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

Exercise and Fitness

Level 5 D20160

September 2001

www.fetac.ie
# Level 5 Module Descriptor

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<th>Description</th>
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</thead>
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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
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</tr>
<tr>
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<td>Provides details on how the learning outcomes are to be assessed.</td>
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</tr>
<tr>
<td><strong>Appendices</strong></td>
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<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
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<td><strong>Assessment Principles</strong></td>
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</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title  Exercise and Fitness

2 Module Code  D20160

3 Level  5

4 Credit Value  1 credit

5 Purpose  This module is a statement of the standards to be achieved to gain an FETAC credit in Exercise and Fitness. It is an elective module for the Level 5 Certificate in Sport and Recreation.

The module is designed to provide learners with the skills and knowledge to assist in the delivery of safe and appropriate exercise and fitness programmes. It will also provide a Level 3 for further training, leading to full exercise and fitness instructor qualifications.

Successful candidates will be qualified to work as assistant exercise and fitness instructors under the supervision of a qualified instructor.

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

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

7 Special Requirements  None.

8 General Aims

Learners who successfully complete this module will:

8.1 understand how the human body works when engaged in exercise
8.2 be familiar with the principles of planning and evaluating an exercise programme for general populations involving all health-related components of fitness

8.3 understand the relationship between an active healthy lifestyle and wellbeing for general populations

8.4 demonstrate to groups of learners skills in exercise to music, resistance training, circuit training, floorwork and flexibility

8.5 understand the role and essential qualities of an assistant exercise and fitness instructor.

9 Units

The specific learning outcomes are grouped into 6 units.

Unit 1 Applied Anatomy and Physiology
Unit 2 Fitness Training Theory
Unit 3 Managing an Exercise Session
Unit 4 Exercise to Music
Unit 5 Circuit Training and Flexibility
Unit 6 Resistance Training

10 Specific Learning Outcomes

Unit 1 Applied Anatomy and Physiology

Learners should be able to:

10.1.1 describe the structure and function of the skeleton

10.1.2 explain the functions of tendons and ligaments

10.1.3 explain the difference between concentric, eccentric, isometric; agonist and antagonist muscular contractions

10.1.4 demonstrate the location, action, joint crossed and antagonist of the following muscles: biceps, triceps, pectorals, abdominals, trapezius, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius

10.1.5 identify safe movement capabilities at each of the main joints in the body

10.1.6 demonstrate alternatives to common exercises and stretches which are contra-indicated in health-related exercise programmes
10.1.7 demonstrate safe postural alignment while standing, sitting and lifting

10.1.8 describe the oxygen path from inhalation to the working muscles with reference to:
• structure and function of the heart
• characteristics of arteries, veins and capillaries
• structure and function of lungs
• role of respiratory system
• gaseous exchange

10.1.9 describe the short and long term impact of exercise on the skeletal, muscular, cardiovascular and respiratory systems

10.1.10 illustrate the health-related benefits of improved cardiovascular function, flexibility, muscular strength, endurance and appropriate body composition.

Unit 2  
Fitness Training Theory

Learners should be able to:

10.2.1 define the health-related and skill-related components of fitness

10.2.2 administer health appraisal questionnaires suitable for evaluating the health status of an individual

10.2.3 explain the role of fitness assessment in an ongoing programme of activity

10.2.4 use a battery of field tests to develop health-related fitness programmes

10.2.5 assist in the administration of field tests to evaluate the health-related components of fitness

10.2.6 demonstrate how to track and record personal fitness indicators

10.2.7 describe key stages of programme planning to include needs analysis, programme design, implementation and evaluation and ways of progressing an exercise programme over an 8-week period

10.2.8 apply the principles of training to the development of the health related components of fitness

10.2.9 identify personal and external factors that can influence an individual’s participation in physical activity and exercise
10.2.10 describe how individuals of varied ages and fitness levels respond differently to exercise programmes and the long term impact on the body of consistent resistance training, aerobic training and flexibility training.

10.2.11 describe techniques that can encourage individuals to become initially involved and subsequently continue with an exercise programme.

10.2.12 provide a rationale for choosing a healthy and active lifestyle and the negative effects of bad dietary habits, lack of exercise, smoking and substance abuse.

Unit 3 Managing an Exercise Session

_Learners should be able to:_

10.3.1 distinguish between the role of the exercise and fitness instructor and that of the assistant instructor.

10.3.2 describe the exercise and fitness instructor’s duty of care to a client (e.g. use of correct class format, appropriate teaching and safety points, observation and correction, insurance).

10.3.3 demonstrate good instructor practice when dealing with new clients.

10.3.4 devise guidelines for:
- a safe and effective exercise environment
- a well-organised exercise session
- effective demonstration of exercises
- assessment of an exercise class.

10.3.5 demonstrate methods of monitoring exercise intensity using good communication skills.

10.3.6 demonstrate emergency procedures that can be applied in the event of an accident during an exercise session.

10.3.7 assist an exercise and fitness instructor in demonstrating a section of each of the following activities: exercise to music, resistance training and circuit training.

Unit 4 Exercise to Music

_Learners should be able to:_

10.4.1 demonstrate good personal technique and co-ordination while participating in a variety of exercise to music sessions.
10.4.2 explain the purpose of each phase of an exercise to music session

10.4.3 identify the appropriate tempo and type of music to be used for each phase of an exercise to music session

10.4.4 demonstrate the ability to follow the beats and phrases of music

10.4.5 list standard considerations when designing movement patterns in an exercise to music session

10.4.6 demonstrate adaptations and progressions in impact and intensity

10.4.7 devise guidelines for the use of impact and intensity in an exercise to music session

10.4.8 cite instances where modifications may need to be made for an individual in an exercise to music session.

Unit 5 Circuit Training and Flexibility

Learners should be able to:

10.5.1 demonstrate good personal technique while completing circuit training exercises (include flexibility exercises, body conditioning, free and machine weights)

10.5.2 explain the purpose of each phase of a circuit training class

10.5.3 describe the functions of stretching and the factors which affect flexibility

10.5.4 differentiate between stretching and flexibility and give examples of static stretching (include both pre and post – activity stretching)

10.5.5 outline the advantages and disadvantages of circuit training as a training method

10.5.6 compare variations in the design and layout of a circuit training class (e.g. starshape, lines)

10.5.7 identify guidelines for instructors when planning and teaching a circuit training classes.
Unit 6 Resistance Training

Learners should be able to:

10.6.1 demonstrate correct personal technique and appropriate safety procedures while completing resistance training exercises with both free and machine weights

10.6.2 identify the advantages and disadvantages of using free and machine weights

10.6.3 distinguish between compound and isolation exercises

10.6.4 identify the guidelines for the selection of exercises for a basic resistance training programme

10.6.5 outline the key safety requirements of a lifting area

10.6.6 list the characteristics of the various methods used in resistance training (e.g. pyramiding, super sets).

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

| Skills Demonstration | 50% |
| Examination (Theory-Based) | 30% |
| Learner Record | 20% |

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be observed demonstrating, as appropriate, personal technique, instructing exercises and safe and good practice procedures in the following areas:

- assistance in field tests to evaluate the health-related components of fitness
- exercise to music
- circuit training and flexibility
- resistance training.

The skills may be assessed over a period of time.
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 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 1 hour 30 minutes in duration.

The format of the examination will be as follows:

Section A
12 short answer questions
Candidates are required to answer 10 (2 marks each)

Section B
3 structured questions
Candidates are required to answer 2 (20 marks each).

11.3 Learner Record

A personal log book will be compiled by candidates.

It will include two separate sections.

Part A: Exercise Participation Log

Candidates will participate in a fitness programme over four weeks that includes at least twelve sessions. These sessions will include at least one of the following forms of exercise: exercise to music, circuit training and resistance training. Candidates will analyse their own health and fitness, detail their experiences throughout the programme and evaluate the effectiveness of the programme.

Part B: Shadowing Log

Candidates will complete a minimum of two hours shadowing an exercise and fitness instructor teaching each of the following activities: exercise to music, circuit training and resistance training. Candidates will describe the exercise sessions and provide a commentary on the instructor’s style and skills.

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Candidate Name: _______________________________ PPSN.: _______________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Assessment</strong></td>
<td></td>
<td></td>
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<tr>
<td>• effective assistance in field tests demonstrated</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise to Music</strong></td>
<td></td>
<td></td>
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<tr>
<td>• effective personal technique demonstrated</td>
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<td></td>
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<tr>
<td>• effective instruction techniques used</td>
<td>10</td>
<td></td>
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<tr>
<td>• appropriate timing, co-ordination and phrases of</td>
<td>10</td>
<td></td>
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<tr>
<td>music, adaptations and progressions to impact</td>
<td></td>
<td></td>
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<tr>
<td>and intensity used</td>
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<tr>
<td><strong>Circuit Training and Flexibility</strong></td>
<td></td>
<td></td>
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<tr>
<td>• effective personal technique demonstrated</td>
<td>10</td>
<td></td>
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<tr>
<td>• effective instruction techniques used</td>
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<td></td>
</tr>
<tr>
<td>• appropriate safety and good practice procedures</td>
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<td>demonstrated</td>
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<tr>
<td><strong>Resistance Training</strong></td>
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<tr>
<td>• effective personal technique demonstrated</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• effective instruction techniques used</td>
<td>10</td>
<td></td>
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<td>• appropriate safety and good practice procedures</td>
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<tr>
<td>demonstrated</td>
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</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

100

*Internal Assessor’s Signature: _______________________________ Date: ___________

*External Authenticator’s Signature: ___________________________ Date: ___________
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A: Short Answer Questions</strong></td>
<td></td>
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</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.:*</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Section B: Structured Questions</strong></td>
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<td></td>
</tr>
<tr>
<td>3 structured questions, answer any 2 (20 marks each)</td>
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<td></td>
</tr>
<tr>
<td>(Indicate question answered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question No.:*</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>____</td>
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<td>20</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>60</td>
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</table>

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

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

**External Authenticator’s Signature:** ___________________________  **Date:** ____________

*The internal assessor is required to enter here the question numbers answered by the candidate.*
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>Exercise Participation Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear analysis of personal lifestyle and fitness</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• detailed description of experience</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• comprehensive evaluation of exercise programme</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Shadowing Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• comprehensive description of exercise sessions</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• reflective commentary on instructor’s style and skills</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: ___________________________ Date: ____________

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

**Module Title:** Exercise and Fitness  
**Module Code:** D20160

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Mark Sheet 3</th>
<th>Total Marks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>200</td>
</tr>
</tbody>
</table>

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:** ___________________________

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

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

**Assignment**  
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor. Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**  
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations. This body of work may be self-generated rather than carried out in response to a specific assignment e.g. 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.