



Crossfields Institute

Qualification Specification

CROSSFIELDS INSTITUTE

LEVEL 5

DIPLOMA IN SOCIAL PEDAGOGY

Crossfields Institute Level 5 Diploma in Social Pedagogy

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Introduction

This Crossfields Institute Level 5 Diploma in Social Pedagogy is an Ofqual regulated qualification.

About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high quality educational experience. We also believe that for learners to get the most out of this qualification, they should be encouraged to be autonomous and responsible in their approach to study. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification. It also signposts where further advice and support may be found.

Key Facts

Qualification Title	Crossfields Institute Level 5 Diploma in Social Pedagogy	
Qualification Number	603/2393/0	
Rules of Combination	All modules are compulsory	
Total Qualification Time	600	
Credits	60	
Guided Learning Hours	Min: 100	Max: 100
Minimum age of learners	18	
Grading system	A/B/C/D/Working Towards.	
How long will it take to complete?	Variable, depending upon delivery structure but 12 months part-time is recommended.	
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by ThemPra, Jacaranda and the Centre for Understanding Social Pedagogy at the UCL Institute of Education.	

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Section 1: About this Qualification

1.1 Qualification Objective and Rationale

OBJECTIVE

The objectives of this Crossfields Institute Level 5 Diploma in Social Pedagogy are to:

- Prepare learners for employment in the field of social pedagogy in a range of education and care settings
- Support learners to develop their role and practice in the workplace
- Prepare learners to progress to a qualification at a higher level in social pedagogy
- Build strength-based, ethical and reflective leadership skills
- Support the development of social pedagogy across their organisation and within their community

RATIONALE

Social pedagogy is an established discipline and profession in many European countries. It has grown out of a longstanding tradition of educational philosophers, social thinkers and practitioners who were concerned with developing a more equal and just society through educational means. Following cross-national research and a variety of pilot projects in residential child care, foster care, family support work and adult care settings across the UK, social pedagogy is gaining traction in the UK and attracting substantial interest. Regulated qualifications in social pedagogy are important in order to quality assure and enhance the development of this discipline. This qualification responds to this need and offers a regulated pathway for learners. The qualification complies with the Social Pedagogy Professional Association's (SPPA) social pedagogy standards of proficiency (SOPS).

The Crossfields Institute Level 5 Diploma in Social Pedagogy is designed to enable experiential learning, to support individual and group reflection processes and to create dialogue between learners by drawing on their knowledge and experience. Learners will explore the historical and philosophical roots of social pedagogy in continental Europe and other nations. It also explores how key concepts are applied in the field and how the rich potential of each human being is central to social pedagogy.

Social pedagogy is based on the idea that each person is valuable, and can make a meaningful contribution to his or her wider community. A practitioner with an

understanding of social pedagogy should be able to form a trusting and authentic professional relationship that makes a genuine difference to the lives of the people they work with.

In the field of social pedagogy, these values apply also to an organisational context: practitioners are supported through supervision, team meetings, peer reflection as well as ongoing learning and development opportunities. Social pedagogy requires practitioners to understand the wider societal and political dimension in order to address social inequality through educational means and to encourage the people with whom they work to affect social change, however small.

This Crossfields Institute Level 5 Diploma in Social Pedagogy equips learners with an essential theoretical, ethical and practical understanding of how social pedagogy can:

- benefit relationship-centred practice;
- enable development through social pedagogical leadership and systemic support;
- contribute to social change through engagement with the wider community.

It provides pathways for further study and ongoing practice and organisational and community development beyond the qualification itself.

Qualification Level

This is a level 5 qualification. Below is the level 5 descriptor as defined by Ofqual (the regulator of examinations and assessments in England) for guidance for learners, tutors and assessors.

Level 5	
Knowledge descriptor (the holder....)	Skills descriptor (the holder...)
<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

This qualification consists of three modules, each worth 20 credits:

1. Social pedagogy in relationship-centred practice

This module provides an overview of key theories and principles in social pedagogy and equips learners to apply these in relationship-centred practice, based on the Standards of Proficiency for Social Pedagogy.

2. Developing Leadership Skills in Social Pedagogy

This module aims to help learners to develop social pedagogical leadership skills and supports them in developing social pedagogy within their own organisation. Learners will become familiar with how they can fulfil a leadership role in a social pedagogical manner, placing ethical considerations at the heart of decision-making and resolving ethical dilemmas.

3. Social pedagogy in a social and political context

This module helps learners familiarise themselves with the social-political dimension of social pedagogy as an ethical orientation concerned with social issues: promoting human welfare, addressing social inequality and creating conditions in which individuals, groups and communities can unfold their potential.

1.2.2 Rules of Combination

All modules are at level 5 and are mandatory.

The total qualification time is 600 hours, 100 hours of which is guided learning hours (GLH) i.e. face to face delivery time. The amount of GLH allocated to each module is specified in the module descriptors. Nevertheless, learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.2.3 Requirements for real work environments

Learners must be either employed in a care/education setting or related context or be volunteering in a similar setting. Having regular and substantive opportunities to consolidate learning in a practice environment is an essential

part of this qualification as it is firmly rooted in work based practice. Volunteer work will be considered if it meets the following criteria:

- Offers the volunteer at least 350 hours from the time they register for this qualification;
- Takes place in a practice environment which allows the learner to meet the learning outcomes and to practice their leadership skills;
- Is contracted, with rights, responsibilities, and entitlements made clear;
- Is governed by a framework of policies and procedures including or equivalent to Safeguarding, Emergency Protocol, Equal Opportunities, and Complaints Procedure as a minimum;
- Is supported by regular supervision and support from a nominated person, either from peers or a scheme leader.

1.2.5 Delivery requirements

A full explanation of the delivery requirements for this qualification is included in section three. This explains the delivery requirements for all modules, but where a module has specific delivery instructions, these are included in the module itself.

Centres can offer the qualification using whatever modes of delivery best meet their learners' needs. This could include: full time, part time, evening only, residential, elements of distance learning or a combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that a culture of safety and trust is fully embedded as a foundation for the learning process. The teaching team also needs to be proficient in facilitating a culture of peer support and learning.

1.2.6 Assessment overview

This qualification is graded A,B,C,D which are pass grades and Working Towards which is a fail. Learners are expected to complete a portfolio of evidence, demonstrating meeting the learning outcomes. An exemplar assessment plan has been included in Appendix 1. Assessment tasks are designed to holistically assess the knowledge, understanding and skills that learners will need in their roles. Full information about the assessment process is included in section four.

1.3 Expectations of Learners

Applicants must be at least 18 years of age.

Applicants should hold a qualification at level 4 or higher in a related discipline or be able to demonstrate their ability to study at level 5 by submitting a written assignment as part of the admission process.

Applicants are expected to hold an English GCSE pass or equivalent. Those for whom English is not their first language need to demonstrate IELTS level 7 or work at that level. Applicants may be asked to have an interview and complete a written assignment as part of a process to ascertain whether their competence in English would allow them to meet the demands of this qualification.

Learners are expected to have completed safeguarding training via their employer.

Centres must follow their access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

1.4 Requirements for Centres

To offer this qualification, centres must be approved by Crossfields Institute. Existing Crossfields Institute centres can apply for approval to deliver this qualification alongside their existing qualifications. For more information about these processes, please contact us via email at info@crossfieldsinstitute.com or phone 01453 808118. In order to be approved to offer this qualification, centres must:

- Ensure that any staff involved in facilitating or assessing this qualification meet the following requirements:
 - Education:** Degree in social pedagogy or in a closely related professional field
 - Experience:** A minimum of 3 years' post-qualification experience using social pedagogy in their practice
 - Professional membership:** Staff should be registered members of the Social Pedagogy Professional Association (SPPA) and thereby familiar with the Standards of Proficiency
- Provide a suitable learning environment that is conducive to group work within a workshop format and which is accessible for all learners.
- Be approved by the Social Pedagogy Professional Association (SPPA) as meeting its Standards of Education and Training (SETS).

1.5 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our

Centre Handbook, with which all centres should be familiar. The handbook also includes a range of mandatory policies which are explained in section five.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email at info@crossfieldsinstitute.com or phone 01453 808118.

Section 2: Modules

2.1 Modules List

(All modules are mandatory)

	Ofqual Unit Reference number	Total Qualification Time (TQT)	Credit value
SP-L5-M1 - Social Pedagogy in Relationship-Centred Practice	D/616/4112	200	20
SP-L5-M2 - Developing Leadership Skills in Social Pedagogy	H/616/4113	200	20
SP-L5-M3 - Social Pedagogy in a Social and Political Context	K/616/4114	200	20

2.2 Guide to the Modules

The qualification is divided into three modules that reflect the different contexts in which social pedagogy practitioners operate:

- In the direct practice setting,
- Within an organisational context
- Within the social and political context that provides the wider setting.

For further information on this see appendix 2.

Each module covers one area of the qualification and includes:

Module Code	a unique code assigned by the regulator
Module Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator

Module Aim and Rationale	summarises what is covered in the module and how it contributes to the learners' learning journey
Total Qualification Time (TQT)	total hours required to complete the module – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which can include classroom work, lectures, seminars, mentoring, and tutor facilitated webinars
Credit value	One credit is equivalent to one tenth of total qualification time
Learning Outcomes	Tell learners what they will know, understand and be able to do upon completion of the module
Indicative Content	Outlines the key content that will be taught in this module
Assessment	Describes the assessment tasks the learner is expected to undertake to demonstrate meeting the learning outcomes
Additional Requirement for Delivery	Optional. Outlines any additional useful information for tutors in the delivery of the module.

There are also instructions about requirements for assessment. This is only where guidance is needed in addition to the more general guidance provided in assessment and delivery sections.

SP-L5-M1

SOCIAL PEDAGOGY IN RELATIONSHIP-CENTRED PRACTICE

Aims and Rationale

Essential to social pedagogy is the developing and nurturing of positive and authentic relationships with all people in the care and educational support setting. A positive and authentic relationship is considered a primary objective of social pedagogy practice in order to successfully support an individual.

The aim of this module is that learners will develop a greater understanding of how a social pedagogical perspective can enhance practice with individuals, groups and communities. Learners will explore social pedagogy as an overarching ethical and conceptual framework to support holistic well-being and learning. The theory and assessment framework within this module will support learners to build their ability for relationship-centred practice.

Details

Guided Learning (GLH)	40	Total Qualification Time (TQT)	200	Credit	20	Level	5
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Learning Outcomes - on successful module completion learners will be able to:

1	Analyse key social pedagogy concepts and principles
2	Discuss identified key ethical and theoretical perspectives of social pedagogy
3	Evaluate how social pedagogy aims to enhance professional practice
4	Demonstrate ability to apply social pedagogy aims and key principles in own professional practice
5	Critically reflect on how learning about social pedagogy has impacted own practice

Indicative Content

Social pedagogy is concerned with supporting well-being and learning through relationship-centred practice. Learners must (i) develop the ability to reflect upon, make sense of and apply social pedagogical theories and principles within their particular practice context; (ii) understand how a social pedagogical perspective might contribute to relationship-centred practice within diverse settings across the life course.

This module provides an overview of key theories and principles in social pedagogy and equips learners to apply these in relationship-centred practice, based on the Standards of Proficiency for Social Pedagogy. Relationship-centred practice requires a focus on nurturing positive and authentic relationships not only with an individual but also supporting their relationships with their family, friends, social networks and their environment.

The module highlights the importance of intentionality within social pedagogical practice. Both the practice setting and the suggested module assessment tasks offer opportunities to reflect on and develop professional intentionality.

The module offers an introduction to the key theory and principles linked to relationship-centred practice. There is an expectation that learners transfer this to practice. The module considers opportunities and limitations to relationship-centred practice as defined within social pedagogy, within specific work places. Learners will reflect on navigating any tensions between social pedagogical practice and working environments based on more traditional hierarchical and formal relationship cultures.

Suggested Reading and Resources

Cameron, C. (2013). *Cross-national Understandings of the Purpose of Professional-child Relationships: Towards a Social Pedagogical Approach*, *International Journal of Social Pedagogy*, 2(1), 3-16

Carter, A. & Eichsteller, G. (2017). Cultivating a Relational Universe. *The Therapeutic Care Journal*. <http://www.thetcj.org/in-residence-articles/cultivating-relational-universe-andy-carter-gabriel-eichsteller>

Eichsteller, G. & Holthoff, S. (2011) Social Pedagogy as an Ethical Orientation Towards Working With People - Historical Perspectives *Children Australia*, 36(4), 176-185

Eichsteller, G. & Holthoff, S. (2011). Conceptual Foundations of Social Pedagogy: A Transnational Perspective from Germany. In C. Cameron & P. Moss (eds.), *Social Pedagogy and Working with Children and Young People*. London: Jessica Kingsley Publishers.

Garfat, T., Fulcher, L, & Digney, J. (2013) (eds.). *Making Moments Meaningful* The CYC-net Press.

Grunwald, K., & Thiersch, H. (2009) The concept of the 'lifeworld orientation' for social work and social care *Journal of Social Work Practice*, 23(2), 131-146
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Hämäläinen, J. (2003) The Concept of Social Pedagogy in the Field of Social Work *Journal of Social Work*, 3(1), 69-80

Holthoff, S. & Eichsteller, G. (2009) *Social Pedagogy: the Practice, Every Child Journal*, 1(1)

Kaska, M. (2015) *Social Pedagogy – An Invitation* London: Jacaranda Publishing.

Kemp, R. & Eichsteller, G. (2015) Social Pedagogical Reflection – the FEIALA model <http://www.thempra.org.uk/wp-content/uploads/2016/11/Social-Pedagogical-Reflection-The-FEIALA-Model.pdf>

Petrie, P., (2011) *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*, London: Jessica Kingsley Publications

Petrie, P., (2011) *Interpersonal Communication: The Medium for Social Pedagogic Practice* in C. Cameron and P. Moss (eds) *Social Pedagogy and working with children and young people: Where care and education meet*, London: Jessica Kingsley Publications

Petrie, P. & Chambers, H. (2009). *Richer lives: creative activities in the education and practice of Danish pedagogues: a preliminary study: report to Arts Council England*. London: Thomas Coram Research Unit, Institute of Education, University

Stephens, P. (2013) *Social Pedagogy: Heart and Head*. Europäischer Hochschulverlag.

Storø, J. (2012) The Difficult Connection between Theory and Practice in Social Pedagogy *International Journal of Social Pedagogy*, 1(1), 17-29

Storø, J. (2013) *Practical Social Pedagogy*. Policy Press.

ThemPra Social Pedagogy (2016) *An Introduction to Social Pedagogy* Allithwaite: ThemPra Social Pedagogy

Vrouwenfelder, E., Milligan, I., & Merrell, M. (2012). *Social pedagogy and interprofessional practice: evaluation of Orkney Islands training programme*. Glasgow: Centre for Excellence for Looked-After Children in Scotland.

SP-L5-M2

DEVELOPING LEADERSHIP SKILLS IN SOCIAL PEDAGOGY

Module Aims and Rationale

This module aims to foster leadership skills and understandings which support social pedagogy development at individual, service and organisational level. The aim is for learners to discover how they can be social pedagogical leaders within their own organisational context: placing ethical considerations at the heart of decision-making, adopting a leadership style rooted in principles of equality and supporting human development, and giving priority to purposeful consultation in decision-making, as described in the Badry & Knapp diagram – see Appendix 2.

Details

Guided Learning (GLH)	30	Total Qualification Time (TQT)	200	Credit	20	Level	5
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Learning Outcomes - on successful module completion learners will be able to:

1	Discuss identified ethical and theoretical perspectives on leadership within a social pedagogy context
2	Evaluate how social pedagogy can enhance teamwork and inter-professional practice within an organisation.
3	Demonstrate ability to apply key concepts in social pedagogy to leadership role in own organisation
4	Critically reflect on how own application of social pedagogical leadership concepts has impacted on the wider organisation
5	Demonstrate ability to articulate a vision for social pedagogy in own organisation, drawing on relevant theory

Indicative Content

In this module, learners will be introduced to relevant aspects of social pedagogy, systems theory and systemic change management. The module will also focus on how learners can integrate diverse perspectives as part of multi-agency working. Initially there will be an

exploration of different kinds of leadership in a work context, and a disambiguation of leadership and formal management.

The module will also consider how the fact that Social Pedagogy is still emerging in the UK may require learners at level 5 to consider change agency and develop a whole-organisational lens through which they can identify opportunities and challenges to support social pedagogy development and other colleagues.

The main areas covered are:

- A social pedagogical perspective on leadership and how social pedagogical concepts and principles can be applied by leaders (formal and informal).
- Values-led leadership and management
- Leadership in complex systems
- Developing social pedagogy within organisations
- Social pedagogical principles of life-long learning in practice and ongoing development
- Scaling and diffusion, working with resistance, mapping change - and homeostasis vs. equilibrium
- Creating positive cultures of care

Suggested Reading and Resources List

Albury, D. (2015). *Myths and Mechanisms*. London: Innovation Unit.

Bate, P., Bevan, H., & Robert, G. (2004). Towards a million change agents. *A review of the social movements literature: Implications for large scale change in the NHS*. Leicester: NHS Modernisation Agency.

Bauman, Z. (1993). *Postmodern Ethics*. Oxford: Blackwell Publishers.

Bauman, Z. (2000). Am I My Brother's Keeper? *European Journal of Social Work*, 3(1), 5-11.

Bourdieu, P. (1990). *The Logic of Practice*. Polity Press.

Brookfield, S. (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, 12(3), 293-304.

Cameron, C. (2016). Social Pedagogy in the UK today: findings from evaluations of training and development initiatives. *Pedagogía Social. Revista Interuniversitaria* 27, 199-223

Dudley, D. (2010). Everyday Leadership. Presentation TEDx Toronto: https://www.ted.com/talks/drew_dudley_everyday_leadership

Ford, J. D., Ford, L. W. & D'Amelio, A. (2008) Resistance to change: The rest of the story. *Academy of Management Review*, 33(2), 362-377.

- Gabriel, M. (2014). *Making it Big: Strategies for scaling social innovations*. London: Nesta. See: <http://www.nesta.org.uk/publications/making-it-big-strategies-scaling-social-innovations>.
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- Johansen, T, Ladbrooke, A (2017). Priority conditions to social pedagogy development – an invitation to uncover blind spots and make sense of them together:
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- Kofod, K. (2003). *Leadership of Danish social pedagogical institutions*.
- Kotter, J.P.; Cohen, D.S. (2002). *The Heart of Change*. Boston, MA: Harvard Business School Press
- Laloux, F. (2014). *Reinventing organizations*. Nelson Parker.
- Leavy, B. (2011) Leading adaptive change by harnessing the power of positive deviance. *Strategy & Leadership*, 39(2), 18-27.
- Luhmann, N. (1995). *Social Systems*, Stanford University Press
- McDermid, S., Holmes, L., & Trivedi, H. (2015). Informing debates about the sustainability of the Head, Heart, Hands programme. Loughborough: Centre for Child and Family Research
- Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. Penguin.
- Ramosaj, B, Berisha, G (2014), *Systems Theory and a Systems Approach to Leadership*
- Sergiovanni, T. J. (1998). Leadership as pedagogy, capital development and school effectiveness. *International Journal of Leadership in Education Theory and Practice*, 1(1), 37-46.
- Sinek, S. (2009). *How Great Leaders Inspire Action*. TEDxPuget. Available at: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
- Swanson, D.J.; Creed, A.S (January 2014). "Sharpening the focus of force field analysis". *Journal of Change Management*. 14 (1): 28-47.
- Webb, R. (2005). Leading teaching and learning in the primary school: from 'educative leadership' to 'pedagogical leadership'. *Educational management administration & leadership*, 33(1), 69-91.
- Weick, K. E. (1995) *Sensemaking in Organizations*. London: Sage Publications.

SP-L5-M3

SOCIAL PEDAGOGY IN A SOCIAL AND POLITICAL CONTEXT

Module Aims and Rationale

In this module learners will be introduced to the social-political aspects of social pedagogy as an ethical orientation concerned with social issues such as promoting human welfare, addressing social inequality and creating conditions in which individuals, groups and communities can unfold their potential. As a transdisciplinary profession, social pedagogy: engages with broader societal aspects and questions; challenges and actively redefines its role to ensure it upholds its core principles; supports the inclusion of society's most disadvantaged groups.

The module is designed to encourage the learner to consider this role for social pedagogy practitioners and equip learners with a greater awareness of how they can support the social inclusion of the people with whom they work.

Details

Guided Learning (GLH)	40	Total Qualification Time (TQT)	200	Credit	20	Level	5
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Learning Outcomes - on successful module completion learners will be able to:

1	Define the key concepts related to critical pedagogy
2	Demonstrate ability to apply human rights in own practice
3	Critically analyse how social inequality affects individuals and groups
4	Evaluate how social pedagogy can affect social change
5	Critically evaluate how the evolution of social pedagogy has been affected by societal attitudes and cultural characteristics

Indicative Content

This module focuses on the role of social pedagogy within society by exploring how social pedagogy reflects and shapes social attitudes and social policy. Learners will be introduced to critical pedagogy (Paulo Freire) in order to understand how political, cultural and ethical characteristics affect individuals and social groups and how they determine and shape the role of social pedagogy within society. For the purpose of this module, critical pedagogy describes a philosophy of education which draws on critical theory and explores issues of social justice and democracy, seen as the foundation of teaching and learning. Critical pedagogy aims to nurture emancipation from oppression by awakening the learner's critical consciousness and encouraging political action to achieve social change. The module will therefore encourage learners to question and critically reflect upon the criteria, power dynamics and wider structures framing their practice.

The module will also explore the impact of social inequality and social exclusion. It focusses on how learners can promote human rights and social justice through advocacy and participatory practice as a means of advancing social change, inclusion and socio-political engagement within their communities and the wider society. As social pedagogical practitioners, they will also learn how they can demonstrate the relevance and significance of social pedagogical practice by building relationships within their communities, which facilitate greater social understanding within wider society of the issues affecting the people they support.

Suggested Reading and Resources List

Brookfield, S. (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, 12(3), 293-304.

Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.

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Lay, K. & McGuire, L. (2010) Building a Lens for Critical Reflection and Reflexivity in Social Work Education, *Social Work Education*, 29:5, 539-550, DOI: 10.1080/02615470903159125

Lorenz, W. (2008). Paradigms and politics: understanding methods paradigms in an historical context: the case of social pedagogy. *British Journal of Social Work*, 38(4), 625-644

Macfarlane, K., Cartmel, J., Casley, M., & Smith, K. (2014) Understanding the 'how': A model of practice for critical reflection in children's services professionals, *Journal of Playwork practice* 1, 1, 65-77

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Section 3: Delivery Requirements

This qualification is mainly vocational and practice based. It is vital therefore that the educational experience:

- **Encourages** learners to take responsibility for any barriers or opportunities they identify in the learning space
- **Empowers** learners to self-direct their learning throughout the qualification both in terms of self-study and practice tasks
- **Facilitates** action learning and an open exchange of views and experiences based on principles of equality and equitability
- **Challenges** learners to critically reflect on their values, knowledge base and the skills in practice
- **Invites** opportunities for reinforcing and furthering learning which arise from, for example, the participants' personal and professional experience and the social characteristics of the town and region where they work.

The three modules have been structured so as to enable a learner- and group-centred approach, encouraging proactive learner investigation, enquiry and reflection. They draw on experiential learning methods designed to apply theory to practice. This requires facilitators with the relevant competencies and expertise, as outlined in the Social Pedagogy Professional Association's (SPPA) Standards of Education and Training.

Delivery of this qualification also requires an adaptable learning space where all learners can, when appropriate, sit in a circle and break out into smaller groups. Having access to a larger space either indoors or outdoors to provide added opportunity for experiential learning activities is highly recommended. Similarly, to enable a focused and safe learning environment, the classroom needs to be situated in a setting where factors which could intrude or unhelpfully disturb the group are minimised.

The modules should be delivered in a vibrant course format using a balanced mix of methods that encourage and ensure active learner participation, inclusive relationship development within the group, with a variety of ways in which to consolidate the learning according to individual and group needs. This mix should include formal presentations, hard copy and digital resources, guided exercises, role play, creative arts, and periods of reflection and discussion. Consolidation of learning could be enabled through: reflective dialogue and note taking; scenarios with particular cases and people in mind and, importantly, by transferring the learning to working practices, by means of a committed action

plan at the end of each unit. Learners are also expected to undertake a considerable amount of independent study.

A culture of nurture and peer support should be created, so that learners take responsibility for, and develop, their own learning process whilst offering and taking advice from others.

A substantial part of the qualification is action-based independent study outside the classroom. This requires structure, tutorial support and time for reflection and discussion.

Learners should be supported by the tutor in ongoing self-assessment and peer-assessment from the earliest stages of the qualification. This enables them to monitor, self-manage and develop their understanding and practice.

Section 4: Grading, Assessment & Quality Assurance

4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and learners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all learning outcomes in each module before they can be awarded that module.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one module.

Types of assessment method for this qualification may include:

- tutor observation
- written assignments
- presentations
- case studies
- reflective journaling
- peer feedback in the form of witness testimony

An assessment plan exemplar for centre assessment staff is available in Appendix 1 of this document, which includes the use of a Prism Project as a core assessment task.

NB Confidentiality - Some portfolio content may be very personal either in relation to the learner's own process or those of the individuals they support. In the event of any external inspection of the portfolios, learners need to be given the opportunity to redact any such personal material.

4.3 Grading

This qualification is graded A,B,C,D,Working towards.

Each learning outcome is graded separately, according to the grading grid. This describes the expectations for each learning outcome and how it should be graded. Assessors should review learner work against the relevant row in the grading grid for that learning outcome and assign the grade that most closely corresponds.

Learners must attain a pass grade (A-D) in all learning outcomes in order to pass the module.

A grade will be calculated for each module using the average of the learning outcome grades for that module. Each learning outcome is weighted equally and accounts for 20% of the module grade.

The overall qualification grade will be calculated using an average of all learning outcomes. As each module has the same number of learning outcomes, modules are weighted equally.

Grading Grid:

Grade	A	B	C	D	E
	PASS				WORKING TOWARDS
<i>Generic terms (applicable to each learning outcome)</i>	<i>High level of insight Consistently and independently able to apply ... Able to analyse impact or critically appraise ... Linked in detail to practice.. Demonstrates high level of understanding.</i>	<i>Frequently able to apply... Linked in general to practice ... Demonstrates good level of understanding</i>	<i>Linked to practice Satisfactorily able to apply ... Some links to practice ... Shows a satisfactory level of understanding</i>	<i>Sufficiently able to apply with support/guidance ... Needs guidance to link to practice ... Shows an adequate level of understanding ... No significant inaccuracies or substantial omissions...</i>	<i>Unable to apply ... Insufficient links to practice Shows inadequate level of understanding</i>
Learning Outcome M1.1: Analyse key social pedagogy concepts and principles	Consistently and independently able to analyse key social pedagogy concepts and principles and critically appraise them	Frequently able to analyse key social pedagogy concepts and principles	Satisfactorily able to analyse key social pedagogy concepts and principles, with occasional guidance	Sufficiently able to analyse key social pedagogy concepts and principles with support or guidance	Unable to analyse key social pedagogy concepts and principles without extensive support or guidance
Learning Outcome M1.2: Discuss identified key ethical and theoretical perspectives of social pedagogy	Consistently and independently able to analyse relevant ethical and theoretical perspectives in social pedagogy and give reasons for own conclusions	Demonstrates good level of understanding of the relevant ethical and theoretical perspectives in social pedagogy and able to clearly articulate them	Demonstrates a satisfactory level of understanding of the relevant ethical and theoretical perspectives in social pedagogy, with occasional guidance	Demonstrates adequate level of understanding of the relevant ethical and theoretical perspectives, with prompting	Shows inadequate level of understanding of the relevant ethical and theoretical perspectives in social pedagogy, with substantive omissions
Learning Outcome M1.3: Evaluate how social pedagogy aims to enhance professional practice	Consistently and independently able to evaluate how social pedagogy can enhance practice and gives reasons for own conclusions	Clearly and frequently evaluates how social pedagogy can enhance practice	Satisfactorily evaluates how social pedagogy can enhance practice.	Adequate evaluation of how social pedagogy can enhance practice with support or guidance	Needs extensive support to evaluate how social pedagogy can enhance practice. Without such support will simply describe social pedagogy practice
Learning outcome M1.4: Demonstrate ability to apply key social pedagogy principles in own professional practice	Consistently and independently able to apply key social pedagogy principles to own practice	Frequently able to apply key social pedagogy principles to own practice	Satisfactorily able to apply key social pedagogy principles to own practice with occasional guidance	Sufficiently able to apply key social pedagogy principles to own practice with guidance or prompting	Frequently unable to apply key social pedagogy principles to own practice with substantive omissions, in spite of support and guidance.

Learning outcome M1.5: Critically reflect on how learning about social pedagogy has impacted own practice	Consistently and independently able to critically reflect on the impact that learning about social pedagogy has had on own practice	Frequently able to critically reflect on the impact on own practice of learning about social pedagogy	Satisfactory ability to reflect on the impact on own practice of learning about social pedagogy, with some guidance. Needs support to analyse this.	Sufficient ability to reflect on the impact on own practice of learning about social pedagogy, with support or guidance. Needs substantial support for critical analysis.	Unable to reflect on the impact on own practice of learning about social pedagogy, and misses key aspects. No evidence of critical analysis
Learning outcome M2.1: Discuss identified ethical and theoretical perspectives on leadership within a social pedagogy context	Demonstrates ability to independently and critically discuss and evaluate relevant ethical and theoretical perspectives on leadership	Frequently demonstrates comprehensive understanding of the relevant ethical and theoretical perspectives on leadership	Shows a satisfactory level of understanding of the relevant ethical and theoretical perspectives on leadership, with occasional guidance	Sufficient level of understanding of the basic ethical and theoretical perspectives with support and guidance no significant omissions	Unable to discuss relevant ethical and theoretical perspectives on leadership
Learning outcome M2.2: Evaluate how social pedagogy can enhance teamwork and inter-professional practice within an organisation.	Able to consistently and independently evaluate how social pedagogy can enhance teamwork and inter-professional practice.	Frequently evaluates how social pedagogy can enhance teamwork and inter-professional practice	Able to evaluate how social pedagogy can enhance teamwork and inter-professional practice with some guidance	Ability to offer an adequate evaluation of how social pedagogy can enhance teamwork and inter-professional practice with some support and guidance.	Demonstrates only a descriptive level of understanding of how social pedagogy can enhance teamwork and inter-professional practice, with substantial omissions. Needs extensive support and guidance to evaluate this.
Learning outcome M2.3: Demonstrate ability to apply key concepts in social pedagogy to leadership role in own organisation	Consistently and independently able to apply key concepts of social pedagogy to own leadership role	Frequently able to apply key concepts of social pedagogy to own leadership role	Satisfactorily able to apply key concepts of social pedagogy to own leadership role, with some guidance	Basic ability to apply key concepts of social pedagogy to own leadership role, with support and guidance and without significant omissions	Can only occasionally apply key concepts of social pedagogy to own leadership role, with substantial omissions
Learning outcome M2.4: Critically reflect on how own application of social pedagogy leadership concepts has impacted on the wider organisation	Consistently and independently able to critically reflect on the impact of own social pedagogical leadership using self-reflective analysis	Frequently able to critically reflect on the impact of own social pedagogical leadership	Satisfactorily able to critically reflect on the impact of own social pedagogical leadership, with occasional guidance.	Sufficient ability to critically reflect on the impact of own social pedagogical leadership, with support and guidance to achieve critical analysis	Can only occasionally reflect on the impact of own social pedagogical leadership, with substantial omissions and lack of critical analysis
Learning outcome M2.5: Demonstrate ability to articulate a	Demonstrates a consistent and independent ability to articulate a	Demonstrates a consistent ability to articulate a vision for	Demonstrates a satisfactory ability to articulate a vision for social pedagogy in own	Demonstrates basic ability to articulate a vision for social pedagogy in own	Unable to articulate a vision for social pedagogy in own organisation, with

vision for social pedagogy in own organisation, drawing on relevant theory	vision for social pedagogy in own organisation, drawing extensively on relevant theory	social pedagogy in own organisation, drawing on a range of relevant theory	organisation, drawing on several relevant theories	organisation, drawing on relevant theories and without significant inaccuracies	little reference to relevant theory
Learning outcome M3.1: Define the key concepts related to critical pedagogy	Consistently and independently able to define and evaluate the key concepts related to critical pedagogy	Frequently able to define the key concepts related to critical pedagogy	Satisfactorily able to define the key concepts related to critical pedagogy, with some guidance	Sufficiently able to define the key concepts related to critical pedagogy with guidance or prompting, without significant or substantial omissions.	Infrequently or not able to define the key concepts related to critical pedagogy, and with substantial omissions
Learning outcome M3.2: Demonstrate ability to apply human rights in own practice	Consistently and independently able to demonstrate how human rights are applied in own practice and able to evaluate this	Frequently able to demonstrate how human rights have been applied in own practice	Satisfactorily able to demonstrate how human rights have been applied in own practice, with some guidance	Sufficiently able to demonstrate how human rights have been applied in own practice, with guidance and support	Unable to demonstrate how human rights have been applied in own practice, without considerable support.
Learning outcome M3.3: Critically analyse how social inequality affects individuals and groups	Consistently and independently able to critically analyse the impact of social inequality on individuals and groups	Frequently able to critically analyse the impact of social inequality on individuals and groups	Able to analyse the impact of social inequality on individuals and groups, with some guidance, especially to support critical analysis	Sufficiently able to analyse the impact of social inequality on individuals and groups, needs support and guidance to engage in critical analysis	Occasionally able to analyse impact of social inequality on individuals and groups, but lacks adequate range of knowledge and critical analysis
Learning outcome M3.4: Evaluate how social pedagogy can affect social change	Consistently and independently evaluates how social pedagogy can affect social change	Frequently able to evaluate how social pedagogy can affect social change	Able to evaluate how social pedagogy can affect social change, with some guidance	Sufficiently able to evaluate how social pedagogy can affect social change, with some guidance and support	Demonstrates a low level of understanding of how social pedagogy can affect social change, and lacks analysis in attempting this.
Learning outcome M3.5: Critically evaluate how the evolution of social pedagogy has been affected by societal attitudes and cultural characteristics	Consistently and independently able to critically evaluate socio-cultural influences on the evolution of social pedagogy	Able to critically evaluate socio-cultural influence on the evolution of social pedagogy	Able to evaluate socio-cultural influences on the evolution of social pedagogy, with some guidance to critically evaluate this.	Sufficiently able to evaluate socio-cultural influences on the evolution of social pedagogy, with support and guidance to critically evaluate this.	Unable to evaluate socio-cultural influences on the evolution of social pedagogy without extensive support and lacks critical analysis

4.4 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners.

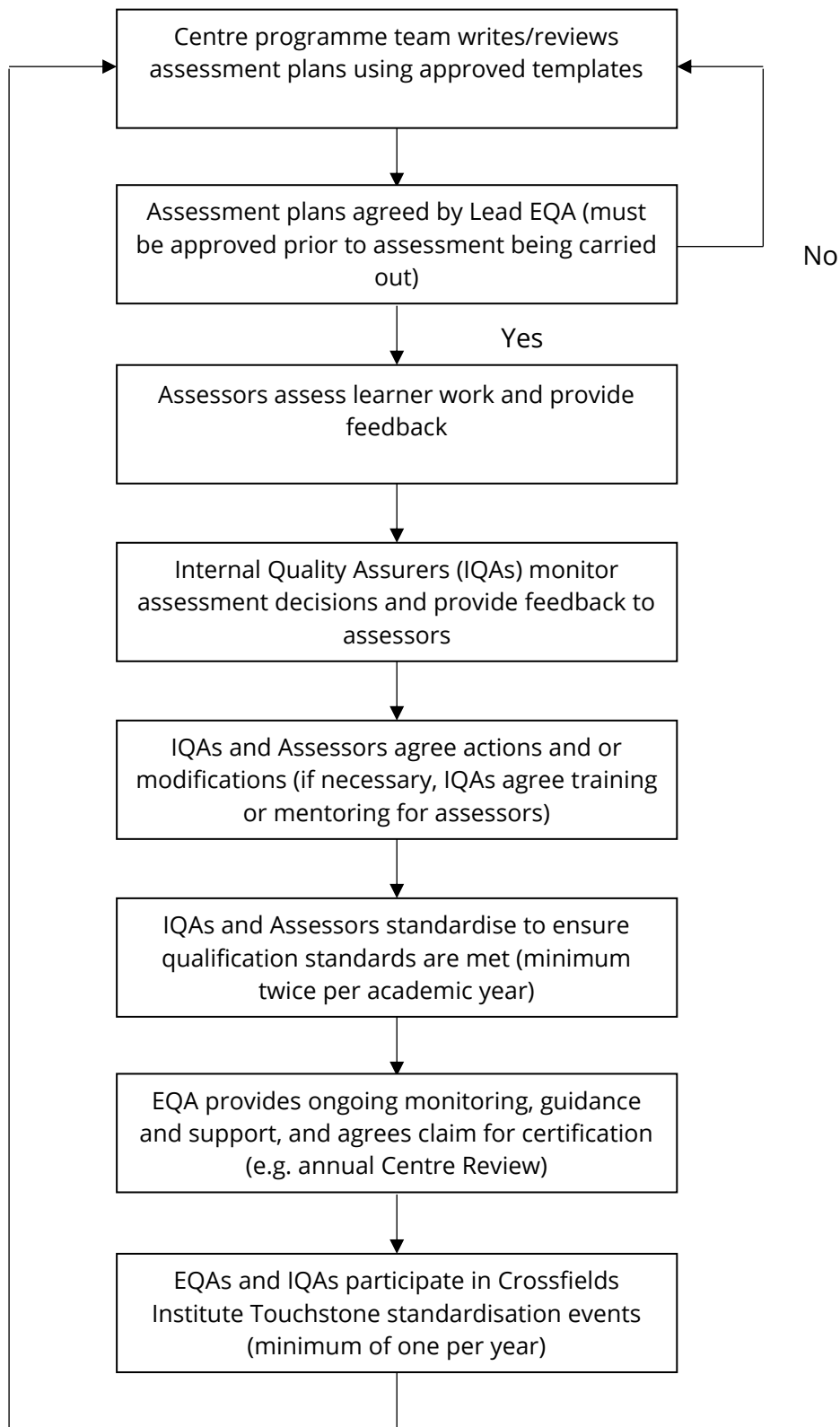
Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Additional Standardisation Meeting

As a mandatory part of the quality assurance of this qualification, Crossfields Institute holds an annual standardisation meeting which a senior internal quality assurance member of staff in each centre must attend. Failure to do so may result in approval to deliver the qualification being withdrawn. This meeting will be hosted by the Crossfields Institute Quality Team and will be used to moderate assessed work between centres, between different assessors and across years, allowing for review and discussion of how different grades were reached. This is to ensure the consistency and reliability of the assessment process across the qualification.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process shown on the next page:

Crossfields Institute Quality Assurance Process



4.5 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. An exemplar assessment plan which can be used by centres is included in Appendix 1. In planning their assessments, centres should ensure that assessment activities:

- Are fit for purpose
- Can be delivered efficiently
- Allow learners to meet the learning outcomes
- Permit Reasonable Adjustments to be made, while minimising the need for them
- Allow each learner to generate evidence which can be authenticated
- Allow the level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- Allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- Sufficient time is allowed for assessment planning
- Assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- Methods of assessment are in line with the requirements in this specification
- Reasonable timescales for assessment and feedback are given to learners
- A timely quality assurance process is conducted

4.6 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice. All staff involved in assessment or internal quality assurance of this qualification must also receive additional training in how to use the grading grid.

- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres

There may be a charge for training and resources provided by Crossfields Institute.

Section 5: Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals policy: which allows learners to take action if they feel they have been treated unfairly
- Reasonable Adjustments and Special Considerations policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances
- Malpractice and Maladministration policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity policies: which ensures centres treat learners fairly and without any bias

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources. Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

Appendix 1: Exemplar Assessment Plan

The following exemplar assessment plan could be used by centres as a basis for developing their own assessment tasks. The table gives examples of tasks which could be used to meet each of the learning outcomes. Example assessment tasks are described in detail below the table.

Module	Learning Outcomes On successful completion, the learner will be able to:	Example Assessment Tasks Whether the learner has met the Learning Outcome may be assessed using:	Date due for Completion
Module 1 - SOCIAL PEDAGOGY IN RELATIONSHIP-CENTRED PRACTICE	1.1 Analyse key social pedagogy concepts and principles	Presentation – see 1.b	
	1.2 Discuss identified key ethical and theoretical perspectives of social pedagogy		
	1.3 Evaluate how social pedagogy aims to enhance professional practice		
	1.4 Demonstrate ability to apply social pedagogy aims and key principles in own professional practice	Essay – prism part 1 – see 1.a	
	1.5 Critically reflect on how learning about social pedagogy has impacted own practice		

Module 2 - DEVELOPING LEADERSHIP SKILLS IN SOCIAL PEDAGOGY	2.1 Discuss identified ethical and theoretical perspectives on leadership within a social pedagogy context	Essay – Dream Organisation – see 2.b	
	2.2 Evaluate how social pedagogy can enhance teamwork and inter-professional practice within an organisation.		
	2.3 Demonstrate ability to apply key concepts in social pedagogy to leadership role in own organisation	Essay – prism part 2 – see 2.a	
	2.4 Critically reflect on how own application of social pedagogy leadership concepts has impacted on the wider organisation		
	2.5 Demonstrate ability to articulate a vision for social pedagogy in own organisation, drawing on relevant theory	Essay – Dream Organisation – see 2.b	
Module 3 - SOCIAL PEDAGOGY IN A SOCIAL AND POLITICAL CONTEXT	3.1 Define the key concepts related to critical pedagogy,	Essay – prism part 3 – see 3.1	
	3.2 Demonstrate ability to apply human rights in own practice		
	3.3 Critically analyse how social inequality affects individuals and groups	Essay – Film – see 3.b	

	3.4 Evaluate how social pedagogy can affect social change		
	3.5 Critically evaluate how the evolution of social pedagogy has been affected by societal attitudes and cultural characteristics		

Assessment Tasks

Each module has 2 assessment tasks related to the 5 learning outcomes. As the learning outcomes are weighted equally, the assessment tasks carry different weights depending on how many learning outcomes they assess (see descriptions below). Reflecting the holistic nature of this qualification and the connection between theory and practice, 3 of the assessment tasks (1 per module) related to an assessment task referred to as the 'Prism Project', which aims to support learning transfer into practice across the 3 levels – direct practice, organisational framework and societal-political context.

Prism Project:

Learners will develop and undertake a project that applies social pedagogical principles into their practice. This project will form the basis for part of their assessment in each of the 3 modules and should therefore reflect all 3 aspects of social pedagogical practice: direct work with the people they support, organisational development, and wider societal impact. Learners should draw on the Badry and Knapp model (see Appendix 2) and other appropriate strands of theory from social pedagogy to help them better understand the different dimensions of a practice culture they seek to influence by means of a social pedagogy approach. The project acts as a 'prism', illustrating how social pedagogy theory and principles can be used in practice with intention and authenticity at different levels (direct practice, organisational culture, wider society). The Prism project also shows how learners can involve others in their working context to gain shared learning and make discoveries. This multi-facetted perspective enables learners to demonstrate that they can draw on social pedagogy as the prism through which they plan, conduct, and evaluate their practice at different levels. The 3 assessments associated with this project aim to consolidate learning in both depth and scope, in terms of where social pedagogy could be applied in the learner's working context.

1. Module 1

a. Prism Project – Essay 1



(1,500 words – assesses learning outcomes 4, 5, accounts for 40% of module grade):

Explain how your Prism project reflects social pedagogical principles and aims. What difference has the project made with regards to the 4 aims of the Social Pedagogy Diamond:

- Well-being and happiness
- Holistic learning
- Relationship
- Empowerment

You can include photos, screenshots of social media posts, and other creative work illustrating this.

b. Presentation:

30 minutes including time for questions – assesses module 1 learning outcomes 1, 2, 3 (accounts for 60% of module grade):

In this presentation, learners are expected to demonstrate their knowledge and understanding of social pedagogy and convey their learning and reflections to an audience. The presentation should evaluate social pedagogy and how its principles and concepts can benefit practice, providing specific examples to illustrate this. At this level, it is recommended that learners should be able to speak to a group, or to use this opportunity to develop this skill, and there will be an encouragement to consider creative ways of making the presentation engaging, fun, or thought-provoking. This could include visual aids, (brief) role play or film clips, or the use of props to assist the points made in the presentation.

2. Module 2

a. Prism Project – Essay 2



(1,500 words – assesses learning outcomes 3, 4, accounts for 40% of module grade):

Explain how you have applied social pedagogical principles and concepts at an organisational level in your prism project, e.g. with your colleagues, other agencies. You can include photos, screenshots of social media posts, and other creative work illustrating this.

b. Essay – Dream Organisation:

2,000 words – assesses module 2 learning outcomes 1, 2, 5 (accounts for 60% of module grade):

In this essay, learners are expected to describe what a dream social pedagogical organisation would look like at practice, leadership, and policy level. Drawing on ethical and theoretical perspectives on leadership within social pedagogy, their essay should articulate how different aspects of an organisation (e.g. cultures, people, systems, policies, structures) could interact positively in a compelling vision. This will enable learners to link the course theories and principles to their vision, helping them understand these better from a (formal or informal) leadership position.

Starting from an imaginative ‘blue sky-approach’, the aim of the task is to prompt learners to consider what they consider as an ideal, reflect on why they assume that, analyse the extent to which their own organisation lives up to these aspirations, and explore what they can do to involve colleagues and other stakeholders in identifying and initiating further developments with some creative thinking and planning.

3. Module 3

a. Prism Project – Essay 3



(1,500 words – assesses learning objectives 1, 2, accounts for 40% of module grade):

Explain how your prism project reflects the social-political dimension of social pedagogy as well as which wider aspects it may not have addressed. The portfolio should discuss how you have supported the socio-political engagement of the individuals, groups or communities with whom you work. You can include photos, screenshots of social media posts, and other creative work illustrating this.

b. Film Essay:

2,000 words – assesses module 3 learning outcomes 3, 4, 5 (accounts for 60% of the module grade):

In this essay, learners are expected to show increased dexterity in using social pedagogy as a framework for understanding social issues by drawing on relevant theories and concepts to critically analyse a film that portrays social problems such as:

- a. The social and personal consequences of being discriminated against or disadvantaged
- b. Multiculturalism and the community - challenges and promises
- c. Crime and its roots

Learners will be able to choose from amongst 3 pre-selected films. These could include 'Gran Torino' (directed by Clint Eastwood, 2008), 'The Bench' (directed by Per Fly, 2000), 'I, Daniel Blake' (directed by Ken Loach, 2016), 'The Intouchables' (directed by Olivier Nakache & Eric Toledano, 2011), 'The Help' (directed by Tate Taylor, 2011).

Using their social pedagogical knowledge and imagination, learners are expected to use the film to explain and critically reflect upon one of the social issues listed above, demonstrating that they can apply a social pedagogical perspective also to the world outside their immediate practice setting. Their essay should analyse how the issue chosen affects different individuals or groups in the film and how social pedagogy can help overcome similar issues.

Declaration (statement of authenticity)

Name:	
Start Date of Course:	
Date of Submission:	
Unit Name:	
Unit Code:	
Level:	
Value:	

For learner to complete:

I confirm the evidence I have produced is all my own work and I am satisfied with the way the assessment was conducted and with its outcome.

	Name (BLOCK CAPITALS)	Signature	Date
Learner			

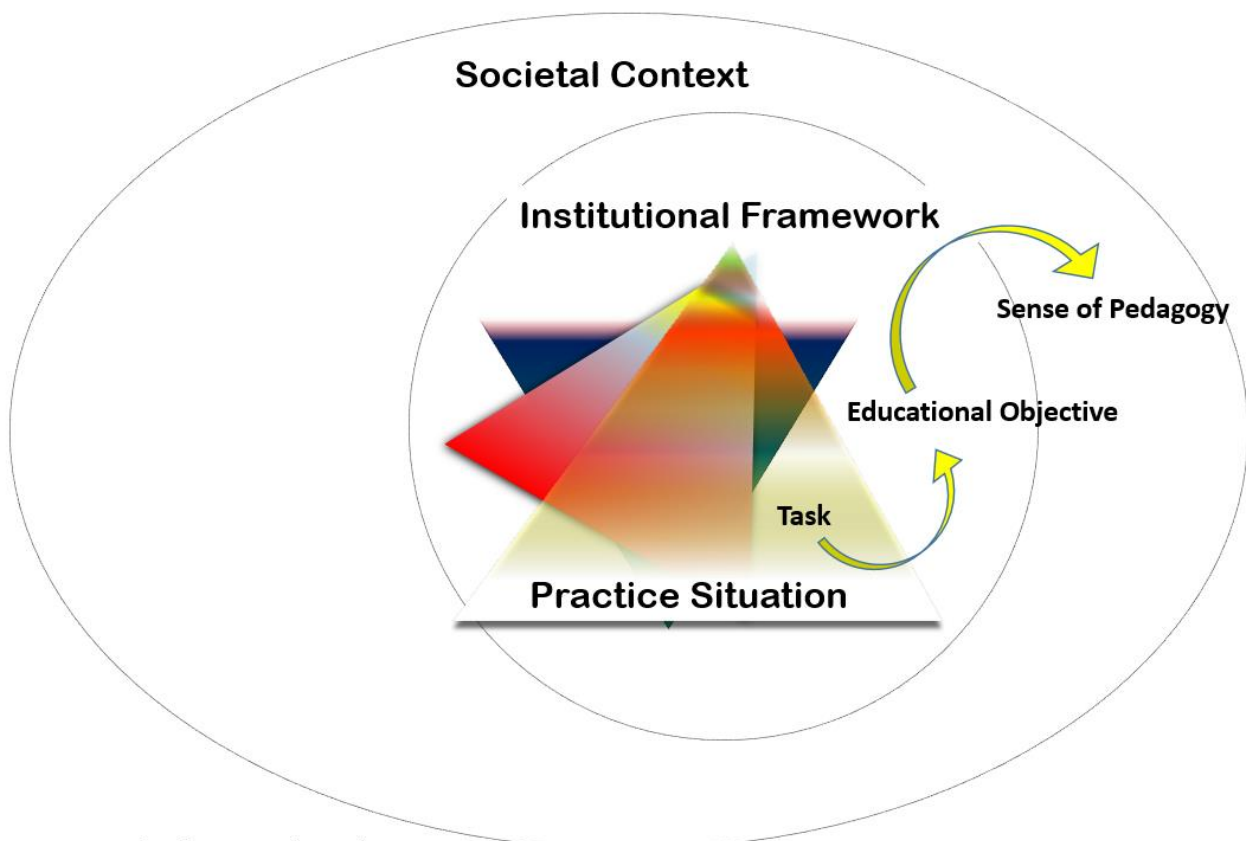
For tutor/assessor to complete:

I confirm that the evidence produced and my assessment decisions are authentic.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			

Appendix 2: Social Pedagogy in Context – Badry & Knapp Model

This Badry and Knapp model is used widely within social pedagogy to describe social pedagogy in context. It is included here as an Appendix to the qualification, for further background information.



Badry & Knapp (2003)

Explanation

The visualisation above illustrates the different lenses a social pedagogy practitioner will use in their work: direct practice – institution/organisation – society. All three perspectives are mutually valuable to a working practice, illustrated by the 'prism' effect in the centre. Whatever challenge or opportunity offers itself in the practice situation, there may be enabling or constricting factors in the institutional/organisational or societal dimension which require consideration and action.

A social pedagogy practitioner approaches an identified task such as supporting a vulnerable household in the day-to-day challenges that confront them, keeping in mind their organisation's educational objective (which could be to enable the family to become more self-sufficient, with a strong social support network, and the ability to look after their children well). At the same time the practitioner frames their work with

reference to a wider context: (a) how society and policy-makers have constructed service provisions and their role, and (b) the overall purpose and pedagogical sense, for example that socially integrated families are better able to provide positive upbringing experiences and themselves contribute to their communities, rather than being blamed for complex problems such as unemployment, homelessness and deprivation. Crucially, social pedagogical practice must have a professionally informed intention and aim so that the people supported achieve social agency, becoming their own advocates across the dimensions outlined above.

As the yellow arrows in the above diagram indicate, social pedagogy practitioners consider it a fundamental task to have a positive effect on those systemic and structural social characteristics that support social injustices. They work towards providing a social pedagogical model of society. This is an important distinction. Practice is usually determined by the organisation's educational objectives, which are in turn set by social policy-makers and social attitudes, that is with the direction of the yellow arrows reversed, pointing inwards. Social pedagogical practitioners must therefore engage constructively with these levels, finding ways of doing what is possible within the organisational and socio-political constraints whilst seeking to affect wider change where necessary.