Template C4

Programme Specification

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

Date first produced	01/02/2013
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Version number	8
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Education, Midwifery and Social Work
Department	Department of Social Work and Social Care
Delivery Institution	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 modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Working with Children and Young People: Social Pedagogy
Exit Award(s) and Title(s):	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
Course Code *For each pathway and mode of delivery*	UFCYS1CYS20
UCAS code *For each pathway*	B740

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill Campus
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 7
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	n/a
Approved Variants:	There are no variants to the UMS.
Is this Higher or Degree Apprenticeship course?	No

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. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills 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

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. 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 and 5 are made up of four modules each worth 30 credit points. At level 6 there is three 30 credit modules and two 15 credit modules, one of which is the Kingston University Future Skills Apply module. 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	Year long		1	
Preparation for Practice with Children and Young People	SW4015	30	4	Year long	None	1	
Social Pedagogy Practice Values and Ethics	SW4009	30	4	Year long		1	
Working with Children and Young People: Roles and Professional Contexts	SW4005	30	4	Year long		1	

Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
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: 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			

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
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**
Developing Creative Approaches to Working with Children and Young People	SW6025	15	6	TB2		3	
Future Skills Apply	AX6001	15	6	Year long		3	
Practice Experience 2: Planning for your Future	SW6005	30	6	TB1		3	
Working with Children and Young People in Context: Relationships and Professional Practice	SW6011	30	6	TB2		3	
Working with Children and Young People: Capstone Project	sw6010	30	6	TB2		3	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

E. 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.

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support

- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmark
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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				
		SW4005	SW4015	SW4009	SW4007	SW5008	SW5007	SW5009	SW5005	AX6001	sw6010	SW6025	SW6005	SW6011
Knowledge & Understanding	A1				S			S					S/F	
	A3					S	S						S/F	
	A2	F						S	S				S/F	S/F

	A4													
Intellectual Skills	B4					S		S/F	S/F					S/F	S/F
	B1				S	S	S	S/F	S						S/F
	B2					S	S	S/F	S/F						S/F
	B3			S/F		S	S	F	S					S/F	S/F
Practical Skills	C1	S/F							S/F					S/F	S/F
	C2	S/F				S/F	S/F		S/F						S/F
	C3	F				S/F	S/F		S/F						S/F
	C4	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.

Additional Information