

PROGRAMME SPECIFICATION

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 Regulatory Details

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| Awarding body | Wrexham University |
| Teaching institution | Wrexham University |
| Final award and programme title (Welsh) | BA (Anrh) Gwaith Ieuenctid a Chymuned (JNC) |
| Final award and programme title (English) | BA (Hons) Youth and Community Work (JNC) |
| Exit awards and titles | Cert HE in Youth and Community Work Dip HE in Youth and Community Work BA (Ord) Youth and Community Work |
| Credit requirements | <ul style="list-style-type: none"> • BA Honours degree: 360 credits in total including a minimum of 120 credits at level 6 • BA (ordinary) Youth and Community Work: 300 credits, with minimum of 60 credits at Level 6 • Dip HE: 240 credits in total including a minimum of 120 credits at level 5 • Cert HE: A minimum of 120 credits at level 4 |
| Does the programme offer Foundation Year route? | Yes - as per the university's generic foundation year option. |
| Placement / Work based learning | <ul style="list-style-type: none"> • Compulsory Work Placement – mandatory placements embedded within the programme, which must be completed to pass the module or programme. |
| Length and level of the placement | <p><u>Level 4:</u> Work with Young People and Others 100 hours, Semester 1, 20 credits</p> <p>Facilitate Learning and Development of Young People 200 hours, Semesters 1 & 2, 40 credits</p> <p><u>Level 5:</u> Work with Communities 100 hours, Semester 1, 20 credits</p> <p>Inclusion, equity and young people's interests, and health and wellbeing 200 hours, Semesters 1 & 2, 40 credits</p> |

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| | Level 6: Develop, Lead and Manage Self and Others 100 hours, Semester 1, 20 credits Plan and Implement Strategy and Youth Work Activities for Young People 200 hours, Semesters 1 & 2, 40 credits |
| Faculty / Department | Faculty of Life and Social Sciences Education, Early Childhood and Families |
| HECoS Code | 100466 |
| Intake Points | September |
| Mode of Attendance | Full & part time |
| Normal Programme Length | Full time – 3 years Part time – 4 years |
| Mode of Study and Location of delivery | Blended – HyFlex at Plas Coch Campus and Online, International students who require student visa sponsorship are not eligible for the programme |
| Language of delivery | English |
| Welsh Medium Provision | <p>The academic modules in the programmes will be delivered through the medium of English and students are entitled to submit assessments in the medium of Welsh.</p> <p>Placement Modules will be bi-lingual, this means that all learning and placement materials will be available in the medium of Welsh. This equates to 180 credits on the programmes.</p> |
| Professional, Statutory or Regulatory Body (PSRB) accreditation | <p>ETS Cymru professionally endorses programmes of training for Youth Workers to ensure they are of a suitably high quality, relevant to the needs of employers, youth workers themselves and the young people they work with. It undertakes this work on behalf of the Joint Negotiating Committee for Youth & Community Workers (JNC).</p> <p>University programmes that are JNC (Joint Negotiating Committee) recognised confer Professional Youth Worker status on students who successfully complete the course.</p> <p>Successful completion of a JNC professional youth work qualification allows students to register with the Education Workforce Council in Wales as a Youth Worker. The JNC qualification may also be a requirement for employment in England and other nations of the UK.</p> |

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| | <p>In order to gain the JNC professional Youth Work qualification students on the Youth and Community Work route must complete and successfully pass all modules and gain 360 credits.</p> <p>The Endorsement and Quality Standards Board for Community Development Learning (ESB) will endorse 3 modules across the programme. This includes YCW421 Asset-Based Community Development, YCW512 Working with Communities and YCW613 Develop, Lead and Manage Self and Others.</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p> |
| External reference points | <ul style="list-style-type: none"> • QAA Subject Benchmark Statements Youth and Community Work • Higher Education Credit Framework • CQFW • National Occupational Standards for Youth Work • National Occupational Standards for Community development • EWC Code of Ethical Conduct • ESB Criteria • ETS Cymru Criteria |
| Entry Requirements | <p>The University website sets out the approved entry requirements for each programme, including minimum qualifications and English Language requirements</p> <p>Non-Standard entry criteria</p> <p>All applicants will require enhanced Disclosure and Barring Service (DBS) clearance administered by Wrexham University to confirm their suitability to work with children, young people and vulnerable adults.</p> <p>Applicants need to evidence 100 hours relevant practice experience. (This can be gained in voluntary or paid work within the field of youth and community work). Evidence can be provided in the form of an email from a placement or work supervisor.</p> <p>Applicants who do not have the 96 - 112 UCAS points may still be considered for the programme. Applicants will need to evidence a minimum of 100 hours of appropriate experience and demonstrate at interview that they are thinking and practicing at the equivalent level or hold alternative qualifications.</p> <p>When considering applicants, we look to see how they can demonstrate their abilities or potential in the following areas:</p> |

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| | <ul style="list-style-type: none"> • experience in the field of youth and community work or related areas (e.g. childcare, residential care, play, substance use) • ability to reflect critically upon experiences and to learn from them • capacity to participate in the learning process of the programme • ability to work constructively and build from their own experience and that of others • informed commitment to work for equal opportunities, challenging oppression and seek justice for all • ability to manage different aspects of their life • ability to communicate effectively both face-to-face and in writing. <p>In addition to the above, applicants for the part-time route must also:</p> <ul style="list-style-type: none"> • be employed in a Youth and Community Work setting • be able to complete the work-based learning elements of the degree in their workplace • have completed and passed the Agored Cymru Level 3 Certificate in Youth Work Practice (Wales), or equivalent qualification <p>Applicants who do not meet the above entry requirements e.g. either in terms of required practice experience, or qualifications will be signposted by the team to additional support to achieve this. This may be signposting to relevant level 2 and 3 Youth Support worker qualification delivered by external providers, or signposting to the Work-Based Learning team to identify relevant organisations that the applicant can contact to undertake volunteering or sessional work to gain the required youth and community work practice experience.</p> |
| Record of Prior (Experiential) learning | <p><u>Recognition of Prior Learning Procedure</u></p> <p>Applicants may enter the programme at various levels with Recognition of Prior (Experiential) Learning in accordance with the University General Regulations. If RPEL is requested the applicant will need to match prior experience and learning against the Youth and Community Work NOS for relevant placement modules</p> |
| Is DBS check required on entry? | <p>Yes</p> <p>All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University.</p> |

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| | <ul style="list-style-type: none"> Enhanced Check and Child Barred List Enhanced Check and Adult Workforce Barred List |
| Does the Suitability for Practice Procedure apply to the programme? | Yes |
| Derogation to Academic Regulations | None |
| Date of Approval | 12/05/2025 |
| Date and type of Revision | |

Section 2 Programme Details

Aims of the programme

The programme aims to develop effective and ethical Youth and Community Workers who have developed a clear professional identity grounded in the theory and practice of community-based informal education. The programme incorporates 900 hours of supervised work-based learning in youth and community work settings so that students are prepared for graduate employment and engagement with the sector. Students will complete 300 hours of work-based learning in each year of study on the full-time programme and for the part-time programme it will be 300 hours in years 1 and 2, 200 hours in year 3, and 100 hours in their final year. The work-based learning modules will focus on the development of professional competency in line with Youth Work National Occupational Standards (CLD, 2019). Students will graduate with skills in teamwork, positive communication, working with groups and individuals, reflective practice and leading others. The course will develop knowledge and core skills for youth work practice and informal education that are transferable to work with children, young people and adults in a range of different settings.

Programme Structure Diagram, including delivery schedule

Full-time delivery

| Level | Module Code | Module Title | Credit Value | Core/Option | Delivery (i.e. semester 1,2) |
|-------|-------------|--|--------------|-------------|------------------------------|
| 4 | YCW424 | Work with Young People and Others | 20 | Core | 1 |
| 4 | YCW422 | Facilitate Learning and Development of Young people | 40 | Core | 1&2 |
| 4 | YCW423 | Understanding Youth and Community Work Theory and Practice | 40 | Core | 1&2 |
| 4 | YCW421 | Asset Based Community Development | 20 | Core | 1 |
| 5 | YCW512 | Working with Communities | 20 | Core | 1 |
| 5 | YCW511 | Inclusion, Equity, Health & Wellbeing | 40 | Core | 1&2 |
| 5 | YCW510 | Thinking Critically about Youth and Community Work | 40 | Core | 1&2 |
| 5 | YCW509 | Connecting Research and Practice | 20 | Core | 2 |
| 6 | YCW613 | Develop, Lead and Manage Self and Others | 20 | Core | 1 |
| 6 | YCW614 | Plan and Implement strategy and youth work activities for young people | 40 | Core | 1&2 |
| 6 | YCW612 | Critical Perspectives in Education | 20 | Core | 1 |
| 6 | YCW615 | Dissertation | 40 | Core | 1&2 |

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Part-time delivery

The part time route will be delivered over 4 years. Students will engage in learning 1 day per week. To complete the degree programme over 4 years, the progression points for students are:

- Year 1: 100 credits
- Year 2: 80 credits
- Year 3 100 credits
- Year 4: 80 credits

| Level | Module Code | Module Title | Credit Value | Core/Option | Delivery (i.e. semester 1,2) | Year of Study |
|-------|-------------|--|--------------|-------------|------------------------------|---------------|
| 4 | YCW424 | Work with Young People and Others | 20 | Core | 1 | 1 |
| 4 | YCW422 | Facilitate Learning and Development of Young people | 40 | Core | 1, 2 & summer period | 1 |
| 4 | YCW423 | Understanding Youth and Community Work Theory and Practice | 40 | Core | 1&2 | 1 |
| 4 | YCW421 | Asset Based Community Development | 20 | Core | 1 | 2 |
| 5 | YCW512 | Working with Communities | 20 | Core | 1 | 2 |
| 5 | YCW511 | Inclusion, Equity, Health & Wellbeing | 40 | Core | 1, 2 & summer period | 2 |
| 5 | YCW510 | Thinking Critically about Youth and Community Work | 40 | Core | 1 & 2 | 3 |
| 5 | YCW509 | Connecting Research and Practice | 20 | Core | 2 | 3 |
| 6 | YCW614 | Plan and Implement Strategy and Youth Work Activities for Young People | 40 | Core | 1, 2 & summer period | 3 |
| 6 | YCW613 | Develop, Lead and Manage Self and Others | 20 | Core | 1 | 4 |
| 6 | YCW612 | Critical Perspectives in Education | 20 | Core | 1 | 4 |
| 6 | YCW615 | Dissertation | 40 | Core | 1&2 | 4 |

Programme Learning Outcomes

Undergraduate template

| No. | Learning Outcome | K | I | S | P | Level 4 | Level 5 | Level 6 (Ord) | Level 6 (Hons) | Youth Work National Occupational Standards |
|-----|--|---|---|---|---|---------|---------|---------------|----------------|---|
| 1 | Analyse the ethics, values, and principles of Youth and Community Work and how they influence practice | ☑ | | | | ☑ | ☑ | ☑ | ☑ | YW01, 02, 05, 07, 11, 18, 25, Signpost 39. |
| 2 | Evaluate Asset-Based Community Development theories and the role of the practitioner | ☑ | | | | ☑ | ☑ | ☑ | ☑ | Signpost 37-40 |
| 3 | Explain the importance of building relationships and association in youth and community work practice with young people, colleagues and other stakeholders | ☑ | | | | ☑ | ☑ | ☑ | ☑ | YW01, 02, 03, 04 |
| 4 | Analyse theory relating to informal education and pedagogy in Youth and Community Work to ensure that practice is participatory and empowering | ☑ | | | | ☑ | ☑ | ☑ | ☑ | YW 05, 06, 07, 11, 12, 13 |
| 5 | Analyse the key social, political, and globalisation theories, and their influences on Youth and Community Work | ☑ | | | | | ☑ | ☑ | ☑ | YW06, 09, 10, 14, 19 Signpost 27, 37, 38, 40 |
| 6 | Critically analyse ethical principles and theory relating to research processes, paradigms and methodologies and their impact on ethical Youth and Community Work Practice | ☑ | | | | | ☑ | ☑ | ☑ | YW20, 21, 24. Signpost 32, |
| 7 | Critically discuss theory in relation to inclusion, equity and young people's interests and health and wellbeing to ensure safe youth and community work practice | ☑ | | | | | ☑ | ☑ | ☑ | YW14, 15, 16, 17, 18 |
| 8 | Analyse theories and approaches in Youth and Community Work that can be applied to identify the needs and assets of young people and communities | ☑ | | | | | ☑ | ☑ | ☑ | Signpost 37-40 |
| 9 | Critically reflect on different educational philosophies in relation to Youth and Community Work and how this shapes professional identity. | ☑ | | | | | | ☑ | ☑ | |
| 10 | Critically appraise the core skills and competencies required to ethically lead and manage self and others | ☑ | | | | | | ☑ | ☑ | YW25, Signpost 29, 30, 26, |
| 11 | Critically analyse the complexities of planning and implementing effective strategy and youth work activities | ☑ | | | | | | ☑ | ☑ | YW20, 21, 22, 23, 24 Signpost 28 |

| No. | Learning Outcome | K | I | S | P | Level 4 | Level 5 | Level 6 (Ord) | Level 6 (Hons) | Youth Work National Occupational Standards |
|-----|--|---|---|---|---|---------|---------|---------------|----------------|--|
| 12 | Justify and apply appropriate research methodologies and approaches to qualitative data collection to make recommendations for practice in a chosen area of youth and community work | ☒ | | | | | | ☒ | ☒ | YW20-24 |
| 13 | Engage in reflective practice to examine the application of key theory, policy, and professional ethics, values, and principles in practice, to inform learning and continuous professional development. | | ☒ | | | ☒ | ☒ | ☒ | ☒ | YW25. Signpost 29 |
| 14 | Form judgements or solutions through enquiry and evaluation of the wider social and political contexts in Youth and Community Work to defend the role of the practitioner as an agent of social change. | | ☒ | | | | ☒ | ☒ | ☒ | YW06, 09, 10, 14, 19 Signpost 27, 37, 38, 40 |
| 15 | Critically analyse concepts and theories to formulate and frame new thinking that will inform a piece of independent research | | ☒ | | | | | ☒ | ☒ | |
| 16 | Evaluate the appropriateness of different approaches to youth and community work practice using a range of techniques to analyse information and concepts | | ☒ | | | ☒ | ☒ | ☒ | ☒ | |
| 17 | Combine and contrast learning and educational theories and concepts to produce coherent patterns of explanation and critical analysis | | ☒ | | | | | ☒ | ☒ | |
| 18 | Apply the principles of reflective practice to professional experience to make recommendations for future practice | | | ☒ | | ☒ | ☒ | ☒ | ☒ | YW25, 26 Signpost 29, 30, 32, 35 |
| 19 | Develop and sustain positive relationships with young people, communities, and stakeholders | | | ☒ | | ☒ | ☒ | ☒ | ☒ | YW01, 04, 10, 26 Signpost 37, 39 |
| 20 | Plan, deliver, and evaluate learning activities for young people that facilitate learning and development individually and in groups | | | ☒ | | ☒ | ☒ | ☒ | ☒ | YW01, 02, 03, 04, 05, 07, 08, 11, 12, 18 |
| 21 | Demonstrate and evidence a commitment to inclusion, equity and young people's and community interests and wellbeing | | | ☒ | | | ☒ | ☒ | ☒ | YW06, 09, 10, 14, 19, 25, Signpost 27, 37, 38, 40 |
| 22 | Work in communities to promote the voice of young people and to encourage young people to engage in their communities | | | ☒ | | | ☒ | ☒ | ☒ | |
| 23 | Manage, lead and develop self and others in line with youth and community work ethics, values, and principles | | | ☒ | | | | ☒ | ☒ | YW 20, 21, 22, 25, 26, |

| No. | Learning Outcome | K | I | S | P | Level 4 | Level 5 | Level 6 (Ord) | Level 6 (Hons) | Youth Work National Occupational Standards |
|-----|---|---|---|---|---|---------|---------|---------------|----------------|--|
| | | | | | | | | | | Signpost 28, 29, 30, 31, 32, 33, 34 |
| 24 | Engage in the research process to complete a research project underpinned by ethical youth and community work practice to inform current practice | | | | ☒ | | | ☒ | ☒ | |
| 25 | Evidence a range of creative digital skills to meet academic and professional requirements. | | | | ☒ | ☒ | ☒ | ☒ | ☒ | YW08 |
| 26 | Evidence collaborative working through team work, group activities, and effective leadership | | | | ☒ | ☒ | ☒ | ☒ | ☒ | YW04, 25, 26 Signpost 29, 30, 34 |
| 27 | Evidence effective written and verbal communication skills through relevant media when working with a range stakeholders in professional practice | | | | ☒ | ☒ | ☒ | ☒ | ☒ | |
| 28 | Demonstrate a commitment to continuous professional development through evidence of reflective practice, professional supervision, and meeting the performance, knowledge and understanding criteria for the Youth Work NOS | | | | ☒ | ☒ | ☒ | ☒ | ☒ | YW20, 25, |

Learning and teaching strategy

Teaching and learning are student-centred and draws on social constructivist approaches to support students to develop as independent and reflective learners and practitioners in the Youth and Community Work sector. Students are encouraged to learn through conversation, reflecting on learning and practice experience, and developing critical analysis of theory to practice. The team adopts an informal education pedagogy to facilitate this, drawing on the values and principles of empowerment, participation, equity, and mutual respect. The aim is to embed praxis so that students graduate as reflective and reflexive practitioners with a focus on continuous professional development.

To implement a student centred and inclusive learning and teaching paradigm, approaches are varied to ensure that diverse learning styles and needs are met. These include work-based learning; evidence portfolios; group work and peer assessments; presentations; debates; seminars; group and individual tutorials. Interactive learning is prioritised in line with pedagogical approaches and the QAA Subject Benchmark Statement. In addition, a scaffolding approach is used across the degree in line with the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies and Qualification descriptors.

Academic content is guided by the Subject Benchmark Statement for Youth and Community work, whilst work-based learning is designed in line with the Youth Work and Community Development National Occupational Standards. Work-based learning will therefore make up 180 credits/ 900 hours of student learning, encouraging students to learn directly in practice settings whilst still being supported by the programme team. However, there will need to be a number of supervised learning hours for work-based learning modules that will be used to provide an overview of the placement module, associated assignment briefs, tutorial support for assessments and group reflection and collaborative learning activities to encourage application of theory to practice.

The programmes will be taught in line with ALF. Distance Learners can attend using Hyflex, a combination of in person and synchronous online attendance. All students will have asynchronous content and learning activities to complete online. Part-time students will be taught with full time students during semesters 1 and 2. Taught sessions will be recorded.

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:

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.

Assessment strategy

A constructive alignment approach is adopted for assessment, underpinned by the informal education pedagogy and Youth and Community Work values and principles. Teaching, learning outcomes, and assessment are designed to facilitate both academic and professional development.

Practice competence is evidenced through portfolio assessments that have been co-designed with the sector in line with Youth Work and Community Development NOS, and which are scaffolded to facilitate professional threshold competencies over the degree period, supporting students to become fully competent and confident practitioners. Where assessments relate directly to students meeting the National Occupational Standards assessment will be pass/refer to reflect the practical nature of the competency. This is model adopted by other universities to evidence work-based learning where students need to be able to 'do' and 'show'. The same NOS apply for example to students completing and undergraduate or postgraduate qualification. Ability to meet the threshold descriptors in the QAA academic framework are demonstrated through additional academic assessments, and theoretical modules that will evidence student knowledge of associated theory.

Where a module runs across more than one semester, students will undertake multiple assessments. Assignments are scaffolded in this way so that formative feedforward can be provided as the student progresses to the next summative assessment. This is an approach

supported by student and external examiner feedback. The assessment strategy and methods have been developed with students building on data from appreciative enquiry exercises and quarterly review workshops to ensure that the pedagogical approaches and constructive alignment are inclusive and diverse.

Academic assessments are varied to demonstrate and facilitate the varied learning needs and styles of students. The programme team adopts an 'assessment as learning' process assignments are planned as a class exercise, with opportunities for peer discussion and review; group and individual tutorials; formative feedback on a draft; and summative feedforward to support reflection and future development. Feedforward on summative work will be provided either as written in-text comments or as a recorded screencast, with an overall written summary of achievements and areas for development, in line with SSSLA processes and documents.

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.

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.

Indicative assessment methods across the programme are:

- Presentation
- Essay
- Group projects
- Reflection
- Case studies
- Research proposal
- Research project
- Manifesto
- Debate
- Exposure
- Philosophy of Education

All learning outcomes and assessments are contextualised to Youth Work and Community Development practice 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.

Disclaimer

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

Academic Regulations: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website

<https://www.wrexhamglyndwrsu.org.uk/>