

Youth and Community Studies

Section A: Headline Information	
Module title	Advancing Practice: Youth and Community
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Stephanie McDermott
Parent programme(s)	BA in Social, Political and Community Studies, BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 3/4
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks

Average (over the duration of the module) of the contact hours per week (see * below)	2 hours per week. 1 hour lecture = 12 hours 1 hour tutorial/workshop = 12 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.

Analysis of required learning effort

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5					16: Research	55: (Project)	30: Poster Presentation 10 Personal reflection 20		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall	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 which underpin this profession along with a range of analytical and practice tools.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Explain the principles and practice of informal and non-formal education and apply them to Youth and Community (MIPLO 1, 2). 2. Apply the methods, models and skills associated with Youth and Community work (MIPLO 7) 3. Engage in coherent debate on civil society, social capital and community (MIPLO 8). 4. Reflect on one's own attitudes, values and beliefs in relation to equality and diversity issues within Youth and Community Work (MIPLO 6, 8).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	The module begins with an overview of Youth and Community work in Ireland. It then moves to examine theoretical approaches to Youth and Community work. The role of formal and informal education will be studied and best practice approaches to youth and community engagement and inclusion will form a major part of the module. Various models of participation and empowerment will be identified as well as their application. Community development and participatory theory will also feature.
Module Teaching and Learning Strategy	Equal emphasis on 'knowledge, skill and competence' will feature 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. Gaining knowledge of the sector and its responses to young people as key stakeholders is seen as the first step in becoming competent and skilled in working with individuals and groups. Small group teaching, facilitation, role-play, presentations of prescribed readings will be used to encourage learners to fully engage with the material. Best practice approaches to inclusion and critical reflection will be strongly emphasized throughout the module with active teaching strategies employed throughout.

Work-Based Learning and Practice-Placement	N/A
E-Learning	The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners. Moodle will also be used for learners to discuss a topic on the discussion board incorporating peer learning and exchange of knowledge.
Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is typical of a lecture format, 1-25.
Module Summative and Formative Assessment Strategy	The institutional move to semesterisation means that most modules will be 5 ECTS and will be taught and assessed over one semester. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered. 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). The project will have a weighting of 70% (LO 1, 2 and 3). Personal reflection will have a weighting of 30%. (LO 4).
Sample Assessment Materials	<ul style="list-style-type: none"> • 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.
Reading Lists and Other Information Resources	<p>Essential Reading: .file:///E:/Youth%20&%20Community/Participation Models.pdf</p> <p>Breen, P.J. (2003), ‘Ireland’s Youth Policy for the New Millennium’, <i>Forum 21: The European Journal on Youth Policy</i>, 1, 14-21, available at: http://www.coe.int/t/dg4/youth/Source/Resources/Forum21/Issue_No1/N1_ireland_en.pdf 3.</p> <p>Fitzsimons, A. et al (2011). <i>Empowerment and Participation in Youth Work</i>. UK: Sage.</p> <p>Forde, C., Kiely, E., and Meade, R. (Eds.), <i>Youth and Community Work in Ireland: Critical Perspectives</i>. Dublin: Blackhall Publishing.</p> <p>Freire, P. (1972) <i>Pedagogy of the Oppressed</i>. U.K.: Penguin Hammondsworth.</p> <p>Purcell R., Beck D. (2010) Popular Education Practice for Youth and Community Development Work. UK: Sage.</p>

	<p>Soni S. (2011). <i>Working with Diversity in Youth and Community Work</i>. UK: Sage.</p> <p>http://www.wheel.ie</p> <p>https://www.wheel.ie/sites/default/files/TheWheel_SustainableCommunities_Governance%20FINAL%20ELECTRONIC_0.pdf</p> <p>Other Reading:</p> <p>Bynner, J. (2005), 'Rethinking the Youth Phase of the Life Course: the Case for Emerging Adulthood', <i>Journal of Youth Studies</i>, 8(4), 367-84.</p> <p>Powell, F., Geoghegan, M., Scanlon, M. and Swirak, K. (2012). <i>Youth Policy, Civil Society and the Modern Irish State</i>. Manchester: Manchester University Press.</p> <p>http://www.youth.ie/publications/nyci_annual_report</p> <p>http://www.foroige.ie/sites/default/files/bobf_e-zine_2017_issue_3_-_december_2017.pdf</p> <p>http://www.youth.ie/nyci/for%C3%B3ige</p> <p>Essential Viewing:</p> <p>https://www.youtube.com/watch?v=K0I3KEPxPqY – (Ted Talk) Overview – Community Development, Values and Principles</p> <p>https://www.youtube.com/watch?v=T2jwSUhu7ok – (Ted Talk) The Power of the Youth Vote</p> <p>https://www.youtube.com/watch?v=nCaQYxzPwQk (Ted Talk) How a Community Development Experience Can Change Your Life David Luther</p> <p>http://www.participatorymethods.org/sites/participatorymethods.org/files/Arnstein%20ladder%201969.pdf (Participation model)</p> <p>https://freechild.org/ladder-of-youth-participation/ - (Participation model)</p> <p>www.youtharts.ie</p> <p>www.youthdeved.ie</p> <p>www.youthhealth.ie</p> <p>http://www.youth.ie/sites/youth.ie/files/Youth%20Check%20Report%20for%20web_0.pdf</p> <p>http://citizenshandbook.org/arnsteinsladder.html</p> <p>http://www.youth.ie/sites/youth.ie/files/MakeMinorityAPriority_Complete_Research_Final_0.pdf</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with internet, projector, round tables and speakers.</p>