Module Descriptor

Auto Electricity

Level 2   C20004

September 2001

www.ncva.ie
# Level 2 Module Descriptor

## Summary of Contents

<table>
<thead>
<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.ncva.ie">www.ncva.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 Foundation to Level 3.</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>** Appendices**</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 the NCVA approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain an NCVA 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 the NCVA 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.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Auto Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>C20004</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Credit Value</td>
<td>1 credit</td>
</tr>
<tr>
<td>5</td>
<td>Purpose</td>
<td>This module is designed to introduce learners to the electrical principles associated with components found in a modern motor vehicle. It provides the learner with the underpinning knowledge for unit 2 of the Motor Vehicle Practice (C20044) module. This is a mandatory module on the National Vocational Certificate Motor Technology Level 2 award.</td>
</tr>
<tr>
<td>6</td>
<td>Preferred Entry Level</td>
<td>National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Special Requirements</td>
<td>None.</td>
</tr>
<tr>
<td>8</td>
<td>General Aims</td>
<td>Learners who successfully complete this module will:</td>
</tr>
<tr>
<td></td>
<td>8.1</td>
<td>acquire a broad understanding of DC electricity</td>
</tr>
<tr>
<td></td>
<td>8.2</td>
<td>understand the operation of a variety of electrical components of a motor vehicle</td>
</tr>
<tr>
<td></td>
<td>8.3</td>
<td>develop logical processes of fault finding</td>
</tr>
<tr>
<td></td>
<td>8.4</td>
<td>acquire manual dexterity in the use of instruments</td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>interpret circuit diagrams and identify symbols</td>
</tr>
</tbody>
</table>
8.6 construct a variety of low voltage electrical circuits
8.7 interpret data in a service manual
8.8 develop safe working practices.

9 Units
The specific learning outcomes are grouped into 6 units.

Unit 1 Static Electricity
Unit 2 Current Electricity
Unit 3 Electromagnetism
Unit 4 Electromagnetic Induction
Unit 5 Ignition System
Unit 6 Health and Safety

10 Specific Learning Outcomes

Unit 1 Static Electricity

*Learners should be able to:*

10.1.1 distinguish between conductors and insulators
10.1.2 discuss the atomic structure of matter
10.1.3 explain the role of free electrons in insulators and conductors
10.1.4 explain charging of bodies in terms of the atomic theory
10.1.5 explain the following terms:
   - earthing
   - charging by induction
   - point discharge
   - electric field
10.1.6 discuss how the build up of static charge is reduced on moving vehicles
10.1.7 explain qualitatively the following terms and specify their unit of measurement:
   - work
   - energy
   - power
   - electric charge
   - potential
   - potential difference (voltage)
   - electromotive force
10.1.8 explain how a capacitor stores energy
10.1.9 list the common applications of a capacitor
10.1.10 sketch the construction of a variety of capacitors
10.1.11 specify the unit of measurement of capacitance.

Unit 2 Current Electricity

Learners should be able to:

10.2.1 explain what is an electric current
10.2.2 differentiate between static and current electricity
10.2.3 differentiate between conventional electric current and electron current
10.2.4 explain qualitatively the following terms and specify their unit of measurement:
   • electric current
   • resistance
10.2.5 outline how a cell is a source of potential difference
10.2.6 distinguish between the following:
   • simple cell
   • primary cell
   • secondary cell (accumulator)
   • battery
10.2.7 sketch a car battery and label its components
10.2.8 explain how a car battery stores energy
10.2.9 charge a car battery correctly
10.2.10 use a battery hydrometer correctly and interpret the readings
10.2.11 discuss the reason for using deionised water when topping up a car battery
10.2.12 outline how to prevent corrosion occurring on the terminals of a car battery
10.2.13 join two car batteries in parallel correctly
10.2.14 explain the term Ampere-hour in relation to battery capacity
10.2.15 identify the value of resistors from their colour code
10.2.16 use a rheostat to regulate electric current in a basic circuit
10.2.17 use a potential divider as a source of variable potential difference (voltage) in a basic circuit
10.2.18 measure correctly, using a multimeter, the following:
   • electric current
   • potential difference (voltage)
   • resistance
10.2.19 list the applications of the heating effect of an electric current in a vehicle (e.g. heated rear windscreen, light bulb)
10.2.20 state and apply Ohm’s law for low voltage DC circuits
10.2.21 calculate and measure the equivalent resistance of a variety of resistor combinations in series and in parallel
10.2.22 interpret the current ratings of electric cables
10.2.23 demonstrate the variation of resistance of a metallic conductor and of a thermistor with temperature
10.2.24 discuss the reasons for protecting a circuit with a fuse
10.2.25 interpret the data on different types of fuses
10.2.26 construct a variety of low voltage electric circuits from circuit diagrams
10.2.27 determine the power generated in the components of these circuits by measuring the current flowing through and the potential difference (voltage) across each
10.2.28 outline the origin of internal resistance in cells
10.2.29 calculate the maximum current from a cell, knowing its internal resistance
10.2.30 explain short circuiting and discuss the associated dangers
10.2.31 distinguish between short and open circuits
10.2.32 explain the operation of the following:
   • SPST switch
   • DPDT switch
   • push to make switch
   • push to break switch
   • thermal switch
10.2.33 draw and construct the following circuits for a vehicle
- courtesy light circuit
- braking light circuit
- reversing light circuit
- indicator circuit
- hazard warning light circuit
- parking lights circuit
- headlight circuits
- dimmer light circuit

10.2.34 outline the role of the vehicle chassis as the return/earth

10.2.35 identify a range of common semiconductor devices, to include:
- thermistor
- light dependent resistor (LDR)
- p-n junction diode
- light emitting diode
- 7 segment LED
- bipolar transistor (e.g. ZTX 500, BFY51)
- integrated circuit.

Unit 3 Electromagnetism

Learners should be able to:

10.3.1 outline the origin of magnetism

10.3.2 explain magnetic pole, magnetic field

10.3.3 discuss the properties of the earth’s magnetic field

10.3.4 list the applications of the magnetic effect of an electric current

10.3.5 investigate the magnetic field around
- different types of magnets
- straight current-carrying conductor
- coil
- solenoid
- electromagnet

10.3.6 describe the effect on a current-carrying conductor when placed in a magnetic field

10.3.7 explain, with the aid of diagrams, how a simple DC motor operates

10.3.8 discuss the features of a practical DC motor
10.3.9  list the common uses of a DC motor in a vehicle (e.g. wiper motor, windscreen washer motor, electric window motor, electric fan, heater fan)

10.3.10  draw a starter motor circuit for a vehicle

10.3.11  identify the main components of a starter motor

10.3.12  dismantle and reassemble a starter motor

10.3.13  discuss the role of the bendix in a starter motor

10.3.14  discuss the role of the solenoid in the pre-engaged starter motor

10.3.15  explain how an electromagnetic relay operates and discuss its advantages

10.3.16  list the common uses of a relay in a vehicle (e.g. central locking, wiper motor circuit, head lamp circuits, heated rear windscreen circuit)

10.3.17  draw and construct a circuit containing a relay to switch a motor

10.3.18  make an electromagnet

10.3.19  outline how magnets become demagnetised

10.3.20  explain the operation of an electric horn.

Unit 4  Electromagnetic Induction

Learners should be able to:

10.4.1  discuss the effect of moving a magnetic field through a closed conducting loop

10.4.2  interpret the laws of electromagnetic induction

10.4.3  explain, with the aid of diagrams, how the following operate: single coil AC generator, simple DC generator, speedometer

10.4.4  explain, with the aid of diagrams how an alternator operates

10.4.5  identify the main component parts of an alternator

10.4.6  dismantle and reassemble an alternator

10.4.7  differentiate, with the aid of graphs, between AC and DC currents and voltages
10.4.8 outline how AC voltages are converted to DC voltages
10.4.9 explain why a DC motor draws a larger current when the load on it increases
10.4.10 discuss how the coils of a DC motor could burn out.

Unit 5 Ignition System

Learners should be able to:

10.5.1 explain the following terms: mutual inductance, self inductance
10.5.2 explain, with the aid of a diagram, the operation of the induction coil
10.5.3 explain the role of a ballast resistor for a cold-start coil
10.5.4 outline the function of a spark plug
10.5.5 sketch and label the parts of a spark plug
10.5.6 distinguish between the different types of spark plugs
10.5.7 explain why the gap of a spark plug needs to be checked and adjusted regularly
10.5.8 outline the role of the HT leads in a contact breaker ignition system
10.5.9 explain why and how the HT leads need to be suppressed
10.5.10 draw, label and construct the circuit for a contact breaker ignition system for a vehicle
10.5.11 explain the role of the following in a contact breaker ignition system:
   • distributor
   • capacitor
   • CB points
10.5.12 explain the following terms:
   • dwell angle
   • vacuum advance
   • mechanical advance
10.5.13 measure and adjust the dwell angle correctly
10.5.14 discuss the effects of dampness on the ignition system
10.5.15 outline the sequence of fault finding in a contact breaker ignition system

10.5.16 outline the features of a breakerless ignition system.

**Unit 6 Health and Safety**

*Learners should be able to:*

10.6.1 identify the adverse physical, chemical, biological and psychological effects of common hazards on the human body

10.6.2 recognise common hazard symbols and labels

10.6.3 know the rights and responsibilities of employers and employees as specified in the Safety, Health and Welfare at Work Act 1989

10.6.4 observe standard precautions when dealing with electrical voltages

10.6.5 state the correct procedures to deal with small electrical fires.

**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 NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

**Summary**

<table>
<thead>
<tr>
<th>Skills Demonstration</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (Theory-Based)</td>
<td>40%</td>
</tr>
</tbody>
</table>

**11.1 Skills Demonstration**

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills and knowledge while carrying out at least 6 practical tasks, based on a range of specific learning outcomes.

Candidates will demonstrate adherence to safe working practices throughout the skills demonstration.

Candidates will submit brief supporting evidence for each practical task completed. The evidence can be presented as written, oral, graphic, visual or a combination of these.

The skills can be assessed at any time throughout the learning process.
11.2 Examination

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 question types, short answer and structured. 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
12 short answer questions.
Candidates are required to answer 10 (4 marks each).

Section B
3 structured questions – not more than 1 question per unit.
Candidates are required to answer 2 (20 marks each).

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriate preparation and planning of the task</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>• effective execution of the task demonstrating mastery of tools and techniques</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>• safe use and careful maintenance of tools and equipment</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

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

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

*External Examiner’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>
<td></td>
<td></td>
</tr>
<tr>
<td>12 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.:* _____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>_____ 4</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal 40

| **Section B: structured questions**         |              |                |
| 3 structured questions, answer any 2 (10 marks each) |              |                |
| (Indicate questions answered)                |              |                |
| Question No.:* _____ 20                     |              | 20             |
| _____ 20                                   |              | 20             |

Subtotal 40

**TOTAL MARKS** 80

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

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

**Module Title:** Auto Electricity  
**Module Code:** C20004

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1 (120)</th>
<th>Mark Sheet 2 (80)</th>
<th>Total Marks (200)</th>
<th>Total ÷ 2</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed:  

*Internal Assessor:* ____________________________  *Date:* ____________________________

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

---

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.
NCVA Assessment Principles

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

2  All NCVA 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 NCVA 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 NCVA 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.