

PROGRAMME SPECIFICATION

MA in Social Pedagogy: working with children in care and on the edge of care

Awarding Institution: Institute of Education, University of London

Teaching Institutions: Institute of Education, University of London
(with exchange visit option to Danish School of Education, University of Aarhus)

Name of final award

Master of Arts (MA)
Postgraduate Diploma
Postgraduate Certificate

Programme title

Social Pedagogy: working with children in care and on the edge of care

Language of Study

The Institute of Education teaches and assesses participants through the medium of the English language. Competence in English language is required of all applicants. Programme regulations may indicate the level of competence required of each applicant and may make its achievement a condition of admission.

Participants

All those interested in the field of social pedagogy and direct work with children in care or on the edge of care. It will be of special interest and relevance to those working in children's services such as social care, health and education, children's rights and family policy, youth work and the justice system.

Educational Aims of the Programme

- To introduce you to the field of social pedagogy, and its concepts and principles and a range of current theories about social pedagogic ways of working with children
- To critically explore the life circumstances of children in public care and the implications this has for professional practice with children
- To enable you to rethink your professional practice by investigating new ways of understanding communication and interpersonal relationships

Learning Outcomes

It is expected that by the end of the course, students will

- have a systematic knowledge of the field of social pedagogy
- have a thorough knowledge of sociological, psychological and cultural theories relevant to working with children in care
- have a critical awareness of the contribution of the field of social pedagogy to children in care
- be confident in discussing and evaluating professional practice in the field
- have demonstrated a comprehensive understanding of techniques applicable to their own research and scholarship

Criteria for admission

Applicants are expected to have a good first degree (2.2 or above, or at an equivalent level) in social science, education or cultural studies, humanities or a related field.

Those who do not meet these criteria have to show an ability to meet the demands of the programme through a qualifying assignment which is normally one or more of the following forms: an essay, a critical review, a written statement, an unseen written paper, a portfolio of materials, and/or a *viva voce* examination.

You should have professional experience of working with and for children in disadvantaged circumstances.

Applicants whose first language is a language other than English may be required to provide evidence of their English language proficiency.

The Institute of Education is committed to admitting and supporting participants with disabilities and welcomes applications from them.

Participants do not need to be “registered disabled” to draw on these services, though in order to provide services in the long-term we will need to ask for medical or other evidence, as appropriate.

Disabilities Support can also support people who have a temporary mobility / dexterity impairment / other difficulty as a result of an accident, injury, illness or surgery.

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. We do not therefore have standard procedures for participants with dyslexia, nor standard procedures for visually impaired participants: each person's needs are considered individually.

Mode of study

Full-time. This is two evenings per week during term time and some block days for two of the modules.

Programme structures and requirements, levels, modules, credits and awards

The programme is divided into study modules and each unit counts for 30 credits, with the exception of the dissertation which is worth 60 credits. There are two core modules in the first term, one core and one optional module in the second term and in the third term students either write a dissertation or write a report and do a second optional module.

For a Master's degree to be awarded, successful completion of a minimum of 180 credits is required. (The Institute of Education uses the European Credit Transfer and Accumulation System (ECTS), as a guide to support periods of study undertaken abroad and to assist student mobility. Currently it is assumed that two UK credits equate to one ECTS. Therefore a module of 30 credits would typically equate to 15 ECTS credits).

Required modules

- Theories, concepts and principles of social pedagogy (30 Credits)
- Communication, learning and being together: social pedagogic relationships (30 Credits)
- Researching childhood (30 Credits)
- An optional module, drawn from a list of recommended modules across the IOE
- A dissertation **or** a report and a second optional module

Optional module examples (all 30 credits)

Children's rights – one week intensive attendance
Management & Contemporary Issues in Early Years
Literacy development
Cognitive learning and development
Atypical development
Psychological aspects of counselling
Multicultural and multilingual London
Psychology and music education
Learning and teaching in art and design

Participants who for academic or personal reasons are unable to successfully complete the 180 credits required for the masters award may exit with the completion of 60 or 120 credits respectively and be awarded a Postgraduate Certificate or Postgraduate Diploma in the subject area.

Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated

Face to face lectures, seminars and written assignments. There will be a requirement to complete original research and write a dissertation or a shorter report plus a second optional module. Each student will be asked to keep a reflective diary of their practice and the way practice links to theory and learning on the programme. Each student will be paired with a Danish student on a parallel MA programme and will be asked to develop and maintain an email based exchange with them. In addition, there will be a non-assessed option to visit Copenhagen, Denmark, to attend two days of teaching as part of the MA course at the School of Education, University of Aarhus, and to visit some social pedagogic services.

Information about assessment regulations

Participants must successfully complete all elements of the programme, to achieve the minimum credits required for the award, e.g. 180 credits for a masters award. All coursework, is assessed according to the grade-related criteria for the programme level, found in the student handbook

All assignments are independently marked by two staff members, who meet to discuss and reconcile the marks and comments for each individual. Assignments are graded from A to D, with D being a failing grade. Participants are permitted to represent a failed assignment on one further occasion, within 12 months of the original submission.

An external examiner is appointed by Senate and plays an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Support for learning

- An induction day at the commencement of the programme informs participants of the programme content, methods and expectations, and introduces them to Student Support Services and CAPLITS.
- Programme and module handbooks offer full guidance and advice on studying, writing and submitting both assignments and dissertations.
- The programme leader is available to advise all participants on academic matters, and to refer them to the support services available at IOE
- Formative feedback is provided on draft assignments to take forward to their final submission
- Peer support and networking is facilitated in the group by the use of VLE and collaborative projects.
- Access to the full range of welfare and union facilities is afforded to all Institute students
- Participants are all advised on the use of the library and information services, and of the Blackboard VLE operating system.

Methods for evaluating and improving the programme

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards include:

- Module evaluation by participants
- Termly meetings of the Programme Committee or Programme Team
- Annual programme review prepared by programme team and considered by Faculty Learning, Teaching and Quality Committee
- Periodic programme review and revalidation involving external panel member
- Staff review and development
- Peer observation of teaching
- External examiner reports

Committees with responsibility for monitoring and evaluating quality and standards

- Programme Committee
- Board of Examiners
- Faculty Learning, Teaching and Quality Committee
- Teaching Committee
- Validation Sub-Committee
- Equal Opportunities Committee
- Academic Board
- Senate

Mechanisms for gaining participant feedback on the quality of teaching and their learning experience

- Participant module evaluation (sessional and programme);
- Representation on programme committees.

Indicators of quality and standards

- Progression to higher level award programmes
- Promotion to management or higher level roles in their place of work
- Programme participants teaching other practitioners in their own institutions or on a regional or national basis
- Participation in continuing professional development courses
- Publication of outstanding programme work in peer reviewed journals
- External examiner's appraisal of how standards compare with other universities

Date of completion/amendment of specification

September 2009