

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Working with Children and Young People: Social Pedagogy*

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<b>Version number</b>	5
<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Education, Midwifery and Social Work
<b>Department</b>	Department of Social Work and Social Care
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Working with Children and Young People: Social Pedagogy
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education in Working with Children and Young People: Social Pedagogy  Diploma of Higher Education in Working with Children and Young People: Social Pedagogy
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	B740

<b>RQF Level for the Final Award:</b>	Level 6
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill Campus
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3
<b>Maximum period of registration:</b>	Full-time - 7
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p><b>From A levels:</b> 96 points from three A-levels (or equivalent)</p> <p><b>BTEC:</b> BTEC National Diploma in Health and Social Care or other relevant National Diplomas (Merit, Merit, Merit)</p> <p><b>Access Diploma:</b> Access Diploma 45 Level 3 credits of which 18 credits should be at Distinction, 9 at Merit</p> <p><b>Plus:</b> GCSE A*-C (or comparable numeric score under newly reformed GCSE grading) in five subjects, including English Language.</p> <p>All applicants must confirm prior to interview that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email. A minimum IELTS score of 7 (Reading, Writing, Listening), TOEFL 88 (with a minimum of 22 in all areas)</p>

	<p>or equivalent is required for those for whom English is not their first language.</p> <p>A Home Office Disclosure and Barring Check at enhanced level and a Self-Declaration of Health Status to confirm that the applicant does not have a health condition that would affect their ability to work with children and young people are also required.</p>
<b>Programme Accredited by:</b>	Kingston University
<b>QAA Subject Benchmark Statements:</b>	Social Pedagogy Professional Association (SPPA)
<b>Approved Variants:</b>	There are no variants to the UMS.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A

## SECTION 2: THE COURSE

### A. Aims of the Course

- enable students to develop and use relevant social pedagogy and social pedagogy-aligned skills and knowledge for working with children and young people; including knowledge of relevant theory, research, social policy, regulatory and legislative frameworks, and ethics and values
- enable them to understand the perspectives, remit and cultures of different professions working with children and young people
- enable them to develop and apply theoretical knowledge, research-led best practice, and creative skills for working effectively in inter-professional teams, and equip them to explore the dynamics of inter-professional practice and critically consider the contributions of each profession
- encourage the development of autonomy, self-awareness, reflective ability, resilience, organisational skills, ability to work inter-professionally and in accordance with the Social Pedagogy Charter, and the appreciation of the perspectives and voice of children and young people
- enable students to understand and apply the principles of social pedagogy practice and theoretical perspectives relevant to inter-professional work with children and young people
- produce capable honours graduates as Social Pedagogy Practitioners, with a sound knowledge of the principles of social pedagogy practice and a suitable basis of transferable skills necessary for employment in inter-professional contexts or further post-graduate study

### B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas in the table below [Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008)].

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	The social and human sciences relating to working with children and young people, including law and policy	B4	Use knowledge to address ethical problems and dilemmas and use reflection to learn from their practice experiences and to manage their personal responses	C1	Communicate with and establish effective working relationships with children and young people
A3	Effective intervention with children and young people	B1	Gather information, critically evaluate and synthesise it and form coherent plans based on that evaluation	C2	Assess complex situations, make decisions, form plans and develop creative responses
A2	The role and remit of a range of professionals who work with children and young people and what promotes effective interprofessional work	B2	Apply knowledge to problem-solve and to develop coherent and creative plans to work with children and young people in complex situations	C3	Evaluate risk and need and act to create increased safety and wellbeing
A4	Ethical theory and concepts and principles governing equality and anti-oppressive practices	B3	Use knowledge to address ethical problems and dilemmas	C4	Collaborate and negotiate with relevant professionals and advocate effectively and appropriately for children and young people

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

This programme is offered in full-time mode, and leads to the award of BA (Hons) Working with Children and Young People: Social Pedagogy. Intake is normally in September. Levels 4, 5 and 6 are made up of four modules each worth 30 credit points. A student must complete 120 credits at each level. This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. This course permits progression from level 5 to level 6 with 90 credits at level 5 or above.

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. The programme of study has been tailored to enable students both to learn about diverse approaches to working with children and young people, and focus, in their final year of study, on an area of practice which is of particular interest to them personally in their capstone project.

#### BA (Hons) Working with Children and Young People: Social Pedagogy

Level 4							
BA (Hons) Working with Children and Young People: Social Pedagogy							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Children and Young People's Development, Relationships and Social Contexts	SW4007	30	4	1&2		0	0
Preparation for Practice with Children and Young People	SW4015	30	4	1&2	None	1	
Social Pedagogy Practice Values and Ethics	SW4009	30	4	1&2			

Working with Children and Young People: Roles and Professional Contexts	SW4005	30	4	1&2			
<b>Optional Modules</b>							

Progression to Level 5

N/A

<b>Level 5</b>							
<b>BA (Hons) Working with Children and Young People: Social Pedagogy</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Children and Young People: Rights and Responsibilities	SW5005	30	5	1			
Inter-professional Perspectives: Safeguarding and Support for children and young people	SW5009	30	5	1			
Practice Experience: Local and International Context	SW5008	30	5	2			
Social Pedagogy	SW5007	30	5	1			
<b>Optional Modules</b>							

Progression to Level 6

N/A

<b>Level 6</b>							
<b>BA (Hons) Working with Children and Young People: Social Pedagogy</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Developing Creative Approaches to Working with Children and Young People	SW6009	30	6	2			
Practice Experience 2:	SW6005	30	6	1			

Planning for your Future							
Working with Children and Young People in Context: Relationships and Professional Practice	SW601 1	30	6	2			
Working with Children and Young People: Capstone Project	SW601 0	60	6	2			
<b>Optional Modules</b>							

Level 6 requires the completion of

N/A

#### **D. Principles of Teaching, Learning and Assessment**

This field has been designed to take account of Kingston University Curriculum Design Principles. Learning in each setting is informed and reinforced by learning in the others. This variety of learning opportunities enables different learning styles whilst also reflecting the sorts of learning needed for effective inter-professional practice.

Preparation for teaching sessions and consolidation afterwards take place generally through e-learning and guided private study whilst concepts may be introduced most often through formal lectures. Knowledge of research methods is fostered incrementally and critical thinking is supported along with debate and the exploration of diverse views. A strong emphasis is placed on equal opportunities, valuing diversity and challenging discrimination. Through volunteering and field placements students provide an important practical contribution to local communities.

The Virtual Learning Environment (Canvas) will be used in various ways in all modules, as will Microsoft Teams, and students will be introduced to and share new technologies to enhance learning as these become available. Internet, web-based and personal technologies will be used to develop students' skills, foster learning communities and personalise the curriculum. Emphasis is placed throughout the programme on developing group work skills, written and oral communication and presentation skills, analytic skills, and independent learning skills giving the basis for students to enhance their personal objectives after graduation, whether these relate to further research and/or training, careers, lifelong learning or personal and professional development plans.

Flexibility and choice is built into the assessment programme so that wherever possible students' individual interests can be reflected in the assessments. Methods include course work, oral presentations, group presentations, screenplay style scripts with annotation, posters, and media pitches. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed-forward on their performance in preparation for summative assessments. Quality is assured through careful moderation processes, external examination, student feedback, and systematic module review at Department, School, and Faculty level, whilst assessment processes are open to appeal.

Students are supported in their learning by a personal tutor, who will help them to draw together the themes of the curriculum. The development of academic research skills is



threaded throughout the course and assessed on a formative and summative basis. Additional support is available via the Academic Skills Centre or other tailored support as necessary. Employability skills are embedded throughout the course and designed in such a way as to enable students to relate the knowledge and skills they are learning to the reality of practice in the contexts in which they may work in their future career choice.

## **E. Support for Students and their Learning**

On this Programme there is a strong emphasis placed on student support whilst encouraging self-directed learning. Students are supported to develop skills that reflect social pedagogy values key to inter-professional practice. Students are supported by:

- Meetings with a Personal Tutor to assist them in planning their course of study, consider career development options, and support them in developing and achieving their personal and professional development plans. Wherever possible, students will retain their Personal Tutor as they progress through the course, building up a supportive working relationship. Personal Tutors help students to enhance their personal and professional development over the three years and are a resource when the learning process is challenging.
- Designated members of staff who act as Cohort Leads and function as a whole-group support and representation for the students in that cohort.
- VLE Canvas – a versatile on-line interactive intranet and enhanced learning environment. A Canvas app is available on both iPhone and android devices.
- MS Teams – the site on which online lectures and seminars take place; there is a 'Team' for each Module on MS Teams. Students must ensure they are logged onto Microsoft with their KU credentials.
- Student Voice meetings, where Student Reps meet with staff to put forward student views and to receive important course updates.
- The Kingston Students' Union.
- Kingston University offers a wide range of student services, including KUSU, Counselling Service, Chaplaincy, Disability and Dyslexia Support Service, Library Support.
- A GP service available at the Penrhyn Road campus.
- The KU Extra app, which helps students to stay active, meet new people, improve their skills, make a difference through volunteering, and enhance their job prospects.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examination by External Examiners
- Boards of Study with student representation
- Annual review and development plans
- Periodic review undertaken at subject level
- Student evaluation
- Moderation processes

For this programme, there is also:

- Review and Accreditation by the Social Pedagogy Professional Association for the UK.

## **G. Employability and work-based learning**

Students graduating with this BA (Hons) degree will be well equipped with knowledge and skills to work creatively and positively with children, young people, families and carers in a range of roles within the social care sector. They will have gained a more detailed understanding of the knowledge, skills and experience of inter-professional practice from a variety of perspectives, making them attractive to a wide range of employers. Additionally, those who choose to pursue a professional career will be able to progress to undertake professional qualification at post-graduate level in a variety of careers working with children and young people. These include social work, teaching, child nursing, early years practice and youth justice. The module 'Practice experience 2: preparing for your future' will provide opportunities for reflection on career choices and give practical experience of a possible future role. The course also fosters a range of more broadly transferable skills that graduates could take to any workplace or further study. The Programme is endorsed at Category 2 by the Social Pedagogy Professional Association, and students graduating with this BA (Hons) degree acquire the title 'Social Pedagogy Practitioner' at Level 6, which also enhances their employability in the social care field.

***Work-based learning, including sandwich courses and higher or degree apprenticeships***

N/A

**H. Other sources of information that you may wish to consult**

POTENTIAL ROUTES

**MA Early Years /  
PGCE**

**Master of Social Work  
(MSW)**

**Nursing / Children's Nursing /  
Midwifery (MsC)**

Opportunity for BA (Hons) WWCYP: SP graduates to apply to study on PG Courses

**GRADUATION POINT**

**Level 6**

BA (Hons) Working with Children and Young People: Social Pedagogy

**Level 5**

BA (Hons) Working with Children and Young People: Social Pedagogy

**Level 4**

BA (Hons) Working with Children and Young People: Social Pedagogy

**I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		SW4009	SW4007	SW4005	SW4015	SW5007	SW5009	SW5005	SW5008	SW6011	SW6009	SW6005	SW6010
Knowledge & Understanding	A 1		S				S				S/F	S/F	S/F
	A 3					S			S		S/F	S/F	S/F
	A 2			F			S	S		S/F		S/F	S/F
	A 4												
Intellectual Skills	B 4						S/F	S/F	S	S/F	S/F	S/F	
	B 1		S			S	S/F	S	S	S/F	S/F		S/F
	B 2					S	S/F	S/F	S	S/F	S/F		S/F
	B 3	S/F				S	F	S	S	S/F	S/F	S/F	S/F
Practical Skills	C 1			S/F				S/F		S/F	S/F	S/F	
	C 2			S/F		S/F		S/F	S/F	S/F	S/F		S/F
	C 3			F		S/F		S/F	S/F	S/F	S/F		
	C 4			F			S/F	S/F		S/F			

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

