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

Audio Transcription

Level 6   N33001

www.fetac.ie
## Level 6 Module Descriptor

**Summary of Contents**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Describes how the module functions as part of the national vocational certificate framework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</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>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>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<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>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</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>
<tr>
<td>Specific Learning Outcomes</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>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</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>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</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       Audio Transcription

2 Module Code        N33001

3 Level             6

4 Credit Value       1 credit

5 Purpose
This module is a statement of the standards to be achieved to gain a FETAC credit in Audio Transcription Level 6.

This module is designed to enable learners to develop proficiency and competency in transcribing a variety of business documents from pre-recorded audio dictation using a typewriter, word processor or computer and enables them to produce a range of mailable business documents to an advanced level.

Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to the learner’s interests and needs.

6 Preferred Entry Level
Audio Transcription Level 5.

7 Special Requirements
It is expected that learners taking this module will have sufficient keyboarding skills to perform audio transcription tasks.

8 General Aims

Learners who successfully complete this module will:

8.1 achieve proficiency in transcribing a variety of business documents from pre recorded audio dictation using a typewriter, word processor or computer

8.2 achieve competence in producing business documents to a mailable business standard.
The specific learning outcomes are grouped into 5 units.

Unit 1 Audio Dictation Skills
Unit 2 Production
Unit 3 Presentation
Unit 4 Transcription
Unit 5 Skills Demonstration

10 Specific Learning Outcomes

Unit 1 Audio Dictation Skills

Learners should be able to:

10.1.1 control audio equipment effectively
10.1.2 listen carefully and follow instructions given on the pre-recorded audio cassette
10.1.3 distinguish between dictation to be transcribed and instructions regarding transcription/presentation
10.1.4 recognise commonly used audio dictation conventions and follow instructions accordingly. Examples of instructions which may be included are:

- full stop/stop
- question mark
- exclamation mark
- new paragraph/paragraph
- open/close bracket ( )
- dash ( - )
- colon/semi colon (: ;)
- stroke ( / )
- number these items please
- use bullet points
- use side headings in capitals
- initial capitals/block capitals
Unit 2  Production

*Learners should be able to:*

10.2.1  type at a production speed of 40 words per minute
10.2.2  produce business letters, fax messages and memos
10.2.3  produce informative documents such as those listed below. These documents may include headings, sub headings, numbered items and simple columns
   • report
   • article
   • information sheet
   • programme
   • checklist

10.2.4  produce other business documents from the following range:
   • advertisement
   • notice
   • agenda
   • press release

10.2.5  insert dates, times and references on correspondence if required
10.2.6  indicate enclosures as implied
10.2.7  proof read documents using appropriate correcting techniques efficiently
10.2.8  amend text for errors as appropriate
10.2.9  save and print documents.

Unit 3  Presentation

*Learners should be able to:*

10.3.1  use appropriate stationery for all documents
10.3.2  use appropriate margins and line spacing unless specifically instructed
10.3.3  use any businesslike method of display consistently unless specifically instructed. Fully blocked style with open punctuation is recommended
10.3.4  display dates, times and names consistently within the text of documents
10.3.5  display a continuation sheet appropriately for any document if necessary
10.3.6  display headings as instructed in accordance with common display conventions
10.3.7 use numbered letters or points effectively within documents as instructed
10.3.8 use bullet points (or asterisks) effectively within documents as instructed
10.3.9 display items within any document in simple columns (unruled as instructed)
10.3.10 follow presentation style shown on in-tray documents if appropriate or as instructed
10.3.11 ensure work is clean and uncreased with no noticeable corrections.

Unit 4 Transcription

Learners should be able to:

10.4.1 transcribe the main text of all documents from straight dictation
10.4.2 refer to the instruction sheet, in-tray documents or other assignments regarding names, addresses, fax numbers, special terminology or other details needed for completion of any document
10.4.3 insert full stops as dictated and insert essential commas, apostrophes as necessary
10.4.4 follow the employer’s instruction regarding paragraphing
10.4.5 use correct spelling
10.4.6 indicate copy/ies to be circulated on any document, if required
10.4.7 refer to a calendar, if necessary
10.4.8 interpret printer’s correction signs
10.4.9 expand abbreviations as required.

Unit 5 Skills Demonstration

Learners should be able to:

10.5.1 input text accurately from copy within specified time
10.5.2 attain a minimum speed of 40 words per minute
10.5.3 attain a minimum accuracy of 97%.
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

| Collection of Work OR Examination (Practical) | 80% |
| Skills Demonstration                        | 20% |

11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes.

The collection will include at least 10 documents. Each document will require candidates to demonstrate a range of advanced audio transcription skills. The internal assessor will provide:

- an instruction sheet stating the name of the company, its business and the employer’s name and title
  - other information may be included on the instruction sheet, for example unusual terminology, names/titles, company details, addresses, fax numbers
  - the instruction sheet will also show a list of the documents dictated by the employer on the audio cassette

- one in-tray document which will relate to one or more of the documents to be transcribed.
  - additional handwritten notes may be added by the employer. This material will be similar to that normally found in an employee’s in-tray in a real business situation. This document may include:
    - incoming letter
    - incoming memo
    - incoming fax message
    - hard copy of incoming e-mail
    - telephone message
    - any other realistic business document

- a second in-tray document in the form of a manuscript to be transcribed

- a cassette containing instructions and dictation from the employer about the work to be produced.
The following skills must be demonstrated within the collection of work:

- control of audio equipment
- accurate use of audio dictation conventions
- production of a range of business documents which may include:
  - business letters, fax messages and memos
  - report
  - article
  - information sheet
  - programme
  - checklist
  - advertisement
  - notice
  - agenda
  - press release
- professional presentation and layout of all documents and appropriate use of stationery
- accurate transcription of dictated material
- in-tray document edited and formatted
- document layout and print features applied appropriately and documents saved correctly.

Evidence will be presented:

- in hard copy
- on disk file (if appropriate).

In calculating errors a specific marking scheme devised per task and the Summary Deduction Sheet should be used. See Appendices 1 and 2.

OR

11.2 Examination

The internal assessor will devise a practical examination that assesses candidates’ mastery of specified practical skills demonstrated in a set period of time under restricted conditions.

The format of the examination will be as follows:

The examination will be 2 hours in duration.

5 documents to be completed.
The examination will require candidates to demonstrate a range of advanced audio transcription skills. The internal assessor will provide:

- an instruction sheet stating the name of the company, its business and the employer’s name and title
  - other information may be included on the instruction sheet, for example unusual terminology, names/titles, company details, addresses, fax numbers
  - the instruction sheet will also show a list of the documents dictated by the employer on the audio cassette
- one in-tray document which will relate to one or more of the documents to be transcribed
  - additional handwritten notes may be added by the employer. This material will be similar to that normally found in an employee’s in-tray in a real business situation. This document may include:
    - incoming letter
    - incoming memo
    - incoming fax message
    - hard copy of incoming e-mail
    - telephone message
    - any other realistic business document
- a second in-tray document in the form of a manuscript to be transcribed
- a cassette containing instructions and dictation from the employer about the work to be produced.

The following skills must be demonstrated:

- control of audio equipment
- accurate use of audio dictation conventions
- production of a range of business documents which may include:
  - business letters, fax messages and memos
  - report
  - article
  - information sheet
  - programme
  - checklist
  - advertisement
  - notice
  - agenda
  - press release
- professional presentation and layout of all documents and appropriate use of stationery
- accurate transcription of dictated material
- in-tray document edited and formatted
- document layout and print features applied appropriately and documents saved correctly.

Evidence will be presented:

- in hard copy
- on disk file (if appropriate).
In calculating errors a specific marking scheme devised per task and the Summary Deduction Sheet should be used. See Appendices 1 and 2.

11.3 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in their ability to input text accurately in 10 minutes.

The internal assessor will devise a 10 minute speed and accuracy test based on a minimum of 400 words and a maximum of 800. The text should consist of alphabetic characters only. No numbers or special characters should be included.

In calculating errors, the following constitute 0.5 of an error:
- incorrect case
- incorrect punctuation
- extra space between words
- no space between words.

All other errors constitute 1 full error. For example:
- a spelling error in a single word
- word omitted
- extra word inserted
- word repeated
- line repeated
- incorrect line spacing.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
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>• demonstrate effective control of audio equipment to produce mailable standard documents as instructed</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>• accurate use of audio dictation conventions</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>• evidence of a range of professional business documents produced to a mailable standard</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>• professional presentation and layout of all documents including:</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>- appropriate stationery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- consistent use of dates, times and names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- continuation sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- numbering and bullets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accuracy in transcription of dictated material</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>• in-tray document appropriately edited and formatted</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>• appropriate references made to information provided in:</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>- instruction sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in-tray documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- other assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• document layout and print features applied appropriately and documents saved and printed correctly</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL MARKS** 320

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

*Internal Assessor’s Signature: _______________________________  Date: ____________

*External Authenticator’s Signature: _______________________________  Date: ____________*
### Individual Candidate Marking Sheet 2

**Audio Transcription**  
**N33001**  
**Skills Demonstration 20%**

**Candidate Name:** _______________________________  
**PPSN:** ________________________

**Centre:** ____________________________________  
**Centre No.:** _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speed:</strong> Minimum of 40 words per minute</td>
<td></td>
</tr>
</tbody>
</table>
| • Calculate the number of keystrokes typed.  
• Divide the keystrokes by 5 to obtain the words typed.  
• Divide the words typed by 10 to obtain the speed in wpm.  
• If the speed is greater than or equal to 40 wpm then award Yes for speed and proceed to mark for accuracy. | Yes/No |

| **Accuracy:** Minimum 97% |
| Procedure for calculating Accuracy |
| • 97% accuracy equals 12 errors per 400 words.  
• For higher speeds multiply the words typed by 3% to obtain the number of errors allowed.  
• Calculate the number of errors.  
• If the number of errors is less than or equal to the number of errors allowed then award Yes for accuracy. | Yes/No |

**TOTAL MARKS (80 OR 0)**  
Award 80 marks if Yes in **both Speed** and **Accuracy**  
*This mark will be transferred to the Module Results Sheet*

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

**External Authenticator’s Signature:** _______________________________  
**Date:** ____________
# FETAC Module Results Summary Sheet

**Module Title:** Audio Transcription

**Module Code:** N33001

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total Marks</th>
<th>Total ÷ 4</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>320</td>
<td>80</td>
<td>400</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

Signed: 

Internal Assessor: ________________________________ Date: __________________________

Grade*:
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment
## APPENDIX 1
### SUMMARY DEDUCTION SHEET

<table>
<thead>
<tr>
<th>LIST OF ERRORS</th>
<th>MARK DEDUCTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omission or Insertion of:</strong></td>
<td></td>
</tr>
<tr>
<td>full column in tab</td>
<td>3</td>
</tr>
<tr>
<td>word</td>
<td>1</td>
</tr>
<tr>
<td>words or line</td>
<td>2</td>
</tr>
<tr>
<td>lines of text/paragraph</td>
<td>3</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td></td>
</tr>
<tr>
<td>word repeated or inserted</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>line repeated or inserted</td>
<td>2 p.o.</td>
</tr>
<tr>
<td>lines/paragraphs repeated or inserted</td>
<td>3 p.o.</td>
</tr>
<tr>
<td>poorly aligned</td>
<td>.5 p.o.</td>
</tr>
<tr>
<td>misplaced date</td>
<td>.5</td>
</tr>
<tr>
<td>incorrect case</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td><strong>Failure to make:</strong></td>
<td></td>
</tr>
<tr>
<td>a new sentence</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>a new paragraph</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>neat corrections</td>
<td>1 p.o.</td>
</tr>
<tr>
<td><strong>Inconsistency:</strong></td>
<td></td>
</tr>
<tr>
<td>blocked or centred style</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>line spacing</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>paragraphing</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>open/full punctuation</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>use of words/figures</td>
<td>1 p.o.</td>
</tr>
<tr>
<td>(do not penalise same error twice)</td>
<td></td>
</tr>
<tr>
<td><strong>Incorrect Line Spacing:</strong></td>
<td></td>
</tr>
<tr>
<td>before and after heading</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>between paragraphs</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>between end text &amp; footnote</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>between numbered items</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>in footnotes</td>
<td>.5</td>
</tr>
<tr>
<td>between footnotes</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Misuse of:</strong></td>
<td></td>
</tr>
<tr>
<td>initial caps</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td><strong>Spelling Errors:</strong></td>
<td></td>
</tr>
<tr>
<td>each word</td>
<td>1</td>
</tr>
<tr>
<td>(do not penalise repeated spelling error twice)</td>
<td></td>
</tr>
<tr>
<td><strong>Incorrect Spacing:</strong></td>
<td></td>
</tr>
<tr>
<td>before/after punctuation</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>before/after dash</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>before/after hyphen</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>before/after last fig. no</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>before/after footnote symbol</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>in sums of money</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td>between words</td>
<td>.5 p.o. to max of 2</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td></td>
</tr>
<tr>
<td>incorrect pagination</td>
<td>1</td>
</tr>
<tr>
<td>inadequate margins</td>
<td>1</td>
</tr>
<tr>
<td><strong>Overtyping</strong></td>
<td>2 p.o.</td>
</tr>
<tr>
<td><strong>All other errors</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

Key: - p.o. per occurrence.
All candidate errors should be acknowledged and marks deducted.
APPENDIX 2

PROCEDURES FOR MARKING

- Apply and award specific marking scheme devised per task.

- Deduct marks as per the Summary Deduction Sheet for errors identified.

- Apply Summary Deduction Sheet for incomplete work, e.g. deduct one mark for word omitted, two marks for line omitted, three marks for paragraph omitted etc. If two paragraphs are omitted deduct six marks.

- Where instructions to the candidate require a task to be performed on specified text and the candidate performs the task globally, no marks should be awarded e.g. justification of the whole document rather than paragraph(s) specified.
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.