



**Course Handbook**  
**MA in Social Pedagogy Leadership**  
**2019-20**  
**Lewis Charfe, Course Leader**  
**School of Social Work, Care and Community**



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

## 1. Welcome to the course

Welcome to the School of Social Work, Care and Community and to the MA in Social Pedagogy Leadership programme. The Course Team hopes that you are successful in completing your award and find your studies stimulating and worthwhile.

The MA programme has been built to provide you with the opportunities to develop and apply your theoretical knowledge and understanding, interpersonal skills and values through a critical engagement with theory, policy and research. This will prepare you to work in a wide variety of environments with children, young people, families and adults, or to progress onto doctoral study and research.

Universities are large institutions that might appear rather strange and different at first. This handbook aims to provide you with clear guidelines on all aspects of the course. It is also intended as a working document to be used by you and your personal academic advisor. This handbook provides general course information. You need to read it in conjunction with:

- The Students Guide to Regulations
- Module Handbooks
- School of Social Work, Care and Community Assessment Handbook

These resources can be found on the Blackboard Learning System.

You will also find it helpful to access the other useful information available to students on the University web site and the course space on Blackboard. Starting a new course is exciting and sometimes stressful as there is a lot of new information to absorb in a short time. If you are in any doubt about any aspect of your course please check the course handbook and other material you will have been given, or ask your personal academic advisor, administrative staff or the course leader. We hope you enjoy your studies, and look forward to working with you over the next academic year.

### 1.1 Rationale, aims and learning outcomes of the course

This is the first programme in the UK to bring an innovative social pedagogical perspective to leadership. This is a pioneering course, which adopts a creative and experiential learning approach to exploring leadership, rights and empowerment based work with people across the life course. It aligns closely with employers' requirements to work in a co-productive, service user led and participative fashion as well as meeting the professional Standards of Proficiency set out by the Social Pedagogy Professional Association (SPPA).

There are no MA programmes focusing on social pedagogical leadership within the UK. Staff from across the school and ThemPra have co-produced and are involved in the delivery of the course, as well as teaching staff and research colleagues from the Centre for Children and Young People's Participation and the Psychosocial Research Unit.

This MA course offers you a distinctive focus of academic study with a strong link to practice with children, young people and adults. The direct work experience that you bring with you

on the programme will be used as opportunities to apply and reflect on your theoretical knowledge, values, and interpersonal skills.

As a school we are members of the Social Pedagogy Professional Association (SPPA) which is the UK's only membership organization and the professional home and centre of excellence for social pedagogy, its theory and practice. SPPA holds the Standards for Occupational Proficiency in Social Pedagogy and the Standards of Education and Training in Social Pedagogy. They also facilitates communities of practice which are spaces where people can learn from each other, supporting the development of Social Pedagogy in the UK. We are working alongside our partners in SPPA and ThemPra to ensure our course development reflects best practice in this emerging field. The MA course also meets the Standards of Education and Training in Social Pedagogy set out by SPPA.

The ability of managers to support change and development has been highlighted as an important part of their role, as well as having the skills to support staff through change process. Supporting staff to work within limited resources whilst also providing high standards of care is also another key feature within the sector, and social pedagogy has been identified as helping support staff to reach this aim. Given that it requires substantial investment and long-term organisational commitment to develop social pedagogy within a social care service, the most promising way forward is to provide senior practitioners, middle and senior managers in organisations with a greater understanding of social pedagogy and how they can create the organisational conditions that enable social pedagogical practice to emerge. In the current financial climate, this MA programme will equip you with these insights and enable you to develop and support positive changes within your area of work.

Social pedagogy contains elements of social learning, where workers and service users co-construct relationships and understanding. At the same time joining these key principles together reinforces a British version of social pedagogy as having a clear focus on ensuring that children's, young people's and adults' views and wishes are heard at all times and that these inform the direction of any relationship building and the development, delivery and evaluation of practice, service provision and social change. Building on these focus areas, our MA course contains theory and practice that will provide you with inspiring and practice-grounded perspectives on value-based leadership. It also aims to effectively address many of the issues raised in social care reviews and inquiries, most notably a focus on relationship-based practice, critical reflection, promotion of a non-blame culture within learning organisations and ensuring theoretically grounded practice as well as supporting and managing change. The course content will give you the opportunity to understand and develop this way of working. There are a range of theories and research to support your learning, drawing on fields such as:

- Sociology;
- Pedagogy;
- Social Policy;
- The Law;
- Psychology
- Anthropology
- Social Justice
- Community Arts

Social pedagogical leadership will also provide meaningful insight and the skills and knowledge needed for you to design self-managing structures with flat hierarchies, to galvanise your employees' motivation and commitment to a deeper purpose and recognise them as human beings rather than a brain or pair of hands. It is closely aligned with what

Laloux has described in his influential work 'Reinventing Organisations', which has gained substantial interest in the UK through the work of the RSA. More and more organisations recognise that they can achieve more by supporting effective team work, investing in developing their employees' potential and creating opportunities for staff to take greater ownership, feel empowered and navigate complexity. You will also be provided with opportunities to develop the skills and understandings of social pedagogical leaders and be able to equally apply this philosophy within other work environments other than just social care.



You will be offered distinctive and creative experiences in your exploration of key themes and theory and you will leave with a clear commitment to the values and ethos of social pedagogy in practice.

### Programme Learning Outcomes:

- To support students to gain a comprehensive knowledge of social pedagogy philosophy and theory and its application to leadership within practice settings working with children, young people and adults.
- To produce students trained to the highest educational and practical standards, who in a multi-professional setting can succeed in providing high quality leadership that promotes cultures of care, consistent with the professional standards held by the professional association.

### 1.2 Course Team

Lewis Charfe (Course Leader) Room: HA344, [lcharfe@uclan.ac.uk](mailto:lcharfe@uclan.ac.uk) Tel: 01772 895406 The room details and phone numbers needs removing. All of the room numbers and extension numbers need removing from this.

Name	Role	Ext	Room	E-mail
Ali Gardner	Senior Lecturer	4798	HA304	<a href="mailto:agardner5@uclan.ac.uk">agardner5@uclan.ac.uk</a>
Susan Bramwell	Senior Lecturer	3464	HA312	<a href="mailto:Sbramwell@uclan.ac.uk">Sbramwell@uclan.ac.uk</a>
Jo Cunningham	Head of School	3459	HA315	<a href="mailto:JECunningham@uclan.ac.uk">JECunningham@uclan.ac.uk</a>
Stephen Gethin-Jones	Senior Lecturer	5464	HA344	<a href="mailto:Sgethin-jones@uclan.ac.uk">Sgethin-jones@uclan.ac.uk</a>
Cath Larkins	Reader	3407	HA310	<a href="mailto:clarkins@uclan.ac.uk">clarkins@uclan.ac.uk</a>
Anthony Moorcroft	Associate Lecturer	3407	HA310	<a href="mailto:amoorcroft2@uclan.ac.uk">amoorcroft2@uclan.ac.uk</a>
Phil O'Hare	International lead and Erasmus co-ordinator	3414	HA342	<a href="mailto:PO-Hare@uclan.ac.uk">PO-Hare@uclan.ac.uk</a>
Lindy Simpson	Senior Lecturer			<a href="mailto:LSimpson9@uclan.ac.uk">LSimpson9@uclan.ac.uk</a>
Nigel Thomas	Professor	4514	HA309	<a href="mailto:NPTThomas@uclan.ac.uk">NPTThomas@uclan.ac.uk</a>

### 1.3 Expertise of staff

This is a unique programme that is delivered collaboratively by staff from ThemPra and the School of Social Work, Care and Community. Staff come from a variety of professional practice backgrounds, with extensive experience of leading teams social pedagogically. Staff have a range of research interests and publications, details of which can be found on the School websites.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Brook Building

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Good communication is a core principle of social pedagogical and leadership work, and it is important that this underpins relationships in the School of Social Work, Care & Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for this course is Kieron Hatton, Principal Lecturer within the School of Social Work and Social Care at the University of Portsmouth.



## 2. Structure of the course

### 2.1 Overall structure

### 2.2 Modules available

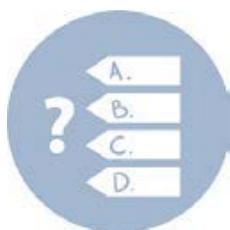
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The following are core modules for the programme :

Level 7	SW4505	Social Pedagogical Leadership	20	<b>MA Social Pedagogy Leadership</b> Requires 180 credits at Level 6 or above with a minimum of 160 credits at Level 7
	SW4800	Themes and Perspectives in Social Research	20	
	SW4507	Effective Communication, Relationships and Leadership Skills	20	
	SW4508	Legal and Ethical Literacy to Lead and Support Positive Change in Practice	20	<b>Postgraduate Diploma in Social Pedagogy Leadership</b> Requires 120 credits at Level 6 or above with a minimum of 100 credits at Level 7
	SW4509	Critical Reflection in Leadership	20	
	SW4037	Dissertation	60	<b>Postgraduate Certificate in Social Pedagogy Leadership</b> Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level
	SW4510	Innovation Project	60	

The following are optional modules and students are able to take one of the following:

Level 7	SW4506	International Child Welfare: Analysing and Reforming Systems.	20	
	SW4712	Responding to Contemporary Issues in Social Work and Social Care	20	
	SW4702	Safeguarding and Adult Protection	20	
	SW4713	Understanding Mental Health	20	
	SW4720	Violence Against Women: Practice and Prevention Across Different Communities	20	



### 2.3 Course requirements

The MA in Social Pedagogy Leadership programme requires 180 credits for successful completion. The programme offers a distinctive multi-disciplinary degree course providing students with an opportunity to explore key issues in the development and provision of services to individuals and communities in contemporary society. The course offers a blended approach to learning with a mix of modules taught at the university and online modules.

In terms of academic level the course becomes increasingly more intellectually demanding as you progress through it. Within the higher education context the following level descriptors provide a broad outline of general learning outcomes. At a specific level students should be able to demonstrate that they can:

#### Level 7 (HE) (Masters)

Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes

## 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.



The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan, online modules and time spent in private study.

You will be expected to attend the university for the three block taught modules, one in each of the three semesters. Teaching may take place outside of UCLan on a multi-site basis and students must be prepared to travel but would not be expected to travel to excess. In each of the semesters there are on-line modules, which are to be completed within outside of the taught sessions within the university. You will need to watch the recorded lectures, participate in tutor led online discussions where appropriate, work through guided online learning materials and will have access to module tutor for support.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

Exceptional requests for leave of absence must be made to your academic advisor. You can contact the course leader if your academic advisor is not available.

Each time you are asked to enter your details via Student Attendance Monitoring (SAM) you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. You can check your own attendance record through MyUCLan.

For international Tier 4 students there are additional responsibilities under the Home Office's Points-Based System (PBS) – international Tier 4 students MUST attend their course of study regularly; under PBS, UCLan is obliged to tell the Home Office if a Tier 4 student withdraws from their course, defers, transfers or suspends their studies, or if they fail to enrol or attend the course regularly. International Tier 4 students may be required to complete additional check-in processes on a weekly basis.

### **3. Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

This programme adopts an innovative approach in its teaching and learning methods. It is based on the premise that significant learning is acquired by doing, and that learning involves the whole person participating in learning activities. To achieve this the course uses a range of experiential learning methods including applied theatre, creative writing, reflective exercises, practical and creative workshops, as well as lectures and self-directed study. This delivery plan provides students with the opportunity to develop and apply their understanding of social pedagogy, leadership, theory, values and approaches.

Teaching will draw on interactive and experiential learning through practical activities that let students experience the challenges around leadership and enable the group to apply their learning and reflect on their own value base. Through the use of interactive activities, role play, case studies and sharing practice examples students will be encouraged to discuss and apply theory.

#### **3.2 Study skills**

The course team are committed to supporting students to develop effective study skills. It is acknowledged that some of you may be anxious about studying or returning to study after a long period of time. The course team will offer feedback and advice regarding any study skills support which may benefit you.

You are advised, in any case, to explore support, guidance and online tutorials offered by WISER or the Learning Information Services within the university. These services are not just applicable to students who may be finding it difficult to readjust to study but are just as useful for students who wish to raise their grades to a higher level. Further information can be found on their webpages:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 33\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 25\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1)



### **3.3 Learning resources**

#### **3.3.1 Learning Information Services (LIS)**

#### **3.3.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Additionally, a range of learning materials are available to you on Blackboard (an electronic learning resource), including directed reading materials to consider between sessions.

### **3.4 Personal development planning**

Your future is important to us, so to make sure that you achieve your full potential whilst on the course and beyond, your course has been designed with personal development planning integrated into it. Your experience of studying for this award might lead to you being interested in considering further academic study at post-graduate level – the School of Social Work, Care and Community has a large choice of courses to choose from, please speak to the course leader for further information.



### **3.5 Preparing for your career**

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information.

For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

This course is designed to introduce you to the knowledge and skills to use social pedagogical leadership to support a culture of care within organisations working directly with children, young people or adults in a variety social care, voluntary, community, education or health settings.

#### **4. Student Support**

There are different forms of support available to you. The course leader will provide you with academic support and guidance, as part of their teaching role and a member of staff will be appointed to act as your academic advisor for the duration of your course. Your academic advisor will provide you with a personal point of individual engagement. S/he provides individual support in relation to your programme of study, academic performance and progression, assist you in becoming familiar with University services when appropriate, and act as a point of contact when your course has finished. The best way to contact to staff members is by email, requesting an appointment and your reason for requesting one.



##### **4.1 Academic Advisors**

You will be allocated an academic advisor in the first week of the course. He or she will be available to provide study skills and pastoral support throughout the course. Your academic advisor should be kept informed of any extenuating circumstances you may have or if you need to apply for an extension on any of your work.

##### **4.2 Students with disabilities**

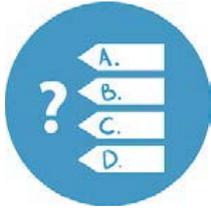
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

The named lead for students with disabilities in the School of Social Work, Care & Community is Ruth Parkes. You may wish to contact Ruth direct for further advice or support. Her email address is [RParkes@uclan.ac.uk](mailto:RParkes@uclan.ac.uk) and telephone number is 01772 895407.

##### **4.3 Students' Union**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>.



## 5. Assessment

### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

In keeping with the philosophy of the course the programme includes a variety of assessments including group presentations, creative tasks and mapping and innovation projects. A combination of 'standard' essays, reflections and viva with module tutors will also form a basis of the assessment approach. There are no exams on the programme.

See below for outline Assessment Schedule. Please note that this may be subject to minor changes.

### 5.2 Notification of assignments and examination arrangements

- All assessed work should be submitted via Turnitin in word processed form and should be in an accessible font such as Times New Roman or Arial and be font size 11 or 12. Please take note of the specific submission time indicated which is a deadline. Any work received after the deadline will be capped in line with the university policy.
- Where work is handed in manually (eg. Dissertations, work in practice portfolios), you must use one side of the paper only and leave wide margins. As a general rule use A4 paper unless the assessment guidelines for a piece of work specify otherwise. Work should be double spaced.
- Your pages must be numbered clearly. At the beginning or end of the assignment you must accurately indicate how many words you have written and the total number of pages.
- The School of Social Work, Care and Community operates a policy of anonymous marking, You should not include your name on any page in the essay; please identify your work by using your student ID number on each page, unless the specific requirements of the assignment prevent this. (Please refer to School of Social Work, Care and Community Assessment Guidance for further details on assessment arrangements).

### 5.3 Referencing

Please see the School Assessment Guidance for details about how to reference. This can be found on the Blackboard course page in the course information folder.

### 5.4 Confidential material

Students are reminded of the need to ensure that confidentiality is maintained in their written and verbal assessments. Advice is given in the Assessment Guidance.

## 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work. The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the Post-Graduate Teaching Experience Survey or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to

gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students' Union website or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

We recognise that it can be difficult for students to attend meetings on days when they are not scheduled to be in university. Meetings may be organised on-line or held face to face at the university, depending on course representative commitments. Times for meetings will be mutually agreed with the course representative, the chair and the course leader. We would urge you to elect a class representative who can channel comments and views to the SSLC via e-mail to the Chair. Where actions are taken in response to comments on the course, we will feedback to course members via the course Blackboard site.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Preston Campus
<b>3. University School/Centre</b>	School of Social Work, Care and Community
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	MA Social Pedagogy Leadership
<b>6. Modes of Attendance offered</b>	Full Time and Part Time
<b>7a) UCAS Code</b>	TBC
<b>7b) JACS Code</b>	TBC
<b>8. Relevant Subject Benchmarking Group(s)</b>	The course must meet the Standards for Occupational Proficiency and the Standards of Education and Training in Social Pedagogy held by the Social Pedagogy Professional Association (SPPA).
<b>9. Other external influences</b>	N/A
<b>10. Date of production/revision of this form</b>	May 2017
<b>11. Aims of the Programme To provide students with:</b>	
	<ul style="list-style-type: none"><li>• A comprehensive knowledge of social pedagogy philosophy and theory and its application to leadership within practice settings working with children, young people and adults.</li><li>• To produce students trained to the highest educational and practical standards, who in a multi-professional team setting can succeed in providing cultures of care and support consistent with the professional capabilities set out by the professional association.</li></ul>

**12. Learning Outcomes, Teaching, Learning and Assessment Methods**  
**Students will be able to:**

**A. Knowledge and Understanding**

- A1. Identify and explain the key principles of social pedagogy and leadership.
- A2. Explain the relevance of social pedagogy and leadership principles to working with individuals, groups and organisations.
- A3. Identify the ways in which social change is located within an organisational and social context.
- A4. Critically understand how social pedagogical principles can be used to initiate, support, sustain and scale up social pedagogical cultures of care and support.

**Teaching and Learning Methods**

This programme adopts a blended learning approach which includes modules delivered at the University, in residential settings, online modules and work based learning. Teaching and learning methods will integrate: lectures; workshops; small group work; experiential learning activities; self-directed study; reflective exercises and practical experience. This delivery plan provides students with the opportunity to develop and apply their understanding of social pedagogy and leadership theory, values and approaches.

Teaching will draw on interactive and experiential learning through creative and practical activities that let students experience the challenges around leadership. This approach will also enable the group to apply their learning and reflect on their own value base, the use of role play, applied drama, creative activities, film, music, drama and case studies will encourage students to share practice examples from their own experience.

**Assessment methods**

Group presentations, posters and creative tasks and innovation projects. A combination of essays, portfolios, written reflections and oral assessments with module tutors will also form a basis of the assessment approach.

**B. Subject-specific skills**

- B1. Use acquired knowledge of interpersonal communication skills to establish positive relationships that support change with individuals, groups and organisations.
- B2. Evaluate ideas about social pedagogy and leadership to inform positive ways of working with different service user groups and organisations.
- B3. Demonstrate an ability to apply the core values and skills of social pedagogy and leadership in their work.
- B4. Use creative methods of working to initiate, support and sustain a culture of care and support within organisations.

**Teaching and Learning Methods**

This programme adopts a blended learning approach which includes modules delivered at the University, in residential settings, online modules and work based learning. Teaching and learning methods will integrate: lectures; workshops; small group work; self-directed study; reflective exercises and practical experience. This delivery plan provides students with the opportunity to develop and apply their understanding of social pedagogy theory, values and

approaches.

Teaching will draw on interactive and experiential learning through creative and practical activities that let students experience the challenges around communication, values and leadership. This approach will also enable the group to apply their learning and reflect on their own value base, the use of role play, applied drama, music, film, art, creative activities and case studies will encourage students to share practice examples from their own experience.

#### **Assessment methods**

Group presentations, creative tasks and innovation projects. A combination of essays, portfolios, exam, written reflections and oral assessments with tutors will also form a basis of the assessment approach.

#### **C. Thinking Skills**

- C1. Show originality in application of knowledge in a creative and systemic way.
- C2. Understand complex issues with regards to leadership and managing change.
- C3. Adopt a social pedagogical approach to tackling and solving problems.
- C4. Apply the methods and techniques learned to reflect upon, review, consolidate and apply their knowledge and understanding.

#### **Teaching and Learning Methods**

This programme adopts a blended learning approach which includes modules delivered at the University, in residential settings, online modules and work based learning. Teaching and learning methods will integrate: lectures; workshops; small group work; self-directed study; reflective exercises and practical experience. This delivery plan provides students with the opportunity to develop and apply their understanding of social pedagogy theory, values and approaches.

Teaching will draw on interactive and experiential learning through creative and practical activities that let students experience the challenges around communication, values and leadership. This approach will also enable the group to apply their learning and reflect on their own value base, the use of role play, applied drama, music, film, art, creative activities and case studies will encourage students to share practice examples from their own experience.

#### **Assessment methods**

Group presentations, creative tasks and innovation projects. A combination of essays, portfolios, exam, written reflections and oral assessments with tutors will also form a basis of the assessment approach.

#### **D. Other skills relevant to employability and personal development**

- D1. Apply the theoretical perspectives taught on the programme to managing organisational change.
- D2. Communicate clearly and effectively with a diverse range of audiences.
- D3. Work effectively in multi-agency practice and evaluate collaborative work.
- D4. Develop and support cultures of care and support based on social pedagogical

principles.

### **Teaching and Learning Methods**

This programme adopts a blended learning approach which includes modules delivered at the University, in residential settings, online modules and work based learning. Teaching and learning methods will integrate: lectures; workshops; small group work; self-directed study; reflective exercises and practical experience. This delivery plan provides students with the opportunity to develop and apply their understanding of social pedagogy theory, values and approaches.

Teaching will draw on interactive and experiential learning through creative and practical activities that let students experience the challenges around communication, values and leadership. This approach will also enable the group to apply their learning and reflect on their own value base, the use of role play, applied drama, music, film, art, creative activities and case studies will encourage students to share practice examples from their own experience.

### **Assessment methods**

Group presentations, creative tasks and innovation projects. A combination of essays, portfolios, exam, written reflections and oral assessments with tutors will also form a basis of the assessment approach.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7		<u>Compulsory Modules</u>		<p><b>MA Social Pedagogy Leadership</b> Requires 180 credits at Level 6 or above with a minimum of 160 credits at Level 7</p> <p><b>Postgraduate Diploma in Social Pedagogy Leadership</b> Requires 120 credits at Level 6 or above with a minimum of 100 credits at Level 7</p> <p><b>Postgraduate Certificate in Social Pedagogy Leadership</b> Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level 7</p>
	SW4505	Social Pedagogical Leadership	20	
	SW4800	Themes and Perspectives in Social Research	20	
	SW4507	Effective Communication, Relationships and Leadership Skills	20	
	SW4508	Legal and Ethical Literacy to Lead and Support Positive Change in Practice	20	
	SW4509	Critical Reflection in Leadership	20	
	SW4037	Dissertation	60	
	SW4510	Innovation Project	60	
		<u>Optional Modules (one to be chosen)</u>		
	SW4506	International Child Welfare: Analysing and Reforming Systems.	20	
	SW4712	Responding to Contemporary Issues in Social Work and Social Care	20	
	SW4702	Safeguarding and Adult Protection	20	
	SW4713	Understanding Mental Health	20	
	SW4720	Violence Against Women: Practice and Prevention Across Different Communities	20	
<b>15. Personal Development Planning</b>				
<p>Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what, how and why they are learning, and to review, plan and take responsibility for their own learning. PDP will</p>				

be facilitated through individual and group reflection, and group tutorials. The ability to critically reflect is central to the underpinning ethos of this programme. The course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate.

**16. Admissions criteria** \*(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

- 5 GCSE's including grade C or above in Maths and English or equivalent
- Applicants will normally have two A' Levels or equivalent;
- A relevant degree qualification.
- Applicants will normally be practitioners in an area of youth work, social justice, social work, early years, community work, social care or in a leadership position.
- An interview will establish the student's suitability for the course.
- Non-standard applicants with significant relevant experience and prior learning will be considered via interview and may be required to undertake a piece of written work as part of the application process.
- Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.5 or above or equivalent.
- Enhanced DBS Clearance

**17. Key sources of information about the programme**

- **School of Social Work, Care and Community website:**
- <http://www.uclan.ac.uk/schools/social-work-care-community/index.php>
- **THEMPRA website:** [http://www.thempra.org.uk/social\\_pedagogy.htm](http://www.thempra.org.uk/social_pedagogy.htm)
- **Social Pedagogy Professional Association website:** <http://www.sppa-uk.org/>

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
e.g. LEVEL 7	SW4505	Social Pedagogical Leadership	COMP	*	*			*	*			*	*				*			
	SW4800	Themes and Perspectives in Social Research	COMP			*					*	*	*	*			*	*	*	
	SW4507	Effective Communication, Relationships and Leadership Skills	COMP		*			*	*	*				*	*		*			
	SW4508	Legal and Ethical Literacy to Lead and Support Positive Change in Practice	COMP			*	*		*		*	*		*	*		*	*	*	*
	SW4509	Critical Reflection in Leadership	COMP		*	*	*	*	*	*	*			*	*		*		*	
	SW4037	Dissertation	COMP		*	*	*		*	*			*	*	*		*	*	*	*
	SW4510	Innovation Project	COMP		*	*	*		*	*			*	*	*		*	*	*	*
	SW4720	Violence Against Women: practice and prevention across different communities	Optional			*	*	*				*	*	*	*	*	*	*	*	*
	SW4712	Responding to contemporary issues in social work and social care practice	Optional	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*
	SW4713	Understanding Mental Health Practice	Optional		*	*	*	*	*	*	*		*	*	*			*	*	*
SW4509	International Child Welfare: Analysing and Reforming Systems	Optional			*		*	*	*	*		*	*		*	*	*	*	*	
SW4702	Safeguarding and Adult Protection	Optional			*		*	*	*	*		*	*	*	*	*	*	*	*	

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### Learning outcomes for the award of: PGDip

- Enable students to apply the theory of social pedagogy as an approach to working with people.
- Enable students to apply an understanding of the concepts of leadership to practice.
- Support students to apply creative ways of working to practice.
- Enable students to develop an the ability to identify positive change in relation to social pedagogy and leadership.
- A1. Identify and explain the key principles of social pedagogy and leadership.
- A2. Explain the relevance of social pedagogy and leadership principles to working with individuals, groups and organisations.
- B4. Use creative methods of working to initiate, support and sustain a culture of care and support within organisations.
- C4. Apply the methods and techniques learned to reflect upon, review, consolidate and apply their knowledge and understanding.

The learning outcomes for the PGDip are designed to provide students with an understanding of the central knowledge and theories related to the course and the ability to apply these in some areas of practice. These learning outcomes also support students to reflect on their previous experience, and understand how these experiences affect their relationships with others.

### Learning outcomes for the award of: PGCert

- A1. Identify and explain the key principles of social pedagogy and leadership.
- A2. Explain the relevance of social pedagogy and leadership principles to working with individuals, groups and organisations, groups and organisations.
- A3. Identify the ways in which social change is located within an organisational and social context.
- B1. Use acquired knowledge of interpersonal communication skills to establish positive relationships that support change with individuals, groups and organisations.
- B2. Evaluate ideas about social pedagogy and leadership to inform positive ways of working with different service user groups and organisations.
- B4. Use creative methods of working to initiate, support and sustain a culture of care and support within organisations.
- C2. Understand complex issues with regards to leadership and managing change.
- C4. Apply the methods and techniques learned to reflect upon, review, consolidate and apply their knowledge and understanding.
- D2. Communicate clearly and effectively with a diverse range of audiences.
- Enable students to understand the basic theory of social pedagogy as an approach to working with people.
- Support students to develop an understanding of the concepts of leadership.
- Support students to evaluate their life experiences, skills, knowledge and learning and reflect upon how this impacts on their leadership abilities.
- Enable students to engage with a range of creative learning approaches.
- Enable students to understand core social pedagogical theory in relation to diversity and equality.
- Support students to develop an understanding of positive change in relation to social pedagogy and leadership.

The learning outcomes for the PGCert are designed to provide students with an understanding of the central knowledge and theories related to the course. These learning outcomes also support students to reflect on their previous experience, and understand how these experiences affect their relationships with others.