

Curriculum for the Bachelor Programme in Social Work at Metropolitan University College

The professional bachelor programme in social
work

Curriculum 27 January 2015

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Part 1: Introductory remarks concerning the general provisions in the curriculum

1.1. Preface

This curriculum is divided up into general provisions and provisions that apply specifically to the institution.

The general provisions apply to all providers of social work study programmes in Denmark and are set out in parts 1-5.

In addition to the general provisions contained in the curriculum, the individual providers of social work study programmes have drawn up detailed institution-specific provisions for their programmes, including provisions for content, and organisation, as well as test provisions that describe the basis for the individual exam or test, how it will be run and what form the answers take.

On successful completion of the programme, graduates are entitled to use the title

Professionsbachelor som socialrådgiver (Bachelor of Social Work in English).

The legislative framework for the curriculum is Section 6 of the Ministerial Order on Professional Bachelor Programmes in Social Work, which comes into force on 1 August 2011 and applies from 1 February 2012. (See (3) and (4), however).

(3) Students who have started on the study programme before 1 August 2011 will complete it under the previous rules, cf. (2). However, the institution may make transitional arrangements so that students are able to complete the programme in accordance with the rules contained in this ministerial order.

(4) The institution can permit students who start the programme after 1 August 2011 and before the ministerial order takes effect (see (1)) to complete the study programme under the previous rules (see (2)), if special circumstances apply and the institution is equipped to do so.

The institution-specific parts of the curriculum are shown in boxes like this.

1.2. Legislative framework for the study programme

As of 1 February 2012, the programme is run in accordance with the Ministerial Order concerning Professional Bachelor Programmes in Social Work, Order. no. 766 of 24.06.2011 and other associated and relevant rules and regulations.

Part 2: Objectives, core areas and structure

2.1. The overall objective of the programme

"The objective of the Bachelor Programme in Social Work is to qualify graduates to work in all areas of social work. On successful completion of the study programme, graduates are capable of making an independent, interprofessional and intersectoral contribution to preventing and solving social problems and of planning, co-ordinating, implementing, evaluating and developing social-work provision at individual-, group-, organisation- and society levels in the public authorities, including employment-related and other special measures and under private auspices." (The Ministry of Education: the Ministerial Order concerning Professional Bachelor Programmes in Social Work, no. 766 of 24/06/2011, section 1 (1)).

2.1.2 The Bachelor Programme in Social Work at Metropolitan University College

The social work programme is a general one that qualifies graduates for a wide range of jobs, functions and roles related to social work in a modern welfare state. Metropolitan University College has three specialisations that mould the general competence profile in a particular direction:

The classic social-work specialisation (Copenhagen and Bornholm)
The intercultural/international specialisation (Copenhagen) The social work and social pedagogy specialisation (Hillerød)

The specialisations are described in greater detail in our institution-specific module descriptions. Metropolitan also has a range of elective modules – see sections 3.3.10 to 3.3.17.

The general organisation of the study programmes and of specialisations and elective modules all try to take advantage of the unique opportunities provided by Metropolitan's location at the heart of a big city like Copenhagen. The programme benefits from the socially and culturally diverse nature of the local population and proximity to a wide range of institutions and key stakeholders in the social sector.

The Bachelor Programme in Social Work at Metropolitan University College is based in the Department of Social Work in the Faculty of Social Science and Pedagogy. The job of the department is to conduct practice-based and profession-oriented research and development, to provide study programmes and to relay knowledge of social work in order to develop and challenge professional practice. Over many years, the department has built up a strong research and development environment concerning vulnerable children and young people and intends to prioritise employment-related social work in the future.

2.2. Core areas of the social work programme

The core areas describe the key areas of knowledge that recur in all of the parts of the programme and the interdisciplinary aspects of training and practice in the social-work profession. Knowledge of and insight into a range of disciplines is a prerequisite for reflecting on and acting professionally at the intersection between clients' social and employment problems and rights and society's demands and expectations. Knowledge, skills and competences related to social-work practice, input from employers' associations and the latest research are incorporated into all core areas to the greatest possible extent.

The learning targets for the core areas are set out in Part 5. As per appendix 1 of the Ministerial Order concerning Professional Bachelor Programmes in Social Work, the objectives for the learning outcomes cover the knowledge, skills and competences that a professional bachelor acquires during the social work programme. They are achieved by successfully completing the programme modules.

The content and scope of the core areas are:

1. Theories, methods and ethics in social work. 35 ECTS credits

Content:

The content of this core area consists of social-work theories, concepts and methods that provide an academic and methodological basis for professional practice. Social work is knowledge-based and founded on professional ethics. Social work is a wide-ranging discipline practised in a number of specific professional contexts and organisations. This particular core area provides students with a range of skills and competences needed in the social-work profession.

2. The individual in society, human development and social relations. 20 ECTS credits

Content:

This core area consists of theories, concepts and knowledge of human development, social relations and the interaction between the individual and society. Social work is based on understanding societal, cultural and individual processes as necessary prerequisites for appropriate actions and the deployment of skills and competences in practice. This includes awareness of general social conditions and of the client's perspective(s).

3. Social problems, unemployment and living conditions. 20 ECTS credits

Content:

The core area's content consists of theories, concepts and knowledge of social problems, unemployment and living conditions – the causal relationships between them and the options for intervention. Social problems are understood in a context where biological, psychological, social and societal factors interact. Dealing with social problems is the primary purpose of social work, and social workers' understanding of and perspective on social problems is crucial to the strategies and possibilities they adopt in their professional practice. This core area provides them with the skills and competences to describe, analyse, evaluate and act in relation to social problems faced by individuals, groups, organisations and society as a whole.

4. Welfare policy and the regulatory framework for social work. 20 ECTS credits

Content:

The content of this core area consists of theories, concepts and knowledge of how the executive and politicians determine the goals, duties and functions for social work, as reflected in a range of areas, and which define the regulatory framework for social work. In the welfare state, all advice, guidance, help and support is subject to fixed regulations and frameworks that set out the legal options and conditions for tackling social problems in practice. The skills and competences acquired in this core area include the ability to apply the law in a social-work context and provide individuals with advice about their legal position.

5. Organisation and financial frameworks for social work and labour-market initiatives. 20 ECTS credits

Content:

This core area's contents consist of theories, concepts and knowledge of the organisational and financial parameters that set the context for professional social work. Social work under the auspices of public authorities in particular is subject to frameworks and mandates set out in administrative law and must take the financial consequences into account when approaching social problems. Social work often consists of a form of interprofessional collaboration co-ordinated by the social worker. This particular core area provides students with skills and competences in finance and organisation.

6. Evaluation, development and quality assurance of social work. 15 ECTS credits

Content:

The content of this core area consists of theories, concepts and knowledge of the production and application of new knowledge in social work practice. Knowledge of social work is generated at all levels, including by the end users. Relevant methods and approaches are used to generate knowledge of, development of and innovation in social work. The focus in this core area is on evidence-, research-, practice- and experience-based knowledge. This particular core area provides students with skills in documentation, evaluation, quality assurance, reflecting on their own learning and the development of practice.

2.3. Total ECTS credits for the study programme:

The social work programme is full-time and prescribed to 210 ECTS credits. One full-time equivalent corresponds to 60 credits in the European Credit Transfer System (ECTS credits) and to the work done by a full-time student in a year. The Bachelor Programme in Social Work is prescribed to 3½ student full-time equivalents.

All of the programme's modules and elements relate to core areas and consist of compulsory modules, an internship, elective modules and a bachelor project.

The compulsory modules, which are prescribed to 130 ECTS credits, are divided between the core areas as follows:

Theories, methods and ethics in social work: 35 ECTS credits

The individual in society, human development and social relations: 20 ECTS credits

Social problems, unemployment and living conditions: 20 ECTS credits

Welfare policy and the regulatory framework for social work: 20 ECTS credits

Organisation and financial frameworks for social work and labour-market initiatives: 20 ECTS credits

Evaluation, development and quality assurance of social work: 15 ECTS credits

Total for compulsory modules: 130 ECTS credits

The compulsory modules include:

5 ECTS credits in employment-related issues Vulnerable children and young people

5 ECTS credits in employment-related issues Employment-related issues

15 ECTS credits have interprofessional content

ECTS credits for other programme elements:

Internship: 30 ECTS

Elective module a) Vulnerable children and young people, or b) Employment-related issues: 15 ECTS credits

Other elective modules 15 ECTS credits

Bachelor project 20 ECTS credits Total ECTS credits 210

Part 3: Programme organisation and modules

3.1. Organisation of the programme

The programme is organised as follows:

Modules are spread throughout the programme and assessed by internal or external tests at the end of each module.

The internship culminates in an external test.

The bachelor project culminates in an external test.

The programme looks like this in table form:

Modules in the social work programme

Year of	Semester	Module themes	ECTS	Form of
1	1	Social problems and social work practice	15	Internal
		Development, frameworks and practice	15	Internal
	2	Social work with vulnerable children and young people, children and young people with disabilities and their families	15	Internal
		Social work with vulnerable adults and adults	15	External
2	3	Social work and employment-related issues	15	Internal
		Organisation and practice of social work	15	Internal
	4	Internship	30	External
3	5/6	Social work – quality assurance, evaluation and the enhancement of practice	15	Internal
		Elective module a or elective module b	15	External
		Social work in interprofessional and intersectoral partnerships	15	Internal
		Elective module c or another elective module	15	Internal
4	7	Social work – knowledge base and development	10	Internal
		Bachelor project	20	External

For the elective modules in semesters 5 and 6, students *must* at least opt for either:

- a) Social work with vulnerable children and young people and young people with disabilities and their families
- b) Social work and employment-related issues

The minimum requirement is external assessment in either a or b. The students choose elective modules prescribed to a total of 30 ECTS credits.

In addition to elective module a and b, the educational institution *must* offer elective module c:

- c) Social work with vulnerable adults and adults with disabilities

It is up to the institution to decide whether it will offer other elective modules.

3.2. General information about the modules

The programme is practice-, profession-, knowledge- and development-based. During the modules, students work on practical problems. The social work programme is very much social-science oriented but also includes aspects of the humanities and of the health sciences. The modules have a professional and interdisciplinary foundation.

They incorporate knowledge of international conditions and perspectives.

The modules help students make progress in a number of competences. In particular:

- Relational and communications competences
- Analytical and reflective competences
- Practical competences

These competences are tested in the modules.

As well as the specific academic learning targets for each module, students strive for progression in the following:

- Competences related to study skills
- Competences related to information
- Competences related to communications

The programme is progressive, i.e. increasing demands are placed on knowledge, skills and competences as the course of study goes on. The learning targets for the modules are aligned with the requirements related to each module. In other words, assessment is based on the level students have attained at the various stages of their studies.

3.3. The modules

3.3.1. Social problems and social-work practice

Content:

This module focuses on social problems at individual-, group- and society level and on social-work practice, including the social worker's role and methods. Theories about social problems and their causes are introduced along with legal methodology and basic legal principles for social-work practice.

Learning targets:

Knowledge

- Introduction to the knowledge base for social work and different forms of knowledge
- Theories about social problems and causes at different levels
- Empirical knowledge about current social problems
- Social-work practice and methods and the role of the social worker
- Basic knowledge of communications and initiating contact
- Legal principles and concepts including legal rights

Skills

- Identifying and delineating social problems
- Describing and analysing social problems and their causes
- Seeking out and collating relevant knowledge about social problems and social-work practice
- Communicating social problems

Competences

- Reflecting on own study practices and learning
- Working in groups

Extent: 15 ECTS credits

Assessment:

Internal test

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Written group exam (classic social-work specialisation and specialisation in social work and social pedagogy)

Individual oral exam (intercultural/international specialisation)

Compulsory elements:

Written assignment and communications theme (classic social-work specialisation) Compulsory assignment (intercultural/international specialisation)

Supervision seminar and communications theme (specialisation in social work and Social pedagogy).

3.3.2. Development, frameworks and practice

Content:

This module focuses on social work in a societal and historical context. The emphasis is on the welfare state's political, financial and legal frameworks and its significance for the profession's knowledge- and practice base. The development of the social work profession is approached from a national and International perspective.

Learning targets:*Knowledge:*

- The historical development, knowledge base, values and ethics of the profession
- Paradigms, theories and methods in social work
- Theoretical and empirical knowledge of the development and structure of the welfare state
- The development of social policy in a historical perspective
- The regulatory framework and exercising authority
- The professional conversation
- Client involvement

Skills:

- Describing and analysing the relationship between the welfare state's frameworks and the profession's practices
- Describing and analysing the views of humanity and of society inherent in social work
- Acquiring, selecting and applying relevant knowledge

Competences:

- Reflecting on own study practices and learning
- Working in groups

Extent: 15 ECTS credits

Assessment:

Internal test

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Individual written exam (classic social-work specialisation and specialisation in social work and social pedagogy)

Written group exam (intercultural/international specialisation)

Compulsory elements:

Written assignment (all specialisations)

3.3.3. Social work with vulnerable children and young people, children and young people with disabilities and their families

Content:

The module focuses on social work with vulnerable children and young people and children and young people with disabilities and their families. The emphasis is on social problems, preventive measures and holistic studies. Appropriate methods, tools and interprofessional and intersectoral partnerships are introduced.

Learning targets:

Knowledge:

- Theoretical and empirical knowledge of vulnerable children and young people and of children and young people with disabilities and their families
- Children and young people's development
- The importance of disability in relation to children and young people's development
- Vulnerable families' living conditions and the burdens faced by families with children with disabilities- Including risk and protection factors
- Different types of families, networks and their importance
- Regulatory frameworks, national agencies and international conventions
- Methods in social work with vulnerable children and young people and children and young people with disabilities and their families
- Involvement of and conversations with children and young people

Skills:

- Describing, analysing and assessing the situations of vulnerable children and young people and children and young people with disabilities and their families from a holistic perspective
- Using methodology and tools
- Applying the law and reflecting on the exercise of authority
- Presenting material related to professional practice in writing and orally

Competences:

- Identifying and describing social problems
- Reflecting on communicative and professional/ethical problems

Extent:

15 ECTS credits (of which 1.5 with interprofessional content and 5 in professional social work with vulnerable children and young people and children and young people with disabilities and their families).

Assessment:

Internal test

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Exam form:

Oral group exam (classic social-work specialisation and specialisation in social work and social pedagogy) Individual oral exam (intercultural/international specialisation)

Compulsory elements:

The communications theme and the written assignment (classic social-work specialisation) the communications theme and two written assignments (intercultural/international specialisation)

A presentation seminar (specialisation in social work and social pedagogy)

3.3.4. Social work with vulnerable adults and adults with disabilities

Content:

This module focuses on social work with vulnerable adults and adults with disabilities. It concentrates on social problems related to mental illness, disability, alcohol and drug abuse, crime, homelessness and prostitution. The emphasis is on methods and interventions, including rehabilitation and partnerships with the health sector.

Learning targets:

Knowledge:

- The target groups' lives and living conditions
- Theories, concepts and empirical knowledge related to the topic
- Regulatory frameworks including relevant conventions and national agencies
- Partners in the work
- Social-work methods and interventions
- Initiating contact and communication with the target group

Skills:

- Describing, analysing and assessing the target groups' social problems from a holistic perspective
- Reflecting on the use of methods and tools
- Applying the law in relation to the target groups and reflect on the exercise of authority
- Communicating about professional practice in writing and orally

Competences:

- Identifying and describing social problems
- Reflecting on communicative and professional/ethical problems

Extent: 15 ECTS credits (of which 1.5 with interprofessional content).

Assessment: The first-year test

External test assessed according to the 7-point grading scale

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Exam form:

Individual oral exam (classic social-work specialisation and specialisation in social work and social pedagogy)

Oral group exam intercultural/international specialisation)

The first-year test consists of the exams in the four modules during the first year of study. The first-year test must be passed before the end of semester 3.

Compulsory elements:

Written assignment and presentation seminar (intercultural/international specialisation)

Presentation seminar (specialisation in social work and social pedagogy)

Written assignment (classic social-work specialisation)

3.3.5. Social work and employment-related issues

Content:

This module focuses on social work and employment-related issues. The focus is on unemployment, job retention and the ability to provide for yourself and the political regulation and organisation of these factors. The emphasis is social-work provision and methods, including rehabilitation and public/private partnerships.

Learning targets:*Knowledge*

- Social problems related to unemployment, illness and inability to provide for oneself
- Theories, concepts and empirical knowledge related to the topic
- The organisation and political regulation of the labour market
- The legislative framework for employment-related issues, including EU directives and regulations
- Social-work theories, methods and interventions
- Initiating contact and conversations with the target group

Skills

- Describing, analysing and assessing the target groups' social problems from a holistic perspective
- Selecting and applying relevant methods and tools to address employment-related issues
- Applying the legislation and reflecting on the exercise of authority
- Communicating about professional practice in writing and orally

Competences:

- Identifying and describing social problems
- Reflecting on professional/ethical problems

Extent:

15 ECTS credits (of which 1.5 with inter professional content and 5 in social work related to employment issues).

Assessment:

Internal test.

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Oral group exam (all specialisations)

Compulsory elements:

Written group assignment (all specialisations)

3.3.6. Organisation and practice of social work

Content:

The module focuses on the political and financial organisation of social work and the importance of this to professional practice. Different types of public, private and voluntary organisations are referred to. The module prepares students for internships and stresses the functions and roles of social workers in organisations, including the role as the person exercising authority.

Learning targets:

Knowledge:

- Theoretical and empirical knowledge of the political and administrative structure of organisations and their activities
- Political, legal, financial and organisational frameworks for the management and provision of social work
- Correlation between effect, quality and price in social work
- The social worker's functions and roles in different organisations
- Power relations in social work

Skills:

- Analysing the significance of political, legal, financial and organisational frameworks for the function and role of the social worker
- Analysing the significance of the political, legal, financial and organisational frameworks for social-work assessments and decisions
- Analysing the importance of the frameworks for client involvement and working with and across organisations
- Communicating about professional practice in writing and orally

Competences:

- Identifying and reflecting on ethical problems
- Reflecting on how to tackle conflicting demands and expectations from management, clients and people you work with
- Reflecting on how to deal with pressure from different directions and dilemmas in the role as the person exercising authority

Extent: 15 ECTS credits

Assessment:

Internal test

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Exam form:

Individual written exam (all specialisations)

Compulsory elements:

Workshop course on communication in grief and crisis situations (classic social-work specialisation) Workshop course

The Social Games (classic social-work specialisation)

Internship preparation week (classic social-work specialisation)

Field trip (classic social-work specialisation)

Workshop course, The Social Games (intercultural/international specialisation) No compulsory elements (specialisation in social work and social pedagogy)

3.3.7. Internship

Content:

This module focuses on social-work practice. The internship provides students with the opportunity to work on their own learning in relation to the use of the knowledge base for social work in a specific professional context. The internship is designed as a progression from observation to reflective and independent practice.

Learning targets:

Knowledge:

- The political, legal, financial and organisational frameworks for the internship institution
- The social problems and living conditions of the internship institution's target group
- The internship institution's values
- The internship institution's work, methods and tools
- Interprofessional partnerships in the internship institution

Skills:

- Communicating professionally, including organising, implementing and evaluating conversations.
- Conducting a holistic study of a specific social problem and on that basis draw up a social-work assessment.
- Applying legal methods to specific problems
- Establishing relationships and engaging in collaborative processes with clients and people with whom you work.
- Communicating academic problems and solutions both orally and in writing to clients and the people you work with
- Entering into discussions about the internship institution's follow-up work and evaluations in order to qualify and develop the work

Competences:

- Working on your own within the framework of the internship institution and using relevant methods and tools
- Initiating contact and entering into relationships with clients and working methodically and systematically within the internship institution's frameworks
- Reflecting on and working on the basis of the internship institution's values
- Identifying own academic and personal skills and individual learning needs related to the profession.

Extent: 30 ECTS credits

Assessment:

External test assessed according to the 7-point grading scale

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Miscellaneous provisions related to the internship:

The exact provisions for the internship are described in the institutional part of the curriculum.

Miscellaneous items related to the internship:

- The internship is compulsory and lasts five months.
- Students are unpaid and not counted as members of staff at the internship institution. The internship is in an institution that provides social services where the student is subject to professional supervision.

- Internships must be approved by the Department of Social Work.
- The student's working week must be equivalent to a full-time post (37 h/w).
- The student is subject to the same workplace procedures as the rest of the staff, including flexitime, etc.
- The student must miss no more than 12 working days during the internship (incl. full and half days). If absence exceeds 12 days, the internship is not eligible for assessment. The student is not entitled to holidays during the internship.

Exam form:

Individual oral exam (all specialisations)

Compulsory elements:

- Internship plan (all specialisations)
- Three reflective logs (all specialisations)
- Internship assignment (all specialisations)
- Self-evaluation (all specialisations)

3.3.8. Social work in interprofessional and intersectoral partnerships

Content:

This module focuses on interprofessional and intersectoral partnerships in the course of which the social worker seeks to devise holistic and coherent interventions in practice. The emphasis is on opportunities and barriers to planning and implementation partnerships in various organisational contexts.

Learning targets:*Knowledge:*

- Current challenges and changes in professions and professional identities
- The legislative framework for partnerships between professions and sectors
- The social worker's duties, roles and functions and the interaction with other professions in interprofessional and intersectoral contexts
- Project-organised social work

Skills:

- Working holistically on social problems
- Planning and co-ordinating social work
- Chairing meetings
- Communicating with other professions and client involvement

Competences:

- Co-ordinating and lead social-work initiatives that span professions and sectors in a variety of organisational contexts
- Co-ordinating targets and priorities for social work and employment-related initiatives
- Reflecting on the frameworks, opportunities and barriers to interprofessional partnerships

Extent: 15 ECTS credits (of which 10.5 with interprofessional content).

Assessment:

Internal test.

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Oral group exam (classic social-work specialisation and intercultural/international specialisation)

Written group exam (specialisation in social work and social pedagogy)

Compulsory elements:

Written assignment and video clip (classic social-work specialisation)

Vignette and video clip (intercultural/international specialisation)

Written assignment (specialisation in social work and social pedagogy)

3.3.9. Social work – quality assurance, evaluation and the enhancement of practice

Content:

This module focuses on the development of social work through documentation, quality assurance and evaluation. The emphasis is on a variety of project-work methods, innovation and social entrepreneurship. Relevant perspectives, theories and methods of documentation, evaluation and quality assurance are referred to.

Learning targets:

Knowledge:

- Central paradigms and theories in social work
- Concepts and standards for documentation and evaluation of quality
- Methods of development and evaluation

Skills:

- Identifying, describing and delineating development needs in practice
- Searching for and applying relevant practice-, and research-based knowledge
- Analysing social work in relation to the expected effect, quality and price

Competences:

- Using methods designed to develop, document and evaluate social work in a specific context
- Involving and engaging relevant user groups and perspectives

Extent: 15 ECTS credits

Assessment:

Internal test.

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Combination exam in groups (all specialisations)

Compulsory elements:

Project assignment (classic social-work specialisation and intercultural/international specialisation)

Presentation seminar with opponent (specialisation in social work and social pedagogy)

3.3.10. Elective module – Social work with vulnerable children and young people and children and young people with disabilities and their families

Content:

This module is a continuation of the compulsory module of the same name. The focus is on social-work assessments and special measures for vulnerable children and young people and children and young people with disabilities and their families. The emphasis is on more in-depth knowledge of special measures in the context of understanding problems, investigative work and the frameworks for the intervention.

Learning targets:

Knowledge:

- Interventions and special measures
- Individual- and group methods in work with vulnerable children and young people and children and young people with disabilities and their families
- Political, organisational and financial frameworks and the management of social work with vulnerable children and young people and young people with disabilities
- The legislative framework for this work
- National and international research and development-based knowledge of vulnerable children and young people and children and young people with disabilities and social work

Skills:

- Co-ordinating and implementing holistic social-work initiatives with vulnerable children and young people and children and young people with disabilities and their families, including reflecting on key dilemmas in social work with this target group.
- Applying experience-, development- and research-based knowledge of the options available to vulnerable children and young people, children and young people with disabilities and their families
- Systematically planning and conducting investigations, case management and processing, taking decisions and drawing up action plans that comply with statutory requirements and meet client needs.
- Applying relevant methods to document and assure the quality of the work
- Presenting material related to professional practice in writing and orally

Competences:

- Professionally prioritising work with vulnerable children and young people and young people with disabilities and their families in order to tackle the social problems faced by the client(s) and compensate for the consequences of the child or young person's needs
- Conducting professional assessments of specific special measures within a legally acceptable and financially realistic framework and timetable
- Coping with complex and conflicting work demands and reflecting on the use of power and ethics
- Establishing, maintaining and terminating professional relationships with clients

Extent: 15 ECTS credits

Assessment:

External test assessed according to the 7-point grading scale

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Exam form:

Individual oral exam (all specialisations)

Compulsory elements:

Written assignment (all specialisations)

3.3.11. Elective Module - Social work and employment-related issues

Content:

This module is a continuation of the compulsory module of the same name. The module focuses on social-work assessments in relation to selected target groups and a variety of employment-related special measures and methods and the frameworks for the initiatives. The emphasis is on more in-depth knowledge of the labour market and public/private partnerships, including with commercial companies.

Learning targets:

Knowledge:

- Interventions and special measures
- Methods of working with individuals and groups on employment-related issues, including knowledge of how to work with commercial companies and other partners
- Political, organisational and financial frameworks for and the management of employment-related initiatives
- The legislative framework for this work
- National and international research and development-based knowledge relevant to social work.

Skills:

- Co-ordinating and implementing holistic social-work initiatives in the field of employment-related issues and reflecting on key dilemmas
- Applying experience-, development- and research-based knowledge of options in relation to the target groups for employment-related initiatives
- Systematically planning and conducting investigations, case management and processing, taking decisions and drawing up action plans that comply with statutory requirements and meet the needs of the client(s) involved.
- Applying relevant methods to document and assure the quality of the work
- Communicating in writing about social problems related to unemployment, job retention or lack of the ability to provide for yourself

Competences:

- Professionally prioritising work with employment-related issues in order to solve the social or employment problems of the client(s)
- Conducting professional assessments of specific special measures within a legally acceptable and financially realistic framework and timetable
- Coping with complex and conflicting work demands and reflecting on the use of power and ethics
- Establishing, maintaining and terminating professional relationships with clients

Extent: 15 ECTS credits

Assessment:

External test assessed according to the 7-point grading scale For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific exam provisions.

Exam form:

Individual combination exam (all specialisations)

Compulsory elements:

Project report (all specialisations)

3.3.12. Elective module – Social work with vulnerable adults and adults with disabilities

Content:

This module is a continuation of the compulsory module of the same name. The module focuses on social-work assessments in relation to selected target groups and a variety of special measures and methods as well as the frameworks for intervention. The emphasis is on a more in-depth knowledge of selected target groups and the interaction between different social problems. Emphasis is also placed on knowledge of and working with key stakeholders in the social and health sectors, including voluntary organisations, patient organisations and user organisations.

Learning targets:

Knowledge:

- Interventions and special measures
- Methods of working with vulnerable adults and adults with disabilities along with other key stakeholders
- Political, organisational and financial frameworks and the management of social work for this target group
- The legislative framework for this work
- National and international research and development-based knowledge relevant to social work.

Skills:

- Co-ordinating and implementing holistic social work initiatives in relation to the target groups for the module and reflecting on key dilemmas
- Applying experience-, development- and research-based knowledge of the options available to the targets groups
- Systematically planning and conducting investigations, case management and applying relevant methods to document and assure the quality of the work
- Communicating about social problems related to vulnerability and disability in written/oral form

Competences:

- Professionally prioritising work that will help solve the social problems faced by the client(s)
- Conducting professional assessments of specific special measures within a legally acceptable and financially realistic framework and timetable
- Coping with complex and conflicting work demands and reflecting on the use of power and ethics
- Establishing, maintaining and terminating professional relationships with clients

Extent: 15 ECTS credits

Assessment:

Internal test

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Oral group exam (all specialisations)

Compulsory elements:

Presentation seminars (all specialisations)

3.3.13. Elective module: Social work and civil society (elective module D)

Content:

This module focuses on ways of working more closely with civil society and involving civil society more closely in solving the challenges facing the welfare state. The module provides insight into social work based on the resources available in civil society and qualification and development of social work and welfare initiatives by encouraging voluntary associations and self-governing institutions to take part in the work. Students are introduced to empowerment-based approaches in local communities, social entrepreneurship and social innovation by looking at how civil-society organisations develop projects and work with other stakeholders. Students also learn the principles behind the development of social enterprises. In extension of this, the module also focuses on the relationship between price, quality and effect.

Learning targets

The students acquire knowledge of:

Voluntary Denmark's historical and current importance in the development of the Danish welfare model, including voluntary organisations' and self-governing institutions' roles in relation to different target groups for social work

Values, approaches and methods in voluntary social work

The learning and development opportunities in voluntary work

The organisational, legal and financial frameworks for voluntary work

Ways in which civil society and the public sector work together to deal with issues

The students possess the skills to:

Identify, utilise and build opportunities for partnerships with stakeholders outside the public sector

Work under auspices other than the public sector

Participate in empowerment-based social work

Facilitate innovative processes and project development in practice by referring to the expected correlation between quality and price

The students possess the competences to: Communicate and collaborate across sectoral boundaries
Co-operate with volunteers and the many stakeholders from civil society
Assume a professional roles in initiatives based in civil society

Extent: 15 ECTS credits

Exam form:

Individual oral exam (all specialisations) Internal assessment

Compulsory elements:

Field work spread over several themes (all specialisations)

3.3.14. Elective module: International social work (elective module E)

Content:

This elective module expands on the profession's perspective on social work by looking beyond Denmark's borders to qualify students to work abroad on social problems related to conflict, emergency aid, environmental and development work. The focus is on collective input and methods.

Learning targets:

Students possess knowledge of:

Empirical evidence and theories about globalisation

Colonialisation

International stakeholders of significance to international social work

International conventions and treaties of significance to international social work

International social work related to conflict, disaster, environmental problems, poverty, inequality and promoting good health

The students possess the skills to:

Identify, describe and analyse social problems related to the module themes Plan social work and use relevant methodology and tools at individual, group and societal level

The students possess the competences to:

Communicate knowledge, experiences and reflections related to the module's themes

Reflect on working professionally in a different social and cultural context

Extent: 15 ECTS credits

Exam form:

Individual oral exam (all specialisations) Internal assessment

Compulsory elements:

Three posters (all specialisations)

3.3.15 Elective module: Social work and social pedagogy (elective module F)

Content:

This module focuses on social and pedagogic work in the public, private and voluntary institutions that work with disadvantaged and vulnerable people outside the public authorities. A wide range of collective and creative initiatives and practices related to social and pedagogic interventions are referred to so that students learn to provide advice, treatment, motivation, care and relationship help to different groups of vulnerable people. The objective of the module is to broaden the profession's perspective on social work at the intersection with traditional social pedagogy.

Learning targets:

Students possess knowledge of:

Private, public and voluntary organisations involved in social work

Intersectoral and interdisciplinary partnerships between public authorities and institutions

Prevention, treatment and care-related social and pedagogic interventions in different types of organisations

Collective and creative methods in social and pedagogic work with vulnerable groups

Rules on supervision, exchange of information between official agencies and confidentiality

The students possess the skills to:

Identify, describe and analyse social problems in relation to the module's theme

Develop, plan and implement social and pedagogic initiatives

Apply relevant methods and tools in social and pedagogic work e.g. empowerment, systemic therapy, social rehabilitation, innovative pedagogy and creative methods

Document, evaluate and assure the quality of the professional social-work provision

Apply section 4 of the Due Process of Law Act concerning client involvement

The students possess the competences to:

Communicate knowledge, experiences and reflections related to the module's themes in writing and orally. Identify and reflect on ethical dilemmas in social work related to the module's themes. Deal with challenges and barriers to interdisciplinary and intersectoral partnership between authorities/institutions and between social workers and social educators.

Extent: 15 ECTS credits

Exam form:

Oral group exam (all specialisations) Internal assessment

Compulsory elements:

Oral group presentation in connection with the case-study assignment (all specialisations)

3.3.16. Elective module: Social work, school and pedagogy (elective module G)

Content:

This module deals with preventive social and pedagogic work with children and young people in school and pre-school institutions. The focus is on partnerships between school, home and official agencies and on specific initiatives in the individual institution. The module deals with the interaction between learning, wellbeing and social inclusion and therefore with the partnerships between the professionals involved (e.g. teachers, social educators, psychologists, social workers, etc.) on the one hand and the children and their families on the other. Work is done on inclusion, motivation, group dynamics and conflict management. The objective of the module is to extend the profession's perspective on preventive social interventions in school and day-care centres and improve co-operation with families as well as the interprofessional partnerships between social workers, teachers and social educators. The focus is on the relationship between price, quality and effect in the choice of special measures in both the special and normal education.

Learning targets:

Students possess knowledge of:

The political, legal and organisational frameworks for social work in schools and pre-school institutions

Special measures for children and young people with special needs

Diagnoses such as ADHD, OCD, Aspergers, etc.

Social-work and pedagogic theories about inclusion, motivation and conflict management

Preventive social and pedagogic interventions related to the module's subject area

The students possess the skills to:

Identify, describe and analyse social problems in relation to the module's theme and suggest solutions that take into account the relationship between the quality, effect and price

Tracing children and young people with special needs

Develop, plan and implement social initiatives in the school and related to the families

Apply relevant methods and tools in social and pedagogic work, e.g. the professional conversation with children and with the families, group social work, conflict management and innovative pedagogy

Document, evaluate and assure the quality of the professional social-work provision

Apply the rules about the exchange of information between official agencies and about professional confidentiality

Apply section 4 of the Due Process of Law Act concerning client involvement

The students possess the competences to:

Communicate knowledge, experience and reflection related to the module's themes in writing and orally

Work with mediation and conflict resolution

Deal with challenges and barriers to interdisciplinary and intersectoral partnerships between school, public authorities and parents

Extent: 15 ECTS credits

Exam form:

Written exam, individual *or* group (all specialisations) Internal assessment

Compulsory elements:

Approval of compulsory student-initiated teaching (all specialisations)

3.3.17. Elective module: Social Work with Young Adults in a Comparative Perspective (elective module H)

Content:

The purpose of the module is to qualify social work with young adults. It explores different subcultures and groups of young adults with various social problems, and how these are addressed politically and professionally in a comparative perspective. The focus is on social practices, organisations and methods in social work related to young people at risk or in a marginalised position. The course includes a range of field visits and practice-related assignments.

Learning targets:

Students possess knowledge of:

Welfare systems and policies in a comparative perspective
Labour markets, policies and youth unemployment
Education, social mobility and access to the labour market
Family patterns, gender, ethnicity and sub-cultures
Social problems and living conditions related to different groups of young adults
Social-work approaches and methods in a comparative perspective

The students possess the skills to:

Identify, describe and analyse social problems in relation to the module's theme
Communicate and manage cases in a systematic manner
Plan interventions and deploy relevant methods to solve a problem, e.g. empowerment, participation, community work and anti-oppressive social work

The students possess the competences to:

Operate in intersectoral and interprofessional contexts
Identify and reflect on ethical dilemmas in relation to the theme of the module
Cultural awareness

Extent: 15 ECTS credits

Exam:

Individual oral exam
Internal exam

Compulsory elements

Compulsory assignment

3.3.18. Social work – knowledge base and development

Content:

This module focuses on development and the research base for social work as an academic discipline and profession. The emphasis is on forms of knowledge, theories of science, project design and tangible ways to generate knowledge and develop social-work practice.

Learning targets:*Knowledge:*

- Types of knowledge and knowledge hierarchies
- Basic concepts and paradigms in the philosophy of science
- Project design and project-work methods
- Application of theory
- Systematic literature searches in research databases

Skills:

- Drawing up, delineating and explaining the problem concerned
- Selecting relevant knowledge in a critical manner
- Explaining choices of theory

Competences:

- Designing projects, including reflecting on views of science and criteria for evaluating quality

Extent: 10 ECTS credits

Assessment:

Internal test

For details of the basis for the test, how it is conducted and the form it takes, please refer to the institution-specific provisions.

Exam form:

Written individual or group exam (all specialisations)

3.3.19. Bachelor project

Content:

The bachelor project relates to a practice-based problem that is considered central to social work as both an academic discipline and a profession. The problem must be approved by the educational institution. The projects must use and reflect on the profession's knowledge base and basic academic ways of working when studying the problem chosen. The students can work with a private, voluntary or public company on the project.

Learning targets:

Knowledge:

- The programme's core areas and the profession's interdisciplinary foundation
- Social work practice, including organisation, frameworks and conditions
- Theories and methods relevant to the problem chosen
- Study methods and project writing

Skills:

- Drawing up, delineating and explaining the problem concerned
- Systematically analysing and using selected methods, theory and data
- Communicating clearly in writing using academic concepts
- Citing sources according to set academic standards

Competences:

- Independently studying practice-based problems relevant to the profession by referring to the profession's knowledge base and academic methods
- Reflecting on and providing new opportunities for action at different levels in social work
- Reflecting on their own learning and professional ethics

Extent: 20 ECTS credits

Assessment:

External test assessed according to the 7-point grading scale. The test consists of a written project assignment and an oral exam. One overall grade is awarded.

For details of the basis for the test, how it is conducted, the form it takes and the nature of the assessment, please refer to institution-specific provisions.

Exam form:

Individually or in groups. Combination exam in the form of a written project assignment and oral exam (all specialisations).

Submission of bachelor project is a prerequisite for being allowed to sit the bachelor oral exam.

Part 4: Other provisions

4.1. External tests and requirements for the bachelor project

Joint internal/external tests:

For each individual student, at least 1/3 of the programme (in ECTS credits) must be the result of external tests. The test provisions are described in the institution-specific part of the curriculum.

Bachelor project:

For the bachelor project, in addition to the academic content, the assessment also places weight on the student's writing and spelling skills. However, the academic content is weighted heaviest. (Ministry of Education's Order no. 1016 of 24.08.2010 on Tests and Exams on Vocational Programmes, section 37 (2) .

See also the module description for the learning targets for the bachelor project.

4.1.1. Exams

Assessing exams

Oral exams can be individual or in groups (see the exam guidelines for the module concerned for further details). A written submission by a group, which forms part of the assessment for a test, is assessed on an individual basis. This means that the material must clearly state who is responsible for each individual section. The assessment will be in accordance with the rules stipulated in the Grading Scale Order. If the exam is in Danish, the assessment weights the student's writing and spelling skills. However, the academic content is weighted heaviest. Regulations for the individual test, assignment, report or project are stipulated in the guidelines for them. Make-up exams and resits are based on the current guidelines.

Group sizes

Please refer to current guidelines for exams and compulsory elements.

Language

All tests and exams are in Danish, unless a student requests to sit the exam concerned in Norwegian or Swedish. Specific technical terms and concepts must be in Danish in order to avoid misunderstandings. Students who want to sit tests in Norwegian or Swedish must contact the Student Administration in writing within 14 days of the start of the module in which the test is held. For modules taught in English or another foreign language, the tests will be in the language concerned.

Registration and withdrawal of registration from exams

Enrolling for a subject/programme element automatically includes registration for the appropriate tests. It is only possible to withdraw registration for an exam without using up an exam attempt in special circumstances, e.g. illness. Students prevented from sitting a test due to documented illness are entitled to resit it during the next exam period. If the test in question is the final one on the bachelor programme, it will be held during the same exam period or immediately thereafter.

If you pass a test, i.e. if you receive the assessment "passed" or grade "02" or higher, you cannot resit it.

Before the end of module 6, students must have passed all of the first-year tests.

Illness during exams

Students who are unable to sit tests due to illness must inform the Student Administration in writing by the day of the test at the latest. The illness must be documented by a medical certificate, which must be submitted to Student Services at the latest three days after the test. If illness is not reported or documented on time, the test is considered to have been failed and one exam attempt registered.

Resits and make-up exams

Resits and make-up exams are held during the next scheduled exam period. In other words: Modules 1, 3, 5, 8 and 10: exams (ordinary and resit and make-up exams) are held in October/November and April. Module 2, 4, 6, 7 and all elective modules: exams (ordinary and resit and make-up exams) are held in December/January and May/June/August.

For bachelor exams a extraordinary resit/make-up exams are held in weeks 34 and 10 (as far as possible).

Re-registration for exams

Students are automatically re-registered for the next exam period. Re-registration for exams

- is based on the current assessment rules for the subject concerned.
- does not mean that permission will be granted to postpone subsequent tests.

Students have three attempts to sit all exams and can then apply to be allowed additional attempts in special or unusual circumstances. Lack of academic aptitude does not count as an exceptional circumstance. All external and internal exams, as well as the compulsory elements and the internship, must be passed before the bachelor project can be completed. When re-registering for a test, students do not as a rule have the right to extra/further teaching or supervision in the subject area concerned. Re-registering for a test does not mean that permission will be granted to postpone subsequent tests.

Exam appeals

Students are entitled to complain about internal and external tests, exams or other forms of assessment that are listed on the exam certificate when the complaint concerns the basis for the test, including: the questions, assignments, etc. and their relation to the learning targets and requirements for the programme, the way the test was conducted or the assessment. Complaints must be submitted in writing, and the grounds for the appeal must be specified. The complaint must be submitted to the Student Administration eksamensklager@phmetropol.dk at the latest two weeks after the result of the test is announced.

The appeals procedure is outlined in the Exam Order.

Copyright and ownership of study products

The programme retains the ownership and copyright for all results or products of tests or exams.

Project reports that form part of externally assessed exams are stored in the programme library for a period determined by the library. It is also a requirement that the project is uploaded to UC Knowledge.

If a project report refers to third-party info, e.g. from fieldwork or interviews, the student must acquire the permission of the third party for this information to be made public.

4.2. Credits

The student is entitled to credits for parts of the programme on the basis of previously acquired qualifications and competences according to Ministerial Order no. 207 of 31/03/2008 on Academy Profession Programmes and Professional Bachelor Programmes.

If a student applies for a credit assessment or transfer of credits from another higher education institution in Denmark or abroad, the institution must conduct an individual evaluation. Credits are granted on the basis of documented courses or employment that is commensurate with that part of the programme and internship for which credits are sought.

The decision takes the form of an academic assessment of equivalence between the programme parts, i.e. whether the parts passed previously can replace programme elements or parts thereof covered by this curriculum (Ministry of Education, Ministerial Order no. 636 of 29/06/2009, on Academy Profession Programmes and Professional Bachelor Programmes, section 19). The programme must be organised in such way that students have the opportunity to take parts of their programme abroad within the prescribed period of study. A description of these parts of the programme

and the rules for credit transfers in advance are included in the institution-specific part of this curriculum (Ministry of Education, Ministerial Order no. 636 of 29/06/2009, on Academy Profession Programmes and Professional Bachelor Programmes, section 6 and section 18 (3), item 4).

4.3. Experiments and development work

The Ministry of Education must be informed if experiments and development work involve deviation from the ministerial order. The Ministry of Education is empowered to permit exemptions from the ministerial order as part of experiments. The duration and reporting form for the experiment must also be stipulated.

The Ministry is empowered to grant exemptions from the ministerial order when justified by special circumstances. (The Ministry of Education, Ministerial Order no. 766 of 24/06/2011 on Professional Bachelor Programmes in Social Work, section 5 (1) and (2)).

4.4. Date of commencement

This curriculum has been drawn up under the Ministerial Order on Professional Bachelor Programmes in Social Work, section 6: The Ministerial Order comes into force on 1 August 2011 and applies from 1 February 2012. (See (3) and (4) however.

[...]

(3) Students who have started on the study programme before 1 August 2011 will complete it under the previous rules, cf. (2). However, the institution may make transitional arrangements so that students are able to complete the programme in accordance with this ministerial order.

(4) The institution can permit students who start the programme after 1 August 2011 and before the ministerial order takes effect (see (1)) to complete the study programme under the previous rules (see (2)), if special circumstances apply and the institution is equipped to do so.

4.5. Internship

Content and learning targets

Please refer to the general provisions in the curriculum (3.3) Internship

General rules

The internship lasts 20 weeks and attendance is compulsory.

The internship is unpaid and students will not be counted as members of staff at the internship site. The student's weekly working hours are equivalent to a full-time post at the internship institution.

Students must comply with the internship institution's rules regarding working hours and days off, and they are not entitled to holidays/leave of absence during it.

Students are bound by confidentiality even after the end of the internship.

Formal requirements for the internship institution

The internship must be in an institution involved in social work provision and where the student can be supervised. Internships must be approved by the educational institution.

During the first three weeks of the internship, the educational institution can allow students to start a different internship if this course of action is deemed appropriate and is possible in practice.

Absence/illness

If a student is absent for more than 12 working days during the internship, it is not eligible for assessment. If absence for more than 12 days during the internship is due to illness and/or other obstacles that can be equated with illness, an extension to the internship may be allowed if the internship institution agrees. The internship supervisor is responsible for recording students' absences. If the internship is interrupted because of illness, it is possible to apply for to be allowed to try again.

In general, only one new internship attempt is allowed due to illness but students may apply for exemptions to this rule.

In the event of disputes

The student and the internship supervisor must contact the educational institution in the event of difficulties arising during the internship. The educational institution provides assistance in such cases. If disputes arise between the student and the internship institution, the supervisor and/or the educational institution are responsible for ensuring that the problem is discussed with the student with a view to finding a solution.

If agreement cannot be reached between the parties to solve the dispute, the management of the internship institution and of the educational institution are then involved. An internship cannot be terminated before the educational institution has been involved in the process.

Allocation of places

The educational institution is responsible for providing and allocating the required number of internship places. The programme allocates the internship places, and all contact with the employer must be via the school until the places have been allocated.

Geographic area for internships

Apart from internships abroad, the internship institutions are all in the Capital Region. Students must therefore expect to incur transport costs during internships.

Internship supervisor

The educational institution appoints a social-work teacher to supervise each student, approve the internship plan, convene study group meetings during the internship, provide guidance by appointment and conduct an exam with the student to assess the internship. The management of the internship institution has the overall responsibility for the internship and appoints a responsible supervisor, who must be a qualified member of staff with experience of work conducted by social workers/communicators, and who provides profession-oriented supervision.

Special regulations concerning internships abroad

Prerequisites for internships abroad are:

- the student, in the course of semester three, submits a written application for an internship abroad to the internship co-ordinator, who offers special advice
- the student masters one of the main international languages. The student will have direct contact with clients, so must master the appropriate national language/dialect or have access to interpreters
- it must be possible to supervise the student at the internship institution
- it is a precondition that one of the teachers at the educational institution is able to communicate verbally with one of the employees of the internship organisation
- the costs associated with the internship abroad, including travel, visas, vaccinations and accommodation are paid by the student
- conditions in the country concerned are not considered to represent a risk in terms of the student's safety. In each particular situation, the programme defers to the advice of the Danish Ministry of Foreign Affairs. It is a precondition for approval of internship abroad that students are able to take out insurance on normal terms.

External test

1) The basis for the test: The learning targets for the internship (see 3.3). The student's approved internship plan

The compulsory assignments, as per the module description.

The conduct of the test

The external test is held at the educational institution at the end of the internship. The time frame for the external test will be stipulated in the exam guidelines.

Credits for the internship

The student must have been employed full-time for at least 12 months in an institution that complies with the rules for approval as an internship institution. The student must document a minimum of 30 hours of work per week. The period of employment must have been in the five years before study start. The student is assessed in relation to the learning targets for the internship. The credit assessment is conducted before the

end of module 6, so that students who are not granted credits student can take the internship as module 7.

Internship handbook

The individual educational institution produces an internship handbook based on the curriculum, which stipulates the specific and concrete nature of the internship module.

Study trips abroad

Students have the opportunity to take a module or spend a semester at an educational institution in another country that provides social-work training. A learning agreement with the host institution must be signed in advance. The agreement and the ECTS credits related to it must be approved prior to the study trip, which cannot be until after the first year of study. After the study period abroad and the exam has been passed according to the host institution's rules and regulations, the ECTS credits stipulated in the learning agreement are credited to the student's study records. The international co-ordinator provides students with guidance on study trips abroad. Students may apply to go on shorter study trips during one of the elective modules and the bachelor project.

4.6. Leave of absence

Leave can be granted only after the first year of study has been completed and passed. The exception to the above is leave applied for in conjunction with childbirth, adoption, national service or UN service. Leave must be applied for by 1 May or 1 December for the following module/ semester. In the event of illness or illness in the immediate family, no time limit is applied. Applications for maternity/paternity leave or leave for military service must be submitted in good time.

4.7 Change of specialisation

Changes of specialisation on the Social Work programme at Metropolitan University College or to another educational institution cannot take place until students have passed the internal and external tests at the end of the first academic year. Transfers must be applied for in writing at the latest 1 June for semester start 1 September, and at the latest 1 January for semester start 1 February.

4.8 Transfers

Transfers to or from the programme to another educational institution cannot take place until students have passed the internal and external tests at the end of the first academic year. Approval of changes of specialisations and transfers is conditional upon the availability of study places, and also that the programme can be continued under the current regulations. Students who change specialisations or transfer to other social-work programmes, are granted credit transfers for the corresponding programme elements passed at educational institutions that run the programme in accordance with the Ministerial Order concerning Professional Bachelor Programmes in Social Work.

Applications for transfer are submitted to the current educational institution and processed by the educational institution to which the student wishes to transfer.

Application deadlines:

For modules starting 1 September, the deadline is 1 June (start of module)

For modules starting in mid-November the deadline is 1 September

(end of module) For modules starting 1 February the deadline is 1

December (start of module)

For modules starting mid-April, the deadline is 1 February (start of module)

4.9 Transitional arrangements

The programme specifies the exact rules for transitional arrangements between curricula.

4.10 Lack of study activity and withdrawal of registration

Students who do not actively participate in the programme for a prolonged period, and who do not provide the programme with reasons for their lack of study activity, will be contacted by Student Services and offered counselling.

It is recommended that students who are considering withdrawal seek academic counselling before making their final decision.

If the student does not respond to Student Services, the programme is entitled to withdraw registration.

Withdrawal of registration before the end of the programme is announced in writing to Student Services. The programme can insist that a student takes a break or withdraws from the programme if it is obvious that the individual concerned is not functioning properly due to lack of study activity, illness, alcohol or drug abuse, etc. Student attendance records are kept as part of the efforts to support a good full-time student experience. Supervisory interviews with the head of programme are held midway through modules 1 and 2 for the students with poor attendance records or insufficient study activity. The interview is designed to identify solutions and activate the student.

The teaching staff make an all round assessment before nominating students for these interviews. The assessment is based on attendance records from Student Services and the student's study activity.

4.11 Exemptions

The programme is entitled to grant exemptions from provisions in the curriculum in so far as the Ministry of Education's ministerial orders and guidelines permit. Please refer to the Exam Order section 4 (3), which stipulates that in exceptional circumstances the institution may grant an exemption from the rules in the curriculum or in the institution-specific study plan that were set exclusively by the institution.

Part 5: Description of core area and learning targets

This part of the curriculum lists the core areas and the learning targets for them, which refer to the learning outcomes for the social work programme in appendix 1 to the Ministerial Order concerning Professional Bachelor Programmes in Social Work.

5.1. Theories, methods and ethics in social work

35 ECTS credits

Content:

The content of this core area consists of social-work theories, concepts and methods that provide an academic and methodological basis for professional practice. Social work is knowledge-based and founded on professional ethics. Social work covers a broad range of activities and is practised in different contexts and organisations.

This particular core area provides students with a range of skills and competences needed in the social-work profession.

Knowledge:

Applied theory and methods in social work, historical and contemporary

The knowledge base for the profession's values and ethics and the interaction with other professions in interdisciplinary and intersectoral contexts

Skills:

Advising and guiding clients about social and employment-related problems and applying and developing holistic methods and tools for the treatment, prevention and solution of them.

Systematically planning and conducting investigations and managing cases

Using relevant methods to address social problems and mastering the social roles of the social worker – including as an individual who exercises authority, as an interprofessional co-ordinator, project manager and negotiator and as someone who arranges in special social-work measures

Communicating practice-based and academic problems, solutions and decisions in a targeted and understandable manner in writing and orally to relevant target groups

Competences:

Establishing, maintaining and bringing to an end professional relationships with the client, including communicating and working with different target groups

Professionally prioritising work, including the chronological order of measures the social and labour-market policy areas in relation to the client's resources and the expected effect of the measures in terms of solving the social or employment-related problems concerned

Dealing with conflicting demands and expectations from clients, different professions and people you work with when providing advice on and developing social-work interventions and labour-market policy programmes

Independently taking part in, co-ordinating and leading an interprofessional or project-organised partnership

5.2. The individual in society, human development and social relations

20 ECTS credits

Content:

This core area consists of theories, concepts and knowledge of human development, social relations and the interaction between the individual and society. Social work is based on an understanding of social, cultural and individual processes as a necessary prerequisite for appropriate actions, skills and competences in practice, including an awareness of general conditions and client perspectives.

Knowledge:

Applied theories and concepts of the individual and society and of human behaviour and development, including risk- and protective factors at individual-, group- and societal level
The Danish labour market and the importance of work for identity creation

Skills:

Describing, analysing and assessing living conditions at individual-, group-, organisation- and societal level

Competences:

Communicating and collaborating professionally with different target groups
Making sure that the resources of the client(s) are brought into play

5.3. Social problems, unemployment and living conditions

20 ECTS credits

Content:

The core area's content consists of theories, concepts and knowledge of social problems, unemployment and living conditions – the causal relationships between them and the options for intervention. Social problems are understood in a context where biological, psychological, social and societal factors interact.

Dealing with social problems is the primary purpose of social work, and social workers' understanding of and perspective on social problems is crucial to the strategies and possibilities they adopt in their professional practice.

This core area provides them with the skills and competences to describe, analyse, evaluate and act in relation to social problems faced by individuals, groups, organisations and society as a whole.

Knowledge:

Social problems and their causes

Skills:

Describing, analysing, evaluating and reflecting on living conditions and social problems at individual-, group-, organisation- and societal level and acting on that basis

Competences:

Dealing with conflicting demands and expectations
Proposing new measures on the basis of holistic analyses of social problems

5.4. Welfare policy and the regulatory framework for social work.

20 ECTS credits

Content:

The content of this core area consists of theories, concepts and knowledge of how the executive and politicians determine the goals, duties and functions for social work, as reflected in a range of areas, and which define the regulatory framework for social work. In the welfare state, all advice, guidance, help and support is subject to fixed regulations and frameworks that set out the legal options and conditions for tackling social problems in practice. The skills and competences acquired in this core area include the ability to apply the law in a social-work context and provide individuals with advice about their legal position.

Knowledge:

The development of the welfare state, including key welfare policy principles and areas of social work

Rules and frameworks for employment-related issues, overarching policy goals and intentions behind reforms and key tools in employment-related initiatives

Social legislation, key legal principles and concepts, the organisation and practices of the administrative appeals system and understanding of legal rights and methods
The legislative frameworks for the provision and management of social and labour-market initiatives

Skills:

Advising and supervising clients about social and employment-related problems
Using legal methods and making decisions that both meet statutory requirements and match the situation of the client(s) and the public authorities' practices

Competences:

Professionally prioritising work, including the chronological order of social work and labour-market initiatives and ensuring that they match the job at hand and the targets set
Dealing with conflicting demands and expectations
Proposing and implementing decisions on the allocation and meting out of benefits and special measures in accordance with the legislation

5.5. Organisation and financial frameworks for social work and labour-market initiatives

20 ECTS credits

Content:

This core area's contents consist of theories, concepts and knowledge of the organisational and financial parameters that set the context for professional social work. Social work under the auspices of public authorities is particularly subject to administrative law and mandates and pays due heed to the financial repercussions of social-work initiatives. Social work often consists of a form of interprofessional collaboration co-ordinated by the social worker.

This particular core area provides students with skills and competences in finance and organisation.

Knowledge:

The structure of the welfare state, including key areas for social work
Organisational, financial and legal frameworks for running and managing of social work programmes and labour-market initiatives.
The interaction with other professions in interprofessional and intersectoral contexts

Skills:

Mastering the social worker's role in various contexts, including the exercise of authority, interprofessional co-ordinator, project manager and negotiator, and in this respect applying relevant theories and methods related to the organisation of social work
Communicating practice-based academic problems, solutions and decisions in a targeted and understandable manner in writing and orally to relevant target groups

Competences:

Coping with conflicting demands and expectations in the organisational context for the work
Proposing and implementing decisions on the allocation and meting out of benefits and special measures based on an evaluation of the proposed solutions' expected price, quality and effect, including making sure that the resources of the client(s) whose problems are being addressed are also deployed
Independently taking part in, co-ordinating and leading an interprofessional or project-organised partnership

5.6. Evaluation, development and quality assurance of social work.

15 ECTS credits

Content:

The content of this core area consists of theories, concepts and knowledge of the production and application of new knowledge in social work practice. Knowledge of social work is generated on many stakeholder levels, including user level.

Relevant methods and approaches are used to generate knowledge of development and innovation in social work.

The focus in this core area is on evidence-, research-, practice- and experience-based knowledge. The core area provides students with skills in documentation, evaluation and quality assurance and focuses on their own learning and the development of practice.

Knowledge:

Relevant theories and methods for documentation, evaluation, quality assurance and development of social work and the employment-related initiatives

Research into social and labour-market policy and the ability to reflect on the profession's use of research results and development-based knowledge of social work

Skills:

Developing methods and tools for the treatment, prevention or solution of social and employment-related problems

Making informed choices of analysis- and solution models based on current relevant knowledge and documented experience

Using research- and development-based knowledge and relevant theories and methods for documentation, evaluation, quality assurance and development in the subject area

Communicating practice-based and academic problems, solutions and decisions in a targeted and understandable manner in writing and orally to relevant target groups

Competences:

Selecting and suggesting social benefits and special measures based on an evaluation of the expected effect, quality and price of the proposed solution

Identifying own learning needs and structuring own learning in relation to the profession

Part 6: Internationalisation of the programme

The internationalisation of the social work programme at Metropolitan University College is promoted through a variety of initiatives and activities. The programme rests on a knowledge base that is continuously enhanced and enlarged at international level. During the programme, students link up with international research into social work.

One of the specialisations is in intercultural/international study focusing on social work related to the globalisation of the modern welfare state, the resulting cultural and social diversity, and the social problems and modern challenges faced by social work. The programme includes a one-week study trip abroad to study social work in a comparative perspective.

Internships on all of the specialisations can be spent abroad. Internships abroad provide students with both academic and personal experiences and development opportunities that add new perspectives to social work in Denmark.

The programme also provides opportunities to study abroad for longer periods and Metropolitan University College is always on the look out for educational institutes abroad that are able to host social work students and provide them with a positive study experience (see 4.5). To be an attractive partner for educational institutions abroad, the Department of Social Work runs courses for students from the other Nordic countries and from the rest of Europe that are put together in such a way as to meet the requirements of the Erasmus exchange programme. Students from various countries in the Nordic Region and the rest of Europe contribute to the internationalisation and comparative perspective on the programme and on social work as a profession.

The programme encourages teachers to attend international seminars and conferences and to join networks. Another way of encouraging internationalisation in all of the specialisations is by inviting guest teachers from abroad as well as using Nordic- and English-language literature.

Part 7: Study activity

The social work programme is research- and development based and has close links with practice. The pedagogic-didactic organisation is based on the learning targets for each module and the overall competence profile for graduates. This means that the classes and associated learning teach students to acquire theoretical and empirical knowledge as well as practical and profession-based skills and competences.

The programme is full-time and requires attendance and active participation. The learning activities for the different modules are described and mutual expectations discussed regularly with the students. Work is done on a broad spectrum of different types of teaching and study activities, some of which is student-initiated. The research- and development-base for the programme is supported by linking programme activities and development to the department's research environment. For some students it is supported by direct involvement in specific research projects. The links to practice are supported by field trips, external and guest teachers, case studies and simulations and by profession-based exercises and assignments, etc.

In addition to exams on each module, the programme includes a range of compulsory elements and assignments designed to enhance the students' professional competences.

Part 8: Research and development

The Bachelor Programme in Social Work at Metropolitan University College is based in the Department of Social Work in the Faculty of Social Science and Pedagogy. The department conducts practice-based and profession-oriented research and development in collaboration with employers and relevant research institutions. The aim is to enhance the profession's knowledge base and the way the profession is practised. Research and development are incorporated into basic programmes at the department and into continuing and further education programmes in social work at Metropolitan University College.. The department focuses strategically on research and development in the areas of vulnerable children and young people, employment and psychiatry. In all of these areas, the focus is on social work i.e. the social worker's room for action and professional practices.

The goal of the research and development work is to enhance basic programmes and to help improve knowledge- and evidence-based social work in practice by seeking out and communicating knowledge about social work and methods with a proven track record, wherever this knowledge is available, and by helping to generate new knowledge about existing initiatives through research and development.

For students, the focus on research and development primarily means an enhanced knowledge base for the programmes – including improved skills in assessing the quality of the research results. Students are also offered the chance to conduct research and development work during their studies, e.g. as part of their bachelor projects. Another objective is to improve students' competences as future "consumers" of research in their professional lives as social workers and as customers for new knowledge whenever unmet practical needs are discovered.