

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Module Descriptor

Profile of Rural Ireland

Level 2 C20156

September 2001

www.ncva.ie

Level 2 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.ncva.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 Foundation to Level 3.
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 the NCVA approach to assessment.

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.

1	Module Title	Profile of Rural Ireland
2	Module Code	C20156
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an NCVA credit in Profile of Rural Ireland at level 2.</p> <p>This module is designed to provide the learner with an understanding of Irish rural society, its economy and the factors that promote or inhibit Rural Development.</p> <p>Course providers are responsible for designing learning programmes which are consistent with the learning outcomes and appropriate to the learners' interests and needs.</p>
6	Preferred Entry Level	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand what is meant by the term 'rural'</p> <p>8.2 understand rural society, its economy and the economic and social factors influencing rural communities</p> <p>8.3 appreciate the influence membership of the EU has on rural areas</p>

- 8.4 compare Ireland with other EU member states
- 8.5 appreciate the factors that promote or inhibit rural development
- 8.6 understand what is meant by community development and rural development
- 8.7 work effectively as a team member
- 8.8 develop investigative and report writing skills.

9 Units The specific learning outcomes are grouped into 3 units.

- Unit 1 Rural Development**
- Unit 2 The Rural Economy**
- Unit 3 Rural Ireland and the European Union**

10 Specific Learning Outcomes

Unit 1 Rural Development

Learners should be able to:

- 10.1.1 distinguish between the terms ‘urban’ and ‘rural’
- 10.1.2 list the causes of social exclusion in rural society
- 10.1.3 summarise the main factors affecting the movement of human populations to and from rural areas of Ireland
- 10.1.4 summarise the main forces of change which are causing the transformation in the Irish economy and society (e.g. technology, life style, values, EU policy, Industrialisation)
- 10.1.5 describe how an identified rural area is viewed for the purposes of development by:
 - Irish local government
 - grant aiding programmes (national and European)
 - training programmes
- 10.1.6 outline rural infrastructure to include:
 - transportation
 - power supply
 - water and sewage
 - education
 - health and social welfare
 - housing and settlement

- 10.1.7 differentiate between strategic and project planning
- 10.1.8 outline the arrangement for delivery of rural development in Ireland
- 10.1.9 identify the prerequisite factors for successful rural development
- 10.1.10 describe the stages involved in planning a local area
- 10.1.11 describe the different approaches for delivery of rural development (bottom up/top down, centralised/decentralised, partnership/participative)
- 10.1.12 list the statutory, semi-state, local authority, voluntary organisations and non-government organisations (NGOs) involved in rural development
- 10.1.13 outline the role of the main organisations listed in 10.1.12
- 10.1.14 identify the role of the following in stimulating rural development in an identified rural area:
 - community
 - local government
 - development agencies
- 10.1.15 describe the opportunities for development in an identified rural area
- 10.1.16 describe the opportunities for women in rural development
- 10.1.17 define the term ‘Community Animator’
- 10.1.18 outline how the role of a community animator can help to facilitate the process of rural development
- 10.1.19 describe the stages in the animation of community development
- 10.1.20 explain the inter-relationship between social, economic and environmental development.

Unit 2 The Rural Economy

Learners should be able to:

- 10.2.1 define the term ‘pluriactivity’
- 10.2.2 describe the general trends, characteristics and structures of employment in rural communities

- 10.2.3** evaluate the significance of part time, seasonal, and off farm employment on rural communities
- 10.2.4** describe the following potential resources of rural communities:
- environmental
 - skills
 - human
 - man-made assets
 - infrastructure
- 10.2.5** outline what is meant by the term resource audit
- 10.2.6** complete a resource audit on an identified area
- 10.2.7** describe the principal means of wealth creation in rural communities e.g. natural resources, industry, social economy, services
- 10.2.8** describe the money routes that encourage money inflows and outflows in a rural economy
- 10.2.9** outline the multiplier effects of the routes outlined in 10.2.8
- 10.2.10** investigate the economy of an identified rural area
- 10.2.11** carry out a SWOT analysis of an identified area
- 10.2.12** work as part of a team
- 10.2.13** produce a structured report based on investigation /research of an identified topic.

Unit 3 Rural Ireland and The European Union

Learners should be able to:

- 10.3.1** describe the influence membership of the EU has on rural areas to include
- infrastructure
 - farm diversification
 - rural development
- 10.3.2** list the main institutions of the EU
- 10.3.3** outline the role of the main institutions listed in 10.3.2
- 10.3.4** identify the main sources of funding for rural development in the EU

- 10.3.5 identify where EU/other funding has been allocated to a range of development activities in an identified rural area
- 10.3.6 outline the rationale behind structural fund programmes
- 10.3.7 outline the role of the National Development Plan and Operational programmes
- 10.3.8 evaluate the effectiveness of rural development initiatives in relation to beneficiaries and local impact
- 10.3.9 compare the profile of at least two EU member states.

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	Project	50%
	Assignment	30%
	Examination (Theory-Based)	20%

11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate

- understanding and application of concepts in rural development
- use/selection of relevant research/survey techniques and sources of information
- ability to analyse, evaluate, draw conclusions, make recommendations
- teamwork.

Candidates as part of a class group (maximum 4 members) or as part of a local development group will research and profile a rural area in Ireland. Where possible the project should be based on a rural development activity taking place in the area identified.

Evidence presented by candidates will include:

1. Detailed description of the rural area, including:
 - geographical situation
 - demography
 - population profile of the community

- natural environment
 - characteristics of the community
 - infrastructure
 - resources.
2. Analysis of the local economy, including:
 - structure of employment
 - main routes of money inflow and outflow.
 3. Identification and description of the types of EU and other investment and their impact on the area, to include:
 - SWOT analysis
 - summary of investment
 - identification of organisations involved in management of funds
 - evaluation of impact of EU/other funding
 - rural initiatives.

The project may be presented using a variety of media including written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided on tape.

11.2 Assignment

The internal assessor will devise a brief that requires the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Candidates will carry out an investigation of a topic in rural development using appropriate research methods, analyse the findings and present conclusions/recommendations.

The assignment may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.3 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 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 in duration.


The format of the examination will be as follows:

12 short answer questions

Candidates are required to answer 10 (4 marks each).

12 Grading

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

Individual Candidate Marking Sheet 1		Profile of Rural Ireland C20156 Project 50% Assignment 30%
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Candidate Name: _____ **NCVA Candidate No.:** _____

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

Assessment Criteria	Maximum Mark	Candidate Mark
Project		
• detailed and well researched description of rural area	20	
• comprehensive analysis of local economy including the impact of investment and funding	25	
• realistic conclusions and recommendations	25	
• effective participation in team/group including communication and interpersonal skills	20	
• coherent presentation of project	10	
Subtotal	100	
Assignment		
• appropriate methodology including careful observations and recording of relevant information	20	
• comprehensive interpretation and analysis of information	10	
• logical conclusions/recommendations based on analysis	10	
• clear demonstration and application of concepts in rural development	20	
Subtotal	60	
TOTAL MARKS	160	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

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

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

Individual Candidate Marking Sheet 2		Profile of Rural Ireland C20156 Examination (Theory-Based) 20%
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Candidate Name: _____ **NCVA Candidate No.:** _____

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

Assessment Criteria	Maximum Mark	Candidate Mark
<p>Short Answer Questions</p> <p>12 short answer questions, answer any 10 (4 marks each) (Indicate questions answered)</p> <p style="text-align: center;">Question No.:* _____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	
TOTAL MARKS	40	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

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

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

* The internal assessor is required to enter here the question numbers answered by the candidate.

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.