

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 Gwaith Ieuencid a Chymuned (JNC) (top-up) MA Youth and Community Work (JNC) (top-up)
1.4	Exit awards and titles	N/A
1.5	Credit requirements	MA Youth and Community Work (JNC) (top-up): 60 credits dissertation module
1.6	Intake points	September
1.7	Mode of study	Part time
1.8	Length of delivery	1 year part-time
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?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. Type of check required (remove those do not apply) - Enhanced Check for Adult Workforce - Enhanced Check and Child Barred List
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	Compulsory Work Placement – placements embedded within the programme, which must be completed to pass the module or programme.
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 top up route is an opportunity for students who previously exited with an PG Dip Youth and Community Work (JNC) to return to study to complete the full MA award. This may be from Wrexham University or from other PG Diploma JNC programmes awarded by other Higher Education providers across the UK. The course is designed for students to be supported in completing their final dissertation year by undertaking an empirical piece of research in a chosen area of youth and community work practice.

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	YCW714	Dissertation	60	Core	1&2	Y3

No.	Learning Outcome	K	I	S	P	Masters (L7)	Optional Ref (PSRB standards)
3	Critically evaluate a range of methodological approaches for conducting ethical research and its role in informing youth and community work practice	☒	☐	☐	☐	☒	
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	☒	☐	☐	☐	☒	
12	Utilise a range of analytical techniques and problem solving skills to make sound judgements and conclusions through a piece of independent research	☐	☒	☐	☐	☒	
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	☐	☐	☒	☐	☒	
23	Demonstrate the initiative and creativity required to undertake research and effectively disseminate results to others in order to inform current and future practice.	☐	☐	☐	☒	☒	

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.

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.

The forms of assessment are selected to ensure that they characterise the academic level of the 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.

2.5 Assessment strategy

As a summary of indicative summative assessment includes:

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.
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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.

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
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”.