SPPA learning programme endorsement self-evaluation form

The Social Pedagogy Professional Association (SPPA) is a membership-based organisation that was originally established to uphold standards of social pedagogic practice in the UK. SPPA holds a register of learning programmes (courses, qualifications) which demonstrate that they offer high quality learning in social pedagogy. For this reason, SPPA upholds [**Standards of Education and Training (SETS)**](file:///\\192.168.52.204\Shared$\FCL\FCH\Departments\TCRU\SPPA\Quality%20Assurance\SETS-3.4-SPPA.docx) to ensure that social pedagogy qualifications, courses and other learning programmes are consistently facilitated to this standard by providers across the UK. Any organisation wishing to have their learning programme approved by SPPA will need to ensure that it meets these SETS and in the case of Category 1 and 2 learning programmes, equips learners to meet the [**Standards of Proficiency**](file:///\\192.168.52.204\Shared$\FCL\FCH\Departments\TCRU\SPPA\Quality%20Assurance\Social-pedagogy-standards.pdf) (SOPs) in social pedagogy.

**Terms and conditions**

SPPA endorsement lasts for 2 years from the date of confirmation. During this time, SPPA commits to promote your programme on SPPA website and social media. Likewise, your institution will be permitted to use the SPPA Endorsed logos as part of their marketing for the endorsedlearning programme only.

There is an endorsement administrative fee of **£150** that will be chargedwhen we acknowledge receipt of your application. We will send you an invoice and this needs to be paid within two weeks for us to process your application. Endorsement can be renewed after two years and this requires a re-submission of the application form and a **£75** administrative fee.

If your application is accepted but you then fail to comply with any of the requirements set out in this form, or if any of the information you have given is inaccurate or misleading, SPPA can terminate your approval by written notice to you, effective from the date stated in that notice.

Subject to compliance with applicable laws, acceptance of your application is at the absolute discretion of SPPA and SPPA is entitled to reject your application, without giving any reason.

**Submitting your endorsement application**

Please complete this form if you wish to apply for SPPA approval of your learning programme. SPPA recognition of your learning programme means that you can advertise your course as being endorsed by SPPA. To be recognised by SPPA you need to demonstrate how you meet the SPPA Standards of Education and Training (SETS).

We will expect that all institutional policies will be adhered to including around disclosure and barring. Please ensure that you complete all necessary sections of this form to the best of your ability. Please note that **Category 3 programmes do not need to complete the full form**.

Take the time to carefully consider your responses in this application. The information you give in this application is important and will be relied upon by SPPA to consider your application. Your application will be carefully reviewed and SPPA may have follow up questions and may consider it necessary to visit your learning programme in action and outline any actions or training necessary to meet the requirements.

Please note that you need to show overall commitment to SPPA by being a member. **At the minimum, the course leader should be a SPPA member, but we expect others to join SPPA as well.** Once all the criteria for approval have been met confirmation will be sent in writing within 2 months.

Please email this document and all supporting documentation to [info@sppa-uk.org](mailto:info@sppa-uk.org) with the subject: Endorsement application.

**Content:**

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# Section 1: Provider Details

|  |  |  |
| --- | --- | --- |
| **Organisation name:** | | |
| **Address:** | | |
| **Town:** | | **County:** |
| **Country:** | | **Post Code:** |
| **Organisation website:** |  | |
| **Email:** |  | |
| **Telephone no.** |  | |
| **Centre number (SPPA use only)** |  | |

# Section 2: Provider Contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Applicant:** | | **Email:** |  |
| *(The person submitting the form for Centre Approval)* | | | |
| **Quality Nominee:** |  | **Email:** |  |
| *(The person who has overall accountability for quality assurance and management of assessment of programmes (if applicable)* | | | |
| **Head of Centre:** |  | **Email:** |  |
| *The person with overall accountability for Centre operation* | | | |

# Section 3: Legal Status & Financial Details

Nature of your organisation:

|  |  |  |
| --- | --- | --- |
| School | | College |
| Sole Trader | | Co-operative |
| Public Limited | | Private Limited |
| Other: | | Government Funded Body |
| **Charity No:** |  | |
| **VAT Registration No:** |  | |
| **Registered Company No.** |  | |
| **Registered Company name (if different from Section 1)** |  | |

**Registered Office Address (if different from Section 1)**

|  |  |  |
| --- | --- | --- |
| **Address** |  | |
| **Town:** | | **Postcode:** |

|  |
| --- |
| **Finance Contact Name:** |
| **Email:** |
| **Telephone number:** |

# Section 4: Learning Programme Provision

Please identify the programmes or training (if any) for which you wish to be approved to offer as part of this application:

|  |  |
| --- | --- |
| **Name of programme/training** | **Estimated number of learners in first year** |
|  |  |
|  |  |

|  |
| --- |
| 1. Provide details of any external organisation that you are inspected by and summary details of their last findings. |
|  |
| 1. Provide the names of any organisation or individual you intend to offer the programme or training in partnership with (e.g. funding partner), including their roles and responsibilities; or add N/A if this does not apply to your centre. |
|  |
| 1. Do you intend to offer the programme/training overseas? If so, please provide details of how you will quality assure the delivery. |
|  |

# Standards of education and training (SETs) self-assessment

**How to complete this document**

Learning programmes and the qualifications received fall into three distinct categories that relate to the use of the titles: *Social Pedagogue* or *Social Pedagogy Practitioner*:

1. **Category 1** programmes are Bachelors (level 6) or Masters (level 7) degree in Social Pedagogy[[1]](#footnote-1) which afford the learner the title of Social Pedagogue on completion.
2. **Category 2** programmes are a lower level qualification, which have a minimum of 400 learning hours and may be at level 3, level 4 or level 5. On completion of a category 2 programme, learners are afforded the title of Social Pedagogy Practitioner.
3. **Category 3** programmes are those courses that are assessed below level 3 (or represent less than 400 learning hours) and do not confer either of the above titles.

**Before completing the document, identify which category your learning programme falls into, as Category 3 programmes need not complete some sections of the document.** Please contact SPPA if you are unsure which category your programme falls into. For each Standard, if your category is eligible, please indicate where in the accompanying documentation the evidence can be found or write a statement about how you believe your programme meets the criteria.

|  |  |
| --- | --- |
| **Standards of education and training (SETs)** | Please provide a brief account of how your programme meets the standard and provide accompanying evidence (e.g., link to website information) |
| *\*ONLY COMPLETE SECTION 1 IF YOU ARE A CATEGORY 1 OR 2 PROGRAMME. IF YOU ARE CATEGORY 3 SKIP TO SECTION 2.* | |
| 1. **PROGRAMME ADMISSION** |  |
| * 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 candidates may be required to hold. | URL of Admissions Policy including Entry criteria or statement of what your Admissions Policy and entry criteria are  URL of application form. |
| 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. | URL of Admissions Policy including English language requirements or statement of what your Admissions Policy and English language requirements are, including Reasonable Adjustments and Special Considerations Policy. |
| 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. | URL of Admissions Policy including selection process or statement of what your selection process is |
| 1.1.4 Education providers must ensure that they have an up to date equal opportunity and diversity policy in place to ensure 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. | URL of Equal opportunity and diversity policy or statement of what your Equal opportunity and diversity policy is |
| 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. | URL of Admissions Policy and including selection process or statement of what your Admissions Policy and selection process are |
| *\*ALL CATEGORY PROGRAMMES TO COMPLETE SECTION 2.1.1. TO 2.4.2.* | |
| 1. **PROGRAMME MANAGEMENT AND RESOURCES** |  |
| * 1. **Staff recruitment and expertise** |  |
| 2.1.1 Course providers should have an effective process of staff recruitment to ensure appropriately qualified staff to facilitate the social pedagogy programme. | URL of Staff recruitment policy or a statement of what your staff recruitment policy is |
| 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. | URL of Malpractice and maladministration policy or statement of what your Malpractice and maladministration policy is |
| 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 | URL of Internal quality assurance policy or statement of what your Internal quality assurance policy is  Staff induction training or statement of how you induct your staff |
| 2.1.4 The learning providers should monitor staffing levels to ensure provision of adequate numbers of qualified and competent staff. | URL of Organisational Chart  Staff/ Team Plan including staff to service users ratio  Staff Recruitment Policy |
| 2.1.5 At least one facilitator must have a qualification in social pedagogy (or close equivalent, e.g. Social Work, Youth Work, Education), with relevant and up to date practice experience. For category 3 programmes, at least one facilitator should have a social pedagogy qualification or demonstrate how they meet the SOPs. | Certificates/proof of facilitator/s or programme leader’s qualification in social pedagogy/close equivalent |
| * 1. **Staff CPD** |  |
| 2.2.1 Staff/facilitators are expected to demonstrate their continual relevant professional development in social pedagogy theory and practice. | Evidence of CPD done, e.g. certificates or logs in the past year and how this has influenced their practice  URL of staff CPD programme or description of staff CPD |
| 2.2.2 There should be an effective process to review staff performance | Staff Personal Development Plan / Performance Review or a description of how you review your staff performance |
| * 1. **Programme Management** |  |
| 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. | URL of Organisational Chart |
| 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. | URL of Safeguarding Policy or a statement of what you safeguarding policy is |
| 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. | URL of Internal Quality Assurance Policy or a statement of what your Internal Quality Assurance Policy is |
| * 1. **Learning Environment** |  |
| 2.4.1 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 is upheld and a safe space is provided to share thoughts, emotions, feelings and vulnerabilities. |  |
| 2.4.2 The focus should be on building inclusive relationships between diverse group members (including facilitators) to reduce power imbalances. |  |
| *\*ONLY COMPLETE SECTION 2.4.3. TO 2.5.2. IF YOU ARE A CATEGORY 1 OR 2 PROGRAMME. CATEGORY 3 SKIP TO SECTION 2.5.3.* | |
| 2.4.3 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. | URL of Safeguarding policy or a statement of how you ensure that learners are valued and respected, confidentiality is upheld and how you provide a safe learning space Sample Teaching Plan |
| * 1. **Learner support / mentoring** |  |
| 2.5.1 Each participant should be assigned a suitably qualified or experienced tutor, mentor or supervisor to provide guidance, support and inspiration. | Statement of how you provide adequate support to each participant |
| 2.5.2 Tutoring, mentoring and developmental supervision should facilitate reflective processes of learning for more purposeful practice. | Statement of how your provide mentoring and developmental supervision facilitate reflective processes of learning |
| *\*ALL CATEGORY PROGRAMMES TO COMPLETE SECTION 2.5.3. TO 3.1.1.* | |
| 2.5.3 There should be a planned approach to facilitating learning through regular dialogue, observation, sharing of material, experience and knowledge, reflection and feedback. | Sample Teaching Plan including different ways of facilitating learning URL of platform used, e.g. Moodle or other online platform or a description of the learning platform used  Sample portfolio of activities or assessment |
| 1. **CURRICULUM** |  |
| * 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 and reflective capacities, social pedagogical practice. | URL outlining programme specification / course details or a description of how the course further learners’ understanding of social pedagogy |
| *ONLY COMPLETE SECTION 3.1.2. TO 3.1.4. IF YOU ARE A CATEGORY 1 OR 2 PROGRAMME. CATEGORY 3 SKIP TO SECTION 3.1.5.* | |
| 3.1.2 Learning programmes must ensure that those who successfully complete the programme meet the SPPA Standards of Proficiency (SOPS). | Description of how the programme meets the SPPA SOPS |
| 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. | URL or statement of how programme reflects historical, philosophical and international context of social pedagogy |
| 3.1.4 The curriculum must remain relevant to current practice. | Statement of how your programme meets the SOPS specifically how you ensure your curriculum is relevant to current practice |
| *ALL CATEGORY PROGRAMMES TO COMPLETE SECTIONS 3.1.5. TO 4.4.* | |
| 3.1.5 The programme must support and develop autonomous and reflective thinking. | Statement of how your programme meets the SOPS specifically how your programme supports and develop autonomous reflective thinking |
| 3.1.6 The programme must encourage theoretically informed, values-based and evidence-supported practice. | Statement of how your programme meets the SOPS specifically how it encourages theoretically informed, values-based and evidence-supported practice |
| 3.1.7 The range of learning approaches used must be appropriate to the effective facilitation of the curriculum. | Statement of how your programme meets the SOPS specifically the range of learning approaches |
| 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. | An example of previous training delivered to various professional groups and how social pedagogy was applied depending on the backgrounds of the learners |
| 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. | URL or description of Programme specification, including details of last review date and review process and frequency |
| **LEARNING AND ASSESSMENT** |  |
| 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 | URL or description of Programme specification and sample teaching plan |
| 4.2 Facilitators should join in with activities where appropriate and share their reflections | Statement describing how facilitators interact in activities and share their own reflections |
| 4.3 Students should be encouraged to bring learning from everyday life into their study | Statement of how students are encouraged, with examples |
| *ONLY COMPLETE SECTION 4.4. TO 5. IF YOU ARE A CATEGORY 1 OR 2 PROGRAMME. CATEGORY 3 SKIP TO END.* | |
| 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 | URL or description of modes of assessment |
| 4.5 Learning should include formative and self-assessment as a contribution towards summative assessment. | URL or description of modes of assessment |
| 4.6 Assessment of student performance must be objective and use clearly defined and appropriate assessment methods to ensure valid and appropriate decisions. | URL or description of assessment, marking criteria and process |
| 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. | URL or statement about the monitoring and evaluation mechanisms in place to ensure appropriate standards and moderation of assessment |
| *ONLY COMPLETE SECTION 5. IF YOU ARE A CATEGORY 1 OR 2 PROGRAMME. CATEGORY 3 SKIP TO END.* | |
| 1. **ASSESSED PRACTICE EXPERIENCES** |  |
| 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. The number, duration and range of assessed practice elements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes. | URL or statement of how assessed practice is used to support learning outcomes |
| 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. Education providers are expected to demonstrate how their approach will equip learners for practice. | URL or statement of how your approach will equip learners for practice |

# Declaration

I hereby certify that the above information given is true and correct as to the best of my knowledge. This declaration must be signed by an authorised signatory in his/her own name for and on behalf of the centre.

|  |  |
| --- | --- |
|  |  |
| **Print Name** | **Signature**  **(**Actual signature required) |
|  | |
| **Position within the organisation** | |
|  |
| **Date** |

**SPPA reserves the right to decline approval.**

Thankyou for completing this application please email this form to [info@sppa-uk.org](mailto:info@sppa-uk.org)

# SPPA STAFF ONLY

|  |  |  |
| --- | --- | --- |
| **SPPA reviewer name:** | | **Visit/Review date:** |
|  | **Personnel seen at this visit** | **Position in organisation** |
| **a.** |  |  |
| **b.** |  |  |
| **c.** |  |  |
| **d.** |  |  |

**\*Due to the current COVID situation we are not conducting any viewings in person.**

|  |  |  |
| --- | --- | --- |
| **Learning programme approval** | **Yes** | **Comments** |
| Learning Programme details have been completed clearly and accurately |  |  |
| SETS - Programme admission information is clear and meets expected standard. |  |  |
| SETS - Programme management and resources is clear and meets standard. |  |  |
| SETS - Curriculum “Learning Programme Resources” is clear and meets standard. |  |  |
| SETS - Learning and Assessment “Management Systems” is clear and meets standard. |  |  |
| SETS - Practice Placement is clear and meets standard |  |  |
| **General Comments:** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Actions for the centre** | **When** | **Responsible person** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reviewer Declaration** | | | | | |
| The training provider can now be approved | | **Yes** | | | **No** |
| If ‘No’ Please give reasons why | | | | | |
| Reviewer Signature |  | | Date |  | |

|  |  |
| --- | --- |
| **Date Centre Approval Granted:** |  |
| SPPA Staff name: | SPPA Staff signature: |

1. Please review UK Qualification Comparison Chart for equivalent levels across the UK. [↑](#footnote-ref-1)