

Approaches to Working with Communities

Section A: Headline Information							
Module title			Approaches to Working with Communities				
Module NFQ level (only if an NFQ level can be demonstrated)			8				
Module number/reference			TBC				
Module Co-ordinator			Helen Maher				
Parent programme(s)			Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.				
Stage of parent programme			Stage 1				
Semester (semester1/semester2 if applicable)			Semester 2				
Module credit units (FET/HET/ECTS)			ECTS				
Module credit number of units			5				
List the teaching and learning modes			Lectures, seminars.				
Entry requirements (statement of knowledge, skill and competence)			College Entry Requirements must be satisfied for entry onto Stage 1.				
Pre-requisite module titles			N/A				
Co-requisite module titles			None				
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 lecture = 24 hours At three intervals in the module, there will be invited contact sessions with community organisations.				
Module-specific physical resources and support required per centre (or instance of the module)			Lecture Hall, Small Group room				
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						101		125 hours
Allocation of marks (within the module)									
			Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination		Total	
Percentage contribution			40% Presentation 60% Reflective Paper					100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module provides an introduction to social, political and educational models and processes relevant to working with communities including associated practices and underlying principles. This is a foundational module supporting learners to develop their knowledge and understanding of the practical application of approaches to working with communities in Ireland.
Module Aims and Objectives	The aim of this module is to introduce learners to a range of approaches to working with communities, developing an awareness of process, pedagogy and principles. The module explores the key trends and characteristics of the community, voluntary and non-profit sector in Ireland; providing an overview of different organizational types and funding supports. The module aims to examine the challenges and complexities of practice. Learners are expected to develop their capacity for self-awareness and reflection.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Identify and analyse processes and approaches for working with communities. (MIPLO 2,4) 2. Examine the core pedagogies and principles underpinning work with communities in practice. (MIPLO 2, 4, 5) 3. Discuss the historical and current infrastructure of the community, voluntary and non-profit sector. (MIPLO 2) 4. Demonstrate a capacity to engage in reflection and to work effectively in group settings. (MIPLO 5, 6)

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>The module introduces learners to social, political and educational models and processes relevant to working with communities including associated practices and underlying principles. This is a foundational module supporting learners to develop their knowledge and understanding of practical approaches to working with communities in Ireland.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • <i>Overview of Community, Voluntary and Non-Profit sector:</i> <p>Historical evolution of the sector; contemporary infrastructure and funding programmes (local and national); trends and characteristics.</p> <ul style="list-style-type: none"> • <i>Process and approaches:</i> <p>Consultation and need analysis; planning and evaluation, partnership and networking. Service provision; activist; asset; social enterprise; active citizenship and social capital; community education; rights; identity.</p> <ul style="list-style-type: none"> • <i>Pedagogy and Practice:</i> <p>Reflection in theory and practice; Mezirow and Transformative learning; Freire and critical consciousness; Social Pedagogy; Community participation and engagement: participation, activist, liberation and democratisation.</p> <ul style="list-style-type: none"> • <i>Principles in practice:</i> <p>Empowerment; Participation; Collective action; Equality and Anti-racism; Social Justice.</p>
Module Teaching and Learning Strategy	<p>The teaching strategy rests on the core objective of creating an interactive and discursive learning environment through the delivery of module content, the facilitation of analytical and reflective questioning and the application of content to practical case study scenarios. The methods employed include:</p> <p>Lectures and lecturer facilitated interactive discussion, problem solving, peer led discussion, case studies, group exercises.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.</p>
Specifications for Module Staffing Requirements	<p>One lecturer. Staff delivering this module must have personal professional experience of community, voluntary or non-profit work. This module will include guest speakers when undertaking field trips.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.</p>

<p>Module Summative and Formative Assessment Strategy</p>	<p>Emphasis on summative assessment is balanced with the attention to group discussion and peer learning in the classroom environment and through observations in the field, contributing to building formative knowledge.</p> <p>There are two module assessments, both based on continuous assessment; A reflective paper (60%), Discussion and Presentation (40%)</p>
<p>Sample Assessment Materials</p>	<p>Continuous Assessment: Reflective paper (1,500-2,000) incorporating examples of 'Transformative Learning' (Mezirow). Learners encouraged to reflect on a situation which challenges their thinking and to use critical thinking and questioning to consider if their underlying assumptions and beliefs about the world are accurate. The journal to be based on individual readings, case studies, and co-operative enquiry, facilitated by peer group discussion. Learners will choose from a selection of module topics divided to ensure that there is a range of topics covered to facilitate a more comprehensive peer learning process. The journal will be written by individual learners and part of the overall process will include small group peer led discussions on the topics.</p> <p><i>Presentation (40%), Learning Outcomes 2,4:</i> Learners will present their observations of principles and pedagogies through a 5 minute, informal personal reflection.</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u> Beck, D. and Purcell, R. (2010). <i>Popular Education Practice for Youth and Community Work</i>. London: Sage Publications.</p> <p>Benefacts (2017) 'Non-Profit Sector Analysis', Dublin: Benefacts.</p> <p>Community Work Ireland (2016) 'All Ireland Standards for Community Work', Galway: All Ireland Endorsement Body for Community Work, Education and Training.</p> <p>Barr, A. and Dailly, J. (2008). <i>LEAP: A Manual for Learning Evaluation and Planning in Community Development</i>. London: Community Development Foundation.</p> <p>Forde, C. (2009) 'The Politics of Community Development: Relationship with the State', in Forde, C., Kiely, E. and Meade, R. (Eds.) (2009). <i>Youth and Community Work in Ireland: Critical Perspectives</i>. Dublin: Blackhall Publishing.</p> <p>Mezirow, J (1990) <i>Fostering Critical Reflection in Adulthood</i>, Jossey-Bass: San Francisco.</p> <p>Shaw, M. and Crowther, J. (2017) 'Community Engagement: A Critical Guide for Practitioners', University of Edinburgh.</p> <p>Twelvetrees A., (2008) <i>Community Work</i>, Hampshire: Palgrave Macmillan.</p> <p>The Wheel (2014) 'A Portrait of Ireland's Non-Profit Sector', Dublin: The Wheel.</p> <p>VOLUNTAS: International Journal of Voluntary and Non-profit Organizations Official journal of the International Society for Third-Sector Research.</p> <p><u>Other Reading:</u> Buchroth, I. and Parkin, C. (2010). <i>Using Theory in Youth and Community Work Practice</i>, London: Sage Publications.</p>

	<p>Iverson, S. and James, J. (2014). <i>Feminist Community Engagement: Achieving Praxis</i>, Palgrave Macmillan.</p> <p>Jackson, A. and O’ Doherty, P. (2012). <i>Community Development in Ireland: Theory, Policy and Practice</i>, Dublin: Gill and Macmillan.</p> <p>Ledwith, M. (2005). <i>Community Development: A Critical Approach</i>. Bristol: Policy Press.</p> <p><i>Concept: The Journal of Contemporary Community Education Practice Theory</i>, http://concept.lib.ed.ac.uk.</p> <p>Forde, C., O’Byrne, D. and O’hAdhmaill, F. (2016). 'Community Development in Ireland under Austerity and Local Government Change: Policy and Practice' In: <i>Proceedings of the Conference 'The Changing Landscape of Local and Community Development in Ireland'</i>. Cork: Centre for Co-operative Studies and School of Applied Social Studies, UCC.</p> <p>Forde, C., Kiely, E. and Meade, R. (Eds.) (2009). <i>Youth and Community Work in Ireland: Critical Perspectives</i>. Dublin: Blackhall Publishing.</p> <p>Geoghegan, M. and Powell, F.W. (2009). 'Community Development and the Contested Politics of the Late Modern Agora', <i>Community Development Journal</i>, 44 (4):430-447.</p> <p>Gilchrist, A. and Taylor, M. (2011). <i>The Short Guide to Community Development</i>. Bristol: Policy Press.</p> <p>Ledwith, L. (2005). <i>Community Development: A Critical Approach</i>. Bristol: Policy Press.</p> <p><i>Oxford Journal of Community Development</i>: https://academic.oup.com/cdj.</p> <p>Websites:</p> <p>Centre for Civil Society, John Hopkins University: www. https://ccss.jhu.edu</p> <p>Social Justice Ireland: www.socialjustice.ie</p> <p>Infed: www.infed.org</p> <p>Social Pedagogy: www.thempra.org.uk</p> <p>Freire: www.freire.org</p> <p>Concept in defence of youth work: https://indefenceofyouthwork.com/tag/concept/</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall / seminar room equipped with internet, projector and speakers.</p>