

Advancing Practice: Youth and Community

| 7.1 Module Overview | | | | | | | | | |
|---|---|--------------------------------|---|----------|-----------------------------|--------------------------|-------------------------------------|------|---|
| Module Number | | Module Title | Advancing Practice: Youth and Community | | | | | | |
| Stage of Principal Programme | | | Award | Semester | 1 | Duration. (Weeks F/T) | 12 | ECTS | 5 |
| Mandatory / Elective (M/E) | E | Hours of Learner Effort / Week | 2 | | | | | | |
| Analysis of required hours of learning effort | | | | | | | | | |
| Teaching and Learning Modalities | | | | | ✓if relevant to this module | | Approx. proportion of total (hours) | | |
| Contact Hours | | | | | | | | | |
| In person face-to-face | | | | | ✓ | | 24 | | |
| Synchronous | | | | | | | | | |
| Indirect/Non-Contact Hours | | | | | | | | | |
| Asynchronous | | | | | | | | | |
| Work Based | | | | | | | | | |
| Other: Independent reading, engagement with VLE, research and preparation of assessments | | | | | ✓ | | 101 | | |
| Total | | | | | | | 125 | | |

| | |
|--|--|
| Pre-Requisite Module, if any. Module # and Title | N/A |
| Co-Requisite Module, if any. Module # and Title | N/A |
| Maximum number of learners per instance of the module | 60 |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | |
| Role e.g., Lecturer, | Qualifications & experience required |
| Lecturer | A minimum level 9 qualification in Social Sciences or closely cognate area |
| | Staff - Learner Ratio |
| | 1: 60 |

| Assessment Techniques – percentage contribution – | | | | |
|--|------|----------------------------|--|------------------------|
| Continuous Assessment | 100% | Proctored Exam – in person | | Practical Skills Based |
| Project | | Proctored Exam - online | | Work Based |
| Capstone (Y/N)? | N | If Yes, describe | | |
| 7.2 Minimum Intended Module Learning Outcomes (MIMLOs) | | | | |
| MIMLO On completion of this module a learner will be able to: | | | | Related MIPLO # |
| 1. Explain the principles and practice of informal and non-formal education and apply them to Youth and Community | | | | 1, 5 |
| 2. Apply the methods, models and skills associated with Youth and Community work | | | | 5 |
| 3. Engage in coherent debate on civil society, social capital and community | | | | 7 |
| 4. Reflect on one's own attitudes, values and beliefs in relation to equality and diversity issues within Youth and Community Work | | | | 4 |

7.3 Indicative Module Content, Organisation and Structure

Youth and Community professionals have a desire to promote social justice and equality for all. It is therefore essential for them to have knowledge of the wide range of theoretical perspectives that underpin this profession along with a range of analytical and practice tools. The aim of this module are to provide the learners with the theoretical and practical skills required to guide the practice of Youth and Community work. This in turn will enable them to become reflective, efficient and competent practitioners.

- An overview of Youth and Community work in Ireland.
- Examining theoretical approaches to Youth and Community work.
- The role of formal and informal education
- Best practice approaches to youth and community engagement and inclusion
- Models of participation and empowerment
- Community development and participatory theory

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives:

- Promote deep learning through small group teaching, facilitation, role-play, presentations of prescribed readings
- Support inclusive teaching through placing an equal emphasis on 'knowledge, skill and competence' in the delivery of this module. The experience and 'A Priori' knowledge of learners will be encouraged with learners given the opportunity to express opinions and to participate fully in the discussion and debate.
- Provide opportunities for collaborative learning by modelling best practice approaches to inclusion and critical reflection
- Encourage research-informed teaching by gaining knowledge of the sector and its responses to young people as key stakeholders being seen as the first step in becoming competent and skilled in working with individuals and groups.

Assessment

This module will be assessed by two in-class assignments (Project and Project Presentation on an appropriate 'model of participation' that will include a personal reflection).

7.7 Summative Assessment Strategy for this module

| MIMLOs | Technique(s) | Weighting |
|--------|---------------------|-----------|
| 1-3 | Project | 70% |
| 4 | Personal Reflection | 30% |

7.8 Sample Assessment Materials

This module will be assessed by two in-class assignments (Project and Project Presentation on an appropriate model of participation which will include a personal reflection)

- Project (35%) and Presentation (35%) of a model of participation – Learners will be asked to select and research a model of participation typically used in the Youth and Community sector. Once the project is completed learners will be asked to carry out a short presentation of their work to their peers which will incorporate a 'Question and Answer' session.
- Personal Reflection 30% – Gibbs (or other) reflective Cycle; Description; Feelings; Evaluation; Analysis; Conclusion; Action Plan; Process of learning and reflection allowing for thinking leads to reflection.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Batsleer, J. and Davies, B. (eds.) (2010) *What is youth work?*. Exeter: Learning Matters.

Doran, Cormac (2016). *An investigation of Youth Work in Irish Youth Services*. Doctoral, Sheffield Hallam University.

Fitzsimons, A. (2011) *Empowerment and participation in youth work*. Exeter: Learning Matters.

McKee, V. et al (2010) *The benefits of Youth Work*. UK: Lifelong Learning/Unite.

Soni, S. (2011) *Working with diversity in youth and community work*. Exeter: Learning Matters.

Ward, S, McBride, M & Watson, N (2022) 'Evaluating youth empowerment in neighbourhood settings: applying the capabilities 3C model to evidence and extend the social justice outcomes of youth work in Scotland', *Journal of Youth Studies*. <https://doi.org/10.1080/13676261.2022.2112160>

Indicative Other Resources:

Beck, D. and Purcell, R. (2010) *Popular education practice for youth and community development work*. Southernhay East, Exeter: Learning Matters.

Corney, T. et al (2023) *Youth Work as Social Pedagogy: Toward an Understanding of Non-Formal and Informal Education and Learning in Youth Work*. *Child & Youth Services*. pp. 1-27. ISSN 0145-935X

Darcy, Clay (2021) "Cohesive Magic, Creative Collective Expression: Community Arts in Ireland and Their Beneficial Role in Youth Work and Community Development," *Irish Journal of Applied Social Studies: Vol. 21: Iss. 1, Article 6*. Available at: <https://arrow.tudublin.ie/ijass/vol21/iss1/6>

Indecon. (2012) *Assessment of the economic value of youth work*. Dublin: National Youth Council of Ireland.

Jenkinson, Hilary (2000) "Youth Work in Ireland: The Struggle for Identity," *Irish Journal of Applied Social Studies: Vol. 2: Iss. 2, Article 6*. Available at: <http://arrow.dit.ie/ijass/vol2/iss2/6>

Ord, J, et al (2021) 'European youth work policy and young people's experience of open access youthwork', *Journal of Social Policy*. <https://doi.org/10.1017/S0047279421000143>