

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	YCW716
Module Title	Contemporary Issues 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 Work (JNC)	Core
PGDip Youth and Community Work (JNC)	Core
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 examine a contemporary issue in Youth and Community Work practice focusing on the educative role of the practitioner in addressing oppression and social inequality.

Module Learning Outcomes



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

1	To critique the nature of oppression and social inequality in relation to a contemporary issue in Youth and Community Work
2	To critically examine the role of informal education and critical pedagogy in challenging oppression and social inequality.
3	To critically reflect on personal practice to defend the role of the Youth and Community worker as an agent of social change.

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: Attendance – students must maintain attendance of 80% to meet the requirements of the professional qualification

Assessment 2: Students will critically examine a contemporary issue in Youth and Community Work practice by producing an academic poster presentation that critiques the nature of oppression and social inequality.

Assessment 3: Students will produce an essay that critically reflects on their own practice in relation to the contemporary issue identified. The essay will draw on module content to:

- 1) critically examine the role of informal education and critical pedagogy in challenging oppression and social inequality
- 2) defend the role of the Youth and Community worker as an agent of social change

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	Presentation	15 mins	30%	N/A
3	2 & 3	Written Assignment	3,000 words	70%	N/A

Derogations

All elements of all assessments must be passed with a grade of at least 40%. Compensation between assessment elements is not permitted.

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, online forums, 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

- Socio-political contexts
- Globalisation
- Critical Social Theory
- Critical Pedagogy
- Power, inequality and oppression
- Informal Education
- Anti-oppressive practice
- Power/Knowledge in Education
- Transformative education
- Engaged pedagogy
- Global Perspectives of Informal education
- Contextualising policy and practice

Indicative Bibliography:

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

Essential Reads

Ahmed, A., Chesterton, L. and Duffy, D. (2023), *Social Inequalities*. London: SAGE.

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

Other indicative reading

Bradford, S. (2012), *Sociology, Youth and Youth Work*. Basingstoke: Palgrave Macmillan.

Bright, G. and Pugh, C. (eds.) (2019), *Youth Work; Global Futures*. Boston: Brill.

Brock, T. (2023), *Welcome to Social Theory*. London: SAGE.

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.

Corney, T., Marion, J., Baird, R., Welsh, S., and Gorman, J. (2023), 'Youth Work as Social Pedagogy: Toward an Understanding of Non-Formal and Informal Education and Learning in Youth Work'. *Child & Youth Services*, Vol. 45, No.3, pp. 345–370.

France, A., Coffey, J., Roberts, S. and Waite, C. (2023), *Youth Sociology*. London: Bloomsbury.

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

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

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

MA Youth and Community Work (JNC):

This module links to the following areas of the [Youth Work National Occupational Standards \(2019\)](#):

- YW06 Explore the concept of values and beliefs with young people
- YW09 Support young people to become responsible citizens through active involvement with youth work
- YW10 Advocate with and on behalf of young people so that their interests are represented
- YW14 Assist young people to recognise, realise and defend their rights
- Signpost 27 Promote equality of opportunity, diversity and inclusion
- YW19 Develop a culture and ethos that promotes inclusion and values diversity
- YW25 Work as an effective and critically reflective youth work practitioner
- Signpost 37 Work with the tensions inherent in community development practice
- Signpost 38 Support inclusive and collective working
- Signpost 39 Relate to different communities
- Signpost 40 Promote the needs, rights and interests of individuals and groups in the community

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