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

Heritage and Culture Management

Level 6   L32324

www.fetac.ie
# Level 6 Module Descriptor

## Summary of Contents

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<th>Description</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used</td>
</tr>
<tr>
<td></td>
<td>to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational</td>
</tr>
<tr>
<td></td>
<td>or general studies area under which the module is grouped and the first digit denotes its level</td>
</tr>
<tr>
<td></td>
<td>within the national vocational certificate framework.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 4 to Level 6.</td>
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<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and</td>
</tr>
<tr>
<td></td>
<td>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>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</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>General Aims</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>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</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>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</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>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
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</table>
Introduction

A module is a statement of the standards to be achieved to gain a 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.
Module Title: Heritage and Culture Management

Module Code: L32324

Level: 6

Credit Value: 1 credit

Purpose:
This module is a statement of the standards to be achieved to gain a FETAC credit in Heritage and Culture Management at Level 6.

The module is designed to give students an in-depth understanding of heritage and culture management in primarily an Irish context.

Preferred Entry Level:
Level 5 Certificate in or equivalent qualifications and/or relevant life and work experiences.

Special Requirements:
None.

General Aims:

Learners who successfully complete this module will:

8.1 heighten the awareness of the essential role played by heritage and culture in the tourism industry

8.2 understand the growth and development of heritage and culture providers within the natural and built environments

8.3 explore the role of heritage and culture attractions within the leisure industry

8.4 analyse the ownerships and organisations involved in the heritage and culture industry

8.5 understand the role of interpretation in the tourism industry
Units

The specific learning outcomes are grouped into 4 units.

Unit 1 The Evolution of Heritage and Culture Providers
Unit 2 The Role and Importance of Heritage and Cultural Attractions
Unit 3 Management and Organisation of the Heritage Industry
Unit 4 Interpretation in the Heritage and Culture Experience

10 Specific Learning Outcomes

Unit 1 The Evolution of Heritage and Culture Providers

Learners should be able to:

10.1.1 define heritage and evaluate its importance and interest
10.1.2 define culture and discuss its relevance in sustaining national identity
10.1.3 outline the main aspects of the natural heritage and discuss its sustainability
10.1.4 recognise the importance of man-made heritage i.e. museums, historic buildings, art galleries, buildings of architectural interest
10.1.5 discuss the role of the environment and its conservation
10.1.6 discuss the relationship between heritage and the arts in promoting Irish culture today e.g. Irish dance, film, music, theatre and the performing arts

Unit 2 The Role and Importance of Heritage and Cultural Attractions

Learners should be able to:

10.2.1 the importance of heritage and culture to education, research, recreation and entertainment
10.2.2 outline the main features and or issues pertaining to heritage and cultural attractions
10.2.3 the marketing of heritage and cultural attractions
Unit 3  
**Management and Organisation of the Heritage Industry**

*Learners should be able to:*

10.3.1 demonstrate a clear understanding of public and private ownership of heritage and cultural attractions with their mission, objectives and values

10.3.2 the role of organisations in education, training, access and conservation of cultural heritage

10.3.3 the role of government agencies and departments to implement policies in relation to heritage protection and promotion e.g. the Department of the Environment, Heritage and Local Government; Nature Conservation - National Parks and Wildlife Service (NPWS), the Department of Arts, Sport and Tourism, the Department of the Community, Rural and Gaeltacht Affairs

10.3.4 recognising the importance of business development e.g. in new technologies – the internet, changes in attractions and income generation, new merchandising

Unit 4  
**The Importance of Interpretation to the Visitor Experience**

*Learners should be able to:*

10.4.1 have a clear and logical understanding of the principles of interpretation

10.4.2 outline the relevance of a thematic approach to interpretation

10.4.3 discuss the various forms of media for interpretation e.g. interactive technology, audio-visual, published material etc

10.4.4 describe the design and layout of heritage and or cultural visitor attractions e.g. the National Museum of Ireland
11 Portfolio of Assessment

<table>
<thead>
<tr>
<th>Summary</th>
<th>Project</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1 Project

The internal assessor will devise a project brief that requires the candidate to demonstrate their ability to analyse, evaluate, draw conclusions and make recommendations on a chosen heritage cultural site.

The project brief will focus on a broad range of specific learning outcomes and will require candidates to:

- compile a report categorising the sites being compared
- analyse the importance of the sites in terms of their role as visitor attractions and their contribution to local economies
- identify potential conflicts between leisure activities and the sustainability of the sites and their local environments
- discuss the impact of the different forms of ownership of the sites
- outline the heritage management organisations relevant to the sites and their potential contribution to their management and development
- evaluate the existing forms of interpretation used in the sites and a plan outlining their improvement using a range of media

The written report presented will include documentary evidence of the research undertaken and an account of research sources. Learners will benefit from considering the relevance the knowledge and understanding gained within the module.

The product may be undertaken as a group or collaborative piece of work. The individual contribution of each candidate must be clearly identified.

11.2 Examination

The internal assessor will devise a written examination that assess candidates’ understanding of the heritage and culture management environment.

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:
Candidates should demonstrate and clear and logical understanding of the following topics:

- the Evolution of Heritage and Culture Providers
- the Role and Importance of Heritage and Cultural Attractions
- management and Organisation of the Heritage Industry
- interpretation in the Heritage and Culture Experience

Evidence will include a written examination.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
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>• the Evolution of Heritage and Culture Providers</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• the Role and Importance of Heritage and Cultural Attractions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• management and Organisation of the Heritage Industry</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• interpretation in the Heritage and Culture Experience</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet  
80

**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>• compile a report categorising the sites being compared</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• analyse the importance of the sites in terms of their role as visitor attractions and their contribution to local economies</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• identify potential conflicts between leisure activities and the sustainability of the sites and their local environments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• discuss the impact of the different forms of ownership of the sites</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• outline the heritage management organisations relevant to the sites and their potential contribution to their management and development</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• evaluate the existing forms of interpretation used in the sites and a plan outlining their improvement using a range of media</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet 120

*Internal Assessor’s Signature: ______________________________ Date: ________________*

*External Authenticator’s Signature: _________________________ Date: ________________*
FETAC Module Results Summary Sheet

Module Title:  Heritage & Culture Management  
Module Code:  L32324

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total/200</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>80</td>
<td>120</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Maximum Marks per Marking Sheet

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

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.

Signed:
Internal Assessor: ___________________________ Date: ___________________________

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.
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.