

Prifysgol Wreccsam Wrexham University

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	YCW715
Module Title	Philosophy in Youth and Community Work
Level	7
Credit value	30
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
MA Youth and Community Studies (Advanced Practice)	Core

Breakdown of module hours

Learning and teaching hours	30 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	30 hrs
Placement hours	0 hrs
Guided independent study hours	270 hrs
Module duration (Total hours)	300 hrs

Module aims

To critically analyse the philosophical foundations of Youth and Community Work and how they inform professional identity and decision making in practice.

Module Learning Outcomes



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

1	Critically analyse the philosophical foundations of Youth and Community Work
2	Critically examine how philosophy informs professional identity
3	Critically reflect on how philosophy influences decision making in practice

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.

Assessment 1: Students will write a philosophy of education that critically analyses the philosophical foundations of Youth and Community Work and how philosophy informs professional identity

Assessment 2: Students will critically reflect on how philosophy has influenced the decision-making process when faced with an ethical dilemma in practice

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Written Assignment	2,000 words	50%	N/A
2	3	Written Assignment	2,000 words	50%	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

Welsh speaking students can participate in group discussion and activities in Welsh.



Indicative Syllabus Outline

- Being Critical
- Philosophy and its relevance to Youth and Community Work
- Philosophical Schools of Thought
- Philosophy of Education
- Professional Identity
- Philosophy in Practice
- Critical Reflection on Philosophy
- Ethics and Values in Philosophy

Indicative Bibliography:

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

Essential Reads

Chatfield, T. (2021), *How to Think: Your Essential Guide to Clear, Critical Thought*. London: SAGE.

Seal, M. and Frost, S. (2014), *Philosophy in Youth and Community Work*. Lyme Regis: Russell House Publishing

Other indicative reading

Allen, A and Goddard, R. (2017), *Education and Philosophy; an introduction*. London: SAGE.
Banks, S. (ed.) (2010), *Ethical Issues in Youth Work* (2nd ed.). London: Routledge.

Beebee, H. and Rush, M. (2019), *Philosophy; Why it Matters*. Cambridge: Polity Press.

Hammond, M. and McArdle, E. (2023), 'Conversation in Youth Work: A Process for Encounter', *Child & Youth Services*, Vol. 45, No. 1, pp. 140–160.

McMahon, S., Forde, C., and Wadhwa, G. (2024), 'Ethics of Youth Work Practice in the Twenty-First Century: Change, Challenge and Opportunity'. *Ethics and Social Welfare*, Vol.18, No. 2, pp. 107–114.

Moss, B. (2007), *Values; theory into practice*. Lyme Regis: Russell House Publishing

Rannala, I. E., Gorman, J., Tierney, H., Guðmundsson, Á., Hickey, J., & Corney, T. (2024), 'Ethical Practice in Professional Youth Work: Perspectives from Four Countries', *Ethics and Social Welfare*, Vol. 18, No. 2, pp. 195–210.

Ross, L., Capra, S., Carpenter, L., Hubbell, J. and Walker, K. (2015), *Dilemmas in Youth Work and Youth Development Practice*. London: Taylor & Francis.

Sercombe, H. (2010) *Youth Work Ethics*. Sage: London.

Administrative Information



For office use only	
Initial approval date	12/05/2025
With effect from date	Sept 2025
Date and details of revision	
Version number	1