

APPROVED

**Bachelor of Arts (Honours) in Community Development**  
**Faculty of Business and Humanities**

Award Class					
Awards					
BA (Hons)					
Programme Code	CR_HCOED_8	Mode of Delivery	Full Time, ACCS	No. of Semesters	8
NFQ Level	8	Embedded Award	No	Programme Credits	60
Next Review Date					
Review Type				Date	
Programmatic Review				01/09/2021	
Department	APPLIED SOCIAL STUDIES				

## Programme Outcomes

Upon successful completion of this programme the graduate will be able to demonstrate... :

#	PO Domains	Programme Learning Outcome
PO1	Knowledge - Breadth	The course provides for the student to develop: Detailed knowledge and understanding of the philosophy, principles, models, systems and current practice of community education and development, the context in which these operate, nationally and internationally and their implications for individual, community and societal change. Specifically, the subjects undertaken by the students will consist of • Education – the context • Sociology – Structures/Change • Development – Leadership, Authority and Power • Equality Studies • Professional Development and Practice • Research Ethics, Models and Methods
PO2	Knowledge - Kind	The kind of knowledge to be gained by students will relate to the overall context in which education has been and is being developed, delivered and supported and its relevance to community based education and development in particular. The societal and sociological structures in which communities work and develop will be studied along with the change processes required to facilitate and promote this work and this development. In this context, issues relating to equality and the locus of authority, power and leadership will be addressed. The nature of the knowledge gained should be such as to enable students make comparisons between education theories, policies and practice and make judgements as to which are the most appropriate for community education and development and which have the potential to contribute positively to these processes. Similarly within the context of Sociology the nature of knowledge to be gained should provide a framework on which students can analyse and make value judgements relating to theories of social change and of the welfare state, globalisation and its outcomes, new social movements and the theories describing their development. Issues relating to professionalisation will be explored so that students should understand the dynamics governing their own professional development as critically reflective practitioners. In Equality Studies students should gain knowledge and understanding of structural, economic and gender oppression and the interlocking nature of discrimination. Students should have knowledge of competing philosophies of equality and have identified an ideological position on equality to underpin their own practice. Students should have the knowledge to work with groups who experience discrimination on the basis of age, race, disability, sexual orientation, marital status, family status, religious belief, membership of the Traveller Community or economic status. In the interests of integrating knowledge across the course and as it is planned, in addition to normal classwork and tutorials, to engage a number of specialists to conduct workshops on particular topics within the subject areas, it will be necessary to provide for coherence of the course work within and between course subjects. To ensure this, all contributors to the course will be required to address, within their contributions, central themes including the following • Social justice • Change and sustainability • Power and Authority • Gender • Equality • Global and local dynamics • Rights based provision • Professionalisation • Relevance to community change through education and development It is anticipated that this thematic approach will provide an integrated learning environment, which will promote the development of the students as independent learners both as individuals and as group members. While students should develop a comprehensive knowledge and understanding in the subject areas specified above as they apply to the general field of Community Education and Development, through the Dissertation and Professional Development/Practice subjects they will have the opportunity to gain specialist, advanced knowledge and understanding of current research and practice in selected areas.
PO3	Skill - Range	The course provides for the student to develop a mastery of the following • The advanced skills necessary to conduct appropriate research within the community setting • The diagnostic skills to identify needs within communities in relation to education and development • The evaluation skills required to make judgements as to the appropriateness of theories, models, methods and practices to select actions to meet identified needs • The leadership skills to promote the changes necessary for community development • The management/supervisory skills to implement actions leading to change and development • The reporting/presentation skills to engage with community members, socio-political actors and society at large in relation to community education and development
PO4	Skill - Selectivity	On completion of the course the successful student should have • The competence to select the models, systems and methods required to identify community education and development needs • The capacity to evaluate and select appropriate research models and methods to conduct the identification of needs • The capacity to select, design, develop, lead, manage, support and evaluate specific interventions to meet such needs for the realisation of the above programmes. • The capacity to select appropriate management /supervisory methods, processes and instruments to implement the above interventions in the context of collaborative, collective involvement of community members • The skills to manage, monitor and evaluate the outcomes of these interventions • The capacity to select appropriate means and methods for reporting on and for promoting community education and development in the socio-political environment. The judgement in selecting appropriate methods and instruments from the above is developed and subsequently assessed in the placement work conducted within the community, under supervision. Within the placement and the associated research and development activities of the course project - again

		carried out under supervision - the student learns to select and analyse from a range of development, supervisory, monitoring and evaluation skills in the context of theoretical principles and models of current good practice in community education and development. In each instance the supervision is undertaken by experienced academic and workplace staff working in concert. The range of activities undertaken by students is indicated below in reference to the course project and placement.
PO5	Competence - Context	It is anticipated that graduates of the course should have the ability to analyse information and concepts from a wide range of sources both nationally and internationally. Through an understanding of the supervening structures and complex dynamics within which communities operate they should have the confidence and the capacity to lead and implement interventions, which will contribute to change and development within the community sector. They should have a wide range of creative and conceptual skills along with the particular technical competence and people skills required to develop and deliver the programmes demanded by such interventions. They should have also the ability to formulate solutions to specific identified needs within the community education/development sector. Moreover, by the integration of the theory, knowledge and skills within the placement and dissertation elements of the course, they should develop the competence and capability to become active leaders of change within communities.
PO6	Competence - Role	Successful graduates of the course will be expected to become active leaders of change within their own and related communities both at community, regional and national levels. To operate at these levels they will need the ability to analyse and evaluate a wide range of information coming from multiple sources, exercise appropriate judgement relating to the nature and delivery of programmes and services at a community level in response to this evaluation. They will be expected to take management and leadership roles within the community area, accept responsibility within broadly defined parameters and determine and achieve both personal and group goals
PO7	Competence - Learning to Learn	As active leaders within communities, it is expected that successful graduates should have the confidence and capacity to act as autonomous learners. They should have the competence to review and revise their own professional practice and that of others in the context of developing theory and good practice models. Through the use of learning diaries and journals they should have the competence to conduct constructive, critical reflection supporting a process of continual improvement.
PO8	Competence - Insight	Throughout the course the student should have developed a strong self-image based on a sensitive, reflective and collaborative approach to community education and development. They should understand the implications of professional practice and should carry out their role as community leaders accordingly.

## Semester Schedules

### Year 4 / Semester 1

<i>Mandatory</i>				
<i>Code</i>	<i>Title</i>	<i>Module Coordinator</i>	<i>Version</i>	<i>Credits</i>
PLAC8003	<a href="#"><u>Community Work Placement 7</u></a>	Mary Galvin	4	5
LEGS8003	<a href="#"><u>Equality Studies</u></a>	Mary Galvin	3	5
POLA8002	<a href="#"><u>Local &amp; Global Community Ed</u></a>	Mary Galvin	3	5
EDUC8009	<a href="#"><u>Research Design</u></a>	Mary Galvin	3	10
SOCI8006	<a href="#"><u>Sociology and Social Change</u></a>	Mary Galvin	4	5

### Year 4 / Semester 2

<i>Mandatory</i>				
<i>Code</i>	<i>Title</i>	<i>Module Coordinator</i>	<i>Version</i>	<i>Credits</i>
EDUC8008	<a href="#"><u>Community Dissertation</u></a>	Mary Galvin	3	10
POLI8001	<a href="#"><u>Global &amp; Local Communities</u></a>	Mary Galvin	4	5
MGMT8023	<a href="#"><u>Leadership, Authority &amp; Power</u></a>	Mary Galvin	3	5
EDUC8018	<a href="#"><u>Learning in Practice</u></a>	Mary Galvin	3	5
PLAC7006	<a href="#"><u>Professional Development</u></a>	Mary Galvin	3	5

