

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	MA Astudiaethau Ieuencid a Chymuned (Ymarfer Uwch) MA Youth and Community Studies (Advanced Practice)
1.4	Exit awards and titles	PG Dip Youth and Community Studies PG Cert Youth and Community Studies
1.5	Credit requirements	MA Youth and Community Studies (Advanced Practice): 180 credits at level 7 including completion of YCW714 Dissertation module. PG Dip Youth and Community Studies: 120 credits at level 7 PG Cert Youth and Community Studies: 60 credits in total at level 7
1.6	Intake points	September
1.7	Mode of study	Part time
1.8	Length of delivery	3 years
1.9	Location of delivery	Blended –HyFlex at Plas Coch Campus and Online.
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Youth & Community
1.13	HECoS Code	100466
1.14	Suitable for applicants requiring a Student Visa?	The programme is not suitable for international students who require a student visa sponsorship
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject Benchmark Statements Youth and Community Work National Occupational Standards for Youth and Community Work ETS Wales Endorsement Guidelines QAA UK Quality Code HEFQ and CQFW

Section 1 – regulatory details		
		EWC Code of Ethical Conduct
1.19	Derogation to Academic Regulations	None.
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	N/A
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme
The MA Youth and Community Studies (Advanced Practice) programme is a post qualifying course, providing an opportunity to develop further academic skills and enquiry in the field of youth and community work. The course is designed for practitioners who already hold a JNC professional qualification, or for those who have previously studied youth work, and would like to progress their studies at postgraduate level. The aim of the programme is to support students to generate research that will have implications for youth work policy and practice, helping to shape professional identity within the sector and improve youth work provision for young people, and further enhance practitioners' skills in leadership.

2.2 Programme structure and diagram, including delivery schedule

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
Level 7	YCW715	Philosophy in Youth and Community Work	30	Core	1	Y1
Level 7	YCW716	Contemporary Issues in Youth and Community Work	30	Core	2	Y1
Level 7	SOC720	Advanced Research Methods	30	Core	1	Y2
Level 7	YCW718	Leading in Youth and Community Work Practice	30	Option	2	Y2
Level 7	YCW712	Negotiated Learning	30	Option	2	Y2
Level 7	YCW714	Dissertation	60	Core	1&2	Y3

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Critically analyse and explore key theories and underpinning concepts of youth and community work, including associated pedagogy and ethical dilemmas.	☒	☐	☐	☐	☒	☒	☒	
2	Critically examine the nature of power and the role of youth and community work in promoting social justice in relation to contemporary issues in society	☒	☐	☐	☐	☒	☒	☒	
3	Critically evaluate a range of methodological approaches for conducting ethical research and its role in informing youth and community work practice	☒	☐	☐	☐	☒	☒	☒	
4	Comprehensively reflect on the importance of leadership in youth and community work practice at individual, community, national and international levels	☒	☐	☐	☐	☒	☒	☒	
5	Critically analyse the links between youth and community work theory, policy and research, and how these influence evidence-based practice	☒	☐	☐	☐	☒	☒	☒	
6	Critically appraise the core skills, competencies and standards required for youth and community work that shape professional identity	☒	☐	☐	☐	☒	☐	☒	
7	Systematically and creatively apply a deep knowledge and understanding of theoretical perspectives and the wider social and political context in a chosen area of youth and community work research	☒	☐	☐	☐	☐	☐	☒	
8	Apply critical thinking skills to a range of contemporary youth and community work issues to evaluate the appropriateness of different approaches to youth and community work practice	☐	☒	☐	☐	☒	☒	☒	
9	Systematically evaluate and critique youth and community work policy and strategy to ensure it aligns with the principles of social inclusion and social justice	☐	☒	☐	☐	☒	☒	☒	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
10	Synthesise information from a variety of sources in order to gain a coherent understanding of youth and community work theory and practice	☐	☒	☐	☐	☒	☒	☒	
11	Engage in critical reflection to constructively challenge youth and community work practice to aide professional development and learning	☐	☒	☐	☐	☒	☒	☒	
12	Utilise a range of analytical techniques and problem solving skills to make sound judgements and conclusions through a piece of independent research	☐	☒	☐	☐	☐	☐	☒	
13	Plan, deliver and critically evaluate educational activities that demonstrate youth and community work pedagogy and principles in action	☐	☐	☒	☐	☒	☒	☒	
14	Apply the principles of reflective practice to professional experience to make recommendations for future practice	☐	☐	☒	☐	☒	☒	☒	
15	Develop and sustain positive relationships with young people, communities, and stakeholders to work effectively in multiagency settings	☐	☐	☒	☐	☒	☒	☒	
16	Actively demonstrate a commitment to inclusion, equity and young people's and community interests and wellbeing	☐	☐	☒	☐	☒	☒	☒	
17	Manage, lead and develop self and others to implement individual, organisational and structural change in line with youth and community work principles	☐	☐	☒	☐	☒	☒	☒	
18	Contribute to the development of communities of practice through the production of academic research in the field of youth and community work that is inclusive, participative and transformational	☐	☐	☒	☐	☐	☐	☒	
19	Demonstrate a comprehensive and creative use of digital skills to meet both academic and professional needs.	☐	☐	☐	☒	☒	☒	☒	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
20	Demonstrate an ability to work collaboratively through effective team work and transformative leadership within a practice environment.	☐	☐	☐	☒	☒	☒	☒	
21	Demonstrate personal and professional organisation skills, including the ability to manage time and deadlines, prioritise demands, use own initiative, engage in reflection and take personal responsibility for self and others.	☐	☐	☐	☒	☒	☒	☒	
22	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	☐	☐	☐	☒	☒	☒	☒	
23	Demonstrate the initiative and creativity required to undertake research and effectively disseminate results to others in order to inform current and future practice.	☐	☐	☐	☒	☐	☐	☒	
24	Demonstrate transformative leadership skills that support innovation within a practice environment	☐	☐	☐	☒	☒	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The philosophy of the Youth and Community Work programmes is to deliver a student-centred paradigm of learning, designed to enable and maximise the knowledge, intellectual skills, subject specific skills and enhance employability of students to work in professional Youth and Community Work settings. This involves drawing upon a social constructivist approach to learning. Thus, students are enabled to become independent, autonomous and reflective learners whilst also further developing collaborative, strategic and professional capacities in learning through conversation and dialogue with others. Reflecting on experiences on workplace learning will enhance the students' skills in critical analysis and existing abilities to be creative, proactive and innovative. To this end, a variety of learning and teaching methods will be employed. The design of the programmes outlined above are based on introducing threshold concepts of knowledge and understanding that are then built upon. Key concepts include reflective practice, education theory and pedagogy, anti-oppressive practice, research methods, and leadership.

Active Learning Framework:

A Hy-Flex digital pedagogy underpins the learning and teaching strategy of the programmes. This places the use of digital technology at the heart of enhancing the student experience, encouraging engagement, and fostering learning, all whilst developing the skills needed for professional practice. Students will be able to attend class face-to face or join the class synchronously online. Module tutors will deliver the classes using a wide range of online applications that encourages both groups of students to collaborate on learning activities. All sessions are recorded so that students can review them later, or if they have missed a taught session can catch up with the learning.

The 'residential' experience at the beginning of each semester will be used to introduce the main themes of the module, and to launch associated assignments. Students will then be directed to asynchronous online learning tasks to enhance their learning. Each module is supported by a VLE page which will act as a hub for learning resources including lecture notes, session and additional reading, online discussion forums and links to a variety of online multimedia platforms and information that can be accessed by the student whenever they are ready to learn. There will be additional face-to-face teaching monthly.

In-between teaching students are directed to undertake tasks that will include:

- *reading* (ebooks, PDFs, moodle books etc)
- *reflection* (forum contributions or blogs linking to practice experience),
- *practical activity* (online quizzes or mindmap exercises)
- *watching* (videos, pre-recorded bitesize lectures etc)
- *listening* (podcasts)
- *writing* (write a draft paragraph or section of an assignment for formative feedback or peer review)

As a programme that attracts a higher percentage of learners from widening participation groups and nontraditional learners this learning and teaching strategy has proven effective in meeting diverse learning needs.

Decolonising the Curriculum:

The Youth and Community Work programmes are committed to decolonising the curriculum by fostering an inclusive and diverse educational environment. This in turn has an impact on students' practice in working to critically engage with historical narratives, challenge colonial perspectives, and promote the representation of marginalised voices. By incorporating culturally relevant pedagogy, the Youth and Community Work programmes at Wrexham University work to:

2.4 Learning and teaching strategy

1. Amplify Diverse Histories; ensuring that the contributions, experiences and stories of indigenous and marginalised communities are integral to the curriculum.
2. Encourage Critical Thinking; to equip student with the skills to question and analyse dominant historical narratives, fostering a deeper understanding of global histories and cultures.
3. Promote Equity and Inclusion; through the creation of spaces where all students feel valued and represented, thereby enhancing their sense of belonging and engagement in their education.
4. Support Community Collaboration; by engaging with local communities and partner organisations in the educational process, drawing on their knowledge and experiences to enrich the curriculum and make it more relevant to students' lives.

Specific examples may include, but are not limited to, the decolonisation of reading lists and learning resources to ensure a range of voices from marginalised groups are heard; utilisation of youth and community work practice examples from across the globe including those from outside of the white western perspective; student trips, visits and experiences with youth and community organisations that work with diverse groups; and the embedding of the principles of anti-oppressive and anti-discriminatory practice throughout the curriculum.

Work- based Learning & Practice:

Although students on the MA Youth and Community Studies (Advanced Practice) programme will already be professionally qualified and therefore there is no formal requirement for workbased learning, it is likely that they will already be working in practice. As such they too will be able to apply theory to practice and vice versa through their learning on the modules. This will advance their critical thinking, reflection and youth work practice.

Pastoral Support:

To support student success embedding pastoral support is fundamental to the youth and community work programme's learning and teaching strategy, as well success in Work-Based Learning. All students are allocated a personal tutor who will meet with the student a minimum of 3 times across the academic year. The role of the personal tutor is to review academic progress and identify additional support required, with referrals being made as appropriate to university support services through the Student and Campus Life team. These include counselling and mental health, digital learning, inclusion and disability, and the library team for example. Students can book additional appointments with their personal tutor should the need arise who will also support with departmental and university learning plans.

2.5 Assessment strategy

Because of the professional nature of the programme, assessments for the programmes are designed with the dual aims of supporting a student's professional development and their academic understanding. This builds knowledge and skills from a belief that being an excellent and competent youth work practitioner means not only working with people but also being able to express yourself in a range of ways that includes writing reports, documents and essays based on the collection and analysis of evidence to build an argument.

Throughout the programme, and within individual modules, a variety of assessment methods are employed which seek to demonstrate equity with respect to the individual needs, learning styles and interests of students. The forms of assessment are selected to ensure that they characterise the academic level of the

2.5 Assessment strategy

modules and are designed to enable students to explore the philosophies, concepts and theories underpinning youth work and community work, through the exploration and analysis of issues pertinent to these areas of social provision. As such, all assessments are designed with the view that students are able to contextualise the assessment to their specific area of youth work practice, expertise, or identified area/s of practice development. As such, assessment methods on this postgraduate programme are used to develop a student's confidence and ability to carry out a range of transferable skills which are considered useful in both academic work and professional practice.

As a summary of indicative summative assessment includes:

Portfolio	Demonstrates students' ability to meet the professional competencies and skills for ethical practice as set by the PSRB.
Online Forum Contributions	Demonstrates students' ability to reflect on practice, engage in experiential learning process, and the social construction and critique of knowledge in discussion with others. Supports students to communicate ideas and constructively challenge others.
Poster Presentation	Supports the development of student creativity and demonstration of IT skills. Encourages students to develop communication skills in writing and orally. Allows students to apply theory to a practice scenario.
Essay	Supports students to develop academic writing skills to communicate ideas and arguments clearly and succinctly, in ways that are supported by relevant theory and research. Students are encouraged to engage in critical analysis of practice and theory, and develop independent thinking skills.
Reflective Journals	Journals encourage students to engage in the experiential learning process to apply theory to practice and vice versa. Core competencies for professional youth work practice can
	also be evidenced, and areas for professional development identified.
Negotiated learning tasks	Encourages students to identify their own areas for academic and practice development, set their own learning goals through developing learning outcomes, and demonstrate learning in practice through their own choice of assessment.
Annotated Bibliography	Develops students' ability to engage in the use of technology to search for information and research, synthesise information and summarise key learning from academic reading. Students will engage with contemporary literature and new knowledge to inform evidence-based practice.

2.5 Assessment strategy

Dissertation

Allows students to showcase their knowledge and academic skills on a contemporary topic of their choosing in relation to their area of practice expertise.

In addition to the formative assessment above, students will be given the opportunity to engage in summative assessment opportunities. This may include for example undertaking shorter indicative assessment tasks that will be peer reviewed and/or receive feedback from module tutors, that form the basis of the summative assessment. Students will be given opportunities to submit drafts/plans of assessment activities for formative feedback and will have the opportunity for 1:1 assessment tutorials ahead of summative assessment deadlines.

All learning outcomes and assessments are contextualised to Youth Work and/or individual practice to promote authentic assessment, in line with Authentic Assessment and Generative AI guidance. Academic theory will need to be applied and critiqued in line with the level of study, assignments have not been designed to enable generalised written assessments.

As per the ETS Wales Guidelines for professional endorsement there is requirement to maintain student attendance at 80% and therefore is an assessment requirement for all modules. This is monitored by the programme team through the CELCAT engagement tracker. The module leader will keep a record of attendance in synchronous classes. Students who are unable to attend can retrieve their attendance through watching the recorded class session and completing online learning activities. Student engagement is discussed at monthly team meetings, and any issues are raised with the programme leader and student's personal tutor. If students are unable to engage in online learning to retrieve their attendance due to extenuating circumstances before the module ends, they can be supported through the University's extension and Extenuating Circumstances process.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME055
3.2	Cost centre	GAYC
3.3	Course type (HESA)	N/A
3.4	Fee model	Other (Exceptional Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance

Section 3 – Programme set up (office use only)		
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Jess Achilleos
3.10	Date of Approval	12/05/2025
3.11	Date and type of Revision	June 2026: AM2 modification to replace HLT720 “Leadership and Practice for Social Inclusion and Social Justice” with YCW718 “Leading in Youth and Community Work Practice”.