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

Sensorial Education

Level 6    L32481

www.fetac.ie
## Level 6 Module Descriptor

### Summary of Contents

<table>
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<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<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>
<tr>
<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<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>
<td>Can include approval forms for national governing bodies.</td>
</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>
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</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.
Module Title: Sensorial Education

Module Code: L32481

Level: 6

Credit Value: 1 credit

Purpose:

This module is a statement of the standards to be achieved to gain an FETAC credit in Sensorial Education at Level 6.

Maria Montessori believed in educating the senses and designed sensorial materials for the 2½ - 6 yr age group in order to aid the child in their development.

It is a mandatory module for the Advanced Certificate in.

Candidates who successfully complete this module will also be awarded a credit towards a Portobello School Montessori Teaching Diploma.

The module is designed to:

- Heighten the child’s senses by exploring the Montessori devised materials.
- Promote the child’s progress from the concrete manipulation of the Sensorial material to abstract thought.
- Train the teacher to develop the child’s fine motor control.

Preferred Entry Level:

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

Special Requirements:

None.
8 General Aims

*Learners who successfully complete this module will:*

8.1 understand the advantages of developing and stimulating the child’s senses

8.2 acquire the theoretical background into the direct and indirect aims of the didactic materials

8.3 appreciate that for many sensorial activities the gradation found in the Montessori material is mathematically regular

8.4 monitor the child’s sensorial development and where possible isolate each new learning experience

8.5 reinforce an awareness of a child’s ‘Sensitive Periods’ and ‘Absorbent Mind’.

9 Units

The specific learning outcomes are grouped into 5 units.

Unit 1 Sensorial Education

Unit 2 Teaching through the ‘Three Period Lesson’

Unit 3 Development of Sight

Unit 4 Development of Smell and Taste

Unit 5 Development of Hearing and Touch

10 Specific Learning Outcomes

Unit 1 Sensorial Education

*Learners should be able to:*

10.1.1 recognise the five senses

10.1.2 analyse the significant teaching points of the Sensorial apparatus

10.1.3 create opportunities to develop logical thinking

Unit 2 Teaching through the ‘Three Period Lesson’

*Learners should be able to teach language & recognition of objects using three distinct periods.*
10.2.1 the association of the sensory perception with a name
10.2.2 the recognition of an object that corresponds to a name
10.2.3 remembering a name that corresponds to an object.

Unit 3 Development of Sight

Learners should be able to:

10.3.1 define sense of sight
10.3.2 stimulate a child’s sense of sight
10.3.3 list the appropriate apparatus for visual discrimination.
10.3.4 manipulate materials devised to develop a chromatic sense.

Unit 4 Development of Smell and Taste

Learners should be able to:

10.4.1 define, educate and stimulate the child’s sense of smell and taste
10.4.2 introduce exercises to develop the child’s gustatory sense
10.4.3 perceive scents and odours through the olfactory sense.

Unit 5 Development of Hearing and Touch

Learners should be able to:

10.5.1 define loudness and pitch thus developing the auditory sense
10.5.2 distinguish the differences between and benefits of developing the tactile, baric and thermic senses
10.5.3 manipulate materials designed to develop the child’s stereognostic sense.

11 Portfolio of Assessment

Summary Skills Demonstration 50%
Examination 30%
Project 20%
11.1 Skills Demonstration

Weighting – 50%

In one or more skills demonstration the candidates will be assessed in carrying out a broad range of practical skills (and knowledge) in each of the following areas:

- Visual Discrimination
- Chromatic Sense
- Thermic Sense
- Baric Sense
- Stereognostic Sense
- Gustatory Sense
- Olfactory Sense

The skills tested will be chosen at random by the internal assessor on the day of assessment.

11.2 Examination

Weighting – 30%

The internal assessor will devise a theory based examination that will assess a candidate’s ability to apply theory, understanding and recall to a range of short and structured questions. The examination may be written or oral.

The examination will be based on units 1, 2, 3, 4 and 5 of Sensorial Education.

The examination will be 1 hour 30 mins in duration.

*The format of the examination will be as follows:*
Section A, short questions: 2% per question. Answer 6 of 8 questions.
Section B, structured questions: 9% per question. Answer 2 of 3 questions.

11.3 Project

Weighting – 20%

The Internal assessor will devise a project brief that requires candidates to demonstrate their understanding and application of concepts in Sensorial Education.

The form in which the project is presented will allow for a combination of written and visual media to be used.

Evidence presented will include a detailed presentation of a Sensorial Exercise of their choice.
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>The candidate demonstrates a clear understanding of strategies used when presenting Montessori materials for exercises for Teaching through the “Three Period Lesson”</td>
<td>10</td>
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<tr>
<td>The candidate demonstrates a clear understanding of strategies used when presenting Montessori materials for exercises for Development of Sight</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates a clear understanding of strategies used when presenting Montessori materials for exercises for Development of Smell and Taste</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates a clear understanding of strategies used when presenting Montessori materials for exercises for Development of Hearing and Touch</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates a clear understanding of strategies used when presenting Montessori materials for any exercise of the Sensorial Curriculum</td>
<td>10</td>
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</table>

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

50

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>Section A: short answer questions</strong></td>
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<tr>
<td>8 short answer questions, answer any 6 (2 marks each) (Indicate questions answered)</td>
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<tr>
<td>Question No.:*</td>
<td>2</td>
<td>2</td>
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<td>Question No.:*</td>
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<tr>
<td>Question No.:*</td>
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<td>2</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Section B: structured questions</strong></td>
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<td></td>
</tr>
<tr>
<td>3 structured questions, answer any 2 (9 marks each) (Indicate questions answered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question No.:*</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Question No.:*</td>
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<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>18</td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>30</strong></td>
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</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.
Individual Candidate Marking Sheet 3  

Sensorial Education  
L32481  
Project–20%  

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>Comprehensive Presentation of a Sensorial Education exercise</td>
<td>5</td>
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<tr>
<td>Detailed illustration of a Sensorial Education lesson plan</td>
<td>15</td>
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</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet  
20

Internal Assessor’s Signature: _______________________________  Date: __________
External Authenticator’s Signature: ___________________________  Date: __________
FETAC Module Results Summary Sheet

Module Title: Sensorial Education  
Module Code: L32481

<table>
<thead>
<tr>
<th>Assessment Marking Sheets</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Mark Sheet 3</th>
<th>Total 100%</th>
<th>Grade*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
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<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>Total 100%</th>
<th>Grade*</th>
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</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.