

**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

Legal Studies

Level 5 B20132

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	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.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	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.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	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.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	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.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

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	Legal Studies
2	Module Code	B20132
3	Level	5
4	Credit Value	1 credit
5	Purpose	The purpose of this module is to provide learners with a general understanding of legal principles and to enable them to appreciate the role of the law in their personal and vocational lives. It is also intended to prepare learners for employment or further study in related areas. It has been developed as an elective vocational module for a range of Level 5 awards. The choice of optional units enables the centre to select a range of units appropriate to the vocational orientation of a particular programme. The option of including a locally developed specialist unit also enables the provider to reflect the specialist orientation of different programmes (e.g. Childcare, Media Production, Leisure Administration, Legal Secretarial). This module may also be used to meet the general studies requirements for a range of Level 5 certificates.
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	This module may be combined for the purposes of certification with Business Law B20131 provided there is no duplication in the choice of optional units.
8	General Aims	<i>Learners who successfully complete this module will:</i> 8.1 develop a general understanding of the Irish legal system

- 8.2 evaluate the impact of the law on their personal and vocational lives
- 8.3 develop skills in evaluation and analysis
- 8.4 be familiar with the language, procedures and documents related to the law in their vocational area
- 8.5 appreciate the importance of respecting confidentiality in all legal communications and business transactions.

9 Units **The specific learning outcomes are grouped into 13 units. Learners must complete unit 1 and select a minimum of 4 others from units 2-13.**

Optional units include 1 specialist unit which may be:

- locally developed (this may be drafted by the centre and forwarded to FETAC for approval)
- a unit from the Business Law B20131 module (provided that unit is not already taken by candidates as part of the Business Law module).

Locally developed units should reflect a particular vocational area which is not already provided for in this module (e.g. environmental law, legal aspects of leisure administration, club law, industrial relations law).

Only 1 specialist law unit may be included by a candidate; the inclusion of a specialist unit is optional.

Core Unit

(Compulsory)

Unit 1

Introduction to the Irish Legal System

Optional Units

(Select a minimum of 4)

Unit 2

Children and the Law

Unit 3

The Criminal Justice System

Unit 4

Employment Law*

Unit 5

European Law

Unit 6

Family Law

Unit 7

The Irish Constitution

Unit 8

Land Law

Unit 9

Legal Documents*

Unit 10

Media Law

Unit 11

Safety, Health and Welfare at Work*

Unit 12

Tort

Unit 13

Specialist Law*

* these units may not be taken by candidates who have selected the unit as part of the Business Law B20131 module.

10 Specific Learning Outcomes

Core Unit

Unit 1 Introduction to the Irish Legal System

Learners should be able to:

- 10.1.1** identify the sources of Irish law
- 10.1.2** explain the features of each of the sources of Irish law
- 10.1.3** summarise the fundamental rights as outlined in the Constitution
- 10.1.4** distinguish between:
 - civil and criminal law
 - public and private law
 - procedural and substantive law
- 10.1.5** outline the Irish judicial system
- 10.1.6** outline the hierarchy, jurisdiction and function of Courts within the Irish court system
- 10.1.7** outline the role and function of personnel within the Irish legal system
- 10.1.8** describe the proceedings in a Court of law
- 10.1.9** summarise a court case from a court visit/media reports/Irish Law Reports
- 10.1.10** identify the main categories of remedies available (i.e. compensation, injunction, declaration, specific performance, judicial review)
- 10.1.11** identify the functions of the legal documents relevant to their own vocational area
- 10.1.12** explain the meaning of common general legal terms (e.g. plaintiff, defendant, injunction, in camera, precedent, adjournment, remedies etc.).

Optional Units 2-13

Unit 2

Children and the Law

Learners should be able to:

- 10.2.1** list the rights of the child as guaranteed in the Irish Constitution and the Status of Children's Act, 1987
- 10.2.2** outline the main provisions of International and European declarations affecting children's rights
- 10.2.3** explain the legal implications of registration of births
- 10.2.4** explain the law governing awards of maintenance for children
- 10.2.5** outline the criteria governing the granting of custody of children
- 10.2.6** distinguish between custody and access arrangements
- 10.2.7** outline the main provisions of the Guardianship of Infants Act, 1964
- 10.2.8** outline the main features of Irish adoption law
- 10.2.9** explain the impact of a child/children on a parent's social welfare entitlements
- 10.2.10** summarise the succession rights of a child following the death of a parent
- 10.2.11** outline the main provisions of the Childcare Act, 1991
- 10.2.12** identify the main issues of a government report/paper in relation to childcare
- 10.2.13** outline the law in relation to child abduction
- 10.2.14** explain the obligations of parents and the state in relation to the education of children
- 10.2.15** outline the rights of children in criminal law, the courts and detention centres
- 10.2.16** outline the main provisions of the Data Protection Act, 1988
- 10.2.17** assess the impact of the Data Protection Act on the procedures for storing information within a specific vocational area

10.2.18	evaluate the impact of an aspect of legislation on childcare services (provision and practice)
10.2.19	assess the level of protection afforded to children by the state in one area of law (e.g. employment, education, family law, criminal law).
Unit 3	The Criminal Justice System
	<i>Learners should be able to:</i>
10.3.1	define crime
10.3.2	explain the classification of crime
10.3.3	provide examples of different types of crime
10.3.4	explain the purpose of criminal law
10.3.5	explain the nature of: • an actus reus of crime • the mens rea of a crime
10.3.6	explain the terms: • inchoate crime • accomplice to crime • principal in crime • accessory after the fact
10.3.7	summarise the main defences to a crime (i.e. infancy, intoxication, mistake, insanity, the M' Naghten Rules, diminished responsibility, excuse, duress and coercion, necessity and superior orders)
10.3.8	differentiate between: • murder and manslaughter • voluntary and involuntary manslaughter
10.3.9	identify the main types (and examples) of: • non-fatal offences against the person • sexual offences • crimes against property • drug offences • road traffic offences • offences against public order • offences against the state

- 10.3.10** outline the law in relation to one of the main types of criminal offence (as listed in 10.3.9)
- 10.3.11** summarise the functions of the Gardai, Courts, Prison Service, Probation Service and Director of Public Prosecutions in the Criminal Justice System
- 10.3.12** outline the procedure for taking a person before a court on a criminal charge
- 10.3.13** identify appropriate examples which illustrate aspects of Irish criminal law.

Unit 4 Employment Law

Learners should be able to:

- 10.4.1** identify the main pieces of employment legislation:
 - Unfair Dismissals Acts, 1977, 1991
 - Minimum Notice and Terms of Employment Act, 1973
 - Anti-discrimination (Pay) Act, 1974
 - Employment Equality Act, 1977
 - Holiday Employees Act, 1973 (amended)
 - Maternity Protection of Employment Act, 1981
 - Safety, Health and Welfare at Work, 1989
- 10.4.2** differentiate between:
 - a contract for services and a contract of service
 - an officer and an employee
- 10.4.3** outline the duties and responsibilities of employees under Common and Statute law
- 10.4.4** outline the main provisions of the Unfair Dismissals Acts, 1977, 1991
- 10.4.5** identify those covered by the Unfair Dismissals Acts
- 10.4.6** distinguish between fair and unfair grounds for dismissal
- 10.4.7** describe the remedies available under the acts in relation to unfair dismissal
- 10.4.8** outline the procedure involved in taking a claim for unfair dismissal under the legislation

- 10.4.9** outline the roles of the main agencies involved in industrial relations disputes:
- Labour Relations Commission
 - Labour Court
 - Employment Appeals Commission
 - Rights Commissioner Service
 - Equality Officer
- 10.4.10** explain the main provisions of the employment equality legislation
- 10.4.11** distinguish between positive and negative discrimination
- 10.4.12** identify categories of employment entitled to minimum rates of pay
- 10.4.13** explain the role of the Equality Commission in relation to equality and law reform
- 10.4.14** outline the steps in taking a claim under the Anti-discrimination (Pay) Act, 1974
- 10.4.15** outline the steps in taking a claim under the Employment Equality Act, 1977
- 10.4.16** explain the criteria for determining annual leave entitlements
- 10.4.17** outline the procedures regarding notice and certification of maternity leave under the Maternity Protection of Employment Act, 1981
- 10.4.18** outline the current provisions for parental leave
- 10.4.19** explain the concept of vicarious liability of employers
- 10.4.20** outline the main provisions of the Data Protection Act, 1988
- 10.4.21** assess the impact of the Data Protection Act on procedures for storing information within the workplace
- 10.4.22** evaluate the impact of an aspect of employment law on working conditions in their own vocational area.

Unit 5 European Law

Learners should be able to:

- 10.5.1** sketch the circumstances leading to the establishment of the European Community

- 10.5.2** describe the communities set up under the Treaty of Paris, 1951 and the Treaties of Rome, 1957
- 10.5.3** distinguish between:
- regulations
 - directives
 - decisions
- 10.5.4** outline the impact of European Law on the Irish legal system
- 10.5.5** outline the composition, functions and powers of the principal European institutions
- 10.5.6** outline the relationship between the European Court of Justice and the Irish Courts
- 10.5.7** outline the process of elections to the European Parliament
- 10.5.8** trace the growth of the European Community
- 10.5.9** outline the main provisions of the Single European Act, 1987
- 10.5.10** explain the concept of freedom of movement in relation to goods, workers and services within the European Community
- 10.5.11** explain the main provisions of the Maastricht Treaty, 1992
- 10.5.12** explain the impact of European Law on the principle of equal opportunities in the workplace
- 10.5.13** identify the main areas of European Union policy (i.e. Competition, CAP, Social Policy)
- 10.5.14** identify areas where European legislation impacts on their own vocational area.

Unit 6 Family Law

Learners should be able to:

- 10.6.1** define the constitutional family
- 10.6.2** outline the role of the state in the protection of the constitutional family
- 10.6.3** explain the legal definition of marriage
- 10.6.4** outline the law relating to contracting a valid marriage

- 10.6.5** differentiate between a void and a voidable marriage
- 10.6.6** list the grounds for decrees of nullity
- 10.6.7** outline the current provisions of the Constitution in relation to divorce (Irish and foreign)
- 10.6.8** outline the main provisions of the Judicial Separation Act, 1989 as amended by the Family Law Act, 1995
- 10.6.9** distinguish between a judicial separation and a separation agreement
- 10.6.10** explain the rights of the respective spouses in relation to property, maintenance, children of the marriage, succession and pension rights, in the context of marital breakdown
- 10.6.11** outline the options available to the courts when dealing with violence within the home under the Domestic Violence Act, 1996
- 10.6.12** summarise the main provisions of Irish law on adoption
- 10.6.13** outline the law relating to guardianship and custody (within constitutional and single parent families)
- 10.6.14** enumerate the social welfare entitlements for family
- 10.6.15** assess the impact of the Data Protection Act, 1988 on the procedures for storing information within a specific vocational area
- 10.6.16** identify appropriate examples which have contributed to the development of Irish family law.

Unit 7 The Irish Constitution

Learners should be able to:

- 10.7.1** explain the nature of the Nation and the State
- 10.7.2** explain the significance of Articles 2 and 3 of the Irish Constitution
- 10.7.3** explain how our Constitution can be changed
- 10.7.4** identify the main amendments made to the constitution since its inception

- 10.7.5 explain the concept of separation of powers
- 10.7.6 outline the main democratic institutions that were created by the Irish Constitution
- 10.7.7 summarise the powers and functions of the President
- 10.7.8 outline the personnel and the functions of the Presidential Commission
- 10.7.9 outline the concept of the Oireachtas
- 10.7.10 list the functions of both the Dáil and the Senate
- 10.7.11 summarise how legislation is promulgated
- 10.7.12 outline the principles of criminal due process as outlined by the courts
- 10.7.13 distinguish between the Dáil and the Government
- 10.7.14 enumerate the fundamental rights of the citizen as protected by the Irish Constitution
- 10.7.15 identify appropriate examples which have contributed to the development of Irish Constitutional law.

Unit 8 Land Law

Learners should be able to:

- 10.8.1 outline the right to property as provided for by the Irish Constitution
- 10.8.2 distinguish between leasehold and freehold
- 10.8.3 outline the ways of acquiring property:
 - purchase
 - tenant purchase schemes (local authorities)
 - inheritance
 - gift
 - adverse possession
- 10.8.4 explain the following terms:
 - fee simple
 - equitable fee simple
 - fee tail
 - life estates

- 10.8.5** explain the impact of a mortgage on ownership of land
- 10.8.6** outline the remedies available to those dispossessed of freehold and leasehold property
- 10.8.7** distinguish between joint tenancy and tenancy in common
- 10.8.8** outline the role of the Land Registry and Registry of Deeds
- 10.8.9** explain the rights and liabilities of landlords and tenants
- 10.8.10** explain the following terms:
 - lease
 - private rented dwelling
 - tenancy at will
 - tenancy at sufferance
 - con acre
 - agistment
 - easement
- 10.8.11** outline the circumstances under which a lease may be renewed or determined
- 10.8.12** explain the role of covenants
- 10.8.13** outline the statutory entitlements of family members under the Succession Act, 1965
- 10.8.14** identify the procedures for obtaining probate of a will
- 10.8.15** identify examples which have contributed to the development of Irish land law.

Unit 9 Legal Documents

Learners should be able to:

- 10.9.1** identify the common legal documents relevant to a minimum of 3 areas of law e.g.:
 - Criminal Law
 - Probate/Succession
 - Conveyancing
 - Contract Law
 - Consumer Credit
 - Company Law
 - Employment Law
 - Insurance
 - Litigation

- Family Law
- Children and the Law
- Declarations/Affidavits
- Health and Safety
- Data Protection

- 10.9.2** outline the format, features, contents and functions of a range of common legal documents appropriate to their own vocational area
- 10.9.3** complete legal documents from information supplied (relevant to their own vocational area)
- 10.9.4** draft a legal document, using a typewriter or word processor, in appropriate format
- 10.9.5** assess the impact of the Data Protection Act, 1988 on procedures for preparing and storing legal documents
- 10.9.6** identify and follow procedures for maintaining confidentiality of legal documents
- 10.9.7** define the functions of the following:
- Commissioner for Oaths
 - Peace Commissioner
 - Notary Public
 - Court clerk.

Unit 10

Media Law

Learners should be able to:

- 10.10.1** identify aspects of the media which are influenced by legislation
- 10.10.2** define defamation
- 10.10.3** assess the protection which the Constitution affords a person's good name
- 10.10.4** differentiate between the legal implications of libel and slander
- 10.10.5** explain the defences open to a defendant in a defamation action
- 10.10.6** outline the current situation in relation to journalistic privilege
- 10.10.7** identify appropriate remedies for defamation
- 10.10.8** describe the practical effects of the rules of sub silentio and sub judice

- 10.10.9** outline the main provisions of the Broadcasting Acts, (e.g. Sections 17,18 and 31) relating to censorship
- 10.10.10** explain the impact of the Offences Against the State Act, 1939 on the practice of print journalism
- 10.10.11** outline the main provisions of the Official Secrets Act,1963 as they affect those working in the media
- 10.10.12** evaluate the roles of the principal statutory bodies controlling broadcasting (i.e. RTÉ, IRTC, Advertising Standards Authority)
- 10.10.13** analyse the impact of the Censorship Acts on films, books, other publications and music
- 10.10.14** outline the provisions of the Data Protection Act, 1988 in relation to broadcasting
- 10.10.15** explain the effect on the media of international law on the right to personal privacy
- 10.10.16** define copyright
- 10.10.17** explain the procedures and remedies available to a plaintiff in a piracy case
- 10.10.18** assess the impact of one aspect of the law on the practice of journalism/broadcasting
- 10.10.19** identify appropriate examples which have contributed to the development of media law.

Unit 11 Safety, Health and Welfare at Work

Learners should be able to:

- 10.11.1** explain the need for legislation on safety, health and welfare at work
- 10.11.2** list the main provisions of the Safety, Health and Welfare at Work Act, 1989
- 10.11.3** outline the main duties of the employer under the Act
- 10.11.4** list the rights and responsibilities of the employee as specified in the Act
- 10.11.5** outline the basic elements of a safety statement

- 10.11.6 interpret the information on a simple safety statement
- 10.11.7 outline the procedures to be followed in the event of an accident
- 10.11.8 complete an accident report form
- 10.11.9 outline the provisions for the enforcement of the Safety, Health and Welfare at Work Act
- 10.11.10 describe the penalties for breach of the Act
- 10.11.11 list the main provisions of the Fire Services Act, 1981
- 10.11.12 outline the responsibilities of management under the Fire Services Act
- 10.11.13 describe the procedures for evacuation of a building
- 10.11.14 draft fire prevention procedures appropriate to a workplace within their vocational area
- 10.11.15 draft a fire evacuation plan for a building
- 10.11.16 outline the provisions for the enforcement of the Act
- 10.11.17 explain the impact of current safety, health and welfare legislation on workplace practice within their own vocational area.

Unit 12

Tort

Learners should be able to:

- 10.12.1 define the nature of tort
- 10.12.2 distinguish between tort and other civil and criminal wrongs
- 10.12.3 list the various forms (and examples) of tort actions
- 10.12.4 outline the law in relation to:
 - trespass
 - nuisance
 - negligence
 - defamation
- 10.12.5 outline the main defences available in each of the tort actions
- 10.12.6 identify the appropriate remedies for different tort actions

- 10.12.7** identify the main categories of liability (i.e. employers, occupiers, vicarious, product, strict)
- 10.12.8** identify appropriate examples which have contributed to the law of Tort
- 10.12.9** evaluate the legal consequences of at least **one** tort in their own vocational area.

DRAFT DESCRIPTION OF SPECIALIST UNIT

Unit 13

Specialist Law

This specialist unit may be either of the following:

- locally developed (this may be drafted by the centre and forwarded to FETAC for approval)
- a unit from the Business Law B20131 module (provided that unit is not already taken by the candidates as part of the Business Law module).

Unit 13

[insert unit heading]

Learners should be able to:

10.13.1

10.13.2

10.13.3

10.13.4

10.13.5

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10.13.7

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10.13.10

10.13.11

10.13.12

10.13.13

10.13.14

10.13.15

10.13.16

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

Assignments (2) 60%

Examination (Theory-Based) 40%

11.1 Assignments (2)

The internal assessor will devise two briefs that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Each brief will require candidates to investigate topic(s) appropriate to the Irish legal system and in the context of the candidates' vocational area.

Topics for each assignment will be drawn from different units of the module. The assignments may take the form of a court case report, a small scale research study or investigative report.

The evidence for each assignment will include:

- an application of the main legal principles
- relevant examples and/or case law
- an evaluation of the impact of the law on individuals' personal and vocational lives.

The assignments may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

All assignments carry equal marks.

11.2 Examination

The internal assessor will devise a theory-based examination that assess candidates' ability to recall and apply theory and understanding, requiring responses to short answer and structured questions. These questions may be answered in different media such as in writing or orally.

The examination will be based on a range of specific learning outcomes and will be 2 hours in duration.

The format of the examination will be as follows:

Section A

6 short answer questions

Candidates are required to answer any 5 (2 marks each).

Section B

4 structured questions

Candidates are required to answer any 3 (10 marks each).

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Legal Studies B20132 Assignments (2) 60%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Assignment 1		
• relevant information appropriately presented	6	
• understanding and knowledge of chosen topic clearly demonstrated	6	
• legal principles appropriately applied	6	
• relevant case law and/or examples included	6	
• comprehensive evaluation of topic presented	6	
Subtotal	30	
Assignment 2		
• relevant information appropriately presented	6	
• understanding and knowledge of chosen topic clearly demonstrated	6	
• legal principles appropriately applied	6	
• relevant case law and/or examples included	6	
• comprehensive evaluation of topic presented	6	
Subtotal	30	
TOTAL MARKS	60	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Legal Studies B20132 Examination (Theory-Based) 40%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Section A: Short Answer Questions 6 short answer questions, answer any 5 (2 marks each) (Indicate questions answered) Question No.:* _____ _____ _____ _____ _____ _____	 2 2 2 2 2	
Subtotal	10	
Section B: Structured Questions 4 structured questions, answer any 3 (10 marks each) (Indicate questions answered) Question No.:* _____ _____ _____	 10 10 10	
Subtotal	30	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	40	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

FETAC Module Results Summary Sheet									
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Module Title: Legal Studies

Module Code: B20132

Assessment Marking Sheets

Mark Sheet

Mark Sheet

Total	100%
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Grade*

Maximum Marks per Marking Sheet

60

40

Candidate Surname

Candidate Forename

[illegible]

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	<i>An exercise carried out in response to a brief with specific guidelines and usually of short duration.</i> 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	<i>A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.</i> 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	<i>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.</i> 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	<i>A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.</i> 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.

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