The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Community Development Theory

Level 6 E30160

www.fetac.ie
## Level 6 Module Descriptor
### Summary of Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Describes how the module functions as part of the national vocational certificate framework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It is no more than 35 characters in length. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Learners must be working in community development in a co-ordination or leadership role.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction
A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1. Module Title  Community Development Theory  

2. Code  E30160  

3. Level  6  

4. Value  1  

5. Purpose  
This module is designed to equip learners with skills to develop a community development theoretical framework out of which to develop their practice. It is aimed at those who are currently employed in the community and voluntary sector or have at least 3yrs experience in community development. This can be used as a stand-alone module, in conjunction with community development practice module or as a mandatory module within the Community Development Award Level 6.

6. Preferred Entry Level  
Level 5 Certificate in, or equivalent qualifications and/or relevant life and work experiences.

7. Special Requirements  
Candidates must have successfully completed ‘Understanding Community Development’ FETAC Level 5 module or its equivalent.

8. General Aims  
Learners who successfully complete this module will:

8.1 Develop a knowledge and understanding of the history of Community Development in the Irish context.

8.2 Have knowledge of the key principles of Community Development elicited from their own practice and knowledge from community development theory.

8.3 Examine and critically analyse the role of Community Development as a strategy for challenging inequalities

8.4 Examine and critically analyse their own practice based on Community Development principles and theory.

8.5 Develop skills in analysis in relation to Community Development.
9 Units

Unit 1 History of Community Development in Ireland
Unit 2 Key Principles and Theory of Community Development
Unit 3 Community Development as a Strategy for challenging Inequalities.
Unit 4 Relationship of Community Development Theory to Practice.

10 Specific Learning Outcomes

Unit 1 History of Community Development in Ireland

The learner should be able to:

10.1.1 Demonstrate a knowledge of the history of Community Development in Ireland

10.1.2 Analyse some of the key contemporary social, political cultural and economic issues pertaining to Community Development in Ireland

10.1.3 Identify the influences of education development and social work theories on the formulisation of Community Development theory.

10.1.4 Demonstrate a knowledge of the main Community Development programmes that have developed in Ireland between 1973 to date.

10.1.5 Demonstrate an knowledge of some of the key contemporary social, political cultural and economic trends that have influenced community development in Ireland such as:

• Women’s liberation movement
• Rise in unemployment
• Poverty

Unit 2 Key Principles and Theory of Community Development

The learner should be able to:

10.2.1 Identify key principles of community development such as:

• Community participation
• Inclusion
• Equality
• Collective action
• Empowerment

10.2.2 Define these key principles of Community Development

10.2.3. Understand the key elements of the Community Development process such as:
Provision of Information
Identification of felt needs and common issues
Consultation for participation
Shared vision
Mobilisation for action
Reflection and Evaluation

10.2.4 Identify the main supports that will facilitate working from these principles such as:
- Information
- Social Analysis
- Skills Training
- Creating access to resources

10.2.5 Identify the main challenges to the practice of Community Development Principles such as:
- Internalised oppression
- Individual and community isolation
- Social exclusion
- Marginalisation
- Discrimination and prejudice

Unit 3 Community Development as a strategy for challenging inequality
*The learner should be able to:

10.3.1 Define inequality

10.3.2 Describe differentials that lead to inequality such as:
- Income
- Access to education
- Housing subsidies
- Access to health care

10.3.3 Analyse the potential of community development as a strategy for challenging inequality in the context of its history and contemporary experience.
Unit 4. **Relationship of Community Development theory to practice.**

*The learner should be able to:*

10.4.1. Describe and analyse the historical background and key influences of the project and community in which they work.

10.4.2 Define key principles within their own community development practices.

10.4.3 Illustrate where and how these principles operate in practice.

10.4.4 Identify the main challenges to their own practice as outlined in 10.2.5.

10.4.5 Identify the main supports that have facilitated them to work from these principles.

11. **Assessment Summary**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>50%</td>
</tr>
</tbody>
</table>

11.1. **Assignment.**

The internal assessor will devise a brief that requires candidates to produce evidence of specific learning outcomes.

The brief will require the candidate to:
Mind-map a Community Development principle in the context of their own work. Illustrate how it operates, identify the supports necessary to its effective operation and name the challenges they have encountered.

11.2 **Assignment**

The internal assessor will devise a brief that requires candidates to illustrate historical and contemporary influences of a community development project. The brief will require the candidate to:
Mind-map key historical and contemporary influences on a designated area of community development work. This form will take place as apart of a group exercise.

11.3 **Project**

The internal assessor will devise a brief that requires candidates to produce evidence of analysis of challenging inequality. The brief will require the candidate to:
Devise a case study and give an analysis of their own project/area examining it’s potential for, and evidence of, challenging a particular inequality.

12 **Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>12.1 Assignment individual exercise</strong></td>
<td></td>
</tr>
<tr>
<td>Illustrate a principle of Community Development</td>
<td></td>
</tr>
<tr>
<td>identify the principle</td>
<td></td>
</tr>
<tr>
<td>Illustrate from their own community development experience</td>
<td></td>
</tr>
<tr>
<td>Identify the;</td>
<td></td>
</tr>
<tr>
<td>• Opportunities that are possible</td>
<td>30</td>
</tr>
<tr>
<td>• Challenges likely to be encountered</td>
<td></td>
</tr>
<tr>
<td>• Supports necessary to their application</td>
<td></td>
</tr>
<tr>
<td>• Obstacles to their application</td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>30</td>
</tr>
<tr>
<td><strong>12.2 Assignment group exercise</strong></td>
<td></td>
</tr>
<tr>
<td>Illustrate the key historical and contemporary influences in a designated area</td>
<td></td>
</tr>
<tr>
<td>identify designated area</td>
<td></td>
</tr>
<tr>
<td>Illustrate the key historical and contemporary influences</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective participation in the group exercise</td>
<td>20</td>
</tr>
<tr>
<td>Sub Total</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Mark</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

Assessor's Signature: _________________________________ Date: ________________

External Authenticator's Signature: ______________________  Date: ________________
Candidate Name: _____________________ PPSN: ______________
Centre: ______________________ Centre No: ___________ Date: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.3 Project</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Identifies area / project that is being examined.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly define the role of project in this area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies the inequalities that are being addressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illustrates from own experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives a comprehensive analysis of the impact the project has had in addressing identified inequality/inequalities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critiques the potential for further addressing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inequality/inequalities and the limitations of Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development in this area</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insights and personal learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations for further actions</td>
<td></td>
</tr>
<tr>
<td>Total Mark</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Assessor's Signature: _______________________________ Date: ______________

External Authenticator's Signature: __________________ Date: ______________
Glossary of Assessment Techniques

**Assignment:** An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work:** A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment e.g. art work, engineering work etc

**Examination:** A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:
- Practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions.
- oral, testing ability to speak effectively in the vernacular or other languages.
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis.
- aural, testing listening and interpretation skills.
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record:**

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.
Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

**Project:**

*A substantial individual or group response to a brief with guidelines usually carried out over a period of time.*

Projects may involve:
- Research – requiring individual/group investigation of a topic
- Process – e.g. design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 4 or 5)*
- Understanding and application of concepts in *(specify area)*
- Use/selection of relevant research/survey techniques and sources of information, referencing/bibliography
- Ability to analyse, evaluate, draw conclusions, make recommendations
- Understanding of processes/production of documentation/support studies/log
- Design skills
- Planning skills
- Ability to implement/ produce/ make/ construct/ perform *(specify)*
- Mastery of tools and techniques
- Creativity/ visual/media/technological awareness
- Problem solving skills
- Time management skills
- Team working, co-operation, participation
- Presentation/display skills

**Skills Demonstration:** *Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/ another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations.

The candidate may submit written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by assessors (internal assessors/trainers) in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.