

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	BA (Hons) in Community Development and Youth Work (Ab Initio) BA in Community Development and Youth Work (Ab Initio) BA (Hons) in Community Development and Youth Work (Add-on) Embedded Awards: The BA in Community Development and Youth Work (Ab Initio) will also act as an exit award for the BA (Hons) in Community Development and Youth Work (Ab Initio)
2.	NFQ Level(s)/ No. ECTS:	BA (Hons) in Community Development and Youth Work (Ab Initio), Level 8, 240 ECTS BA in Community Development and Youth Work (Ab Initio), Level 7, 180 ECTS BA (Hons) in Community Development and Youth Work (Add-on), Level 8, 60 ECTS
3.	Duration:	BA (Hons) in Community Development and Youth Work (Ab Initio), 4 years BA in Community Development and Youth Work (Ab Initio), Level 7, 3 years BA (Hons) in Community Development and Youth Work (Add-on), Level 8, 1 year
4.	ISCED Code:	0922
5.	School / Centre:	Mayo Campus
6.	Department:	Department of Nursing, Health Science and Social Care
7.	Type of Review:	New Programme
8.	Date of Review:	30 th October 2019
9.	Delivery Mode:	Full-time
10.	Work Based Learning (Work Placement/ Work Based Project, No. ECTS)	Work Placement (20 ECTS in Year 2 and 30 ECTS in Year 3): Community and Youthwork Professional Practice 1 and 2

	Modules with Failed Elements	No
	Non-compensatable modules	No
	Award Classification	N/A
11.	Panel Members:	Ms Marianne Moutray, Former Associate Dean Queen's University, Belfast (Chair) Dr Oonagh McArdle, Lecturer, Department of Applied Social Science, Maynooth University Dr Pat O'Connor, Head of School of Humanities, TU Dublin Mr Chris Waters, Youth Action, Castlebar Ms Carmel Brennan, Assistant Registrar, GMIT (Secretary)
12.	Proposing Staff:	Prof Neville McClenaghan, Vice President Mayo Campus Mr Justin Kerr, Head of Department Dr Sheila McArdle, Lecturer Dr John Mulloy, Lecturer Dr Maggie Wood, Lecturer Dr Yvonne McDermott, Lecturer Sr Maureen Lally, Tochar Valley Rural Community Network Mr Fearghal Duffy (Student Representative) Ms Mary O'Connell, Tochar Valley Rural Community Network Ms Mary G Duffy, Foróige (Graduate Representative) Ms Ann Finn, Mayo North East Dr Janine McGinn, Lecturer
13.	Programme Rationale:	<p>This programme aims to provide learners with an education for professional practice in Community Development and Youth Work. This programme is timely when considered against changing policy, practice and professionalisation.</p> <p>The All-Ireland Standards for Community Work (CWI, 2016) indicates community workers, already in practice, without formal qualifications will probably have to upskill. It is projected that in the future a minimum standard of education will be required for community and youth workers.</p> <p>Historically the community work sector has a proven track record in working with communities to address poverty, reduce social exclusion and promote social justice. The establishment in 2011 of the Department of Children and Youth Affairs and the introduction of new legislation has emphasised the community as a context for services' development and delivery. A shift from child and youth-focused services towards rights-based child and youth-centred services is evident. Holistic approaches to</p>

		work with communities, families and individuals are advocated in various documents e.g. <i>Better Outcomes: Brighter Future: The National Policy Framework for Children and Young People</i> (DYCA, 2014). Therefore, professionals are required with specific skills, knowledge and competencies to contribute to holistic responses that promote the rights of all.
14.	Potential Demand for Entry:	It is proposed to admit 30 full-time learners onto this programme.
15.	Stakeholder Engagement:	Extensive engagement with stakeholders was undertaken as part of the research and development phases of this programme. A range of meetings were held with national and local organisations including Community Workers of Ireland, All-Ireland Endorsement Body for Community Education, Foróige, National Youth Council of Ireland, and Co Mayo Children and Young People's Service Committee. An online survey was circulated to relevant organisations, with 77 responses received. The findings from this influenced the structure and content of the programme.
16.	Graduate Demand:	Graduates will be able to gain employment in variety of statutory and non-statutory community and youth work settings. These could include, Foróige, Diocesan Youth Services, Garda Diversion Projects, Probation Services, Family Support Services, Community Resources Centres, Partnership Companies and Community Enterprises among others.
17.	Entry Requirements, Access, Transfer & Progression:	<p>Minimum Entry Requirements</p> <p>The minimum entry requirements are those stated by the Institution in its Access, Transfer and Progression Policy at any given time. At present they are a Grade O6/H7 or better in six Leaving Certificate subjects including English or Irish and Mathematics. Two of the six Leaving Certificate subjects must be passed in higher level papers at Grade H5 or higher. (Note: An F2 in Foundation Level Mathematics will be accepted as meeting the entry requirements for this programme.)</p> <p>OR</p> <p>Equivalent qualifications and scores from other countries which will be assessed and scored by the Institute.</p> <p>OR</p> <p>A Pass in any QQI FET Major Award at level 5 or 6 with distinction grade in at least three components or a UK/International equivalent which appear in the DCYA list of Early Years recognised qualifications.</p>

OR

A Pass in a QQI FET Foundation Certificate, the NUIG/GMIT Foundation Certificate or any Foundation Certificate delivered by the regional cluster (GMIT, NUIG, IT Sligo or IT Letterkenny).

Mature Applicants

Applications from mature applicants (aged 23 on or before 1st January of the course commencement year) are welcomed by GMIT. A quota of places is reserved for mature applicants. These applicants do not have to meet the Leaving Certificate entry requirements and are considered on an individual basis (previous education, work experience, and demonstration of ability and competence to undertake the programme). They may be invited for interview. This will be used to rank applicants where demand exceeds the available places on a programme.

English Language Requirements

English Language Requirements will be as determined by GMIT and as published in the Access, Transfer and Progression code. The current requirements are as follows: Non-EU applicants who are not English speakers must have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT. EU applicants who are not English speakers are recommended to have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent.

Recognition of Prior Learning

GMIT is committed to the principles of transparency, equity and fairness in recognition of prior learning (RPL) and to the principle of valuing all learning regardless of the mode or place of its acquisition. Recognition of Prior Learning may be used to:

- i.gain access or advanced entry to a programme at Stage 2 or higher, subject to available places. (Stage 1 entry through CAO)
- ii.gain credits and exemptions from programme modules after admission
- iii.in award years RPL will be considered, to a 50% maximum (30 credits)

Academic Code of Practice No. 6 outlines the policies and procedures for the Recognition of Prior Learning. Guidance

		<p>for applicants is provided on myexperience.ie</p> <p>Applications Applications for year one of this programme are made through the Central Applications Office (CAO). Applications for all other stages are made directly to the Institute.</p> <p>Selection Standard CAO applicant selection is based on applicants meeting the stated minimum requirements and on points which are calculated in accordance with CAO guidelines. Where applicants exceed available places, applicants are ranked in order of points.</p>
18.	Programme Structure:	The level 8 programme is delivered on a semesterised basis over 4 academic years, with Professional Practice delivered in second and third year and a dissertation a core element of the final year. The three years of the level 7 programme mirrors the first three years of the level 8 programme.
19.	Learning, Teaching & Assessment Strategies:	<p>Transformational pedagogy is underpinned by the theoretical concepts of Freire , Gramsci and Mezirow. Through dialogue, consciousness-raising, critical thinking and problem-solving, learners are encouraged to see some aspects of their world in a new way. Based on the new-found knowledge, a choice can be made to respond in some way (Hope and Timmel, 2014). According to Mezirow (2000, p.214), transformative learning can be defined as: "we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open (changeable), and reflective so that they may generate beliefs and opinions that will prove truer or justified a guided action."</p> <p>The potential to deliver some joint sessions with other GMIT programmes such as Applied Social Care, Outdoor Education, and History and Geography, for example, will assist the learners to develop an understanding of different disciplines and perspectives. This will support learners in the development of a multi-disciplinary approach through practical experiential learning. Through collaborative processes, the programme content will be delivered through a combination of lectures, tutorials, workshops, readings, class discussion, ICT, group work, blended learning and case-studies. Learners will be encouraged to participate in classroom and on-line inputs about related concepts and actual real-life situations. Case studies will be encouraged,</p>

		<p>particularly as a mechanism for developing learners' team-working, problem solving, communication skills and the integration of theory to practice. The use of computers to produce graduates with good computer skills and the knowledge of how to apply ICT in their daily practice will be encouraged. There will be some blended delivery of modules. Professional Practice placement is on-going throughout the whole stage and provides ample time for on-line engagement, the integration of theory, policy and practice.</p>
20.	Resource Implications:	<p>One new additional lecturer will be required each year of the roll-out of the programme. Software costing in the region of €2,300 will be required to deliver the programme, as will additional library resources costing €5,000. Funding (€3,000) for the promotion of the programme will be required.</p>
21.	Synergies with Existing Programmes:	<p>A number of modules are already approved and being delivered on other programmes on the campus.</p>
22.	Findings and Recommendations:	<p>General:</p> <p>The programme was approved with commendations (2) subject to the following conditions (1) and recommendations (9):</p> <p>Commendations:</p> <ol style="list-style-type: none"> 1. The proposing team were commended on their active engagement with community and youth work stakeholders in the development of the programme, and the involvement of students in the development of the programme. 2. The team were complimented on the development of a 5 ECTS module for practice educators which will help ensure the quality and consistency of placements. <p>Special conditions attaching to approval (if any):</p> <ol style="list-style-type: none"> 1. Before commencing this programme there needs to be further discipline specific staff expertise on the Programme Board. In particular there should be professional expertise in community development and youth work or community development recruited to allow delivery of stage one of the programme. <p>Recommendations of the panel in relation to award sought:</p> <ol style="list-style-type: none"> 1. Embed within the programme the professional dimensions of community development and youth work to allow the programme to be submitted for professional

		<p>body recognition in the future.</p> <ol style="list-style-type: none"> 2. Articulate more explicitly the types of placement that students will undertake, and how the type of work students will engage in on placement will ensure that graduates emerging from this programme will be fit for employment and professional recognition in both community development and youth work. 3. Provide further detail on the management and assessment of placement. 4. Articulate clearly how preparation for the dissertation happens throughout the course. 5. Articulate clearly the entry requirements for the level 8 add on programme. 6. Modules should be reviewed to ensure that module learning outcomes are articulated using action verbs of an appropriate level in all instances. An appropriate number of learning outcomes should be included for modules based on the number of ECTS attached to the module. 7. Revisit all module descriptors ensuring that all book lists are relevant, correctly presented, up-to-date and readily available. 8. Reflect on whether the balance of continuous assessment and examination used in this programme is appropriate and provides the necessary rigour. 9. Identify opportunities for joint module assessments throughout the programme. 	
23.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary