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

Machinery Operations and Maintenance

Level 5   L22384

www.fetac.ie
## Level 5 Module Descriptor

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<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>Module Code</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>
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<tr>
<td>Purpose</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>Preferred Entry Level</td>
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</tr>
<tr>
<td>Special Requirements</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>General Aims</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>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
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<td>Provides details on how the learning outcomes are to be assessed.</td>
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<tr>
<td>Glossary of Assessment Techniques</td>
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Introduction

A module is a statement of the standards to be achieved to gain a 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.
Module Title         Machinery Operations and Maintenance
Module Code         L22384
Level               5
Credit Value        1 credit

Purpose             This module is a statement of the standards to be achieved to
gain a FETAC credit in Machinery Operations and Maintenance
at Level 5.
The module is designed to enable the learner to develop the
knowledge & skills needed to operate and maintain the
machinery commonly found in a horticultural unit and to carry
out routine maintenance on buildings structures and fittings.

Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent
qualifications and/or relevant life and work experiences.

Special Requirements none

General Aims

Learners who successfully complete this module will:
8.1 be able to use appropriately and safely horticultural hand and
      power tools
8.2 have acquired a basic competence in tractor operation
8.3 have acquired the skills necessary for the day to day
      maintenance of horticultural machinery
8.4 have acquired the basic skills of plumbing, construction &
      carpentry needed on a horticultural holding
8.5 carry out all operations with due regard to health and safety.

Units

The specific learning outcomes are grouped into 4 units.

Unit 1      Hand Tools and Power Equipment
Unit 2      Tractor & Machinery Operations
Unit 3      Machinery Maintenance
Unit 4      Maintenance on the Horticultural Unit
10 Specific Learning Outcomes

Unit 1 Hand Tools & Power Equipment

Learners should be able to:

10.1.1 explain the requirements for soil cultivation using a range of implements
10.1.2 use a spade, fork, shovel and rake to prepare ground for cropping
10.1.3 use oscillating, dutch and draw hoes to control weeds
10.1.4 use a rotovator to prepare ground for crop production
10.1.5 demonstrate the safe and appropriate use of hand saws, hammers and power saws in basic carpentry operations
10.1.6 demonstrate appropriate use of secateurs, loppers and pruning saws
10.1.7 perform all manual tasks with due regard to appropriate manual handling techniques
10.1.8 demonstrate safe and appropriate use of the following:
   - strimmer
   - rotary lawn mower
   - hedge cutter
   - power drill
10.1.9 outline the safety requirements for the operation of chainsaws, angle grinders and power saws

Unit 2 Tractor and Machinery Operations

Learners should be able to:

10.2.1 understand the significance of the tractor clock, warning lights and gauges
10.2.2 complete the following manoeuvres on a two-wheel drive tractor-
   - carry out daily pre-use checks
   - start the tractor
   - drive on a track
   - drive over a level field
   - attach a two wheel trailer
   - drive with a trailer
   - reverse a two wheel trailer
   - detach a trailer
   - hitch a p.t.o. driven implement to the 3 point linkage
• unhitch a p.t.o. driven implement from the 3 point linkage
• park the tractor

10.2.3 demonstrate an understanding of the requirements for successful ploughing and ground preparation
10.2.4 operate a tractor with a p.t.o. attached implement
10.2.5 evaluate the safety implications of operating a tractor on slopes, in wet conditions and on the road
10.2.6 demonstrate an understanding of the appropriate use of tractor mounted weed control implements
10.2.7 demonstrate an understanding of the factors involved in the use of spraying equipment with due regard to weather, safety and the organic standards

Unit 3  Machinery Maintenance

Learners should be able to:

10.3.1 describe the working principles of a simple diesel, petrol and 2 stroke engine
10.3.2 describe the functions of simple cooling systems, transmission and electrical systems in machinery
10.3.3 demonstrate an understanding of the service requirements of a tractor
10.3.4 demonstrate an understanding of the requirements for the storage and handling of fuel and lubricants
10.3.5 carry out the routine maintenance on a 4 stroke petrol engine
10.3.6 carry out the routine maintenance on a 2 stroke petrol engine
10.3.7 demonstrate an understanding of the service requirements of a range of common machinery used on the horticultural holding
10.3.8 recognise the safety implications of pre-use checks on power equipment e.g chainsaws, rotavators and tractors
10.3.9 perform necessary tasks to maintain and clean spraying equipment with due regard to the organic standards and safety
Unit 4 Maintenance on the Horticultural Holding

Learners should be able to:

10.4.1 perform the operations required to lay a stone and concrete path
10.4.2 perform the operations necessary to build a block wall
10.4.3 perform the necessary operations to install and operate a simple irrigation system to field crops and in a poly-tunnel
10.4.4 demonstrate an understanding of the role and principles of a farm drainage system
10.4.5 demonstrate an understanding of the procedure carried out to replace a pane of glass in a greenhouse
10.4.6 perform all the necessary tasks for routine maintenance and cleaning of glasshouses and tunnels with due regard to the organic standards and safety
10.4.7 describe the safety requirements of an on-farm outdoor electrical supply
10.4.8 perform all necessary operations required to set up a heated propagation bench
10.4.9 Carry out the required carpentry operations to erect a post and rail fence
10.4.10 demonstrate all the necessary skills required to erect fences and crop supports
10.4.11 demonstrate an ability to transfer levels and falls using a variety of techniques
11 Portfolio of Assessment

Summary

Skills Demonstration x 2  50%
Assignment 30%
Exam (Theory Based) 20%

11.1 Skills Demonstrations
In a number of skills demonstrations candidates will be assessed in a broad range of practical skills in each of the following skills areas: Tractor operation, horticultural machinery operation, horticultural unit maintenance and use of hand tools.

11.2 Assignment
The internal assessor will devise a brief that requires the candidate to produce a mechanisation plan for a holding demonstrating an understanding of the role and cost implications of a range of machinery used on a horticultural holding.

11.3 Exam Theory Based
The internal assessor will devise a theory-based examination that assesses candidates’ ability to recall and apply theory and understanding, requiring responses to a range of short answer questions.
The examination will be based on a range of specific learning outcomes from all units and will be 1 hour in duration.
The format of the exam will be as follows: 10/12 short answer questions

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
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>Tractor Operation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective pre-use check on tractor</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Safely start the tractor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tractor driven safely at a reasonable speed on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A track</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• A field</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Parked safely</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Trailer attached and detached correctly and safely to a tractor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tractor and trailer manoeuvred effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Forward</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Reversing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>P.T.O. driven implement attached and detached appropriately</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>20</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:** ____________
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Horticultural Machinery use and Maintenance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-use service carried out effectively on –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 stroke engine</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>• 4 stroke engine</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Safe and appropriate use demonstrated of the following</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• strimmer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• rotary lawn mower</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• hedge cutter</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• rotavator</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Horticultural Unit Maintenance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective and safe maintenance and cleaning of a tunnel and</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>glasshouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of tools and techniques to lay stone and</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>concrete paths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of tools and equipment to build a block wall</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of tools and technique to erect a post and</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>rail fence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Horticultural Hand Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of hand tools to prepare a seed bed</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Effective use of hand equipment to prune soft fruit</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Effective use of a range of hoes to remove weeds from a</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>cropping area</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>30</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: ____________*
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate choice of machinery required for type of holding in plan</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Comprehensive evaluation of role of different types of machinery on holding</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>clear evaluation of the costs of purchase, hire or operation of contractors for types of machinery included</td>
<td>10</td>
<td></td>
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</tbody>
</table>

**TOTAL MARKS**

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

30

*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>
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<tbody>
<tr>
<td><strong>Section A: short answer questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• short answer questions, answer any 10 (2 marks each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Indicate questions answered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question No.:*</td>
<td>2</td>
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<td>_____________________________</td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>20</td>
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</tbody>
</table>

This mark should be transferred to the Module Results Summary Sheet

**Internal Assessor’s Signature:** _______________________________  **Date:** ___________

**External Authenticator’s Signature:** _______________________________  **Date:** ___________

- The internal assessor is required to enter here the question numbers answered by the candidate.
# FETAC Module Results Summary Sheet

**Module Title:** Machinery Operations and Maintenance  
**Module Code:** L22484

<table>
<thead>
<tr>
<th>Assessment Marking Sheets</th>
<th>Mark Sheet 1/2 (50)</th>
<th>Mark Sheet 3 (30)</th>
<th>Mark Sheet 4 (20)</th>
<th>Total Marks (100)</th>
<th>Total ÷ ? 100%</th>
<th>Grade*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
</tr>
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<tr>
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</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
Suggested Brief for Assignment

- The assignment involves producing a report on the tools and equipment required on a horticultural holding.

Candidates must:
- Describe the nature of the holding used as an example (the holding can be real or a constructed example)
- Evaluate the role of different types of equipment on a holding
- Determine the cost to buy, hire and use each piece of equipment and determine whether they are economically justified

- The report can be presented written, typed or can be presented on audio or video tape. A typed or written report should be approximately 1000 words long, and can be presented in note or bullet point format.

- Submission date:

The assignment is worth 30% of the marks for the module (i.e. 30 marks)
The marks are allocated as follows:
- 10 marks for appropriate choice of equipment for the holding
- 10 marks for evaluation of the role & use of the equipment considered
- 10 marks for costings of purchase, use or hire

Sample Theory Questions

1. How is the engine lubricant oil distributed in a 2-stroke engine?
2. How is the engine lubricant oil distributed in a 4-stroke lawn mower?
3. Describe the ideal weather conditions for safe and effective spraying of a horticultural pesticide.
4. What, in order to comply with the organic standards, must be done to a sprayer from a conventional unit before it can be used on an organic holding?
5. What are the ideal ground and weather conditions for successful use of a flame weeder?
6. What ground conditions are ideal for successful rotavation of soil?
7. Describe 2 ways to minimise the risk of a tractor tipping when working on a slope.
8. Describe 2 important items to check on a tractor before going on to a public road.
9. What specific electrical safety implications are there with the installation of a heated propagation bench in a tunnel?
10. Describe appropriate storage conditions for fuel on a holding.
11. Describe the legal requirements for the safe storage of pesticides on a holding.
12. Explain why it is good practice to clean hand tools prior to storage.
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.