Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	YCW612
Module Title	Critical Perspectives in Education
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100466
Cost Code	GAYC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Youth and Community Work (JNC)	Core

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	**24** hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

To develop critical awareness of the educative role of Youth and Community Work; considering the values and principles of informal education and the tensions these create within professional practice.

Module Learning Outcomes
At the end of this module, students will be able to:

1	Critically analyse the values and principles of informal education
2	Critically analyse concepts of education and their application to youth and community work practice
3	Critically examine the professional identity of the youth and community worker as an educator

Assessment
Indicative Assessment Tasks:
This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

There are 2 elements of assessment for this module:

1) Attendance – students must maintain attendance of 80% to meet the requirements of the professional qualification.
2) Philosophy of Education - Students will write a personal philosophy of education demonstrating how concepts of education inform their professional identity as a Youth and Community Worker.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1		Attendance	N/A	Pass/Refer	N/A
2	1, 2, 3	Written Assignment	2,500 words	100%	N/A

Derogations
None

Learning and Teaching Strategies
A variety of teaching and learning activities will be employed on this module, predominantly those that emphasises interactive learning and student participation. These will include practical classes and workshops; case studies and problem-based learning activities, class and small-group discussion, simulation and group work.

This module will adopt a Hy-Flex approach to teaching and learning, in line with the Active Learning Framework. This means that students can join the classroom in person or join synchronously online to engage in the learning activities. Sessions will also be recorded for students to engage with alongside asynchronous online learning activities to scaffold the learning from the module.

Welsh Elements

Students who are Welsh speaking can participate in group learning activities together in class.

Indicative Syllabus Outline
This module will be taught on a weekly basis and will cover the following curriculum:

- Being Critical – reading, analysis and writing
- Historical perspectives of education
- Exploring education and learning
- Informal Education
- Developing a philosophy of education
- Education and power
- Critical pedagogy
- Power/Knowledge in Education
- Transformative education
- Engaged pedagogy
- Global Perspectives of Informal education
- Contextualising policy and practice
- Forming professional identity – given, received or contested

Indicative Bibliography:
Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Darder, A., Torres, R. D. and Baltodano, M. (eds.) (2024), *The Critical Pedagogy Reader* (4th ed). London: Routledge.

Smith, M. K. and Jeffs, T. (2005), *Informal Education – conversation, democracy and learning.* 3rd ed. Educational Heretics Press

Young, K. (2008), *The Art of Youth Work*. Lyme Regis: Russell House Publishing

Other indicative reading

Alldred, P. and Howard, F. (eds.) (2021), *Educating Informal Educators*. Special Issue of Education Sciences. Available from: https://www.mdpi.com/journal/education/special_issues/Educating_Informal_Educators

Freire, P. (2005 (1968)), *Pedagogy of the Oppressed - 30th Anniversary Edition*. New York: Continuum.

Cooper, C., Gormally, S., and Hughes, G. (eds.) (2015), *Socially just, radical alternatives for education and youth work practice: Re-imagining ways of working with young people*. Basingstoke: Palgrave Macmillan.

hooks, b. (1994), *Teaching to Transgress - Education as the practice of freedom*. New York: Routledge

Youth Work NOS covered by this module:

YW 07 Apply youth work values and principles in group work

YW 09 Support young people to become responsible citizens through active involvement with youth work

YW 10 Advocate with and on behalf of young people so that their interests are represented

YW 11 Plan, prepare and facilitate learning activities with young people

YW 12 Manage resources with young people for youth work activities

YW 13 Access information with and for young people to inform decision making

Signpost No. 27 Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)

YW 19 Develop a culture and ethos that promotes inclusion and values diversity

YW 22 Influence and develop youth work strategy

YW 23 Engage young people in the strategic development of youth work

YW 24 Monitor and evaluate the impact of youth work strategy and delivery

YW 25 Work as an effective and critically reflective youth work practitioner

Signpost No. 29 Develop your knowledge, skills and competence to meet the requirements of your work

Signpost No. 30 Provide leadership to your team

YW 26 Provide leadership to other youth workers and volunteers

Signpost No. 34 Support employees' learning and development

Administrative Information

For office use only	
Initial approval date	12/05/2025
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Date and details of revision	
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