Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	YCW421
Module Title	Asset Based Community Development
Level	4
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 & Standalone
FdA Football and Community Development	Core

Breakdown of module hours

Learning and teaching hours	36 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	**36** hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

The aim of this module is for students to explore the key principles of Asset-Based Community Development, so that they understand the theory and are able to apply it to their practice context.

Module Learning Outcomes

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

1	Examine the theory of Asset-Based Community Development and the role of the practitioner
2	Identify tensions within communities and reasons why they may occur
3	Evaluate the key skills and approaches to engaging the community
4	Establish participatory approaches to appraise community needs and encourage collective action

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 complete a case study assessment. They will be given a choice of case study that relates to their area of study (Youth and Community Work / Football). Students will then work through the case study on a weekly basis to apply their learning from class. Specifically, students will be asked to:

- Outline the theory of ABCD and how they see their role as a practitioner in engaging with the community in the case study
- Identify tensions within the community and outline reasons why they may be occurring
- Evaluate the key skills and approaches that they would use as a practitioner to engage with the community
- Explain the participatory approaches they would adopt to appraise the needs of the community
- Create an action plan to encourage collective action in the community based on the principles of ABCD

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, 4	Written Assignment	1500	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
- What is community
- What is community development
- Space and Place in community
- What is ABCD
- The role of the practitioner – our biography and what we bring
- Power and empowerment in ABCD
- Key skills and approaches in ABCD
- Dealing with tensions in community development work
- Participatory approaches to engaging communities and identifying assets and needs
- Planning for community action

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

Essential Reads

Russell, C and McKnight, J. (2022), *The Connected Community: Discovering the Health, Wealth, and Power of Neighbourhoods.* Oakland: Berret-Koehler Publishers.

Other indicative reading

Beck, D. and Purcell, R. (2020), *Community Development for Social Change*. London: Routledge.

Twelvetrees, A. and Todd, R. (2024)*, Community Development, Social Action and Social Planning. A Practical Guide* (6th ed.). London: Routledge.

Porter, C., May, A. and Kiernan, A. (eds.) (2018), Football, Community and Sustainability. London: Routledge.

Karlis, G. (2020), *Recreation, Sport and Community Development.* Illinois: Sagamore Venture.

Youth Work NOS (2019) evidenced by this module

Signpost No. 37	Work with the tensions inherent in community development practice
Signpost No. 38	Support inclusive and collective working
Signpost No. 39	Relate to different communities
Signpost No. 40	Promote the needs, rights and interests of individuals and groups in the community

Community Development NOS (2023) evidenced by this module

CLDSCCD01 Integrate and use the values and process of community development

CLDSCCD02 Work with the tensions inherent in community development practice

CLDSCCD03 Relate to different communities

CLDSCCD06 Support inclusive and collective working

CLDSCCD11 Support communities who want to bring about positive social change

Administrative Information

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