

## SPPA Standards of Education and Training

### Introduction

The Social Pedagogy Professional Association (SPPA) has been set up as a membership based organisation to establish and uphold standards of social pedagogic practice in the UK. As part of the joining process, SPPA Members are asked to sign up to an agreed Social Pedagogy Charter and demonstrate that their practice meets the Standards of Proficiency (SOPs). One purpose of SPPA is to ensure that all social pedagogy education is of a high standard and has as its core a relationship-centred, situated and dialogical learning process.

SPPA will hold a list of approved education providers who demonstrate that they offer high quality learning in social pedagogy. For this reason, SPPA holds Standards of Education and Training (SETs) to ensure that social pedagogy qualifications, and other courses and learning programmes, are facilitated to the same standards by education providers across the UK. Any organisation wishing to have their learning programme approved by SPPA will need to ensure that it meets these SETs and equips learners to meet the Standards of Proficiency in social pedagogy. The process of approval is completion of a self-assessment form and inspection by the SPPA Professional Standards Sub-Committee.

Qualifications and learning programmes fall into three categories that relate to the use of the titles: *Social Pedagogue* or *Social Pedagogy Practitioner*:

1. Social Pedagogues have successfully completed a Bachelors (level 6) or Masters (level 7) degree in Social Pedagogy<sup>1</sup>
2. Social Pedagogy Practitioners have successfully completed a lower level qualification. This must have a minimum of 400 learning hours and may be at level 3, level 4 or level 5.
3. Learning programmes or courses that are assessed below level 3 (or represent less than 400 learning hours) do not confer either of the above titles

These SETS apply to all categories with some exceptions for category 3 learning programmes.

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<sup>1</sup> Please see appended UK Qualification Comparison Chart for equivalent levels across the UK.

1. Programme Admission		Category 1 and Category 2	Category 3
1.1. How to select/admit students			
1.1.1.	Education providers should clearly state entry criteria on all websites and marketing materials. This should include qualification requirements and any relevant previous experience that learners may be required to hold.	YES	NA
1.1.2.	Entry requirements should state that a good level of written and spoken English is required for entry onto the programme. Applicants may be required to take a written test in line with the organisation's admission policy.	YES	NA
1.1.3.	Applicants should undergo an interview/selection process which should include a personal statement and interview process to assess motivation, academic ability and commitment. Students should be asked to verify their identity to gain admission to a course.	YES	NA
1.1.4.	Education providers must ensure that they have an equal opportunity and diversity policy which ensures their admissions procedure is inclusive. Providers must also ensure that all facilitators are aware of it and fully informed and equipped to implement it. This policy should be regularly updated.	YES	NA

1.1.5.	Learners should be assessed on their willingness and capacity to commit to the time required to take the course and their willingness to learn, grow and reflect.	YES	NA
<b>2. Programme Management and Resources</b>			
<b>2.1. Staff Recruitment and Expertise</b>			
2.1.1.	Course providers should have an effective process of staff recruitment to ensure appropriately qualified staff to facilitate the social pedagogy programme.	YES	YES
2.1.2.	Course managers and leaders should ensure that the standards, values and facilitation approach of those facilitating learning are commensurate with the standards and charter of social pedagogy.	YES	YES
2.1.3.	Course facilitators should have a theoretical, ethical and practical understanding of social pedagogy which enables competent facilitation of a social pedagogy course	YES	YES
2.1.4.	The education providers should monitor staffing levels to ensure provision of adequate numbers of qualified and competent staff.	YES	YES

2.1.5.	At least one facilitator must have a qualification in social pedagogy (or close equivalent <sup>2</sup> ), with relevant and up to date practice experience.	YES	YES
<b>2.2. Staff CPD</b>			
2.2.1.	Staff/facilitators are expected to demonstrate their continual relevant professional development in social pedagogy theory and practice.	YES	YES
2.2.2.	There should be an effective process to review staff performance	YES	YES
<b>2.3. Programme Management</b>			
2.3.1.	There should be a named and appropriately qualified person who has overall responsibility for the learning programme and a clearly laid out organogram identifying responsibilities.	YES	YES
2.3.2.	Education providers should regularly monitor all resources to ensure they are sufficient and fit for purpose, including ensuring that staff have sufficient time to deliver, assess and mentor students.	YES	YES
2.3.3.	There should be clear quality systems in place which are appropriate to the size of the education provider and supported by management.	YES	YES

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<sup>2</sup> Close equivalent: e.g. Honours and Masters' degrees in Social Work, Youth Work, and Education may provide an adequate basis for teaching social pedagogy, with additional subject specific learning and experience.

<b>2.4. Learning Environment</b>			
<b>2.4.1.</b>	<b>There should be a range of resources and methods to facilitate a creative and experiential learning process, where learners feel they and their opinions are valued and respected, confidentiality<sup>3</sup> is upheld and a safe space is provided to share thoughts, emotions, feelings and vulnerabilities.</b>	<b>YES</b>	<b>YES</b>
<b>2.4.2.</b>	<b>The focus should be on building inclusive relationships between diverse group members (including facilitators) to reduce power imbalances.</b>	<b>YES</b>	<b>YES</b>
<b>2.4.3.</b>	<b>Providers should encourage supportive networks that participants can take part in, for example, drawing on their own group, previous participants or education provider staff/assessors.</b>	<b>YES</b>	<b>NA</b>
<b>2.5. Learner support/mentoring</b>			
<b>2.5.1.</b>	<b>Each participant should be assigned a suitably qualified or experienced tutor, mentor or supervisor to provide guidance, support and inspiration.</b>	<b>YES</b>	<b>NA</b>
<b>2.5.2.</b>	<b>Tutoring, mentoring and developmental supervision should facilitate reflective processes of learning for more purposeful practice.</b>	<b>YES</b>	<b>NA</b>
<b>2.5.3.</b>	<b>There should be a planned approach to facilitating learning through regular dialogue, observation,</b>	<b>YES</b>	<b>YES</b>

<sup>3</sup> Where a learner discloses immediate harm to a vulnerable child or adult, confidentiality may not be able to be maintained. The education provider is under an obligation to communicate concerns to the learner and to relevant safeguarding authorities.

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sharing of material, experience and knowledge, reflection and feedback.

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### 3. Curriculum

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#### 3.1. Programme Content

3.1.1.	All SPPA approved courses must further learners' understanding of social pedagogy in three areas that are integrated: theories and concepts in social pedagogy; self-knowledge and reflective capacities; and social pedagogical practice.	YES	YES
3.1.2.	Learning programmes must ensure that those who successfully complete the programme meet the SPPA standards of proficiency (SOPs)	YES	NA
3.1.3.	The programme must reflect the historical context, philosophy, core values, skills and knowledge base of social pedagogy as articulated in the SOPS. Curricula should have an international outlook and adapt theory and practice from around the world to the UK context.	YES	NA
3.1.4.	The curriculum must remain relevant to current practice.	YES	NA
3.1.5.	The programme must support and develop autonomous and reflective thinking.	YES	YES

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3.1.6.	The programme must encourage theoretically informed, values-based and evidence-supported practice.	YES	YES
3.1.7.	The range of learning approaches used must be appropriate to the effective facilitation of the curriculum.	YES	YES
3.1.8.	In a multi-disciplinary professional group of learners, adequate attention must be paid to the application of social pedagogy to each discipline or profession.	YES	YES
3.1.9.	Programme content should be reviewed regularly to ensure it is up to date and remains relevant to current social pedagogy practice and theory.	YES	YES
<b>4. Learning and assessment</b>			
This section considers approaches to learning and how learning happens in practice.			
4.1.	Facilitators should provide a variety of learning methods, combining theoretical teaching with practice, experiential learning, creative activities and group projects. Learning may also be through individual and group supervision, blended (online and face to face) learning and self-directed study	YES	YES
4.2.	Facilitators should join in with activities where appropriate and share their reflections	YES	YES
4.3.	Students should be encouraged to bring learning from everyday life into their study	YES	YES

4.4. Assessment should be drawn holistically from a variety of sources and may include: art work, written assignments, essays, presentations, observation, peer assessment, video portfolio, reflective journal linking theory to practice, poster presentations, professional discussion, group presentations	YES	NA
4.5. Learning should include formative and self-assessment as a contribution towards summative assessment.	YES	NA
4.6. Assessment of student performance must be objective and use clearly defined and appropriate assessment methods to ensure valid and appropriate decisions.	YES	NA
4.7. There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment. Such mechanisms should include internal and external moderation of assessment.	YES	NA
<b>5. Assessed Practice Experiences</b>		
5.1. Programmes are expected to include assessed practice in different settings for practice with children, young people and adults, so that learners can contextualise social pedagogy. Graduate social pedagogues are expected to have undertaken at least 300 hours of assessed practice and social pedagogy practitioners 200 hours.	YES	NA
5.2. 'Assessed practice' can be organised in different ways. It includes practice placements that are supervised, assessed and graded, or voluntary placements or previous employment experience that are drawn upon in written assignments.	YES	NA



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**Education providers are expected to demonstrate how their approach will equip learners for practice.**

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Examples of SPPA approved programmes are available at [www.SPPA-UK.org](http://www.SPPA-UK.org)

These SETS will be subject to periodic review. The next review will be 2019 via the SPPA Professional Standards Committee which will report to SPPA trustees.

Appendix One

## UK Qualification Comparison Chart\*

Main Stages of education / employment	Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland <a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>		Credit and Qualification Framework for Wales <a href="http://www.cqfw.net">www.cqfw.net</a>		National Framework of Qualifications for Ireland <a href="http://www.nfq.ie">www.nfq.ie</a>		The Scottish Credit and Qualifications Framework <a href="http://www.scof.org.uk">www.scof.org.uk</a>		Framework for higher education qualifications in England, Wales and Northern Ireland <a href="http://www.qaa.ac.uk/academicinfrastructure/theq">www.qaa.ac.uk/academicinfrastructure/theq</a>	
	Level		Level		Level		Level		Level	
Professional or postgraduate education, research or employment	8	Vocational Qualifications Level 8	8	Doctoral Degrees	10	Doctoral Degree Higher Doctorate	12	Professional Development Awards Doctoral Degrees	8	Doctoral Degrees
Higher education Advanced skills training	7	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates	9	Master's Degree Postgraduate Diploma	11	SVQ Level 5 Professional Development Awards Postgraduate Diplomas Master's Degrees Integrated Master's Degrees Postgraduate Certificates	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates
Entry to professional graduate employment	6	Vocational Qualifications Level 6	6	Bachelor's Degree with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates	8	Honours Bachelor Degree Higher Diploma	10	Bachelor's Degrees with Honours Professional Development Awards Graduate Diploma Graduate Certificates	6	Bachelor's Degrees with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates
Specialised education and training	5	NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	7	Ordinary Bachelor Degree	9	Bachelor's/Ordinary Degrees Professional Development Awards SVQ Level 4 Graduate Diplomas Graduate Certificates	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)
Qualified/Skilled worker Entry to higher education Completion of secondary education	4	Vocational Qualifications Level 4	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)	6	Advanced Certificate Higher Certificate	8	Higher National Diplomas (HND) SVQ Level 4 Professional Development Awards Diplomas of Higher Education (DipHE)	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)
	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Advanced Diplomas	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Welsh Baccalaureate Qualification Advanced	5	Level 5 Certificate Leaving Certificate	6	Professional Development Awards Higher National Certificates (HNC) Certificates of Higher Education (CertHE) SVQ Level 3 Advanced Highers		
Progression to skilled employment Continuation of secondary education	2	NVQ Level 2 Vocational Qualifications Level 2 GCSEs at grade A* - C ESOL skills for life Higher Diplomas Functional Skills Level 2 (English, mathematics & ICT)	2	NVQ Level 2 Vocational Qualifications Level 2 Welsh Baccalaureate Qualification Intermediate GCSEs grade A* - C	4	Level 4 Certificate Leaving Certificate	5	Intermediate 2 Credit Standard Grade SVQ 2 National Progression Awards National Certificates		
Secondary education initial entry into employment or further education	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D - G ESOL skills for life Foundation Diplomas Functional Skills Level 1 (English, mathematics & ICT)	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D-G Welsh Baccalaureate Qualification Foundation	3	Level 3 Certificate Junior Certificate	4	Intermediate 1 General Standard Grade Scottish Vocational Qualifications (SVQ) 1 National Progression Awards National Certificates		
	Entry Level	Entry Level Certificates (sub levels 1 - 3) ESOL skills for life Functional Skills Entry Level (English, mathematics & ICT)	Entry Level	Entry Level Certificate (sub levels 1 - 3)	2	Level 2 Certificate	3	Access 3 Foundation Standard Grades National Progression Awards National Certificates		
Qualifications can be taken at any age in order to continue or return to training					1	Level 1 Certificate	2	Access 2 National Progression Awards National Certificates		
							1	Access 1		



\* Adapted from a table produced by Ofqual, OAA, SCOF, CCEA, COFW and The National Qualifications Authority of Ireland.