout Ireland listed above and in principle the programme may be provided in any of those centres.
- In practice there are 4 centres regularly offering the current programme (Holyhill, Sligo, Carrick-on-Shannon, Letterkenny) with another 5 likely to offer it in the short term (Galway, Jutland, Castlebar, Mullingar and Clonmel).
- The minimum number of learners in all cases will be 1.

Brief synopsis of the revised programme (e.g., who it is for, what is it for, what is involved for learners, what it leads to.)

Programme Purpose/Aim

The aim of this programme is to address the needs of individual students who wish to:

- Achieve QQI level 1 certification
- Enhance and improve quality of life through developing personal, social and independent living skills
- Participate in society and the local community
- Transfer to another programme at the same level
- Progress to a programme at a higher level
- Recognise their own skills, abilities and talents

Target learner group(s): (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

Programmes offered by National Learning Network are suitable for individuals who are long-term unemployed, have an illness, a disability or extra support needs.

It is expected that students availing of this programme, Skills for Life, will come from a diverse range of social, economic and cultural backgrounds. This may include all age groups who have additional support needs in relation to their educational achievements and who wish to develop basic personal, social and work related skills as well as learn new skills.

Student supports will be provided to students who do not have the appropriate reading, writing, IT and numeracy skills. Students must be willing to learn new skills in new areas. The aspirations of the target students are reflected in the programme aim in section 2.1.15.

Certificate available to learners on completion of this programme (i.e. one of Major, Special Purpose, Supplemental or Component Certificate)

Award Code	Award Title	Award Class
P1GLO	Skills for Life	Major
If the programme does not lead to a full certificate, what number of FET credits is achievable:		N/A

Components on offer in this programme

- The components on offer are listed below.
- The component M1N05 – Quantity and Number is worth 10 credits.
- All other components are worth 5 credits.
- All components are elective, 20 credits are required for a full award

	Component code	Component Title	Mandatory/ Elective	Credits
1	M1T11	Computer Skills	Elective	5
2	M1A19	Craft	Elective	5
3	M1N08	Data Handling	Elective	5
4	M1A20	Design	Elective	5
5	M1A22	Drama	Elective	5
6	M1H16	Food Choice and Health	Elective	5
7	M1H17	Health Related Exercise	Elective	5
8	M1S24	Life Science	Elective	5
9	M1S27	Life Science Horticulture	Elective	5
10	M1C03	Listening and speaking	Elective	5
11	M1A23	Music	Elective	5
12	M1C04	Non Verbal Communication	Elective	5
13	M1N06	Pattern and Relationship	Elective	5
14	M1H14	Personal Care	Elective	5
15	M1L12	Personal Decision Making	Elective	5
16	M1H15	Personal Safety	Elective	5
17	M1N09	Problem Solving	Elective	5
18	M1N05	Quantity and Number	Elective	10
19	M1C01	Reading	Elective	5
20	M1H21	Relaxation Techniques	Elective	5
21	M1L13	Setting Learning Goals	Elective	5
22	M1N07	Shape and Space	Elective	5
23	M1T10	Using Technology	Elective	5
24	M1A18	Visual Art	Elective	5
25	M1C02	Writing	Elective	5

Part 3. Evaluation against the validation criteria

The panel should state its findings in respect of each of the 12 criteria for validation. Where necessary, further information on each criterion is available in the QQI Policy document

For each criterion, the panel should indicate its evaluation whether the criterion has been met satisfactorily – yes, no or partially.

The panel is making its evaluation on the revised programme being put forward for validation. Information provided in the programme review report on the previous version of the programme may also inform the panel’s judgement.

Core Criterion 1: The provider is eligible to apply for validation of the programme	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel is satisfied that the provider is eligible to apply for the programme</p> <ul style="list-style-type: none"> • REHAB Group is a long established nationally funded provider providing accredited education since 2007 • REHAB Group undertook a reengagement process with QQI in 2019 to approve their QA procedures and these procedures were approved in April 2019. • The requisite confirmation is signed by interim head of QA.

Core Criterion 2: The programme objectives and outcomes are clear and consistent with the QQI awards sought	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought.</p> <ul style="list-style-type: none"> • The minimum intended programme learning outcomes (MIPLOs) are clear and simple and follow closely the NFQ level indicators. The MIPLOS are written in generic terms to cater for a wide choice of modules.

Core Criterion 3: The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	The provider sets out in Section 4 a clear rationale for the programme and demonstrates that there was a systematic process of programme development incorporating internal feedback and external input.

Panel Commentary on the rationale for the programme based both on evidence of previous version and defence of planned programme.
<p>The panel is satisfied that learners are benefitting from the programme and that stakeholders are satisfied with the programme based on the programme and review documentation.</p> <p>The provider proposes broadening the range of modules currently offered at QQI level 1 in line with individual student needs and the New Directions framework. New Directions is a HSE person centred approach to services for adults with disabilities. The panel agrees with this approach.</p>

Panel Commentary on awards on offer in the programme: <i>(has the review report and revised programme shown that the awards offered are appropriate for programme aims, objective and learner profile?)</i>
The panel is satisfied that the award offer at Level 1 is appropriate

Core Criterion 4: The programme’s access, transfer and progression arrangements are satisfactory	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel is satisfied that the programme’s access, transfer and progression arrangements are satisfactory.</p> <p>The procedures for providing access, transfer and progression are described in Section 4 of the programme descriptor. There is an application process which ensures that students undergo initial assessment so that individual programmes can be tailored to meet their needs.</p>

Core Criterion 5: The programme’s written curriculum is well structured and fit-for-purpose	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The programme is suitably structured and coherently oriented towards the achievement by students of its intended programme learning outcomes.</p> <p>The programme content is appropriate and fit-for-purpose.</p>

Panel Commentary on the programme curriculum and its appropriateness for the proposed learner group(s):
<p>There is a wide choice of modules to ensure that individual “<i>programmes are designed to allow students to work at their own pace and in a way that takes account of their personal, social and vocational goals (Section 1.4)</i>”.</p>

Core Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel are satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned.</p> <p>The provider sets out in Section 3 of the programme descriptor the profiles of staff involved in the programme and the qualifications and skills required. In Section 3.2</p>

	<p>the provider sets out the organisation’s approach to staff training and it is obvious that there is a significant emphasis on encouraging staff to learn and develop.</p> <p>The provider is to be commended on the extensive staff training that has been carried out in technology-enhanced learning as set out in Section 1.4 and UDL as set out in Section 3.3.</p>
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Core Criterion 7: There are sufficient physical resources to implement the programme as planned	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	The panel are satisfied that there are sufficient resources available to implement the programme

Panel Commentary on the physical and human resources to be made available to the programme:
<p>REHAB Group (NLN) have a wide range of resources over 34 centres and the level of resources will vary from centre to centre.</p> <p>There is a process to ensure that adequate resources are in place before a programme commences in any centre. This process is described in Section 1.4 (Programme Descriptor): <i>“ Each NLN centre has an assigned Programme Development Officer (PDO) whose role includes the development of a Local Training Specification (LTS). This LTS is developed in line with the National Training Specification based on student’s needs at local level. This is then submitted to the Quality Assurance and Improvement Team for approval”.</i></p>

Core Criterion 8: The learning environment is consistent with the needs of the programme’s learners	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>Based on the programme documentation and discussions with the provider the panel is satisfied that there is a well-established culture of supporting learners through peer-to-peer learning and review in a professional working environment.</p> <p>In Section 6.10 of the programme descriptor the provider sets out the information guidance and care available to students. The engagement of professional support staff is an important part of the learning environment. <i>“New students meet with the Rehabilitation Officer (RO) and Rehabilitation Psychologist (RP). Personalised plans</i></p>

	<i>based on student's needs are developed and reviewed throughout the duration of the programme".</i>
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Core Criterion 9: There are sound teaching and learning strategies	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel is satisfied that the teaching and learning strategies support the achievement of the programme outcomes</p> <p>The training in many cases is delivered on a one to one basis which ensures there is individualised guidance, support and formative feedback. The overall teaching and learning strategy is based on the REHAB Group policy which emphasises a <i>“person centred approach to teaching and learning that identifies the individual needs of learners through initial assessment and individual action planning processes”</i> (Section 5 – General Provisions).</p>

Core Criterion 10: There are sound assessment strategies	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>The panel is satisfied that there are sound assessment strategies in place.</p> <p>REHAB Group’s standard policies and procedures for assessment are based on the principles of fairness, consistency, authenticity and transparency and apply to the programme. There is an external examining system in place to ensure that assessments standards are met (Section 6.12a).</p> <p>The provider has established sound procedures for the moderation of assessment and the reliable certification of results (Section 6.12). Reasonable accommodations are made available to those learners who need them (Section 6.10).</p>

Panel Commentary on the teaching, learning and assessment approaches:
<p>The information in the descriptor relating on teaching and learning and assessment is supplemented by links to the underlying REHAB Group policies maintained online. These policies are set out in a systematic and structured way and are written using plain language.</p> <p>There is a common thread running through all these policies which underlines the person centred approach based on individual needs.</p>

Core Criterion 11: Learners enrolled on the programme are well informed, guided and cared for	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>As stated above REHAB Group undertook a reengagement process with QQI in 2019. The reengagement panel in April 2019 concluded</p> <p><i>There is a strong commitment to learners and this was in evidence throughout the meeting of the Panel. The provider demonstrates a strong learner-centred approach.</i></p> <p>In the opinion of the panel the documentation for the current programme supports this view and the panel is satisfied that learners are well informed, guided and cared for.</p>

Core Criterion 12: The programme is well managed	
Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Yes	<p>REHAB Group undertook a reengagement process with QQI in 2019 to approve their QA procedures and these procedures were approved in April 2019.</p> <p>The provider’s staff confirmed in discussions with the panel that this programme will be subject to these QA procedures and on this basis the panel is satisfied that the programme is well managed,</p>

Panel Commentary on the quality assurance of the programme and how this will support learners to have a quality experience:
<p>There are links within the descriptor (Section 3.1) to the REHAB Group Quality Manual which is a comprehensive document setting out group policies and procedures.</p> <p>The panel notes that the provider is “currently investigating different tools with a view to capturing data that can be filtered by a range of criteria (Review Report 3.1.3.3)”. The panel welcomes in principle the gathering and analysing of data to improve and enhance quality assurance. The panel considers it important to establish in advance what are the key indicators for the organisation to measure “success”. These indicators may be different to indicators used by other providers because of different priorities.</p>

Recommendation – The panel recommends that the provider should decide what are the key indicators of success for its programmes before completing the design of data collection systems.

Part 4

Overall recommendation to QQI

Principal programme:

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the revalidation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition);
	Not satisfactory.

Reasons¹ for the overall recommendation

- The provider is a well-established with a proven track record.
- The programme has already run successfully for some years.
- The new programme changes are based on staff and learner feedback.
- The panel is satisfied that the programme meets all of the validation criteria

The panel has no hesitation in recommending the programme for validation

Commendations

The panel commends the provider for their adherence throughout to a person centred approach based on individual needs.

The panel commends the provider for producing excellent programme documentation providing a wealth of detail in linked back-up documents.

The panel commends the project team for carrying out this revalidation project under the difficult circumstances caused by the Covid-19 pandemic.

The panel commends the provider on the extensive staff training that has been carried out in technology-enhanced learning.

Recommendations for improvement to the provider

Recommendation – The panel recommends that the provider should decide what are the key indicators of success for its programmes before completing the design of data collection systems.

¹ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

Recommended special conditions of validation

No special conditions

Part 5

5a Declarations of evaluators' interests

All members of the panel have declared that they have no conflict of interest when evaluating this programme.

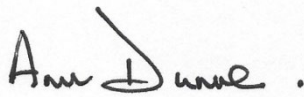
5b Chair sign-off

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Ann Dunne

Date: 18 March 2022

Signed:

A handwritten signature in black ink that reads "Ann Dunne .". The signature is written in a cursive style with a period at the end.

Disclaimer

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Part 4. Proposed programme schedules

No.	Programme Module	Status Mandatory /Optional M/O	Mode/s of delivery	Award Information (Components)				Total Learner Effort Module (hours)		Assessment Techniques and Weightings		Indicate when in the programme assessment is due
	Title			Code	Component Title(s)	Component Code(s) NFQ Level	Credit Value(s)	Directed	Self-Directed	Technique	Weighting	
1.	Computer Skills	O	Face-to-face	M1T11	Computer Skills	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
2.	Craft	O	Face-to-face	M1A19	Craft	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
3.	Data Handling	O	Face-to-face	M1N08	Data Handling	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
4.	Design	O	Face-to-face	M1A20	Design	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
5.	Drama	O	Face-to-face	M1A22	Drama	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
6.	Food Choice and Health	O	Face-to-face	M1H16	Food Choice and Health	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
7.	Health Related Exercise	O	Face-to-face	M1H17	Health Related Exercise	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment

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8.	Life Science	O	Face-to-face	M1S24	Life Science	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
9.	Life Science Horticulture	O	Face-to-face	M1S27	Life Science Horticulture	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
10.	Listening and speaking	O	Face-to-face	M1C03	Listening and speaking	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
11.	Music	O	Face-to-face	M1A23	Music	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
12.	Non Verbal Communication	O	Face-to-face	M1C04	Non Verbal Communication	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
13.	Pattern and Relationship	O	Face-to-face	M1N06	Pattern and Relationship	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
14.	Personal Care	O	Face-to-face	M1H14	Personal Care	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
15.	Personal Decision Making	O	Face-to-face	M1L12	Personal Decision Making	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
16.	Personal Safety	O	Face-to-face	M1H15	Personal Safety	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
17.	Problem Solving	O	Face-to-face	M1N09	Problem Solving	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
18.	Quantity and Number	O	Face-to-face	M1N05	Quantity and Number	1	10	100	0	Portfolio/Collection of Work	100%	Continuous Assessment

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19.	Reading	O	Face-to-face	M1C01	Reading	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
20.	Relaxation Techniques	O	Face-to-face	M1H21	Relaxation Techniques	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
21.	Setting Learning Goals	O	Face-to-face	M1L13	Setting Learning Goals	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
22.	Shape and Space	O	Face-to-face	M1N07	Shape and Space	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
23.	Using Technology	O	Face-to-face	M1T10	Using Technology	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
24.	Visual Art	O	Face-to-face	M1A18	Visual Art	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment
25.	Writing	O	Face-to-face	M1C02	Writing	1	5	100	0	Portfolio/Collection of Work	100%	Continuous Assessment



Programme and stage schedules

PG24818 Skills for Life - Level 1

Name of Provider		REHAB Group (National Learning Network)													
Programme Title		PG24818 Skills for Life - Level 1													
Award Title		General Learning							Exit Award		N/A				
Teaching and learning modalities		Directed Learning; Group Discussions/Interactions; Work Experience/Simulated Work environment; Tutorials/One on one supported learning; Lectures / Classes; Practical Sessions; Field Trips; One-on-One Sessions													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code						
Both	Major	1	1	Award Stage	1	20	01 Feb 2022		00.3.1						
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Computer Skills			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1T11 Level 1 Computer Skills 5 credits													
Craft			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A19 Level 1 Craft 5 credits													
Data Handling			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1N08 Level 1 Data Handling 5 credits													
Design			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A20 Level 1 Design 5 credits													
Drama			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A22 Level 1 Drama 5 credits													
Food Choice and Health			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1H16 Level 1 Food Choice and Health 5 credits													
Health Related Exercise			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1H17 Level 1 Health Related Exercise 5 credits													



Life Science	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1S24 Level 1 Life Science 5 credits													
Life Science: Horticulture	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1S27 Level 1 Life Science: Horticulture 5 credits													
Listening and Speaking	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C03 Level 1 Listening and Speaking 5 credits													
Music	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1A23 Level 1 Music 5 credits													
Non Verbal Communication	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C04 Level 1 Non Verbal Communication 5 credits													
Pattern and Relationship	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1N06 Level 1 Pattern and Relationship 5 credits													
Personal Care	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H14 Level 1 Personal Care 5 credits													
Personal Decision Making	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1L12 Level 1 Personal Decision Making 5 credits													
Personal Safety	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H15 Level 1 Personal Safety 5 credits													
Problem Solving	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1N09 Level 1 Problem Solving 5 credits													
Quantity and Number	Not Applicable	E	10	200	200	0	0	0	100	0	0	0	0	
CAS Components	M1N05 Level 1 Quantity and Number 10 credits													
Reading	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C01 Level 1 Reading 5 credits													
Relaxation Techniques	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H21 Level 1 Relaxation Techniques 5 credits													



Setting Learning Goals	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1L13 Level 1 Setting Learning Goals 5 credits												
Shape and Space	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1N07 Level 1 Shape and Space 5 credits												
Using Technology	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1T10 Level 1 Using Technology 5 credits												
Visual Art	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1A18 Level 1 Visual Art 5 credits												
Writing	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1C02 Level 1 Writing 5 credits												