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LC_HRURP_ROL 2023
Certificate in Rural Resilience

Status	IB - Uploaded to Banner	Programme Code	LC_HRURP_ROL
Full Title	Certificate in Rural Resilience		
Level	07 - Level 7	Required Credits	15
Delivered By	Semester	Minimum Duration	15
Start Term	2023 - Academic Year 2023-24	End Term	9999 - The End of Time
Award Class	Special Purpose Award Certificate - Special Purpose Award Certificate	Award Type	Cert - Certificate
Award Standard	TUS_Adopted QQI - TUS Adopted QQI	Discipline	Generic - Generic
Discipline Area	Humanities - Humanities		
CIPC Code	0310 - Social and behavioural science	Classification	-
Specialisation	Rural Resilience	Department	D246 - Applied Social Sciences
Delivery Mode(s)	Online Learning		

Programme Authors

Catherine Corcoran, Marie Taylor, Shane OSullivan

Programme Aim

The notion of 'resilience' is very much to the fore in public and policy discourse. The European Union has put resilience and innovation at the core of its climate adaptation and zero carbon strategies. The European Green Deal envisages resilient rural communities and farms that contribute to biodiversity and wellbeing. Regional policy, at the EU and member state levels, increasingly emphasises the sustainable development of regional and territorial resilience. Indeed, the recent global pandemic has propelled a renewed focus on individual and community-level resilience, which is associated with quality of life and social capital. Citizen and social movements are also advocating resilience, and are embracing initiatives such as Smart Villages as part of multi-pronged and integrated approaches to place-making. Thus, this special purpose award seeks to respond to macro- and micro-level imperatives and impetuses towards the promotion of resilience.

Specifically, this programme seeks to identify and capture best practices in respect of resilience and to disseminate and promote conducive knowledge capital.

This special purpose award will be subdivided into 2 modules, one focused on theoretical concepts, best practices and necessary skills to foster resilient communities whilst the second module will be focused on applying the theoretical underpinnings within the workplace and / or voluntary setting. Both modules will run concurrently.

Programme Graduate Attributes

Knowledge : Subject, discipline, sectoral

Knowledge: Cross-disciplinary & sectoral

Knowledge: Literacy (Computer, Digital, Information, Media, Technology)

Skills: Creativity in problem solving and research

Skills: Intellectual autonomy

Skills: Personal effectiveness

Skills: Skilled communication

Competencies: Behaviours (Teamwork; Proactive; Professional; Confident; Passion to engage)

Competencies: Mindset (Ambitious and a curiosity to learn; Empathetic; Respectful; Integrity; Responsible; Resilient, and courageous, in reaching full potential)

Programme Graduate Attribute Mapping

Graduate Attribute	Modules Stage 3	Assessments Stage 3
Knowledge : Subject, discipline, sectoral	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	RUDV07001 Essay RUDV07001 Portfolio
Knowledge: Cross-disciplinary & sectoral	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	RUDV07001 Essay RUDV07001 Portfolio
Knowledge: Literacy (Computer, Digital, Information, Media, Technology)	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	
Skills: Creativity in problem solving and research	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	RUDV07001 Essay RUDV07001 Portfolio
Skills: Intellectual autonomy	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	
Skills: Personal effectiveness	RUDV07002 Rural Resilience In Practice	RUDV07002 Reflective Portfolio
Skills: Skilled communication	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	RUDV07001 Essay RUDV07001 Portfolio RUDV07002 Reflective Portfolio
Competencies: Behaviours (Teamwork; Proactive; Professional; Confident; Passion to engage)	RUDV07002 Rural Resilience In Practice	
Competencies: Mindset (Ambitious and a curiosity to learn; Empathetic; Respectful; Integrity; Responsible; Resilient, and courageous, in reaching full potential)	RUDV07001 Rural Resilience: Theory And Skills Development RUDV07002 Rural Resilience In Practice	RUDV07001 Essay RUDV07001 Portfolio

Programme Access

Applicants must possess a Level 6 NQF (Level 5 EQF) qualification or equivalent.

Recognition of Prior Experiential Learning (RPL) will be granted based on relevant experience and training in accordance with the TUS RPL policy. Ideal candidates would be those with previous rural development and / or community work experience that may require enhanced qualifications to further their careers. Prior experience with rural / community development projects would be a distinct advantage. This understanding is usually demonstrated with a portfolio of previous work or RPL. Potential candidates will then be called for an interview.

Programme Transfer

As this programme is a Special Purpose Award focused specifically on the concept of rural resilience there are no specific transfer opportunities available.

Programme Progression

Upon successful completion of this programme participants can consider progressing to complete full time or part-time programmes in the field of rural development, project management and relevant areas. Exemptions may be available in relevant modules.

The content covered in this programme caters for an international audience. Therefore, students could progress onto SAPs and other programmes being developed as part of RUN-EU.

Teaching & Learning Strategies

The Certificate in Rural Resilience will be offered online to students based in Ireland and Europe. Pre-recorded lectures with supporting learning resource (powerpoint; readings from academic textbooks and / or policy documents; case studies; audio-visual) will be uploaded onto moodle at the commencement of each week. Learners are expected to engage with this material prior to each week's tutorial / workshop. The weekly online tutorials are critically important as they provide an opportunity for students and lecturers to discuss key issues associated with rural resilience. It also allows for the deployment of effective formative assessment strategies.

Work based learning is an integral component of this special purpose award. The learners will have the opportunity to apply the knowledge and skills garnered through this certificate in practice. As this is a VET course, it is expected that potential students are already working and / or volunteering within the sector. This applied dimension will allow the learners to become effective reflective practitioners.

Assessment Strategies

This programme will be examined through 100% continuous assessment. Assessments will combine a range of assessment methods including case studies, portfolio development; essays and work based learning reports. Participants will be encouraged to apply their learning in their particular work scenarios to ensure that knowledge and skills gained within the programme and transferred appropriately.

Student Feedback Strategy

Learners will attend a tutorial and / or workshop each week. This will be delivered online. This will facilitate formative feedback between the lecturers and learners. It will also allow the learners to share experiences / examples amongst their peers. Learners will have the opportunity to ask questions around the pre-recorded lectures and associated learning resources.

The learners will have to complete a number of assessed assignments during the Certificate in Rural Resilience. Learners will be provided with a feedback sheet after the completion of each assignment.

Additional Information

This programme is being developed in the context of the EU Erasmus funded project REBOUND which is focused on capacity building and exchange of expertise in the field of rural resilience.

Approved Programme Schedule

LC_HRURP_ROL Certificate in Rural Resilience

Stage 3

Delivery	Code	Year	Transcript Title	Level	Credit	ME	IL	OL	CA	PJ	PC	FE	Total
SEM 1	RUDV07001	2023	Rural Resilience: Theory And Skills Development	07	10	M	170.00	2.00	100	0	0	0	100
SEM 1	RUDV07002	2023	Rural Resilience In Practice	07	05	M	49.00	3.40	100	0	0	0	100
Credit Total					15								

Parts of Term	Elective Rules	Credits Required	Award Percentage	Area Effective Term
1	0	15	0 %	202300

Elective Rule	Electives Required	Credits Required

Special Regulation

Grade Mode - Pass/Fail Modules
RUDV07002

Abbreviations Key
ME - Mandatory or Elective OL - Online Learning Hours IL - Independent Learning Hours CA - Continuous Assessment PJ - Project PC - Practical FE - Final Exam

Programme Delivery Schedule Matrix

Stage 3 - Delivery Mode Online Learning

Delivery	Code	Intake	Transcript Title	Level	Credit	ME	LE	TL	IL	WS	W	Total
SEM 1	RUDV07001	2023	Rural Resilience: Theory And Skills Development	07	10	M	1	1	11.33			2.00
SEM 1	RUDV07002	2023	Rural Resilience In Practice	07	05	M			3.27	0.4	3	3.40
Total							1.00	1.00	14.60	0.40	3.00	

Key

LE - Lecture TL - Tutorial IL - Independent Learning WS - Workshop W - Workplacement

Programme to Module Learning Outcome Mapping

Stage 3

Delivery	Code	Year	Transcript Title	Level	Credit	HKB	HKK	HKR	HKS	HCC	HCR	HCL	HCI
SEM 1	RUDV07001	2023	Rural Resilience	07	10	Y	Y	Y		Y		Y	Y
SEM 1	RUDV07002	2023	Rural Resilience In Practice	07	05				Y		Y		

Key

HKB - Knowledge Breadth HKK - Knowledge Kind HKR - Know How & Skill Range HKS - Know How & Skill Selectivity HCC - Competence Context HCR - Competence Role HCL - Competence Learning to Learn HCI - Competence Insight

Mapping Minimum Intended Programme Learning Outcomes to QQI Award Standards

Strand	Programme Learning Outcomes
Knowledge Breadth <i>Specialised knowledge across a variety of areas.</i>	. 1. Explain the concept of rural resilience. 2. Discuss key approaches / models (neo-endogenous development; community-led local development (CLLD) approach; quadruple helix) associated with developing effective partnerships amongst various stakeholders / actors 3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders.
Knowledge Kind <i>Recognition of limitations of current knowledge and familiarity with sources of new knowledge integration of concepts across a variety of areas.</i>	. 1. Recognise and understand various models associated with rural resilience – equilibrium approach (bounce back); and evolutionary approach (bounce forward). 2. Assess the resilience of rural communities with respect to social, economic, cultural, governance / political and environmental indicators. 3. Identify and describe different examples of rural resilience from Irish and European contexts.
Know How & Skill Range <i>Demonstrate specialised technical, creative or conceptual skills and tools across an area of study.</i>	. 1. Identify and utilise effective communication skills and strategies with various rural development actors / stakeholders. 2. Implement appropriate project management approaches for promoting resilient rural communities. 3. Facilitate rural communities in place-making and strategic planning. 4. Measure the effects / impacts of rural resilience.
Know How & Skill Selectivity <i>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</i>	. 1. Reflect on engaging with a community on the topic of rural resilience.
Competence Context <i>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</i>	. 1. Engage in effective community planning and facilitation. 2. Select appropriate communication tools and strategies for engaging with various rural development actors / stakeholders. 3. Utilise neo-endogenous and / or community-led local development (CLLD) methodologies for supporting rural development initiatives.
Competence Role <i>Accept accountability for determining and achieving personal and/or group outcomes take significant or supervisory responsibility for the work of others in defined areas of work.</i>	. 1. Demonstrate a capacity to engage with rural communities on the topic of rural resilience.
Competence Learning to Learn <i>Take initiative to identify and address learning needs and interact effectively in a learning group.</i>	. 1. Take initiative to identify and address the socio-economic and developmental needs of a specific rural community.
Competence Insight <i>Express an internalised, personal world view, manifesting solidarity with others.</i>	. 1. Express an understanding / awareness of the different rural area types and the corresponding different experiences of rural resilience across Ireland and Europe.

Module Learning Outcomes to Programme Learning Outcomes Detailed Mapping

Knowledge Breadth *Specialised knowledge across a variety of areas.*

1. Explain the concept of rural resilience.
2. Discuss key approaches / models (neo-endogenous development; community-led local development (CLLD) approach; quadruple helix) associated with developing effective partnerships amongst various stakeholders / actors
3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	<ol style="list-style-type: none"> 1. Explain the concept of rural resilience 2. Discuss key approaches / models associated with developing effective partnerships amongst various stakeholders / actors. 3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders.

Knowledge Kind *Recognition of limitations of current knowledge and familiarity with sources of new knowledge integration of concepts across a variety of areas.*

1. Recognise and understand various models associated with rural resilience – equilibrium approach (bounce back); and evolutionary approach (bounce forward).
2. Assess the resilience of rural communities with respect to social, economic, cultural, governance / political and environmental indicators.
3. Identify and describe different examples of rural resilience from Irish and European contexts.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	<ol style="list-style-type: none"> 1. Explain the concept of rural resilience 2. Discuss key approaches / models associated with developing effective partnerships amongst various stakeholders / actors. 4. Identify and describe different examples of rural resilience from Irish and other European contexts.

Know How & Skill Range *Demonstrate specialised technical, creative or conceptual skills and tools across an area of study.*

1. Identify and utilise effective communication skills and strategies with various rural development actors / stakeholders.
2. Implement appropriate project management approaches for promoting resilient rural communities.
3. Facilitate rural communities in place-making and strategic planning.
4. Measure the effects / impacts of rural resilience.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	<ol style="list-style-type: none"> 3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders. 5. Facilitate rural communities in place-making and strategic planning.

Know How & Skill Selectivity *Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.*

1. Reflect on engaging with a community on the topic of rural resilience.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07002	<ol style="list-style-type: none"> 1. Implement appropriate project management approaches for promoting resilient rural communities. 2. Identify and utilise effective communication skills and strategies with various rural development actors / stakeholders. 3. Reflect on engaging with a community on the topic of rural resilience.

Competence Context *Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts*

- .
1. Engage in effective community planning and facilitation.
 2. Select appropriate communication tools and strategies for engaging with various rural development actors / stakeholders.
 3. Utilise neo-endogenous and / or community-led local development (CLLD) methodologies for supporting rural development initiatives.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders.

Competence Role *Accept accountability for determining and achieving personal and/or group outcomes take significant or supervisory responsibility for the work of others in defined areas of work.*

- .
1. Demonstrate a capacity to engage with rural communities on the topic of rural resilience.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07002	<ol style="list-style-type: none"> 1. Implement appropriate project management approaches for promoting resilient rural communities. 2. Identify and utilise effective communication skills and strategies with various rural development actors / stakeholders. 3. Reflect on engaging with a community on the topic of rural resilience.

Competence Learning to Learn *Take initiative to identify and address learning needs and interact effectively in a learning group.*

- .
1. Take initiative to identify and address the socio-economic and developmental needs of a specific rural community.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	4. Identify and describe different examples of rural resilience from Irish and other European contexts.

Competence Insight *Express an internalised, personal world view, manifesting solidarity with others.*

- .
1. Express an understanding / awareness of the different rural area types and the corresponding different experiences of rural resilience across Ireland and Europe.

The above Programme Outcome(s) are achieved by the following Module Outcomes

Module Code	Module Outcomes
RUDV07001	4. Identify and describe different examples of rural resilience from Irish and other European contexts.

Programme Module Authors**Stage 3**

Delivery	Code	Title	Authors
SEM 1	RUDV07001	Rural Resilience: Theory And Skills Development	Catherine Corcoran, Marie Taylor, Shane OSullivan
SEM 1	RUDV07002	Rural Resilience In Practice	Catherine Corcoran, Marie Taylor, Shane OSullivan

Programme Assessment Matrix

Stage	Delivered	Module	Status	Transcript Title	Type	Description	Outcomes Assessed	% of Total	Week
3	Semester 1	RUDV07001	M	Rural Resilience	CA	Essay	1,2,4	50	Week 10
3	Semester 1	RUDV07001	M	Rural Resilience	CA	Portfolio	1,2,3,4,5	50	Week 13
3	Semester 1	RUDV07002	M	Rural Resilience In Practice	CA	Reflective Portfolio	1,2,3	100	End of Semester

Programme Contact Hours

Stage 3 Semester 1 Online Learning

Module	Status	Title	Type	Hours	Frequency
RUDV07001	M	Rural Resilience: Theory And Skills Development	Lecture	1.0	Weekly
RUDV07001	M	Rural Resilience: Theory And Skills Development	Tutorial	1.0	Weekly
RUDV07001	M	Rural Resilience: Theory And Skills Development	Independent Learning	170.0	Per Module - Semester
RUDV07002	M	Rural Resilience In Practice	Workshop	6.0	Per Module - Semester
RUDV07002	M	Rural Resilience In Practice	Workplacement	3.0	Weekly
RUDV07002	M	Rural Resilience In Practice	Independent Learning	49.0	Per Module - Semester

Delivery Type	Delivered In	Delivery Mode	Hours
Average Weekly Contact	Stage 3 Semester 1	Online Learning	5.4
Average Weekly Independent Learning	Stage 3 Semester 1	Online Learning	14.6
Total Contact	Stage 3 Semester 1	Online Learning	81.0
Total Independent Learning	Stage 3 Semester 1	Online Learning	219.0

Programme Common Modules

Stage	Delivery	Module	Transcript Title	Delivered in Other Programmes
3	SEM 1	RUDV07001	Rural Resilience	No
3	SEM 1	RUDV07002	Rural Resilience In Practice	No

Full Title	Rural Resilience: Theory And Skills Development		
Transcript Title	Rural Resilience		
Status	IB - Uploaded to Banner	Module Code	RUDV07001
NFQ Level	07	ECTS Credits	10
Subject Area	RUDV - Rural Development	Attendance	N/A %
Grading Mode	Numeric/Percentage	Module Duration	Semester - (15 Weeks)
Start Term	2023 - Academic Year 2023-24	End Term	9999 - The End of Time
Module Leader	Shane OSullivan	Department	D246 - Applied Social Sciences

Module Co-Authors

Catherine Corcoran, Marie Taylor

Module Description

The aim of this module is to provide learners with an introduction to the key concepts and models of rural resilience and to develop an understanding of the important role of multi-actor activism in responding to socio-economic and / or environmental challenges faced by rural areas. A specific emphasis will be placed on understanding the key models of rural resilience and their application within Ireland and selected European countries.

Learning Outcomes On completion of this module the learner will/should be able to;

1. Explain the concept of rural resilience
2. Discuss key approaches / models associated with developing effective partnerships amongst various stakeholders / actors.
3. Identify and discuss effective strategies / models for enabling participation amongst various rural development stakeholders.
4. Identify and describe different examples of rural resilience from Irish and other European contexts.
5. Facilitate rural communities in place-making and strategic planning.

Indicative Syllabus

The key topics to be covered in this module include:

KEY CONCEPTS

- Rural resilience
- Neo-endogenous / endogenous development
- Community-led local development (CLLD) approach
- Place-making
- Quadruple helix
- LEADER approach
- Criticisms of concepts

RURAL RESILIENCE

- Rural Resilience Models - equilibrium approach (bounce back); and evolutionary approach (bounce forward).
- Rural resilience impact measurement tools
- Rural governance
- The role of innovation
- Best practices (via case studies)

ENGAGING RURAL COMMUNITIES

- Community animation and place-making
- Participation models
- Facilitation skills and mediation
- Community audits / planning
- Effective communication strategies

Teaching and Learning Strategies

This module will be delivered online. A mixture of synchronous / asynchronous lectures, synchronous tutorials; and relevant on-line content (readings/ case studies / presentations / documentaries) will be provided to the learners.

Module Assessment Strategies

For the assessment, it is vital that the **students know and understand how they will be assessed**. The lecturer knows what the end product should look like, and it is their responsibility to **effectively convey that expectation to the students** (Burke 2011).

Identified ways of students' assessment:

According to the learning objectives, learning outcomes, skills and competences students will be assessed in the following ways:

1. practical activities vis-a-vis an oral presentation (assessed by lecturer)
2. essay / written report on rural resilience (assessed by lecturer)
3. self-directed learning (self-assessment);
4. short questions in Moodle with provided answers (self-assessment); and
5. questions for repeating and understanding (self-assessment)

The students will have to complete a short assessment each week (no longer than 250 words). It will be directly based on lecture material and can incorporate the following - illustrated examples; MCQs; discussion forums; concept notes etc. This portfolio of work will comprise 50% of the course work. The remainder will be an essay submitted at the end of the programme.

Repeat Assessment Strategies

Students will be offered a repeat assignment (as required), consisting of an essay (60%) and recorded presentation (40%).

Programme Membership

LC_HRURP_ROL 202300 Certificate in Rural Resilience

Coursework / Continuous Assessment Breakdown

Coursework & Continuous Assessment	100 %	End of Semester / Year Formal Exam	0 %
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Coursework Assessment

Title	Type	Form	Failed Element	Percent	Week	Outcomes Assessed
Essay	Continuous Assessment	Essay	No	50 %	Week 10	1,2,4
Portfolio	Continuous Assessment	Portfolio Assignment	No	50 %	Week 13	1,2,3,4,5

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Workload
Lecture	Moodle	Pre-Recorded Lectures	1	Weekly	1.00
Tutorial	Online Collaboration	Online Tutorial	1	Weekly	1.00
Independent Learning	Moodle	Independent Learning	170	Per Module - Semester	11.33

Total Online Learning Average Weekly Learner Contact Time 2.00 Hours

Module Resources

Non ISBN Literary Resources

Courage, C. et al eds. (2021) *The Routledge Handbook of Place-making*, London: Routledge.

Government of Ireland (2021), *Our Rural Future: Rural Development Policy 2021 - 2025*, Dublin : Stationary Office

OECD (2020), "Policy implications of Coronavirus crisis for rural development", *OECD Policy Responses to Coronavirus (COVID-19)*, OECD Publishing, Paris, <https://doi.org/10.1787/6b9d189a-en>.

OECD (2014), *Innovation and Modernising the Rural Economy*, OECD Rural Policy Reviews, OECD Publishing, Paris, <https://doi.org/10.1787/9789264205390-en>.

OECD (2006), *The New Rural Paradigm: Policies and Governance*, OECD Rural Policy Reviews, OECD Publishing, Paris, <https://doi.org/10.1787/9789264023918-en>.

Journal Resources

Journal of Rural Studies
 Journal of Depopulation and Rural Development Studies.
 Sociologia Ruralis
 Journal of Community and Rural Development

URL Resources

www.ruralresilience.eu
www.ldnet.eu
www.aeidl.eu

Other Resources

Bardsley, D. & Bardsley A. (2014) Organising for socio-ecological resilience: The roles of the mountain farmer cooperative Genossenschaft Gran Alpin in Graubünden, Switzerland, in *Ecological Economics*, 98(1) pp. 11 - 21.

Bodas, R., Brady, M., Brocard, V., Coppa, M., Haskell, M., Hoffmann, G., Lassen, J., Liimatainen, A., Lonch, P., Lukacs, L. and Lecornu, K.L., 2018. EIP-AGRI Focus Group 'Robust and resilient dairy production systems'. Brussels: European Commission

Potočnik Slavič, I. (2012), The significance of the rural web for rural tourism development: the case of Goriska Brada region, Slovenia, *Bulletin de la Société Géographique de Liège* [En ligne], 58 (2012/1) - Varia, URL : <https://popups.uliege.be/0770-7576/index.php?id=619>.

Required Book List**Book Details**

French, C., (2022). *Building Rural Community Resilience Through Innovation and Entrepreneurship*. Community Development Research and Practice Series.

Brown, L., Schafft, A., (2018). *Rural People and Communities in the 21st Century*. Polity.

, O., (2022). *OECD Rural Studies Unlocking Rural Innovation*. OECD Publishing.

, O., (2020). *OECD Rural Studies Rural Well-being Geography of Opportunities*. OECD Publishing.

Full Title	Rural Resilience In Practice		
Transcript Title	Rural Resilience In Practice		
Status	IB - Uploaded to Banner	Module Code	RUDV07002
NFQ Level	07	ECTS Credits	05
Subject Area	RUDV - Rural Development	Attendance	80 %
Grading Mode	Pass/Fail	Module Duration	Semester - (15 Weeks)
Start Term	2023 - Academic Year 2023-24	End Term	9999 - The End of Time
Module Leader	Shane OSullivan	Department	D246 - Applied Social Sciences

Module Co-Authors

Catherine Corcoran, Marie Taylor

Module Description

The application of knowledge, skills and competencies related to rural resilience can be facilitated through Work Based Learning (WBL). Gibbs and Garnett (2007: 411) define WBL as "a learning process which focuses university level critical thinking upon work (paid or unpaid), in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university." This module aims to develop the learners' ability to apply and reflect on the knowledge, techniques and skill-sets associated with promoting resilient rural communities as part of their current paid employment and / or voluntary activity.

Learning Outcomes On completion of this module the learner will/should be able to;

1. Implement appropriate project management approaches for promoting resilient rural communities.
2. Identify and utilise effective communication skills and strategies with various rural development actors / stakeholders.
3. Reflect on engaging with a community on the topic of rural resilience.

Indicative Syllabus

The module workshops will cover the following topics:

1. Developing a portfolio based on applying knowledge, competencies and skills associated with rural resilience within the work place and / or community / voluntary setting.
2. Reflective writing methodologies.
3. Project Management approaches
4. Effective Communication Strategies

Completion of 3 hours per week of paid work based learning or voluntary work within a community development setting. There will be one supervision meeting between the learner, work placement mentor and academic supervisor during the duration of module delivery.

Teaching and Learning Strategies

Work-based learning (WBL) is used to describe HEI programmes of study where the learning is undertaken primarily **at and through work** and **is for the purposes of work**. Gibbs and Garnett (2007: 411) define WBL as “a learning process which focuses university level critical thinking upon work (paid or unpaid), in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university.” WBL has the potential to be a major way in which VETs/HEIs can respond to the challenge of demonstrating relevance to the knowledge economy.

In WBL three major parties are involved in the co-creation of **three-way negotiated learning agreement** which includes:

- (1) the learner/student,
- (2) the external organization or community of practice where an important part of WBL in practice is taking place, and
- (3) HEI organization which accredited the learning program.

WBL programmes are negotiated and, most significantly, derived from the needs of the workplace, society as a whole and the learner, and with Bologna HEI reform more endeavours and flexibility has come also from the traditional disciplinary curriculum of the university. Flexibility may require HEIs to work in partnership with employers, NGOs or collaboratively with other providers of high level learning in order to meet the learning and development needs of organizations as well as individual learners. Durrant et al (2009:2) say “WBL programmes are designed to promote professional and personal development and intended to benefit both learners and the workplace. A major aspect of work-based programmes is the relationship between individual learning and organizational change”.

In WBL it is often the work-based project that is the main mechanism for developing new learning and providing tangible outcomes of direct potential benefit to the employer, learner and the HEI. WBL was usually concerned with knowledge that was highly contextual, practically focused and often unsystematic (Scott, 1994 – quoted in Garnett, 2016). But a contemporary view on WBL is more associated with transdisciplinary – that is concerned with creating new integrative knowledge to address the complex problems of the world.

Module Assessment Strategies

A learner is required to complete the necessary number of hours of work based learning prior to the submission of a reflective portfolio.

Repeat Assessment Strategies

A learner is required to complete the necessary number of hours of work based learning prior to the submission of the reflective portfolio. An incomplete portfolio can be supplemented with an piece of written work.

Programme Membership

LC_HRURP_ROL 202300 Certificate in Rural Resilience

Coursework / Continuous Assessment Breakdown

Coursework & Continuous Assessment	%	End of Semester / Year Formal Exam	%
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Coursework Assessment

Title	Type	Form	Failed Element	Percent	Week	Outcomes Assessed
Reflective Portfolio	Continuous Assessment	Portfolio Assignment	No	100 %	End of Semester	1,2,3

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Workload
Workshop	Online Collaboration	Online Workshop	6	Per Module - Semester	0.40
Workplacement	Not Specified	Work Based Learning	3	Weekly	3.00
Independent Learning	Not Specified	Independent Learning	49	Per Module - Semester	3.27

Total Online Learning Average Weekly Learner Contact Time 3.40 Hours

Module Resources

URL Resources

[Work-based learning and apprenticeships - OECD](#)

Required Book List

Book Details
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