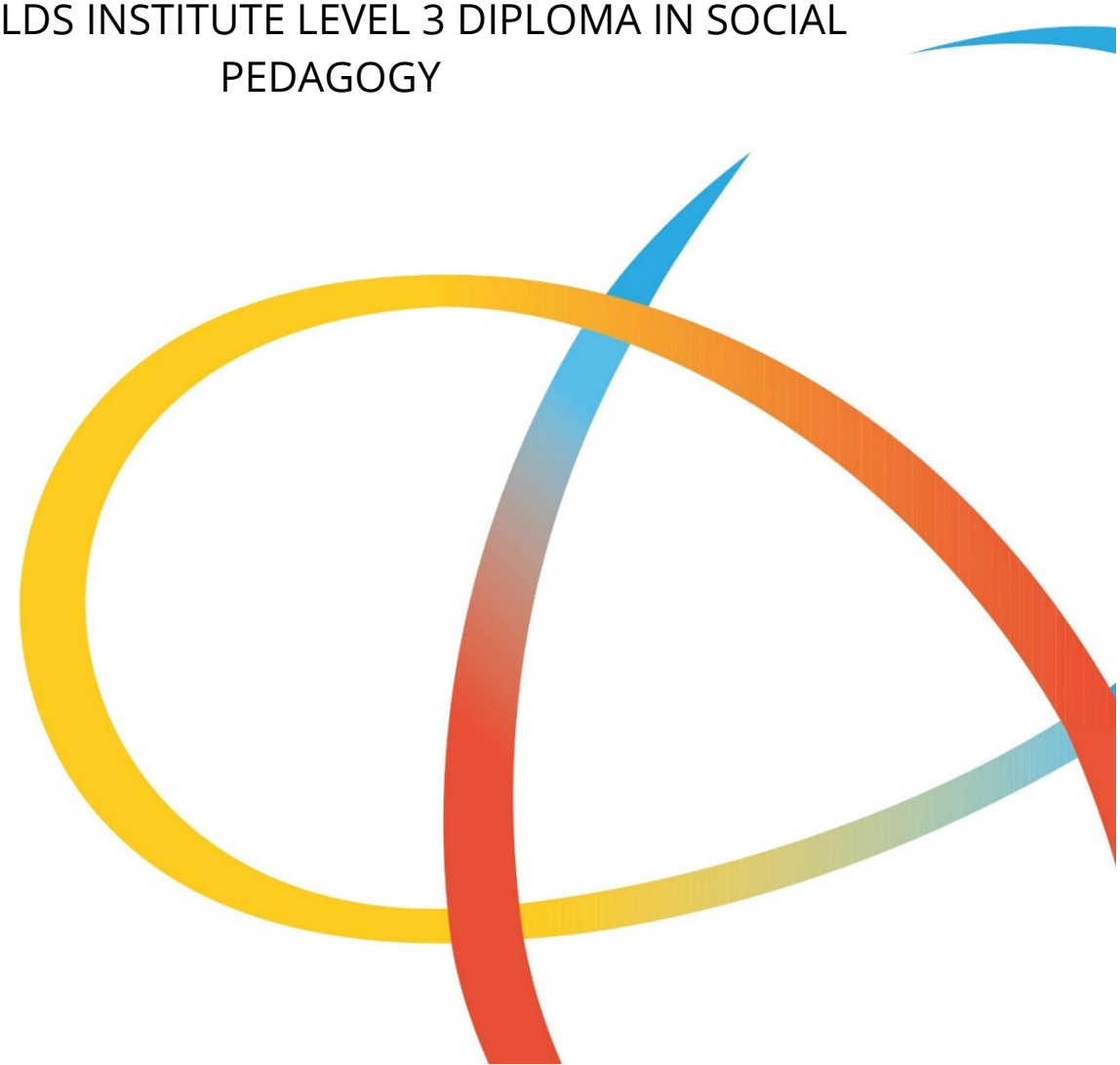
Crossfields Institute

Qualification Specification

CROSSFIELDS INSTITUTE LEVEL 3 DIPLOMA IN SOCIAL PEDAGOGY



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Crossfields Institute Level 3 Diploma in Social Pedagogy

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Introduction

This Crossfields Institute Level 3 Diploma in Social Pedagogy is an Ofqual regulated qualification.

About Crossfields Institute

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

Guide to the Specification

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

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

Key Facts

Qualification Title	Crossfields Institute Level 3 Certificate in Social Pedagogy
Qualification Type	Vocationally related qualification (VRQ)
Qualification Number	603/0811/4
Purpose	Preparing an individual to undertake a specific role in the workplace, that may be relied upon by employers
Rules of Combination	All units are compulsory
Credits	47
Total Qualification Time	470 hours
Guided Learning Hours	Min: 70 Max: 70
Minimum age of learners	18
Assessment Methods	Portfolio of Evidence
Grading system	Pass / Fail
How long will it take to complete?	Variable depending upon delivery structure but 9 months part time is recommended.
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by ThemPra, Jacaranda and the Centre for Understanding Social Pedagogy at the UCL Institute of Education.

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Section 1:
About this Qualification

1.1 Qualification Objective and Rationale

OBJECTIVE
Social pedagogy connects care and education through its focus on relationship-centred practice. It is underpinned by the idea that each person has inherent potential, is valuable, resourceful and can make a meaningful contribution to their wider community if we find ways of including them. The objective in social pedagogical practice is to create the conditions in which people can thrive and unfold their unique potential. Practitioners with an understanding of social pedagogy are able to form warm and authentic professional relationships that make a genuine difference to the lives of the people they work with. They are also able to address social inequality through educational means.

This Crossfields Institute Level 3 Diploma in Social Pedagogy equips learners with an essential theoretical and practical understanding of social pedagogy which benefits learners both professionally and personally.

Personal:
Learners are supported in developing important interpersonal skills such as communication, relational, reflective and creative skills. These can also benefit their self-confidence and holistic well-being.

Professional:
The qualification benefits learners professionally in the following ways:

- It familiarises learners with foundational principles in social pedagogical practice, its core theoretical concepts and how these can be applied across a variety of educational and care settings.

- It offers experiential and interactive group learning with face-to-face seminars that bring social pedagogy to life, stimulate new ideas and focus on learning transfer into practice.

- It enables learners to demonstrate that their practice meets the social pedagogy standards of the relevant professional regulator, the Social Pedagogy Professional Association.

- It prepares learners to progress to a qualification at a higher level in social pedagogy and to develop their career in practice fields related to social pedagogy.

RATIONALE

Social pedagogy is a firmly established discipline and profession in many European countries. Following cross-national research and a variety of pilot projects in residential child care, foster care, family support work and adult care settings across the UK, social pedagogy is quickly gaining traction in the UK and attracting substantial interest. However, there are few accredited learning opportunities available. Recent developments at the Centre for Understanding Social Pedagogy at UCL Institute of Education aim at firmly establishing social pedagogy as a profession in the UK by setting up a Social Pedagogy Professional Association.

This qualification is an integral part of these efforts. It is compliant with the social pedagogy standards of proficiency and is designed to enable experiential learning, to support individual and group reflection processes and to create dialogue between learners by drawing on their knowledge and experience. Learners will explore the historical and philosophical roots of social pedagogy in continental Europe and other nations and how these have shaped social pedagogues' concepts of human beings as 'rich' in potential. Connecting theory, ethics and practice, the Diploma places particular emphasis on enhancing well-being and happiness, creating holistic learning opportunities, developing authentic relationships and supporting empowerment. Through first-hand experience participants will also become familiar with a variety of methods they can easily transfer into their everyday-practice.

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

This qualification consists of seven units:

1. **Key theories and principles in social pedagogy**

   This unit provides an overview of key theories and principles as well as an introduction to the Standards of Proficiency for Social Pedagogy.

2. **Learning perspectives on human development**

   This unit introduces learners to perspectives and theories of holistic learning and human development.

3. **Communication and understanding lifeworlds**

   This unit introduces key communication theories, active listening skills and self-awareness as well as the concept of lifeworld orientation.

4. **Building meaningful relationships**

   This unit provides learners with understanding of how they can develop strong and authentic relationships with the individuals or groups they support as well as with professionals from other agencies involved.

5. **Creativity in working with individuals, groups and communities**

   This unit introduces learners to the power of creativity when working with individuals, groups and communities, including how to apply the Common Third and work with group dynamics in creative ways.

6. **Safer practice from a social pedagogical perspective**

   This unit introduces learners to social pedagogical perspectives on safer practice. Learners will explore how they can best balance safe practice with the need to support individuals in developing their abilities to understand, assess and manage risks themselves.

7. **Observation and reflective practice within a social pedagogical culture**

This unit will introduce learners to the role of reflection within social pedagogy as well as the importance of making observations that avoid interpretations or judgments, the notion of everyday leadership and how they can initiate change or set impulses for cultural and systemic change.

1.2.2 Rules of Combination

All units are at level 3 and are mandatory.

The total qualification time is 470 hours, some of which (70) is guided learning hours (GLH) i.e. face to face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Nevertheless, learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.2.3 Requirements for real work environments

Learners are expected to either be employed in a care/education setting or related context or be volunteering for a minimum of 200 hours in a similar setting.

1.2.4 Progression opportunities

This qualification prepares learners to:

- Progress to further training and qualifications in social pedagogy and related disciplines
- Prepare learners to find employment in a range of educational and care settings working with people across the age range
- Support learners in their existing role in the workplace, both with regards to further developing their own practice and demonstrating their commitment to supporting high quality practice

1.2.5 Delivery requirements

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

Centres can offer the qualification using whatever modes of delivery best meet their learners' needs. This could include full time, residential, part

time, evening only, elements of distance learning or a combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that a culture of safety and trust is fully embedded as a foundation for the learning process. As many of the learners are mature, self-managing adults, the teaching team also needs to be proficient in facilitating a culture of peer support and learning.

1.2.6 Assessment overview

Assessment is an ongoing process that is initiated in the earliest stages of the qualification and recorded in a portfolio. At the core of the process is the learner's own self-assessment.

The portfolio of evidence may include reflective journaling, observations by an assessor and peers, and written assignments.

Learners may request different modes of presentation to fulfil the portfolio requirements.

Full information about the assessment process is included in section four.

1.3 Expectations of Learners

Applicants must be at least 18 years of age.

Applicants are expected to have a good level written and spoken English. Applicants for whom English is not the first language must be able to demonstrate that they are able to meet the requirements of this qualification. Applicants may be asked to have a verbal interview and complete a written assignment as part of a process to ascertain whether their English level will enable them to access the demands of this qualification.

Learners are expected to have completed their organisation's / local authority's safeguarding training.

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

1.4 Requirements for Centres

To offer this qualification, centres must be approved by Crossfields Institute. Existing Crossfields Institute centres can apply for approval to

deliver this qualification alongside their existing qualifications. For more information about these processes, please contact us via email at info@crossfieldsinstitute.com or phone 01453 808118. In order to be approved to offer this qualification, centres must have:

- Appropriately qualified and suitably experienced staff.
- A suitable learning environment that is conducive to group work within a workshop format and which is accessible for all learners.
- Been approved by the Social Pedagogy Professional Association (SPPA) as meeting their Standards of Education and Training (SETS)

1.5 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should be familiar with. The handbook also includes a range of mandatory policies which are explained in section five.

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

Section 2:
Units

2.1 Unit List

(All units are mandatory)

	Ofqual Unit Reference number	Total Qualification Time (TQT)	Credit value
Key Theories and Principles in Social Pedagogy	M/615/3731	80	8
Leaning Perspectives on Human Development	T/615/3732	70	7
Communication and Understanding Lifeworlds	L/615/3736	70	7
Building Meaningful Relationships	R/615/3737	70	7
Creativity in Working with Individuals, Groups and Communities	D/615/3739	60	6
Safer Practice from a Social Pedagogical Perspective	D/615/3742	60	6
Observation and Reflective Practice within a Social Pedagogical Culture	H/615/3743	60	6

2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code a unique code assigned by the regulator

Unit Level gives the level of demand placed upon learners in line with level descriptors published by the regulator

Unit Aim	explains what is covered in the unit and how it contributes to the learners' learning journey
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which can include classroom work, lectures, seminars, mentoring, and tutor facilitated webinars
Credit value	One credit is equivalent to one tenth of total qualification time
Learning Outcomes	Tell learners what they will know, understand and be able to do upon completion of the unit
Assessment Criteria	Indicates how the learner will have met the learning outcome. Where there are *italics,* this is to provide further detail of what is covered in the assessment criteria. *Italicised sections beginning with **"Must include"** means that all italicised guidance should be met for the Assessment Criteria to be achieved. Italicised sections beginning with **"May Include"** is provided for guidance only.*

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

In learning outcomes and assessment criteria it is important to take note of the language used. In particular, the verbs in assessment criteria have been selected to provide a clear indication of what is expected of the learners. For example, being asked to 'explain' a concept is very different from being asked to 'evaluate' an approach. Further information about verb usage in assessment criteria is available from Crossfields Institute.

SP-L3-unit1
KEY THEORIES AND PRINCIPLES IN SOCIAL PEDAGOGY

Unit code	M/615/3731	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	80
		Credit value	8

Unit aim

This unit provides an introductory overview to key theories and principles of social pedagogy. A brief overview of its history, the key thinkers who have shaped its European/UK development and social pedagogy's relationship with social justice will support learners in understanding social pedagogy today and how it can be applied across different fields of practice. In this unit, learners will be introduced to the Standards of Proficiency for Social Pedagogy. Subsequent units will further develop learners' foundational understanding of social pedagogy.

Unit rationale

A sound introduction to social pedagogy enables learners to explore subsequent theories and practice applications across the life course. This in turn enables learners to develop an understanding of how social pedagogy has changed and developed across different countries over the centuries, thus shaping their own understanding of what it is and what it means to work social pedagogically. Particular focus is put on social pedagogy as currently practiced across the UK and the latest developments.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the key theories and principles underpinning current practice of social pedagogy	1.1 Explain identified key theories and principles underpinning social pedagogy
2. Know the historic background and current developments of social pedagogy	2.1 Describe the historic background and current developments of social pedagogy
3. Understand the role of social pedagogy in the context of own practice	3.1 Explain the role that social pedagogy can play within the context of own practice
4. Know the Standards of Proficiency for social pedagogy practitioners	4.1 Explain each Standard of Proficiency for social pedagogy practitioners
	4.2 Discuss the practical application of the Standards of Proficiency
5. Be able to communicate key characteristics of social pedagogy	5.1 Present identified key characteristics of social pedagogy
6. Apply a social pedagogical perspective to own practice	6.1 Reflect on own practice drawing on social pedagogical theories and principles

Additional notes on subject content

Learners will be expected to be familiar with the contributions to social pedagogy by the following key thinkers: John Amos Comenius, Jean-Jacques Rousseau, Johann Heinrich Pestalozzi, Maria Montessori, Janusz Korczak, Paulo Freire, and Pat Petrie. The exploration of social pedagogy should include information about the Social Pedagogy Professional Association and the Social Pedagogy Development Network.

Theoretical strands of social pedagogy as an interdisciplinary field should be introduced, with attention to education, sociology, psychology, philosophy and anthropology as central disciplines. Key theories and concepts to introduce learners to include:

- 3 Ps (professional, personal and private self of the pedagogue)
- Common Third
- Learning Zone Model
- Diamond Model
- Head, Heart, Hands
- Multiple intelligences
- Zone of Proximal Development

Identified principles in social pedagogy must emphasise the notion of Haltung as a congruent expression of these and highlight:

- Social pedagogy as a human rights profession
- Social pedagogy as educational solutions to social issues
- Concern with social justice and addressing social inequalities
- Focus on human beings as rich in potential and possibilities
- Concern with inclusion and connecting individuals to wider society

Practice fields should reflect a range of social pedagogical settings.

Additional requirements for delivery and assessment

Experiential learning methods are required to convey the content in ways that are congruent with social pedagogy.

Reading List (an asterisk indicates recommended reading)

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

*Holthoff, S. & Eichsteller, G. (2009)	Social Pedagogy: the Practice.	Every Child Journal, 1(1)
*Kaska, M. (2015)	Social Pedagogy – An Invitation	London: Jacaranda Publishing.
*Petrie, P. (2013)	Social Pedagogy in the UK: Gaining a firm foothold?	Education Policy Analysis Archives, 21
*Storø, J. (2012)	The Difficult Connection between Theory and Practice in Social Pedagogy	International Journal of Social Pedagogy, 1(1), 17-29
*ThemPra Social Pedagogy (2016)	An Introduction to Social Pedagogy	Allithwaite: ThemPra Social Pedagogy
Cameron, C. & Moss, P. (2012)	Social Pedagogy and Working with Children and Young People	London: Jessica Kingsley.
Hämäläinen, J. (2003)	The Concept of Social Pedagogy in the Field of Social Work	Journal of Social Work, 3(1), 69-80
Hatton, K. (2013)	Social Pedagogy in the UK.	Lyme Regis: Russell House Publishing.
Kemp, R. (2011)	Social Pedagogy: Differences and Links to Existing Child Care Practice	Children Australia, 36(4), 198-205
Mylonakou-Keke, I. (2015).	Social Pedagogy and School Community – Preventing Bullying in Schools and Dealing with Diversity: Two Sides of the Same Coin'.	International Journal of Social Pedagogy – Special Issue 'Social Pedagogy in Times of Crisis in Greece' 4(1), 65-84.
Schugurensky, D. (2014)	Social Pedagogy and Critical Theory: A Conversation with Hans Thiersch	International Journal of Social Pedagogy, 3(1), 4-14

Stephens, P. (2013)	Social Pedagogy: Heart and Head.	Europäischer Hochschulverlag.
Storø, J. (2013)	Practical Social Pedagogy.	Policy Press.

SP-L3-unit2
LEARNING PERSPECTIVES ON HUMAN DEVELOPMENT

Unit code	T/615/3732	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	70
		Credit value	7

Unit aim This unit will introduce learners to key learning theories and principles of holistic learning and human development. Using experiential learning activities, this unit will enable learners to develop an understanding of how relationships and well-being affect the learning processes, and vice versa. Learners will develop knowledge about how to create opportunities for experiential learning in everyday practice. In particular, learners will explore the effects of trauma and attachment on human development and how they can nurture curiosity, creativity and playfulness within learning situations across the life course. Learners will familiarise themselves with the concept of multiple intelligences and its application in practice.

Unit rationale Learning processes are at the heart of social pedagogical practice across the life course, in particular where individuals have experienced trauma. A keen focus on unearthing, nurturing and creating learning opportunities within everyday practice is therefore essential. Social pedagogy takes a broad and holistic definition of human development and education. This encompasses the head, heart and hands, thus recognising the interconnection between cognitive, emotional, physical, social and spiritual aspects. Social pedagogy also highlights that human beings develop and learn in unique ways, which need to be reflected in practice.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand a range of human development theories	1.1 Explain a range of identified theories on human development, *Must include:* • *Attachment theory* • *Development of self (Stern)* • *Ecological systems (Bronfenbrenner)* • *Zone of Proximal Development (Vygotsky)*
2. Know a range of identified learning theories	2.1 Explain a range of identified learning theories, *Must include:* • *Learning Zone Model* • *Learning Cycle (Kolb)* • *Multiple intelligences (Gardner)* • *Zone of Proximal Development (Vygotsky)*
	2.2 Apply a range of identified learning theories in practice, *Must include:* • *Learning Zone Model* • *Learning Cycle (Kolb)* • *Multiple intelligences (Gardner)* • *Zone of Proximal Development (Vygotsky)*

Additional notes on subject content

The unit has a focus on non-behaviourist learning perspectives and strength-based approaches to understanding human development.

The identified theories and perspectives included in this unit provide learners with basic knowledge of interdisciplinary approaches and how they can be applied in social pedagogy.

Additional requirements for delivery and assessment
None

Reading List (an asterisk indicates recommended reading)

*Bronfenbrenner, U. & Morris, P.A. (1998)	The ecology of developmental processes. In W. Damon (Series Ed) & R.M. Lerner (Vol.Ed), Handbook of Child Psychology: Vol. 1. Theoretical Models of human Development (pp. 993-1028).	New York:Wiley
*Cairns, K. & Cairns, B. (2016)	Attachment, Trauma, and Resilience	London: CoramBAAF.
*Gardner, H (2006)	Multiple intelligences: new horizons.	Basic books.
*Kolb, D. A. (2014)	Experiential learning: Experience as the source of learning and development.	FT press.

*ThemPra	Learning Zone Model	http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-learning-zone-model/
*Vygotsky, L (1987)	Zone of proximal development.	Mind in society: The development of higher psychological processes, 5291.
Garton, A.F. (2008)	Exploring cognitive development: The child as problem solver.	John Wiley & Sons.
Greenaway, R. (1992)	Reviewing by Doing. Journal of Adventure Education and Outdoor Leadership.	http://www.reviewing.co.uk/articles/2rbd.htm#4stage
Stern, D. (1985)	The Interpersonal World of the Infant	Basic Books
Zeedyk, S.	Attachment	http://www.suzannezeedyk.com/wp-content/uploads/2016/03/Suzanne-Zeedyk-Attachment-v1.pdf
Zeedyk, S. (2014)	Sabre Tooth Tigers & Teddy Bears: The connected baby guide to understanding attachment	Dundee: Connected Baby.

SP-L3-unit3
COMMUNICATION AND UNDERSTANDING LIFEWORLDS

Unit code	L/615/3736	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	70
		Credit value	7

Unit aim

In this unit learners will explore how verbal and non-verbal communication can impact on our relationships, information sharing and perception of each other as individuals and professionals. It will introduce learners to key communication theories, link these to practice and emphasise the importance of giving and receiving authentic feedback. This requires the development of non-violent communication, active listening skills and self-awareness. Another key theme will be how dialogue constructs reality and therefore affects how people see the world, themselves and other people within it, how they make decisions and interact with others. The concept of lifeworld orientation will be introduced to support learners to better understand and make sense of other people's perceived realities and how they can act to support people within it.

Unit rationale

Developed communication and active listening skills directly contribute to the quality of the relationships we form and the effectiveness of our professional work. Active listening conveys to others that they are being heard, respected and taken seriously. People's unique 'realities' - their lifeworlds – are brought to awareness and modified through communication. The concept of lifeworld orientation promotes understanding and empathy and enables social pedagogy practitioners to provide meaningful support.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the concept of lifeworld orientation within a social pedagogy context	1.1 Explain the concept of lifeworld orientation within a social pedagogy context
	1.2 Discuss ways of supporting individuals using lifeworld orientation in practice
2. Understand a range of communication principles and rules used in social pedagogy practice	2.1 Explain a range of relevant communication principles and rules used in social pedagogy *May include:* • *4 aspects of a message* • *It's impossible not to communicate* • *Content of communication is defined by the relationship and the power balance between participants* • *Nonverbal and verbal aspects of communication* • *Understanding the contribution of different participants in communication, and the concept of 'feedback'*
	2.2 Describe a practice situation which illustrates some of these communication principles in action

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
3. Be able to apply active listening skills	3.1 Explain the concept of active listening
	3.2 Apply active listening in practice
4. Understand how to apply nonviolent communication	4.1 Describe the use of nonviolent communication in practice

Additional notes on subject content

Active listening is described in detail by Gordon (2008). Constructivism should be explored within this unit to provide learners with a baseline understanding for why perceptions and lifeworlds are subjective and unique to each individual. Implications at a wider societal level – such as social construction of childhood, disability, inequality – should also be covered.

Additional requirements for delivery and assessment
None

Reading List (an asterisk indicates recommended reading)

*Gordon, T (2008).	Parent Effectiveness Training: The Proven Program for Raising Responsible Children.	Three Rivers Press.
*Grunwald, K., & Thiersch, H. (2009)	The concept of the 'lifeworld orientation' for social work and social care	*Journal of Social Work Practice, 23*(2), 131-146

*Petrie, P., (2011)	* Communication Skills for Working with Children and Young People: Introducing Social Pedagogy	London: Jessica Kingsley Publications
*Petrie, P., (2011)	Interpersonal Communication: The Medium for Social Pedagogic Practice in C. Cameron and P. Moss (eds) *Social Pedagogy and working with children and young people: Where care and education meet*,	London: Jessica Kingsley Publications
*Rosenberg, M. and Chopra, D., 2015	Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships.	PuddleDancer Press
Academy for Conflict Transformation (undated)	The Communication Model by Schulz von Thun	http://cnas.euba.sk/wp-content/uploads/2014/07/Reading-29_10_2014.pdf
James, A., & Prout, A. (Eds.). (2015)	Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood	Routledge
McFadzean, M. (2013)	Nonviolent Communication in Practice	http://thempra.org.uk/downloads/McFadzean_-_Nonviolent_Communication_in_Practice.pdf

Schugurensky, D. (2014)	Social pedagogy and critical theory: A conversation with Hans Thiersch	*International Journal of Social Pedagogy, 3*(1), 4-14
Segal, L. (2011).	The dream of reality: Heinz von Foerster's constructivism	Springer Science & Business Media

SP-L3-unit4
BUILDING MEANINGFUL RELATIONSHIPS

Unit code	R/615/3737	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	70
		Credit value	7

Unit aim

This unit focuses on establishing, maintaining and promoting meaningful relationships with people and within inter-professional practice. Drawing on care ethics, learners will explore various theories and principles, such as reciprocity, authenticity, empathy, trust and equality that seek to include individuals in the wider society and ensure that their diversity is recognised as valuable. The unit provides learners with a greater understanding of how they can develop strong and authentic relationships, not only with the individuals or groups they support, but also with professionals from other agencies. Ways of working collaboratively as part of a wider team are considered in order to foster greater understanding of the different roles and responsibilities that will make a positive difference when supporting people.

Unit rationale

Social pedagogy is a relational approach that holds at its core the importance of forming, maintaining and promoting strong and reliable relationships based on inclusion, mutual trust and respect. Without this, a positive impact is more difficult to achieve. In this unit learners will explore building trust, personal authenticity and supporting individuals in building a relational universe. As many of these skills and underpinning principles apply more widely, the unit also highlights the importance of supporting individuals and disadvantaged groups to become more empowered and included and of addressing structural and societal barriers

to social equality. To achieve this effectively, social pedagogy practitioners also need to develop strong relationships with the wider social network of the people they support (e.g. family members, friends, other professionals, the wider community) and with their own colleagues.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand how to develop relationships within a team of professionals and multi-agency contexts	1.1 Explain the role of building relationships within a team of professionals and multi-agency contexts
2. Understand how to build equal and meaningful relationships in everyday practice	2.1 Demonstrate an ability to build meaningful relationships in everyday practice
3. Understand the notion of supporting individuals in developing a 'relational universe'	3.1 Explain the notion of supporting individuals in developing a 'relational universe'
4. Understand the concept of the 3Ps as a tool for self reflection	4.1 Explain the concept of 3Ps
	4.2 Apply the 3Ps as a tool for self reflection

Additional notes on subject content

Content should reintroduce learners to the Diamond model and its relevance for building relationships, the 3 Ps (the professional, personal

and private aspects of the pedagogue), the Common Third and attachment theory.

Learners should also become familiar with the Johari Window (Luft & Ingham, 1961) as a reflective model to become more aware of their own blind spots with regards to how they form relationships.

Content needs to cover care ethics and Haltung in order to convey the intrinsic value and importance of relationship-centred practice in social pedagogy. It also needs to make clear that relationships should not be seen as a tool, instrument or a means to an end but as inherently valuable.

Content should take a strength-based view on diversity and inclusion, highlighting the potential and importance for social justice and the role of social pedagogy within it.

Additional requirements for delivery and assessment
Where possible delivery should include mixed group work for learners from different backgrounds, so that they can learn from each other's experiences, help reduce stereotypes and promote stronger relationships.

Key principles such as authenticity, trust, empathy, reciprocity, valuing diversity and equality must be brought to life and modelled in how the qualification is delivered and assessed to ensure congruence between course content and learning experience. This unit requires facilitators to strike a careful balance between raising awareness of inequalities and discrimination and maintaining a strength-based perspective that models these values and avoids being perceived as "preaching" about anti-oppressive practice.

Reading List (an asterisk indicates recommended reading)

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

*Garfat, T., Fulcher, L, & Digney, J. (2013) (eds.).	Making Moments Meaningful	The CYC-net Press. http://press.cyc-net.org/samples/MakingMomentsMeaningful.pdf
*ThemPra Social Pedagogy (2016)	An Introduction to Social Pedagogy	Allithwaite: ThemPra Social Pedagogy
*Vrouwenfelder, E., Milligan, I., & Merrell, M. (2012).	Social pedagogy and inter-professional practice: evaluation of Orkney Islands training programme.	Glasgow: Centre for Excellence for Looked-After Children in Scotland. http://www.celcis.org/resources/entry/social_pedagogy_and_inter_professional_practice_evaluation_of_orkney_island
Eichsteller, G. (2010).	Social Pedagogic Practice – The Importance of Hermeneutics	Children Webmag. http://www.childrenwebmag.com/articles/social-pedagogy/social-pedagogic-practice-the-importance-of-hermeneutics
Luft, J., & Ingham, H. (1961).	The johari window	Human Relations Training News, 5(1), 6-7.
Smith, M (2010).	A brief history of (residential child care) ethics	Scottish Journal of Residential Child Care, 9(2), 2-11

SP-L3-unit5
CREATIVITY IN WORKING WITH INDIVIDUALS, GROUPS AND COMMUNITIES

Unit code	D/615/3739	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	60
		Credit value	6

Unit aim

This unit focuses on how social pedagogy can be applied in direct work with individuals, groups and communities by drawing on the social pedagogy practitioner's inherent creativity. It takes a broad definition of creativity, which similarly to multiple intelligences, considers every individual as having unique creative potential. The unit will introduce learners to the power of creativity, and to problem-solving and creative methods (including arts, play, photography, movement and dance, music, drama, sports, outdoor activities, etc.). This will allow them to proactively create situations that enable people to express themselves and positively influence group dynamics. Learners will gain an understanding of the Common Third and explore their own interests and creative potentials in ways that are practice-relevant.

Unit rationale

Social pedagogical practice relies on creative ways of engaging with individuals, groups and communities through a variety of shared activities, such as arts, sports, music and nature. These offer unique opportunities for developing authentic relationships, improve well-being and social agency. They can free participants to express and make sense of complex emotions, to experience themselves in a different light, to develop new skills and learn to problem-solve creatively. Creative activities also have the potential to bring together groups and communities and thus require

social pedagogy practitioners to be able to facilitate group processes creatively and inclusively.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the relationship between creativity and individual growth in social pedagogy practice	1.1 Explain the relationship between creativity and individual growth in social pedagogy practice
2. Know the theory and practice of the Common Third	2.1 Explain the theory of the Common Third
	2.2 Demonstrate the practical application of the Common Third
3. Understand how to work creatively with groups from a social pedagogical perspective	3.1 Discuss creative and participatory approaches to working with groups from a social pedagogical perspective
	3.2 Apply an identified method of facilitating group dynamics

Additional notes on subject content

Content should reintroduce learners to multiple intelligences, the Common Third, the Zone of Proximal Development, and Head, Heart, Hands, drawing links between learning and creativity.

Learners should also be introduced to Tuckman's group phases (forming, storming, norming, performing, transforming), and to models around participation and co-production.

Content should explore the link between creativity and well-being.

Additional requirements for delivery and assessment
The unit emphasis on creativity and group work must be reflected both in the delivery and assessment to ensure congruence.

Reading List (an asterisk indicates recommended reading)

*Csikszentmihaly i, M. (1997).	Flow and Creativity	Namta Journal, 22(2), 60-97
*Petrie, P. & Chambers, H. (2009).	Richer lives: creative activities in the education and practice of Danish pedagogues: a preliminary study: report to Arts Council England. Project Report	London: Thomas Coram Research Unit, Institute of Education, University of London.
*Smith, M. K. (2005).	Bruce W. Tuckman – forming, storming, norming and performing in groups	Infed: the encyclopaedia of informal education. http://infed.org/mobi/bruce-w-tuckman-forming-storming-norming-and-performing-in-groups/
*ThemPra Social Pedagogy (2016)	An Introduction to Social Pedagogy.	http://thempra.org.uk/downloads/Social%20Pedagogy%20-%20Comprehensive%20Handout.pdf

Csikszentmihalyi, M. (1997) Creativity Harper Perennial

SP-L3-unit6
SAFER PRACTICE FROM A SOCIAL PEDAGOGICAL PERSPECTIVE

Unit code	D/615/3742	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	60
		Credit value	6

Unit aim

This unit introduces learners to social pedagogical perspectives on safer practice. Learners will explore how they can best balance safe practice with the need to support individuals in developing risk competence – their ability to understand, assess and manage risks themselves. Learners will gain a deeper understanding of their legal responsibilities under existing rules and regulations for health and safety and child protection (where applicable), taking into consideration the implications for children's/adults' development. Learners will explore the role of children's and human rights in framing safer practice by considering in particular the right to the best interest of the child/adult, their right to be involved in decisions that affect them, their right not to be discriminated against and their right to survival and development. The unit will also explore how learners can keep themselves safe with regards to their own human rights. This unit is not equivalent to a safeguarding training, as recent or imminent completion of this is an entry requirement for the qualification.

Unit rationale

Safe practice is often interpreted as an obligation to avoid risk rather than focussing on well-being and learning. A social pedagogical perspective on safe practice aims to ensure that individuals can take sensible risks that give them greater control over their lives and have the potential to increase their quality of life. In addition, it enables

individuals to become competent in creating a safe environment for themselves, from which they can explore their learning zone at a pace that suits them and prevents further trauma. Regulatory bodies, including Ofsted and the Health and Safety Executive, have all argued the case for nurturing risk competence in individuals. This requires practitioners to possess a high level of risk competence themselves in order to weigh up their safer practice responsibilities and any developmental benefits of risk-taking. Importantly, safe practice from a social pedagogical perspective must recognise human rights, which provide a valuable framework for balancing safety and risk, survival and development.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Know own role and responsibilities in the context of health and safety and safer practice	1.1 Explain own role and responsibilities in the context of health and safety and safer practice
2. Be able to apply appropriate confidentiality in practice with individuals they support and other professionals	2.1 Explain the principles of appropriate confidentiality
	2.2 Apply the principles of appropriate confidentiality in the context of practice
3. Understand the relevance of human rights for safer practice	3.1 Explain the relevance of human rights for safer practice
4. Understand the concept of risk competence and its application	4.1 Discuss the concept of risk competence
	4.2 Explain the practical implications of supporting risk competence in safe ways

Additional notes on subject content

Important concepts to be covered within this unit must include: children's/humans' rights and risk competence to demonstrate the importance of critically evaluating safe practice. Learners must be encouraged to think of safe practice more holistically and in empowering ways that ensure physical, emotional and psychological safety both in the present and in the future.

Learners should also be reintroduced to the 3 Ps as a reflection model to critically evaluate safety-related decision-making, with the aim to ensure that learners know how they can keep themselves safe.

Additional requirements for delivery and assessment

Learners are expected to have undertaken their organisation's / local authority's safeguarding training and to demonstrate their ability to follow stated safeguarding and child protection procedures, applying their understanding of social pedagogy theory and practice.

Reading List (an asterisk indicates recommended reading)

*Eichsteller & Holthoff (2009)	Risk Competence – Towards a Pedagogic Conceptualization of Risk.	Children Webmag: http://www.thempra.org.uk/downloads/risk.pdf
*Vrouwenfelder, E. (2006)	Children's Rights: How to Implement a Rights-Based Approach in Residential Child Care	In Residence, 3

Cameron, C. (2017)	Risk and reciprocity in residential care: some problems with a universal norm.	*Törrönen, M., Munn-Giddings, C., Tarkiainen, L., and Boyce, M. (eds) Reciprocal Relationships: Implications for Social Work and Social Policy, Routledge*
Council of Europe (1950)	European Convention on Human Rights	
Milligan, I. & Stevens, I. (2006).	Balancing Rights and Risk: The Impact of Health and Safety Regulations on the Lives of Children in Residential Care	*Journal of Social Work, 6(3), 239-254*
United Nations (1948)	Universal Declaration of Human Rights	
United Nations (1989)	United Nations Convention on the Rights of the Child	

SP-L3-unit7
OBSERVATION AND REFLECTIVE PRACTICE WITHIN A SOCIAL PEDAGOGICAL CULTURE

Unit code	H/615/3743	Guided Learning Hours (GLH)	10
Unit level	3	Total Qualification Time (TQT)	60
		Credit value	6

Unit aim

This unit will introduce learners to the role of reflection within social pedagogy, highlighting the importance of making observations that avoid interpretations or judgments. Learners will be supported in asking pertinent questions, initiating regular reflection processes and developing the ability to include colleagues, other agencies and/or the people they support in a joint reflection process that draws out multiple perspectives, identifies learning and leads to action. They will explore the role of critically reflecting on how emotions, values, previous experiences and expectations can colour observations. Through engagement with different reflection and appreciative inquiry methods, learners will familiarise themselves with practical and thorough reflective processes that are solution-oriented and thus enable learners to develop their practice further. They will also learn how to differentiate between debriefing and reflecting.

The unit will also introduce learners to the notion of everyday leadership and how they can initiate change or set impulses for cultural and systemic change. Learners will develop skills to support colleagues within their wider organisation on their social pedagogy journey.

Unit rationale

Social pedagogical practice requires wider organisational awareness and support from colleagues to achieve critically reflective thinking on 'the way we do things' and further improve practice in ways that are experienced as coherent

and compassionate by the people they support. However, thorough reflective processes are still not sufficiently embedded in many practice settings. In their absence, learners can experience reflection as burdensome or, in extreme cases, as revisiting a traumatic situation – leading practitioners to avoid reflecting. Within social pedagogy, reflection is seen as integral for ensuring a professional ability to bring the personal self into practice and for ongoing practice development. To achieve this, social pedagogy practitioners require both a detailed understanding of the relevance of observation and reflection, and practical reflection methods that are experienced as beneficial. They also require opportunities to frequently practice reflection in order to process experiences (see 3Ps).

Working social pedagogically also requires practitioners to focus on influencing cultural and systemic conditions to bring about change – both with active involvement of the people they support and as advocates for their best interest. This ensures that both practice and organisational framework reflect social pedagogical principles.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the role of observation in the practice of social pedagogy	1.1 Explain the role of observation in the practice of social pedagogy
	1.2 Discuss the impact of emotional states, personal history, values and expectations on observations

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Know a range of reflective practice methods	2.1 Discuss a range of reflective practice methods *May include:* • *3Ps* • *4Fs* • *FEIALA*
	2.2 Use one reflection method to analyse a practice situation
3. Understand the notion of influencing cultural and systemic change	3.1 Explain the notion of influencing cultural and systemic change
4. Understand the notion of everyday leadership	4.1 Explain the notion of everyday leadership

Additional notes on subject content

Learners must be introduced to a selection of structures for thorough, comprehensive, solution-focussed reflection, such as:

- 4Fs (Facts, Feelings, Findings, Futures - Greenaway),
- Kolb's learning cycle,
- FEIALA (Facts, Effects, Influencing Factors, Analysis, Learning, Action - Kemp & Eichsteller).

Content must also link back to nonviolent communication and the 3Ps.

To ensure learners take a systemic perspective and possess awareness of social pedagogy's political dimension, learners must be introduced to aspects of appreciative inquiry and change management that prepare them for introducing social pedagogy within their organisation as

relevant. Within this context, everyday leadership (Dudley) and mechanisms of successful scaling (Innovation Unit) are particularly important notions

Additional requirements for delivery and assessment
Delivery should weave reflection, practice and observation throughout this unit.

Reading List (an asterisk indicates recommended reading)

*Greenaway, R. (1992)	Reviewing by Doing. Journal of Adventure Education and Outdoor Leadership.	http://www.reviewing.co.uk/articles/2rbd.htm#4stage
*Kemp, R. & Eichsteller, G. (2015)	Social Pedagogical Reflection – the FEIALA model	http://www.thempra.org.uk/wp-content/uploads/2016/11/Social-Pedagogical-Reflection-The-FEIALA-Model.pdf
*Kolb, D. A. (2014)	Experiential learning: Experience as the source of learning and development.	FT press.
Albury, D. (2015).	Myths and Mechanisms of Scaling Innovation	London: Innovation Unit. http://www.innovationunit.org/sites/default/files/MYTHS%20AND%20MECHANISMS%20(1).pdf

Bowyer, S. & Wilkinson, S. (2013).	Evidence Scope: Models of Adolescent Care Provision	. Dartington/Sheffield : Research in Practice
Cameron, C. (2016).	Social Pedagogy in the UK today: findings from evaluations of training and development initiatives	Pedagogía Social. Revista Interuniversitaria 27, 199-223
Cooperrider, D.L., Whitney, D. & Stavros, J.M. (2008)	Appreciative Inquiry Handbook (2nd ed.)	Brunswick, OH: Crown Custom Publishing.
Dudley, D. (2010).	Everyday Leadership	. Presentation TEDx Toronto: https://www.ted.com/talks/drew_dudley_everyday_leadership
Eichsteller, G. & Holthoff, S. (2012).	The Art of Being a Social Pedagogue – Practice Examples of Cultural Change in Children's Homes in Essex	Allithwaite: ThemPra Social Pedagogy
McDermid, S., Holmes, L., & Trivedi, H. (2015).	Informing debates about the sustainability of the Head, Heart, Hands programme.	Loughborough: Centre for Child and Family Research

Moore, N., Jakara, M., Bowie, J. & Marriott, J. (2013). Social Pedagogy: A scoping project for Derbyshire County Council. Summary Report. Derby: International Centre for Guidance Studies (iCeGS), University of Derby

Roesch-Marsh, A., Cooper, S., & Kirkwood, S. (2015). Social Pedagogy Pilot Project Evaluation . Edinburgh: University of Edinburgh

Section 3:
Delivery Requirements

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

- **Encourages** learners to take responsibility for any barriers or opportunities they identify in the learning space
- **Empowers** learners in self-direction within and between learning sets, both in terms of study and practice tasks
- **Facilitates** action learning and an open exchange of views and experiences based on principles of equality and equitability
- **Challenges** learners to reflect on their values, knowledge base and the skills in practice
- **Invites** opportunities brought to the space by the participants, their context, the location, which may reinforce and further learning

The units are delivered as an integrated whole. They have been structured so as to enable a learner- and group-centred approach, encouraging proactive learner investigation, enquiry and reflection drawing on experiential learning methods to convey theory in practice. This requires facilitators with the relevant competencies and expertise, as outlined in the Social Pedagogy Professional Association (SPPA) Standards of Education and Training, with which delivery of this qualification has to comply. It also requires an adaptable learning space where all learners can, when appropriate, sit in a circle and break out into smaller groups. Having access to a larger space either indoors or outdoors to provide added opportunity for experiential learning activities is highly recommended. Similarly, to enable a focused and safe learning environment, the classroom needs to be situated in a setting where factors which could intrude or unhelpfully disturb the group are minimised.

All units should be delivered in a vibrant workshop format using a balanced mix of methods that encourage and ensure active learner participation, inclusive relationship development within the group, including a variety of ways in which to consolidate the learning according to individual and group needs. This mix includes formal presentations, hard copy and digital resources, guided exercises, role play, creative arts, and periods of reflection and discussion. Consolidation of learning could

be enabled through reflective dialogue and note taking, through scenarios with particular cases and people in mind, and by transferring the learning into working practices through a committing action planning at the end of each unit. To support learners in their assessment, they will also need to study independently.

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

It is important that the approach to delivery is holistic, strength-based, and recognises diverse learning styles. Visual aids, written learning resources, and group activities should be designed inclusively to accommodate all learning styles.

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

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

Section 4:
Assessment & Quality Assurance

4.1 Our Approach

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

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

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the unit before they can be awarded that unit. We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which cover elements of more than one unit.

Assessment Methods

Types of assessment method for this qualification may include, but are not limited to: reflective journaling, tutor observation, peer assessment/witness testimony, written assignments, report, presentations, products and professional discussion, personal development plan and video. Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team

Assessors for this qualification will write a summative assessment for each learner, relating to the assessment criteria, based on their observation and engagement with the learner, and peer and self-assessment. The other primary evidence and methods of assessment will be reflective journaling (which will include self-assessment), observations by assessor and peers, and written assignments. Given the intuitive and experiential nature of the assessment, assessors will be required to participate in rigorous moderation (standardisation) meetings to ensure that assessment judgements are valid. These meetings will be held within a

centre and across centres where possible. Summative assessment will not be accepted as final until agreed by the internal moderation group.

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

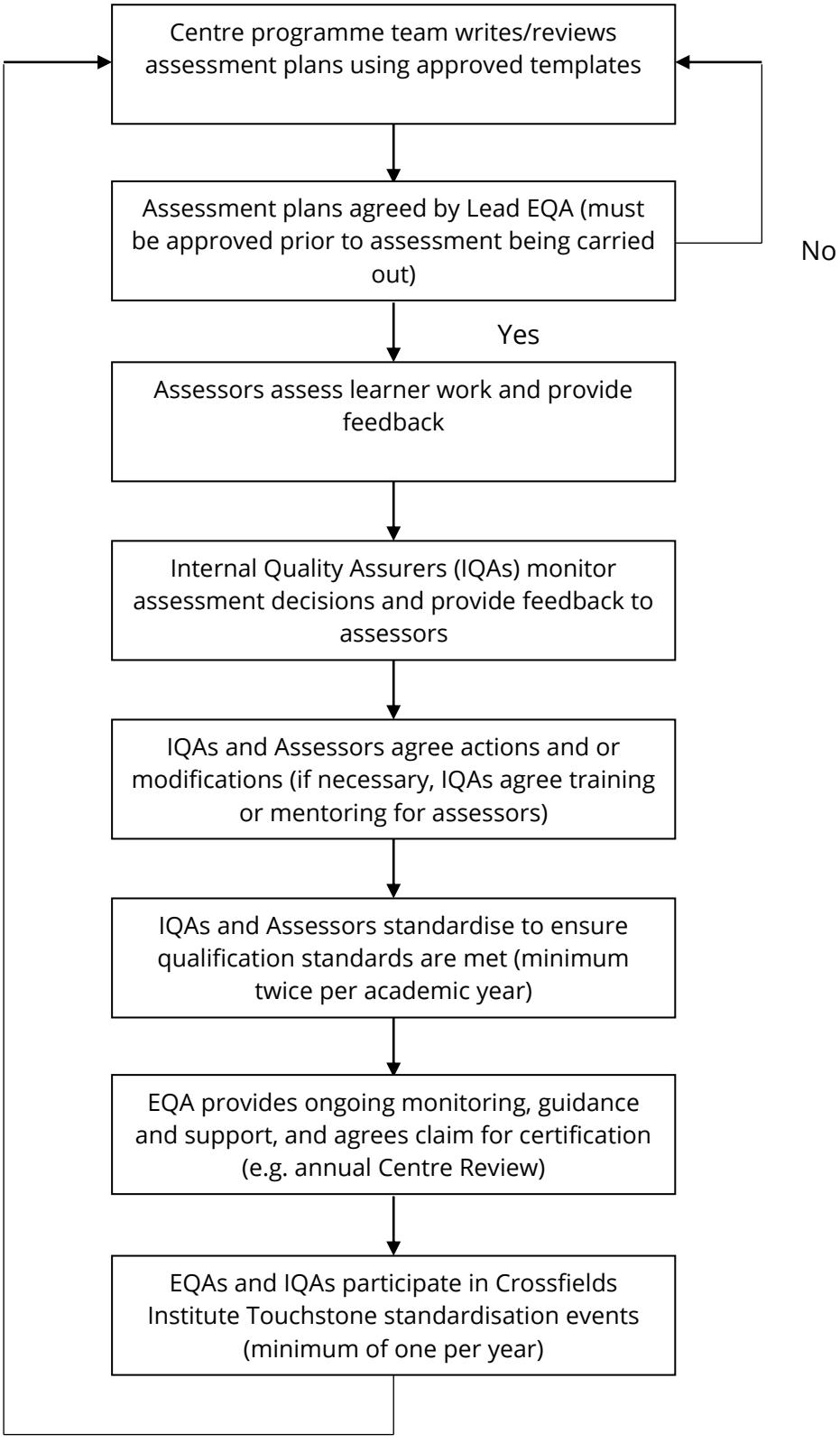
4.3 Quality Assurance Process

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

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

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

Crossfields Institute Quality Assurance Process



4.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

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

They should also ensure that:

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

4.5 Training and Support

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

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for

these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice

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

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

Section 5:
Policies and Procedures

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

Relevant policies include:

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

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