



UNIVERSITY OF  
APPLIED SCIENCES

**Community Educator, Master's degree**

**CURRICULUM**

**2018–2024**

HUMAK UNIVERSITY OF APPLIED SCIENCES

Community Educator, Master's degree

90 ECTS credits / 2 years

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## **1. EDUCATION PROMISE**

The programme leads to a vocationally oriented Master-level degree. The programme meets the UAS degree criteria of the Finnish higher education system and complies with the European and National Qualifications Frameworks (Level 7).

The Community Educator master's degree programme prepares students for community development roles in NGO and youth work and professional settings across a range of sectors. Upon successful completion of the programme, graduates will have an in-depth understanding of community work and development at the interfaces of different sectors and be able to apply new strategic approaches in their professional practice. Graduates from this programme will be able to work independently, apply a developmental work approach, activate and implement change processes and projects in various workplace settings and cultures. In addition, they will be able to work with limited information and anticipate possible outcomes in situations that require multisectoral competencies.

The programme is delivered as blended learning and allows study alongside work. Learning consists of contact sessions, online studies and independent study. Learning is workplace-oriented with cooperation that is based on students' own working life networks and collaborations with Humak's RDI projects and partners.

## **2. LEARNING AIMS**

The Community Educator master's degree programme provides advanced and broad-based competencies in research and development, pedagogy and community development for the NGO and youth work sectors as well as workplace communities in other sectors. The programme's value base is anchored in Humak's core humanistic approach and values: the student is seen as goal-oriented learner who is capable of growth and self-directedness and believes in his or her ability to develop. The theoretical base is founded on critical pedagogy, social pedagogy, sociology and social psychology. Of these, the programme has a specific focus on critical pedagogy, which provides the basis for examining tasks and justifications and the social aspect of knowledge in various settings in which people construct their social reality. With regard to the delivery of research, development and forecasting competencies, critical pedagogy means challenging the deterministic worldview, searching for alternative futures in the development of our field, and a communal, developmental work approach. In the delivery of pedagogical competence, critical pedagogy helps students activate their tacit knowledge and personal insight in conjunction with applying research knowledge, and supports openness in encounters with other people and communities. With regard to community competence, critical pedagogy means using community-based development methods and the practice of community-driven development work that emphasises the agency of community members.

### 3. PROGRAMME STRUCTURE

#### Curriculum visualisation

In the first year, students complete half of the common core modules, their chosen competence profile modules and part of the thesis modules. In the second year, students complete the remaining common core studies and thesis modules. The credit load is distributed evenly, 45 ECTS credits/year.

First year modules:

Advanced professional studies: Community-based process competence 1

Advanced professional studies: Community-based process competence 2

Electives: competence profile studies

Thesis: Thesis 1

Second year modules:

Advanced professional studies: Community-based process competence 3

Advanced professional studies: Community-based process competence 4

Thesis: Thesis 2

Thesis: Thesis 3

### 4. CURRICULUM

#### ADVANCED PROFESSIONAL STUDIES 40 ECTS credits

Community-based process competence 1-4

Intended learning outcomes:

Students will be able to

- lead, evaluate and develop community-based processes. Students will be able to demonstrate an understanding of change processes in society and a command of the associated terminology, recognise the meaning of community in multicultural and international contexts, and anticipate possible types of future communities and associated challenges.
- use their communication and interpersonal competencies in networks and development work in the field. Students will be able to use dialogic skills when working with individuals and communities.
- apply competencies related to the activities, interactions and group processes of different types of groups as part of group and process management and leadership in order to promote perceived wellbeing. Students will be able to demonstrate advanced knowhow of human activities in various communities and organisations and observe/identify intra- and inter-group processes and characteristics in connection with development work.

- analyse, evaluate and develop communities and service processes. Students will be able to produce and productise innovations in the development of their chosen field. Students will be able to demonstrate an understanding of the role of the field-specific operating culture and value base in organisational and HR management; anticipate, instigate and lead development projects, and develop personal and sector-wide competencies.
- analyse challenges related to internationalisation and multiculturalism, work in international settings and help promote non-discrimination in society. Students will be able to recognise and anticipate the roles and impacts of global processes in their chosen field and Finnish society.

#### Contents:

This module examines foresight work relating to processes of social change and the associated development needs, and delivers advanced communication and interpersonal competencies, development competencies and management competencies for work in various communities and settings. The module strengthens students' capabilities to deliver innovative development processes and take global developments into account in their professional practice.

## **THESIS 30 ECTS credits**

### Thesis 1-3

#### Intended learning outcomes:

Students will be able to

- identify and anticipate communities' development needs and produce new knowledge or practices for community development. Students will be able to work in development processes both as independent experts and as members of development teams.
- define and specify research-based development tasks, choose appropriate topics and implementation methods for tasks, determine objectives and implement development assignments with an interactive and dialogic approach. Students will be able to choose and justify appropriate development methods and apply them in their development activities. In addition, students will be able to demonstrate a command of research ethics, research literacy, report-writing, citation and referencing.
- apply research data in combination with evidence-based practice experience and find innovative solutions by combining methods and knowledge from different fields.

Contents:

Detailed instructions about the contents, implementation and assessment of the thesis module is provided in the thesis guide.

## **ELECTIVES 20 ECTS credits**

NGO and youth work

Intended learning outcomes:

Students who choose the NGO and youth work competence profile will learn to apply their community competences in the analysis, evaluation, development and management of activities and processes in the NGO and youth work sector. Students will be able to carry out independent, demanding specialist tasks and work innovatively in development teams and processes.

Workplace community competence

Intended learning outcomes:

Students who choose the workplace community development profile will learn to apply their community competencies in strategic development, skills development as well as HR innovator and integrator roles. Students will be able to carry out independent, demanding specialist tasks and work innovatively in development teams and processes.

Pedagogical competence

Intended learning outcomes:

Students who choose the pedagogical development profile will learn to apply their community competencies in the development of various pedagogical environments and support different types of growth and learning processes. Students will be able to carry out independent, demanding specialist tasks and work innovatively in development teams and processes.

Contents:

The module develops students' community competencies in their chosen specialist field with an RDI-based and/or workplace-oriented learning approach. The module delivers advanced capabilities to work independently in innovation and/or research and development roles involving demanding problem-solving, responsibility for the goal attainment of development teams and processes, and contribution of new or revised knowledge and practices in the chosen field. The elective competence profile studies can be linked to the thesis studies.

The elective module offering is confirmed annually.