

Curriculum Plan	
Course Title	Community Work from an International Perspective
Course Code	VC3
Credits	15 ECTS] in total The course consists of three parts of 5 ECTS each.
Qualification Level	EQF Level 6
Language	English English Language Requirement: CEFR B2; no formal language certificate is required.
Study Period	Part 1 – Analysing Communities: January to February Part 2 – Methods in Community Work: March to April Part 3 – Addressing Global and Local Challenges in Community Work: Mid-April to June For current dates, please consult the VirCamp course calendar.
Responsibility	The course is offered and developed within the SW-VirCamp Consortium. Teaching is provided by an international team of lecturers from participating higher education institutions. The VirCamp Leading Institution coordinates the Consortium’s administrative processes. Each partner institution is responsible for student admission, recognition of ECTS credits and integration of the course into its own study programmes. Further information is available at www.vircamp.net.
Course Structure	VC3 consists of three academically connected parts of 5 ECTS each: • Part 1: Analysing Communities – 5 ECTS • Part 2: Methods in Community Work – 5 ECTS • Part 3: Addressing Global and Local Challenges in Community Work – 5 ECTS Each part can be completed and assessed separately. Depending on the requirements of the student’s home institution, students may complete: • one part for 5 ECTS; • two parts for 10 ECTS; • all three parts for 15 ECTS. Each part has its own learning outcomes and assessment. Students therefore receive a separate result for each 5 ECTS part. Where a combined 10 or 15 ECTS result is

	required, the student's home institution determines how the individual results are recognised or combined according to its own regulations.
Course Description	Community Work from an International Perspective introduces students to theories, methods and practices of community work in different social, cultural and national contexts. The course examines how communities can mobilise relationships, local resources and collective capacities while also addressing structural inequalities and external barriers. Particular emphasis is placed on participation, empowerment, collective action and the relationship between local communities and wider societal developments. The three parts follow a progressive structure. Part 1 focuses on understanding and analysing communities. Part 2 examines methods and participatory approaches in community work. Part 3 explores how local communities respond to global challenges such as climate change, migration and digital inclusion. Throughout the course, students compare community-work approaches across national contexts and connect theoretical knowledge with applied analysis, professional practice and collaborative project work.
Description - Part 1	Part 1: Analysing Communities (5 ECTS) Part 1 introduces key concepts and theories of communities and community work. Students examine how communities are formed, how they understand and represent themselves, and how social, cultural, economic and institutional factors influence community life. They are introduced to approaches for analysing communities and for collecting relevant information about community structures, resources, needs and challenges. Students select a community in their own national context, analyse it using concepts and models introduced in the course, and compare their findings with perspectives and examples from other countries.
Learning Outcomes - Part 1	By the end of Part 1, students will be able to: • explain key concepts and theoretical perspectives related to communities and community work; • analyse a community using relevant theoretical and analytical frameworks; • collect, select and interpret relevant information about community structures, resources and challenges; • identify social, cultural and structural factors that influence community life and participation; • compare communities across different national and societal contexts; • present a community analysis using appropriate academic and professional standards; • reflect critically on the role and relevance of communities in social work practice.
Content - Part 1	The course part addresses the following main topics: • definitions and concepts of community and community work; • theoretical perspectives on communities; • community structures, identities and boundaries; • approaches and methods for community analysis;

	- collecting and interpreting information about communities; - comparative perspectives on communities in different countries; - the role of communities in social work. Detailed weekly content, learning materials and activities are provided in the learning management system.
Assessment – Part 1	Assessment is aligned with the learning outcomes of Part 1. Assessment Components - Comparative Community Analysis - Learning Reflection Comparative Community Analysis Students analyse a selected community using theories and concepts introduced in the course and compare relevant aspects of the community with perspectives or examples from other national contexts. The assignment should demonstrate: - appropriate application of theoretical concepts; - systematic analysis of the selected community; - use of relevant information and sources; - comparative insight; - critical reflection on the relevance of the findings for community work. Length: approximately 2,000 words $\pm 10\%$. Learning Reflection Students critically reflect on their learning process and professional development during Part 1. Length: approximately 500 words $\pm 10\%$. Pass Requirements – Part 1 Before completing the summative assessment, students are expected to complete the required formative learning activities. These may include: - orientation and learning-planning activities; - preparatory community-analysis activities; - comparative learning tasks; - collaborative and peer-learning activities. Detailed tasks, deadlines and submission procedures are provided in the learning management system.
Description – Part 2	Methods in Community Work (5 ECTS) Part 2 focuses on methodological approaches to community work. Students examine participatory and empowering approaches, with particular attention to Asset-Based Community Development (ABCD). They explore how community work can build on existing resources, relationships and capacities while critically considering structural inequalities and external barriers that communities cannot address through local resources alone.

	The course therefore combines strengths-based perspectives with a critical analysis of power, participation and structural conditions. As an applied element, students engage with the professional practice of a community worker and relate this practice to concepts and methods introduced in the course. Findings are compared across different national and professional contexts.
Learning Outcomes - Part 2	By the end of Part 2, students will be able to: • explain and compare key methods and approaches used in community work; • apply concepts of participation, empowerment and asset-based community development to community-work situations; • critically evaluate strengths-based approaches in relation to structural inequalities and external barriers; • analyse professional community-work practice using relevant theoretical and methodological concepts; • identify power relations and participation dynamics in community-work processes; • compare community-work methods and professional practices across national contexts; • reflect critically on the role and responsibilities of community workers in facilitating collective action and empowerment.
Content - Part 2	The course part addresses the following main topics: • methodological approaches to community work; • Asset-Based Community Development; • participation and empowerment; • community resources, capacities and collective agency; • structural barriers and inequalities; • power and professional roles in community work; • comparative perspectives on community-work practice. Detailed weekly content, learning materials and activities are provided in the learning management system.
Assessment - Part 2	Assessment is aligned with the learning outcomes of Part 2. Assessment Components • Analysis and Presentation of Community-Work Practice • Learning Reflection Analysis and Presentation of Community-Work Practice Students explore the professional practice of a community worker and analyse the findings using theories, concepts and methods introduced in the course. The assessment should demonstrate the ability to: • relate professional practice to community-work concepts and methods; • critically examine participation and empowerment; • consider structural barriers and external resources;

	• compare professional approaches across different national contexts; • communicate findings clearly and professionally. Learning Reflection Students critically reflect on their learning process and professional development during Part 2. Length: approximately 500 words $\pm 10\%$. Pass Requirements – Part 2 Before completing the summative assessment, students are expected to complete the required formative learning activities. These may include: • preparatory methodological exercises; • engagement with community-work practice; • comparative and collaborative learning activities; • peer feedback and reflection activities. Detailed tasks, deadlines and submission procedures are provided in the learning management system.
Description - Part 3	Part 3: Addressing Global and Local Challenges in Community Work (5 ECTS) Part 3 examines the relationship between global challenges and local communities. Students explore how developments such as climate change, migration, digital inclusion and other global social challenges affect communities at the local level and how local action can contribute to broader processes of social change. Particular emphasis is placed on participation, stakeholder involvement and the inclusion of different forms of knowledge and lived experience. Students examine how community work can support communities in identifying challenges, developing collective responses and connecting local initiatives to wider social and policy contexts. The course culminates in collaborative project work in which students develop a community-based response to a selected global-local challenge.
Learning Outcomes - Part 3	By the end of Part 3, students will be able to: • analyse how global social, ecological and technological challenges affect local communities; • connect local community issues with wider structural and global developments; • identify relevant stakeholders and different forms of expertise, including lived experience; • apply participatory and inclusive approaches to collaborative problem-solving; • develop a community-based project response to a selected global-local challenge; • integrate local, national and international perspectives into community-work planning;

	• collaborate constructively in developing and communicating a collective community-work project.
Content - Part 3	The course part addresses the following main topics: • relationships between global challenges and local communities; • Sustainable Development Goals and community work; • climate change, migration, digital inclusion and other global-local challenges; • stakeholder participation and inclusion of diverse voices; • experts by experience and lived-experience knowledge; • collaborative project development; • community-based responses to structural and global challenges. Detailed weekly content, learning materials and activities are provided in the learning management system.
Assessment – Part 3	Assessment is aligned with the learning outcomes of Part 3. Assessment Components • Collaborative Project Plan • Project Presentation • Individual Learning Reflection Collaborative Project Plan Students work in groups to develop a project plan addressing a selected global-local community challenge. The project plan should demonstrate: • analysis of the selected challenge and its local implications; • identification of relevant stakeholders; • integration of participatory and inclusive community-work approaches; • consideration of different forms of knowledge and expertise; • development of feasible community-based strategies; • connection between local action and wider societal or global developments. Length: approximately 4,000 words $\pm 10\%$ per group. Project Presentation Students present and discuss the project developed by the group. Individual Learning Reflection Each student critically reflects on their individual learning process, contribution to collaborative work and professional development. Length: approximately 500 words $\pm 10\%$. Pass Requirements – Part 3 Before completing the summative assessment, students are expected to complete the required formative and collaborative learning activities.

	These may include: • preparatory analysis of global-local challenges; • participation in international group work; • stakeholder and project-planning activities; • collaborative and peer-learning tasks. Detailed tasks, deadlines and submission procedures are provided in the learning management system.
Learning and Teaching Approach	VirCamp courses combine asynchronous online learning with collaborative and interactive learning activities. Students engage with academic literature, digital learning materials and applied tasks and work both individually and collaboratively. International and intercultural comparison is an important element of the VirCamp learning experience. Students are encouraged to exchange perspectives, compare professional and societal contexts and learn with and from peers. VC3 follows a progressive, practice-oriented learning approach: • Part 1 develops analytical understanding of communities; • Part 2 focuses on methods and professional community-work practice; • Part 3 integrates these perspectives in collaborative responses to global-local challenges. Learning activities may include community analysis, applied methodological exercises, engagement with professional practice, comparative tasks, project work, discussions, peer feedback and synchronous online sessions. Students receive formative feedback during the learning process. Detailed schedules, activities and feedback procedures are provided in the learning management system.
International and Intercultural Learning	VirCamp aims to create opportunities for international and intercultural learning through collaboration among students and teachers from different educational, professional and national contexts. In VC3, international comparison is particularly relevant because communities, community-work traditions, welfare systems and opportunities for participation are shaped by different cultural, institutional and political contexts. Students compare communities and professional practices across countries and examine how similar global challenges may have different consequences at the local level. Students are expected to engage respectfully with different perspectives and to critically reflect on how their own social and national contexts influence their understanding of community work. The composition of each course cohort may vary between course runs. International and intercultural learning outcomes are therefore supported through both direct student collaboration and structured comparative learning activities.
Learning Reflection	Critical reflection on learning and professional development is an integral element of all three parts of VC3.

	Reflection activities encourage students to examine how their understanding of communities, participation, empowerment and professional community work develops during the course. Particular attention is given to: • learning from different national and community contexts; • professional roles and responsibilities in community work; • participation, power and empowerment; • collaborative and intercultural learning; • implications of course learning for future social work practice. Each 5 ECTS part includes its own assessed learning reflection.
Assessment and Grading	Assessment is aligned with the learning outcomes of the course or course part. Each 5 ECTS part is assessed separately. Assessment is based on course-specific criteria set out in a rubric. For each part, the overall result is calculated on a scale of 0–100 points. Where required, the final score may be converted into an A–F grade or the grading system of the student’s home institution according to the applicable conversion scheme. Students who complete more than one part receive separate results for each completed 5 ECTS part. Where a partner institution recognises VC3 as a combined 10 ECTS or 15 ECTS course, the home institution determines how the individual results are combined or recognised according to its own regulations. Re-Examination Re-examination is possible for all three parts of VC3. Detailed requirements and deadlines are communicated through the VirCamp course calendar and the learning management system. This regulation remains in place until a common VirCamp re-examination policy has been agreed.
Admission Requirements	Students should: • be enrolled in Social Work • normally study at second-year Bachelor level or above; • have English language competence at approximately CEFR B2 level; no formal certificate is required; • have reliable internet access and the technical capacity to participate in online learning activities.
Literature	Core literature Henderson, P., & Thomas, D. N. (2013). <i>Skills in Neighbourhood Work</i> (4th ed.). Routledge. Larsen, A. K., Sewpaul, V., & Hole, G. O. (Eds.). (2014). <i>Participation in Community Work: International Perspectives</i>. Routledge.

	Additional and updated academic literature, policy documents and digital resources will be provided through the learning management system. Academic work should follow APA 7 referencing conventions unless otherwise specified.
--	---