Prifysgol **Wrecsam**
Wrexham University

PROGRAMME SPECIFICATION

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UG Programme Directory
PG Programme Directory

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	PG Dip Gwaith Ieuenctid a Chymuned (JNC) MA Gwaith Ieuenctid a Chymuned (JNC) MA Gwaith Ieuenctid a Chymuned (JNC) (top-up) MA Astudiaethau Ieuenctid a Chymuned (Ymarfer Uwch)
Final award and programme title (English)	PG Dip Youth and Community Work (JNC) MA Youth and Community Work (JNC) MA Youth and Community Work (JNC) (top-up) MA Youth and Community Studies (Advanced Practice)
Exit awards and titles	PG Cert Youth and Community Studies PG Dip Youth and Community Studies PG Dip Youth and Community Work (JNC)
Credit requirements	PG Cert Youth and Community Studies: 60 credits in total at level 7 PG Dip Youth and Community Work (JNC): 120 credits in total at level 7 including YCW713 placement 1 module and YCW717 placement 2 module. MA Youth and Community Work (JNC): 180 credits in total at level 7 including YCW713 placement 1 module and YCW717 placement 2 module, and completion of YCW714 Dissertation module. MA Youth and Community Work (JNC) (top-up): 60 credits dissertation module PG Dip Youth and Community Studies: 120 credits at level 7 MA Youth and Community Studies (Advanced Practice): 180 credits at level 7 including completion of YCW714 Dissertation module.
Does the programme offer Foundation Year route?	N/A

Placement / Work based learning	Compulsory Work Placement for PG Dip and MA Youth and Community Work (JNC) programme ONLY– mandatory placement embedded within the programme, which must be completed to pass the module or programme.
Length and level of the placement	PG Dip/MA Youth and Community Work (JNC) only placement requirement: Year 1 – 180 hours (YCW713 Theorising Youth Work – Placement 1) Year 2 – 120 hours (YCW717 Applied Youth Work Practice – Placement 2)
Faculty / Department	Faculty of Social and Life Sciences Education, Early Childhood and Families
HECoS Code	100466
Intake Points	September
Mode of Attendance	Part time
Normal Programme Length	PG Dip: 2 years part-time MA: 3 years part-time MA top-up: 1 year part-time
Mode of Study and Location of delivery	Blended –HyFlex at Plas Coch Campus and Online. The programme is not suitable for international students who require a student visa sponsorship
Language of delivery	English
Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Placement modules (YCW713 Theorising Youth Work – Placement 1) and (YCW717 Applied Youth Work Practice – Placement 2) will have bilingual learning materials and resources. Students will be able to undertake their placement in Welsh speaking organisations, and where possible will be supported by a Welsh speaking supervisor.
Professional, Statutory or Regulatory Body (PSRB) accreditation	The PSRB for the PG Dip/ MA Youth and Community Work (JNC) programme is ETS (Education Training Standards) Wales. https://www.etswales.org.uk/ who will endorse up to the PG Diploma Youth and Community Work (JNC) exit award, and subsequent MA programme should students continue to this point.

	University programmes that are JNC (Joint Negotiating Committee) recognised confer Professional Youth Worker status on students who successfully complete the course. 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. In order to gain the JNC professional Youth Work qualification students on the PG Dip/MA Youth and Community Work route must complete and successfully pass both placement modules. This is 300 hours in total (180 hours in year one, and 120 hours in year two). This is in addition to gaining 120 academic credits for the PG Diploma and 180 credits for the MA. Students who do not pass the placement elements required for professional qualification may be exited with PG Cert Youth and Community Studies /PG Diploma in Youth and Community Studies depending on their successful completion of academic modules. **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
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 EWC Code of Ethical Conduct
Entry Requirements	The University website sets out the approved entry requirements for each programme, including minimum qualifications and English Language requirements **Non-Standard entry criteria** The entry criteria essential for both MA courses are: • A good undergraduate honours degree, or appropriate professional qualification. • Two references

- Successful interview with the youth and community work team. All applicants considered suitable will be interviewed. Applicants from widening participation groups or relevant undergraduate courses will automatically being offered an interview.

For the PG Dip/MA Youth and Community Work (JNC) programmes, the following <u>additional</u> entry criteria apply:

- evidence previous experience of 200 hours in a youth and community work setting is required and must be evidenced. This can be gained in voluntary or paid work within the field of youth and community work. The programme team are able to advise students regarding volunteering and practice experience opportunities if required.
- Complete a DBS check and meet the DBS requirements outlined below.

For the MA Youth and Community Studies (Advanced Practice), in addition the <u>essential</u> criteria above, the following <u>additional</u> entry criteria apply:

- Confirmation of already holding a JNC professional youth work qualification, or similar equivalent qualification
- Be working in, or have access to, a suitable youth and community work practice environment in order to contextualise learning and complete the assessments.

Due to the mode of delivery (part time, blended, and elements of placement) the programmes do not meet postgraduate international student visa requirements.

However, if applicants are already resident in the UK and their visa conditions allow for study, the following essential and additional criteria will apply as per above for the designated course of study. In addition, there will be a requirement to

- Evidence English language proficiency
- Evidence right to study in the UK
- Confirm comparability of UG honours degree in awarding country with UK standards

	Applications from UK oversees crown dependencies, and British Overseas Territories are welcome and subject to the above entry criteria. For the MA Youth and Community Work (JNC) Top up routes entry criteria is: • successful completion and evidence of PG Diploma Youth and Community Work (JNC) which must have included 120 level 7 credits and 300 hours of placement. • 2 references: 1 x academic and 1 x work-based • as well DBS requirements outlined above where dissertation research is likely to involve contact with children, young people or vulnerable adults. 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.
Record of Prior (Experiential) learning	Recognition of Prior Learning Procedure Applicants may enter the programme at various levels with Recognition of Prior Learning (RPEL) in accordance with the University General Regulations. If RPEL is requested for PG Dip/MA Youth and Community Work (JNC) the applicant will need to match prior experience and learning against the Youth and Community Work NOS for relevant placement modules YCW713 and YCW717.
Is DBS check required on entry?	Yes – PG Dip/ MA Youth and Community Work (JNC) and the MA Youth and Community Work (top-up) only All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. • Enhanced Check for adult workforce • Enhanced Check and Child 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

PG Dip/MA Youth and Community Work (JNC)

The main aim of this programme is to develop effective and ethical youth and community workers, with clear professional identity grounded in the theory and practice of community-based informal education. The programme prepares the graduate for employment and to engage effectively within the sector through obtaining the JNC Professional Youth Work qualification and completing 300 hours of supervised work-based learning. Students will develop 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 multiagency settings.

MA Youth and Community Studies (Advanced Practice)

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.

MA Youth and Community Work (JNC) (Top Up)

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.

Programme Structure Diagram, including delivery schedule

Part-time delivery MA Youth and Community Work (JNC)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	YCW713	Theorising Youth and Community Work – Placement 1	30	Core	1&2	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	HLT720	Leadership and Practice for Social	30	Option	2	Y2

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
		Inclusion and Social Justice				
Level 7	YCW717	Applied Youth Work practice – Placement 2	0	Core	1&2	Y2
Level 7	YCW712	Negotiated Learning	30	Option	2	Y2
Level 7	YCW714	Dissertation	60	Core	1&2	Y3

PG Diploma Youth and Community Work (JNC)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	YCW713	Theorising Youth and Community Work – Placement 1	30	Core	1&2	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	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2
Level 7	YCW717	Applied Youth Work practice – Placement 2	0	Core	1&2	Y2
Level 7	YCW712	Negotiated Learning	30	Option	2	Y2

MA Youth and Community Work (JNC) (Top-Up)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	YCW714	Dissertation	60	Core	1&2	Y3

Part Time delivery - MA Youth and Community Studies (Advanced Practice)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
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	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	YCW712	Negotiated Learning	30	Option	2	Y2
Level 7	YCW714	Dissertation	60	Core	1&2	Y3

Programme Learning Outcomes

PG Dip/MA Youth and Community Work (JNC) / MA Youth and Community Studies (Advanced Practice)

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	PG Dip (JNC)	MA	MA (JNC)	Youth Work National Occupational Standards
1	Critically analyse and explore key theories and underpinning concepts of youth and community work, including associated pedagogy and ethical dilemmas.	X				x	x	x	x	x	YW01, 02, 05, 07, 11, 18, 25, Signpost 39.
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	x				x	x	x	x	x	YW06, 09, 10, 14, 19 Signpost 27, 37, 38, 40
3	Critically evaluate a range of methodological approaches for conducting ethical research and its role in informing youth and community work practice	x				x	x	x	x	x	YW20, 21, 24. Signpost 32,
4	Comprehensively reflect on the importance of leadership in practice for social inclusion and social justice at individual, community, national and international levels	x				x	x	x	x	x	YW25, Signpost 29, 30, 26,
5	Critically analyse the links between youth and community work theory, policy and research, and how these influence evidence-based practice	x				x	x	x	x	x	YW22, 23, 24,
6	Critically appraise the core skills, competencies and standards required for youth and community work that shape professional identity	x				x		x		x	YW03, 04, 08, 11, 12, 13, 15, 16, 17, 18, Signpost 29, 35 & 36
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	x							x	x	YW20, 22, 25
8	Apply critical thinking skills to a range of contemporary youth and community work issues to		x			x	x	x	x	x	Signpost 27, 32, 35, 36, 39 YW 08, 09, 13,14, 15, 20, 25

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	PG Dip (JNC)	MA	MA (JNC)	Youth Work National Occupational Standards
	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		x			x	x	x	x	x	YW20, 21, 22, 23, 24
10	Synthesise information from a variety of sources in order to gain a coherent understanding of youth and community work theory and practice		x			x	x	x	x	x	
11	Engage in critical reflection to constructively challenge youth and community work practice to aide professional development and learning		x			x	x	x	x	x	YW25, Signpost 29, 34
12	Utilise a range of analytical techniques and problem-solving skills to make sound judgements and conclusions through a piece of independent research								x	x	
13	Plan, deliver and critically evaluate educational activities that demonstrate youth and community work pedagogy and principles in action			x		x	x	x		x	YW01,02, 03, 04,05, 07, 08, 11, 12, 18
14	Apply the principles of reflective practice to professional experience to make recommendations for future practice			x		x	x	x	x	x	YW25, 26 Signpost 29, 30, 32, 35
15	Develop and sustain positive relationships with young people, communities, and stakeholders to work effectively in multiagency settings			x		x	x	x		x	YW01, 04,10 ,26 Signpost 37, 39
16	Actively demonstrate a commitment to inclusion, equity and young people's and community interests and wellbeing			x		x	x	x	x	x	YW06, 09, 10, 14, 19, 25, Signpost 27, 37, 38, 40
17	Manage, lead and develop self and others to implement individual, organisational and structural change in line with youth and community work principles			x		x	x	x	x	x	YW 20, 21, 22, 25, 26, Signpost 28, 29, 30, 31, 32, 33, 34

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	PG Dip (JNC)	MA	MA (JNC)	Youth Work National Occupational Standards
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			x					x	x	
19	Demonstrate a comprehensive and creative use of digital skills to meet both academic and professional needs.			x	x	x	x	x	x	x	YW08
20	Demonstrate an ability to work collaboratively through effective team work and transformative leadership within a practice environment.			x	x	x	x	x	x	x	YW04, 25, 26 Signpost 29, 30, 34
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.			x	x	x	x	x	x	x	YW20, 25,
22	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.			x	x	x	x	x	x	x	
23	Demonstrate the initiative and creativity required to undertake research and effectively disseminate results to others in order to inform current and future practice.			x					x	x	
24	Demonstrate transformative leadership skills that support innovation within a practice environment			x	x	x	x	x	x	x	YW 20, 21, 22, 25, 26, Signpost 28, 29, 30, 31, 32, 33, 34

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.

<u>Active Learning Framework:</u>
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:

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:

A key component of the learning and teaching strategy on the MA Youth and Community programmes is learning through work-based learning and practice. For students on the MA Youth and Community (JNC) programme this involves undertaking 300 hours of work-based learning that allows students to apply theory from the classroom into practice, and to also bring learning from the workplace back to class. Through this process students are also able to learn and demonstrate the core competencies required to become a professionally qualified youth worker. Students will be supported in their work-based learning through reflection and discussion and supervision with their placement supervisor, and university placement tutor.

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 work-based 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.

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 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.
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.

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/