The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Business Computing

Level 5  L22142

www.fetac.ie
# Level 5 Module Descriptor

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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie.">www.fetac.ie.</a></td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
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<td>Provides details on how the learning outcomes are to be assessed.</td>
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<td>Provides details of the grading system used.</td>
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<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
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</tr>
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<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
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</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title  Business Computing
2 Module Code   L22142
3 Level        5
4 Credit Value 1 credit
5 Purpose
This module is a statement of the standards to be achieved to gain a FETAC credit in Business Computing at Level 5.
This module has been developed as a general studies module and is designed to be taken across a wide range of FETAC certificates.
This module should not be taken as part of the Information Technology or Information Processing awards. Neither should this module be taken with any of the following modules: Word Processing, Spreadsheet Methods, Database Methods, The Internet - as considerable overlap with other computing modules will result.
The module has been designed to enable the learner to operate effectively within a general office environment. The focus is on acquiring the theoretical knowledge underlying a variety of computer applications used in business and developing the practical skills required for business computing.
6 Preferred Entry Level
Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7 Special Requirements None.
8 General Aims
Learners who successfully complete this module will:
8.1 Appreciate the importance and function of various items of hardware and software used in computer systems.
8.2 Develop an understanding and competence in the use of the Internet and related technology.
8.3 Develop an understanding and technical competence in the use of word processor packages and appreciate their range of applications.
8.4 Develop an understanding and technical competence in the use of spreadsheet packages and appreciate their range of applications.
8.5 Develop an understanding and technical competence in the use of database packages and appreciate their range of applications.
Units

The specific learning outcomes are grouped into 5 units.

Unit 1 Computer Introduction
Unit 2 Word-processing
Unit 3 The Internet and E-mail
Unit 4 Spreadsheets
Unit 5 Databases

Specific Learning Outcomes

Unit 1 Computer Introduction

Learners should be able to:

10.1.1 define the term hardware and software
10.1.2 evaluate the main components of a computer processing system i.e. input, output, processing and backing store
10.1.3 distinguish between the various types of computer
   - mainframe
   - mini
   - micro (desktop, notebook, palmtop)
10.1.4 evaluate the use of various input devices with reference to specific applications e.g.
   - keyboard
   - mouse
   - touch sensitive screen
   - microphone (voice data entry)
   - scanner e.g. OCR, OMR, MICR and graphic
   - Smart cards
   - Sensors e.g. alarms, climate control
10.1.5 evaluate the use of various output devices with reference to specific applications e.g.
   - Printers (impact and non-impact)
   - Plotters
   - Monitors
   - Disks (magnetic and optical)
   - Speakers
10.1.6 identify the specifications of a range of office and business equipment e.g. fax, telephone, photocopier
10.1.7 distinguish between various types of printers and plotters and
outline their advantages and disadvantages

10.1.8 identify the various backing store devices and their associated media and outline their advantages and disadvantages e.g.
- Magnetic disks and tapes
- Optical disks

10.1.9 describe the main parts of a small network, e.g. gateway, router, hub, server etc.

10.1.10 distinguish between systems and applications software

10.1.11 describe the major functions carried out by an operating system e.g.
- Providing the user interface
- Scheduling resources amongst users
- Reporting errors to the user/operator
- File handling/controlling access to data on storage devices
- Controlling operations of peripheral devices
- Running required software
- Memory management

Unit 2 Word processing

Learners should be able to:

10.5.1 create and edit documents e.g. insert, delete, copy
10.5.2 apply various font effects e.g. type size, superscript, small caps
10.5.3 enhance text e.g. bold, underscore, colour
10.5.4 format a document to set the page layout appropriately, set margins and use a range of text and paragraph settings
10.5.5 use header and footer inserts
10.5.6 use a range of proofing tools e.g. spell check, thesaurus, search and replace
10.5.7 apply borders and shading
10.5.8 use numbering and bullets
10.5.9 import data from another application e.g. spreadsheet, database

Unit 3 The Internet and E-mail

Learners should be able to:

10.2.1 outline the historical development of the Internet from its inception in the 1960’s up to the present time, to include the development of the World Wide Web
identify the requirements to connect to the Internet i.e. a computer, a modem/terminal adaptor, a telephone line, internet software, an ISP account

differentiate between different types of PSP lines available for data communications e.g. standard telephone lines, leased line, ISDN and broadband

describe the advantages and disadvantages of email over other communications systems

describe the role of the Internet in business e.g. marketing, sales, videoconferencing, research

recognise and avoid potential dangers of the world wide web e.g.
- Risk of credit card fraud
- Spread of computer viruses
- Spread of pornography
- Distribution of unsolicited junk e-mail

use the Internet to locate information on a specific topic
use e-mail to send, forward and receive messages and file attachments to single and multiple recipients
set-up an e-mail address book for individuals and groups

**Unit 4 Spreadsheets**

*Learners should be able to:*

identify applications suitable for a spreadsheet

define the following terms: spreadsheet, row, column, cell, label, value, formula

enter numeric and character data, formatting cells as appropriate

enter formulae and use basic functions SUM, AVG, MIN, MAX

use relative cell references to replicate formulae

save, backup and print specified areas of a spreadsheet

create a spreadsheet from a design specification

use absolute cell references, protect/unprotect, hide/display and split screen facilities

use the single condition IF function with relational operators

create basic graph types and print with appropriate titles and labels
Unit 5  Databases

Learners should be able to:

10.4.1 specify and design a record structure for a given database application in terms of fields name, data type and field length
10.4.2 design and create a suitable data entry screen
10.4.3 identify suitable primary and secondary key fields for a range of applications
10.4.4 distinguish between indexing and sorting
10.4.5 sort a database file on multiple fields
10.4.6 query a database on multiple fields using the logical operators AND, OR, NOT
10.4.7 design a report format to include a report title and column headings
10.4.8 print selected mailing labels

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.
All assessment is carried out in accordance with FETAC regulations.
Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

Practical Skills Test 10%
Practical Assignment 1: Spreadsheet 25%
Practical Assignment 2: Database 25%
Project 40%

11.1 Technique  Practical Skills Test - e-mail 10%

Duration  To be carried out during the course
Format  Setting up an e-mail address
Composing an e-mail message with regard to e-mail etiquette
Attaching a file
Sending an e-mail message with a file attachment
Creating a personal mailbox folder and transferring a message to the mailbox
Printing an e-mail message
11.2 Technique  Practical Assignment 1: Spreadsheet  25%

**Duration**
One hour

**Format**
Enter text/numeric data
Format cells
Use formula and functions
Simple IF statement
Modify spreadsheet
Sort spreadsheet
Load, Save and Print spreadsheet

11.3 Technique  Practical Assignment 2: Database  25%

**Duration**
One hour

**Format**
Create database structure
Enter data
Organise database
Query database
Modify database
Load, Save and Print database

11.4 Technique  Project  40%

**Duration**
To be carried out during the course

**Format**
The project can be completed over an extended period. Candidates are to investigate and research a topic from unit 1 and produce a report on their findings, which includes details of their methodology. Candidates must demonstrate the use of a software browser package, word processor and a variety of topics from unit 1. The report must be presented to a high standard and in the candidate's own words.

The project will enable the candidate to demonstrate:

- An understanding and application of concepts in unit 1
- The use of the Internet as an aid to research
- The use of a word processor to present information
- An ability to analyse, evaluate and draw conclusions

12 Grading

**Pass**  50 - 64%
**Merit**  65 - 79%
**Distinction**  80 - 100%
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail address</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Compose mail message with regard to e-mail etiquette</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Attach a file</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Send e-mail with file attachment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Create personal mailbox/folder and transfer message to mailbox</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Print message</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet

*Internal Assessor’s Signature:* ____________________________ *Date:* ____________

*External Authenticator’s Signature:* ______________________ *Date:* ____________
Candidate Name: _______________________________ PPSN: _________________________
Centre: ________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
</table>
| Enter character and numeric data: (Min. 10 rows x 4 columns)  
(deduct 0.5 mark per keystroke error to limit of 2)                      | 2            |                |
| Correct use of formula/functions using relative cell references:                   | 6            |                |
| 2 formula with +,-,*,/ operators (2 marks each)                                    |              |                |
| SUM function (2 marks)                                                              |              |                |
| AVERAGE function (2 marks)                                                          |              |                |
| Replicate formula                                                                   | 4            |                |
| (4 marks divided between number of replications)                                    |              |                |
| Format column entries:                                                              | 2            |                |
| currency (all occurrences correct 1 mark)                                           |              |                |
| decimal (all occurrences correct 1 mark)                                            |              |                |
| Format cell alignments:                                                             | 2            |                |
| (using at least two different alignments)                                           |              |                |
| (2 marks divided between number of alignments)                                       |              |                |
| Sort portion of a spreadsheet                                                       | 2            |                |
| (correct 2 marks, incorrect 0 marks)                                                |              |                |
| Delete rows/columns (correct number in correct place)                              | 1            |                |
| Insert extra rows/columns (correct number in correct place)                         | 1            |                |
| Change formula (2 formula changed, 1 mark each)                                     | 2            |                |
| Save spreadsheets using correct filenames                                          | 1            |                |
| Print correct spreadsheets (2 marks divided between number of printouts)            | 2            |                |
| **TOTAL MARKS**                                                                     | **25**       |                |

*This mark should be transferred to the Module Results Summary Sheet*

*Internal Assessor’s Signature: ___________________________ Date: ____________
External Authenticator’s Signature: ______________________ Date: ____________*
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Database structure:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Containing six fields with a mixture of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>character/text numeric and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>currency date and/or logical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(deduct 0.5 mark per incorrect name, type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or size, to limit of 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter data:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>enter 10 to 12 records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(deduct 1 mark per keystroke error to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>limit of 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organise database:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>on a single field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(correct 2 marks, incorrect 0 mark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select records:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>query database on a single field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 queries - correct 2 marks, incorrect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 marks each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall (Open) existing database</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Add field:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1 field added with correct name, type and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>size</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(deduct 1 mark per keystroke error to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>limit of 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add records: 2 records added</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(deduct 1 mark per keystroke error to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>limit of 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit records: three to six records</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>meeting specified criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete selected records: three to six</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>records meeting specified criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save databases/tables/queries using</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>correct name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 marks divided between number to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saved)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print correct databases/tables/queries</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(2 marks divided between number of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>printouts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

_INTERNAL ASSESSOR’S SIGNATURE: ________________________________ DATE: ___________

_EXTERNAL AUTHENTICATOR’S SIGNATURE: __________________________ DATE: ___________
Candidate Name: _______________________________ PPSN: _______________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction and Methodology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Understanding of content and development of theme</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Structure and presentation of report</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: ________________________________ Date: ___________

External Authenticator’s Signature: __________________________ Date: ___________
## FETAC Module Results Summary Sheet

**Module Title:** Business Computing  
**Module Code:** L22142

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Mark Sheet 3</th>
<th>Mark Sheet 4</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>25</td>
<td>25</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signed:**  
**Internal Assessor:** __________________________  
**Date:** __________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

*Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
**Glossary of Assessment Techniques**

**Assignment**  
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**  
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**  
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**  
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.