Social Education
VIA University College

Curriculum/ Study Program

December 2018

Dear Student

Welcome to Social Education at VIA. We look forward to cooperating with you about your education. As a student of Social Education, you will experience a personal and professional development, which will provide you with qualifications to work within the field of pedagogical jobs and qualify you for further education at MA level. During the course of your Social Education studies, you will acquire "relevant professional competences, knowledge and skills, to be able to carry out, develop and convey development, learning and care assignments in a social perspective, both independently and in collaboration with others." (from Executive Order no. 211, of March 6th, 2014, on Social Education). This is how the purpose of Social Education is outlined in the Executive Order from the Ministry of Higher Education and Science.

This Study Program describes the structure and content of the education, as well as other relevant rules for the education. The Study Program is the legal foundation for the education and outlines the framework for the activities of the education.

However, none of the requirements can be met without your active involvement. Getting a good education requires dedication and active participation; it requires that you are curious and engaged in exploring the elements of the education. We perceive education as a social community and a, constant, active collaboration process to develop knowledge, skills and competences – with both insight and outlook. Cooperating with fellow students, lecturers and other employees as well as practicum institutions is vital for a valuable and optimal education. As a student of Social Education, you are not only required to take responsibility for your own education – you will also assume a large responsibility for other people, and for the development of a democratic and inclusive welfare society. Consequently, this is an education with several kinds of obligations, both to yourself and to other people.

Kind Regards,
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Head of Social Education, VIA UC

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Principles for Social Education at VIA

It is a primary aim within Social Education to develop and perform professional activities concerning development, learning and care in cooperation with the people who are a part of the pedagogical context and who should benefit from such activities. The starting point in Social Education is always to create the best possible conditions and opportunities for the users from a comprehensive, social perspective.

The double take

The qualified professional pedagogue must be able to *perform, examine* and *develop* pedagogical work on an explicitly professional basis. This means that the qualified professional can *both* master developmental and significant relations with people in a multitude of pedagogical contexts *and* at the same time analyze, assess, document and develop pedagogical practice using professional pedagogical language and knowledge.

Pedagogical work as a relational work

Pedagogical work is first professional relational work in connection with children, adolescents and adults. During their education, Social Education students take part in relational work in committed professional social contexts. Since creative, aesthetic, practical and physical activities are significant parts of such relational work, it is not only knowledge about such activities that have a high value in the education, but very much also skills and mastering techniques.

Being a pedagogue – and leading pedagogical practice in collaboration with others

Pedagogical work is more than relational work, however. There is an increased need for building competences concerning cooperation and collective creativity with other professions, with volunteers, with researchers and other stakeholders in daily work. Pedagogues must be recognizable representatives of Social Education in the cooperation with others – and they must be able to assume leadership of pedagogical processes. Such a competence must be learned during the education.

The experimenting and innovative pedagogue

Development is rapid in the pedagogical field. The qualified pedagogue must possess the essential knowledge within pedagogical thinking, development and research. However, the need for pedagogues who can develop new knowledge, new skills and be innovative within pedagogical practice is equally urgent. In Social Education at VIA, we rate experimentation, development and innovation highly among professional values.

Social Education at VIA – developing professional judgment

All of the ambitions stated above are connected in the concept of *professional judgment*. Social Education must be organized in such a way that the students develop professional judgment during their studies and become able to support other people's development of judgment ability. This requires a readiness to act in relational work based on knowledge, understanding, ethics and skills – and it requires tools for continual pedagogical analyses and reflections. It is necessary for the development of professional judgment that students are committed to the

near practice they encounter – but they must also commit to understanding its social context, both nationally and internationally. Social Education must consist of study activities in which professional judgment is constantly evolving. The objective of social education at VIA is to develop a professional identity and a professionalism as a pedagogue, which supports a strong capacity for professional judgment both in close relationships and in a wider social perspective.

The structure of Social Education

Social Education consists of:

- The Common Part (basic professional competences in Social Education)
- Three Specialization areas
- Electives
- The Cross-professional Course
- Practicum
- The Bachelor Project

The Common Part covers 70 ECTS, incl. 10 ECTS for the first practicum period. The Specialization part covers 140 ECTS, incl. 60 ECTS for the 2nd and 3rd. practicum periods.

During the Specialization part, students specialize within one of the following areas:

1) Day care and pre-school work,
2) School and leisure work
3) Social and special pedagogical work

The education consists of modules each of 10 ECTS. The exams for the Common Part must be passed before the end of 2nd year of study. The modules of the Specialization Part must be approved before attending the exam of the Bachelor assignment.

Each semester, the educational institution provides information about how modules are offered and when exams are placed. Provided you have an agreement with the educational institution, it is possible to create a progression with the modules in a different order. There is a possibility of construction a connection between the modules at each place of Study.

All the modules are described in this Study Program, including content, learning goals, forms of evaluation, compulsory attendance as well as which goals of competence the modules is qualifying for. Teams of lecturers design Studyplans for the concrete implementation of the modules at each educational institution.

The Common Part – Basic Professional Competences

Consists of the following modules:

	1st semester			2nd semester			3rd semester
	Module 1	Module 2	Module 3	Module 4	1st Practicum	Module 5	Module 6
Module title	Exploring the pedagogical world	gender, sexuality, diversity (national module)	Individual and society	Authority and responsibility (national module)	Pedagogical practice	Collaborative creation and citizenship	Professional judgment, knowledge and ethics
ECTS	10	10	10	10	10	10	10
exam			gK1		gK3		gK2

Specialization: Day care and pre-school pedagogy

Consists of the following modules:

	3rd. semester (continued)		4th semester	5th semester		6th semester		7th semester	
	Module 7	2nd Practicum	Module 8	Module 9	Module 10	3rd Practicum	Module 11	Module 12	Bachelor project, incl. 4th practicum
Module title	Childhood, culture, and learning	Relation and communi-cation	Professional knowledge and research	Elective module 1	Cross-professional work	Cooperation and development	Elective module 2	Profession and organization	
ECTS	10	30	10	10	10	30	10	10	20
Exam		sK3	sK1		TPE	sK4	V0	sK2	BA

Specialization: School and Leisure pedagogy

Consists of the following modules:

	3rd semester (continued)		4th semester	5th semester		6th semester		7th semester	
	Module 7	2nd Practicum	Module 8	Module 9	Module 10	3rd Practicum	Module 11	Module 12	Bachelor project, incl. 4th practicum
Module title	Childhood, youth, didactics and growth	Development and learning	Professional knowledge and research	Elective module 1	Cross-professional work	Cooperation and development	Elective module 2	Identity and community	
ECTS	10	30	10	10	10	30	10	10	20
Exam		sK3	sK1		TPE	sK4	V0	sK2	BA

Specialization: Social and Special pedagogy

Consists of the following modules:

	3rd semester (continued)		4th semester	5th semester			6th semester	7th semester	
	Module 7	2nd Practicum	Module 8	Module 9	Module 10	3rd Practicum	Module 11	Module 12	Bachelor project, incl. 4th practicum
Module title	People in vulnerable life situations	Relation and communi-cation	Professional knowledge and research (nat. module)	Elective module 1	Cross-professional work	Cooperation and development	Elective module 2	Identity and community	
ECTS	10	30	10	10	10	30	10	10	20
Exam		sK3	sK1		TPE	sK4	V0	sK2	BA

Electives

The student must choose an elective competence area, which is completed with two modules – modules 9 and 11 – followed by an exam. This choice is made during the 4th semester, based on directives from the educational institution. There are 7 elective competence areas (cf. the Executive Order on Social Education, att. 7):

1) Creative expression
2) Nature and outdoor activities
3) Health care and physical movement
4) Media and digital culture
5) Cultural projects and cultural entrepreneurship
6) Social innovation and entrepreneurship
7) Cultural encounters and intercultural competence

The Elective areas are organized as option modules/electives. The Electives is described later in the Studyprogramme. The Electives have a possibility of particular thematic content, as long as students can still qualify for exams according to the Executive Order. This different thematic appearance is described in the Studyplans.

All Electives are offered as part of VIA's Special Education Program, but they are not all offered at every institution within VIA. Therefore, it is possible to select Electives at other institutions within VIA. The exact content and implementation is described at the local institution and may consequently vary from place to place. The Elective brochure contains information about where which electives are offered, and this describes Electives with their local variations. This variation is about the planning of the modules.

Some of the Electives will be offered in coordination with other colleges and types of education. This is also described in the brochure. The Elective brochure is updated regularly and presented in connection with the process of choosing Electives.

The electoral process takes place in such a way, that the student in April or October must specify at least 2 Elective areas in order of priority

At the individual educational center, it will primarily be the size of the team that will be decisive for the assignment, as the team size will be decided based on professional and local conditions

The aim is for most students to get their first priority. The assessment of which elective modules will be implemented is finalized when the students have given their choice of priority.

Types of lessons, ways of studying and working

Cf. EO-SE, section 2, subsection 8, and EO-BPB, section 17, subsection 2, point 6, and the following section outlines forms of teaching and working within Social Education.

The education is organized in modules

The modules of the education comprise study activities, which are based on pedagogical practice in various ways. The modules are characterized by an experimental and inquisitive approach, as well as possibilities for collective creation with relevant parties.

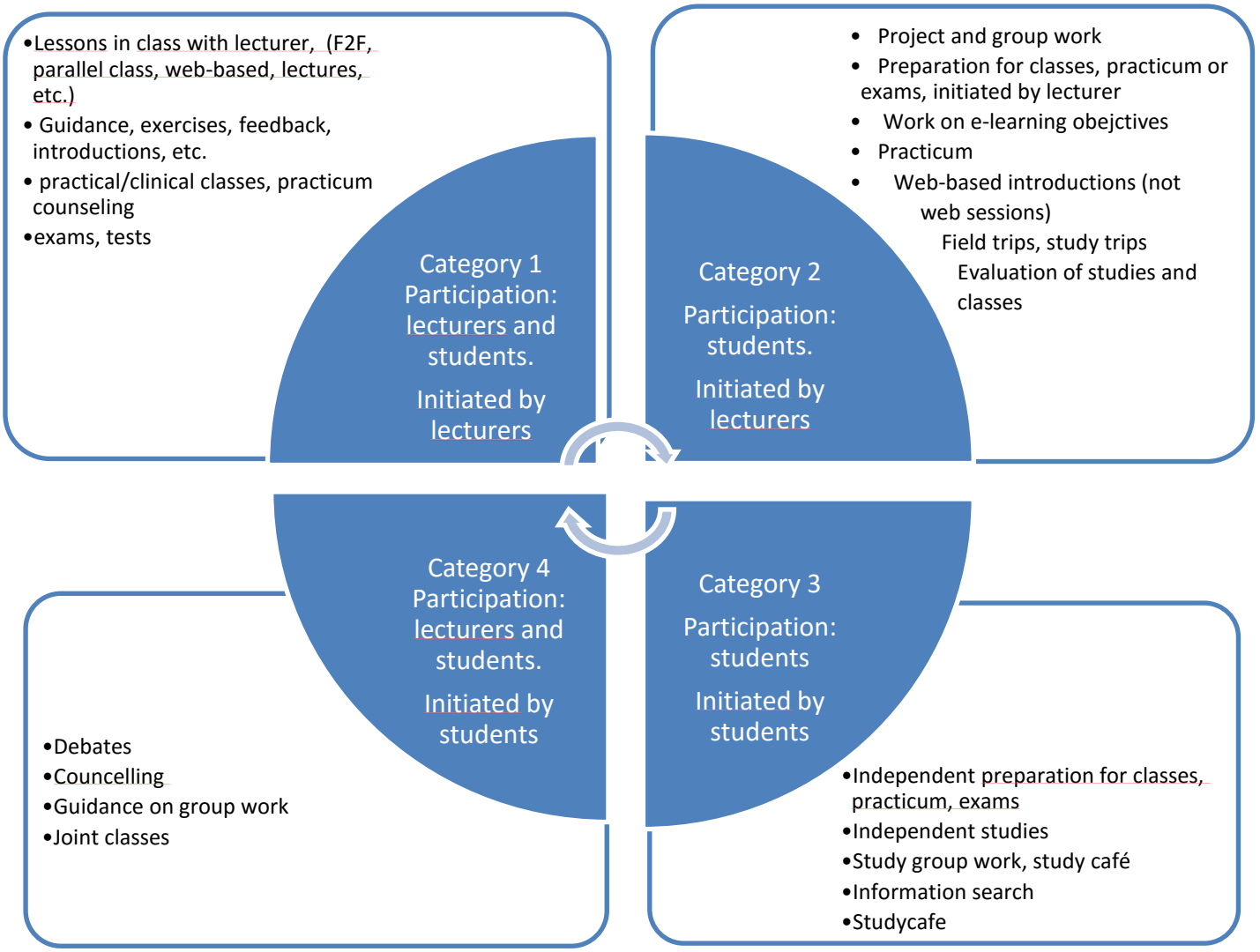
The learning goals for the modules are based on knowledge and proficiency goals from the relevant competence areas. Within this framework, students must choose a focus and confine their efforts through choices of theme, method and research area in an exemplary manner. The module must be organized to make such a process possible

Overall, the education is organized to ensure an increasing complexity in the use of theory and methods throughout the course of the education.

The student will have the opportunity to influence module organization in collaboration with the lecturers

Variety of study activities - **The Study Activity Model**

During the course of their education, students will have opportunities to take active part in a Different areas of study activities, which in combination constitute a full-time study.
The education will be organized using a variety of study activities – some are lessons, others are independent studies, group work, projects in collaboration with practice institutions or other activities, which may be initiated by either lecturers or students. Consequently, it is both lecturers, students and partners outside the education who may initiate the study activities, which make it possible for the student to acquire professional competences within the education.



The Study Activity Model describes the variety of study activities that are parts of the education. It clarifies whom the initiators and the participants are in the various study activities. The model is used for planning course activities and as a point of departure for clarifying expectations between students and lecturers.

The lecturers produce study plans for each module, based on the Study Program. The study plans describe how each module is organized and how the various study activities balance within the individual module.

Studycompetence

Study competence we understand by competence to study, ie. "learn to learn".

The student will, as an integrated part of the teaching at all semesters, work actively with study competence in general, study method and technique and own study competences under the headline, to become students

In connection with the start of the studies, the student participates in a conversation that focuses on examining one's own study competencies and, in particular, having to relate explicitly to the development of relationships and participation in group processes. Study competencies deal with study habits, study method and technique, forms of participation and collaboration skills. The study forms a study qualification profile, which is then included in the student's future competency development process and participation strategy, which is reviewed and documented throughout the study and documented in an independent part of the student's work portfolio

Principles behind the educational design

The principles described in section 1 of this Study Program are significant for how social education is organized at VIA (see page 5).

The principle of the 'double take' implies that the education is organized so study activities derive from pedagogical practice, e.g. through field work, professional narratives, case studies, observations, guest lecturers, visits or challenges posed by outside partners.

Furthermore, students are constantly provided with opportunities to reflect on and analyze practice. This may happen through e.g. theoretical analysis, study logs, devising a theoretical reflection paper, literary research and studies as well as through involvement in research and development projects.

The principle of 'pedagogical work as relational work' implies that the education is organized so the student gets opportunities to practice establishing relations and supporting the relations of others through interaction with relevant target groups. This may happen through cultural projects, involvement in local communities, work for relevant organizations and associations, volunteer work and campus events.

Students are also guided to reflect explicitly on their own relations and group processes during their studies, e.g. through work in study and practice groups. The student organizes the education so that it promotes an increasing level of studycompetence.

The principle about being a pedagogue – and leading pedagogical practice in collaboration with others" means that the education is organized so students acquire tools and opportunities for joining in concrete collaborative creative processes. This may happen in collaboration with other types of professional bachelor education, citizens, users, volunteers, parents and other interested parties in cross-professional projects and student incubator activities.

Furthermore, the student has the opportunity to lead and organize learning projects and activities for fellow students and pedagogical practice projects in cooperation with external partners, as well as getting feedback on the role as leader of pedagogical processes.

The principle about "the experimenting and innovative pedagogue" means that the education has a particular focus on the student's competences to assess new situations and issues and alternative ways of acting in pedagogical practice (cf. EO-SO, section 18, subsection 3). The education is organized so it contains innovation projects, in which work is done on insight, development of ideas and implementation of new ways of handling pedagogical tasks.

In this manner, students must have the opportunity to test themselves in new situations, which create a foundation for new understanding and new initiatives.

The purpose of these organizational measures is to support the student in developing a professional identity as a pedagogue with strong sense of professional judgement.

Reading of texts in Scandinavian languages and in English may occur during the education (cf. EO-PBP, Section 17, subsection 2, no.11).

Practicum

In this paragraph the regulations on practicum is described (cf. EO-SE, Section 8-11 and Section 21, subsection 2, no.4 and 5). The individual practicum periods are described later in the study program.

The double take during practicum periods

The learning environments of the practicum periods of Social Education must enable, and support, the student's learning and experiences with examining, implementing, developing and adding perspective to pedagogical work at the specific practicum institutions. These learning processes take place in interaction with the target group of the practicum institution, as well as with colleagues, partners and relatives.

This means that the student progressively throughout the practicum periods of the education:

- develops competences to investigate significant conditions for the target groups of the practicum institution, the everyday conditions for pedagogical work and professional responsibilities.
- actively engages in pedagogical work through participation in pedagogical activities, interaction processes and meaningful situations in significant relations with the target group.
- can contribute to the development of the pedagogical profession and pedagogical practice on the basis knowledge, professional terminology, critical reflection and ethical judgment.

Work portfolio in Practicum

A work portfolio is produced before, during and after the practicum periods. The portfolio work is intended for the entire practicum and for use in other areas of the education.

Portfolio work entails collecting, selecting and reflecting on practice, and it documents the student's work process when it comes to developing knowledge, skills and competences, so that relevant educational reflections are preserved and the many facets of practical experiences are documented.

The work portfolio must contain the student's work on the competence, knowledge and

proficiency goals, accounts of personal learning processes, as well as reflections on learning and competence acquisition. Relevant parts of the work portfolio form the basis for the status meeting, which must be held no later than when 2/3 of the practicum period has passed (EO-SE Section 9, subsection 3).

The work portfolio serves as the foundation for presentation portfolios (see section on exams). The work portfolio is subsequently used to create coherence with the other modules of the Education.

Obligation of meeting in practicum

There is compulsory attendance in the practicum program including the study days (see PAGE-BEK §8, paragraph 6). If the student does not meet the compulsory practicum or at the study days, the student does not have the required prerequisite for participation in the practicum exam. (See the Examination Order §5). The education registers the attendance at the study days.

If the place of practicum assesses that, the student has an absence, which makes it difficult to achieve the competencies of the particular practicum; the practicum place must involve the Social Education, VIA UC. No later than 10 days before the first day of exam in the 1st internship and 14 days before the first day of exam in the 2nd and 3rd internships, the head of education undertakes, based on the dialogue with practicum place, an assessment of the specific case in order to determine whether the student's participation in the practicum gives the basis for the student to attend the exam

The assessment emphasizes
- The student's ability to meet the competency goal
- Absence of long-term character is documented with a medical certificate
- The aim of the study days is met for the student
- The student's general study activity

If the outcome of the individual assessment is positive, the student will be given access to the exam.

Study Days

The purpose of the study days is “to support the student’s acquisition of the competence goals. The University College plans the study days based on the student’s learning in the specific practicum period through investigation and development of the relationship between theories and practice. Collected documentation from the students about experiences during practicum is an integral part of the study days” (cf. EO-SE, Section 8, and subsection 5).

The individual place of study places the study days for the 1st, 2nd and 3rd internships, and shows the locations of the practicum in the portal of practicum. This organization should best suit the places of practicum to give as few distractions as possible in the institutional everyday life

A first aid course takes place 2 days before or during the 2nd practicum.

Status meeting

The EO-SE decrees that “No later than upon 2/3 completion of the first, second and third practicum periods, the practicum institution must conduct a meeting with the University College and the student, after which the institution must make a statement declaring how the student may fulfill the competence goals for the practicum period in question” (cf. EO-SE S9, ss3).

Halfway during the practicum, a meeting is conducted between the student, the practice institution and the practice lecturer. The lecturer initiates the meeting. The status meetings are generally organized such that a status meeting is held at the University College, one is held at the place of practicum and one is held virtual but can be held at the University College if the place of practicum wishes so.

After the meeting, and no later than upon 2/3 completion of the practice period, the practice institution must issue a statement for the education institution declaring how the student may fulfill the knowledge, skill and competence goals for the practice period. The students must reflect on this statement in their work portfolios. In this way, the statement is part of guiding the student towards the final exam.

Research and development (The Knowledge of Social Education)

Social Education is based on development and professional practice. The education is based on knowledge from scientific disciplines, research and development studies within relevant professional fields as well as trends within the pedagogical professions. The student will be qualified to perform practical, complex and developmental functions. Throughout the course of the education, the student must be able to handle and assess different types of knowledge, and be able to reflect on basic premises for the production of knowledge.

To accomplish this task, a wide range of research and development activities are carried out under the auspices of the University College, which involve staff who also participate in the planning and implementation of teaching. Thus, the students will meet lecturers who participate in research and development work themselves. Through the inclusion of research and development projects in their education, students become familiar with both the professionally relevant results of such projects and the research methods that are used. The education is organized in such a way that the student has opportunity to participate in professionally relevant research and development projects in various ways.

Information competences

Throughout the education, the student must acquire knowledge of and become familiar with relevant professional knowledge and the producers of knowledge within the many fields of pedagogical practice.

The student must acquire proficiency in and competence to find/search for theories, research, developmental knowledge and methods for pedagogical practice, as well as knowledge about where and how professional knowledge is produced and disseminated in society.

Information search and development of information competences are integrated in the teaching during the education. Furthermore, the student must be able to relate critically to the amount of information, which must be processed into professional knowledge in connection with the education.

These information competences are developed throughout the education in cooperation with professors and the VIA library services for the education.

Information competence will be part of the assessment at the exams.

International elements of the education

The student has the opportunity to participate in international activities; including studies and practicum abroad, study trips, fieldwork, international development projects and cooperation with foreign students and partners (cf. EO-SE S21 and EO-PBP S17, ss2)
The aim within the international field is that the student can act with a global perspective and understanding and acquires professional, international competences that may be applicable in a variety of national and international pedagogical settings and contexts.

Stays abroad, international projects and cooperation with international students are integral elements in social education, and they can be implemented throughout the course of study.

The International field is attached to the competence goals for the Common Part and the Specialization Part and must contribute to work regarding the knowledge and proficiency goals of the relevant modules, incl. Practicum modules.
The students can shape their education through the choice of international elements; thus allowing them to contribute to the development of the profession both globally and locally.

The aim is to engage globally with a local point of departure in all elements of study and to include international aspects in the study environment, specific modules and in Practicum.

”Internationalization at Home”

Throughout the program, the student meets motivated lecturers and supervisors with international competencies, which form part of the overall educational image

The aim of the international aspect is to contribute to the students’ cultural knowledge and awareness, intercultural competence, as well as knowledge and proficiency concerning work with ethnic diversity through classes, fieldwork and cultural projects in an international context.

Throughout their education, students will have the opportunity to meet international guest lecturers and students, as well as lecturers who have experience from international education and international projects.

”Internationalization abroad”

International practicum during the Specialization Part

It is possible to have an international practicum period after you have completed the Common Part. Practicum stays are possible during the 2nd, 3rd and 4th Practicum Period.

The same rules apply almost for the practicum abroad as for practicum in Denmark, including the duration of the practicum, testing by the practicum test in relation to requirements for the individual practicum periods according to the Studyprogramme and Practicum Education. See also Appendix 1 for the procedure for foreign internship

There are three types of Practicum stays abroad; Scandinavia (NordPlus Program), The EU/EU-affiliates (Erasmus+ program) and the rest of the world. For further information concerning International Practicum stays, incl. requirements, possibilities and financing, please consult 'International Practicum' [in Danish 'international praktik'] page on Studienet (VIA web portal).

Each type of International Practicum stay has requirements; for further information, visit VIA's international version of 'Studienet' (web portal).

In connection with international practice, an internship preparation course, a promotion day after completing of the practicum and an evaluation meeting are offered. All three elements are compulsory parts of the practicum aboard.

It may be possible to combine Practicum in Denmark with practicum abroad; for further information, contact the international counselor at your institution.

Students may choose to give the modules that adjoin practicum periods a particular international angle, so the modules may serve as a basis for targeted preparation and post-work in relation to the international practicum.

International modules abroad

Social Education VIA aims at creating opportunities for all Specialization modules to be completed abroad. It must be remembered, however, that stays or projects under the ERASMUS+ program must have a duration of min. 3 and max, 12 months. Outside of this program, students can apply for short-term stays (2-6 weeks duration) through personal financing as well as grants from NordPlus.

It is a common feature of all stays abroad that a student must submit a request to an international counselor, who – in collaboration with a local study director (?) – makes the decision about awarding merit in advance. Advance merit is awarded based on similar transparent requirements in Danish and International modules in relation to ECTS points, competence goals and requirements for study products and testing. The student must apply wishing a study aboard no later than 3 months before the study began.

International programs and international students.

All Social Education students at VIA are offered the opportunity to participate in international modules at VIA, where lessons are in English. These modules are offered to Danish and International students alike. Elective 7 ("Cultural encounters and intercultural identity") may involve a mandatory field work/development project in a foreign country, which is aligned with the competence goals for the module. In addition, the elective and 3rd Practicum period may be combined. (see module description and course plan)

International education projects – Double Degree

Social Education VIA has made agreements with international partner institutions concerning Double Degree. Parallel education (double degree) means that parts of a nationally approved

education chosen by the student may be completed at one or several foreign institutions.

In agreement with the foreign institution, the local institution may arrange a double degree course. When students are admitted into parallel education courses, the study director must assess, in collaboration with the foreign partner institution, whether the student's level of language proficiency and educational progress are sufficient to be awarded merit.

Agreement according double degree:

- University of Bucharest, Rumania.
- Changzhou Institute of Technology, China

The exact study plan and the terms of exam described in the signed agreement.

Application for participating in the double degree has to be done before the end of 1. Semester.

The Bachelor Project
Depending on agreement with a foreign institution and approval from the study director, the students can complete all of or parts of their BA project abroad.

Compulsory participation

The student must (cf. EO-SE §3, ss3) participate in the education as planned by Social Education VIA. However, attendance is compulsory during practicum (cf. EO-SE §8, sec 6).

Study Activity and Study products.

VIA UC Social Education expect the students to be study active and do participate in the activities planned by the educational institution.

Compulsory participation for students includes participation in scheduled study activities in all modules of the education, cf. The Study Activity Model. Study activities involves participation in classes, presentations, group work, individual assignments, e-learning activities, projects, field study assignments, practical and aesthetic activities etc.

In order to documenting study activity and thus obtaining a participation requirement, the student must submit the required study products. The study products will support the student in fulfilling the learning outcomes of the module, as described in the individual module descriptions in this curriculum.

At the beginning of each module, the students are presented with a module plan, which describes the specific frameworks and deadlines for the compulsory study products that underlie the acceptance of participation requirements in the individual module.

A study product may be a written presentation, film, multimedia production, presentation, feedback, small project assignments, organization and implementation of educational activity,

reflection paper and ei. The study products form an integral part of the teaching and study activities in the other quadrants, cf. the study activity model.

Consequences of failure to comply with requirements for compulsory participation

Study activity is defined as meeting the requirements for compulsory participation, as defined in the module descriptions and further elaborated in the local institutional study plans for each module of the education. In order to participate in the exam, the duty of participation has to be fulfilled.

Lecturers relay information to the institutional administration about approval/non-approval of compulsory participation, and this information is stored in student files. In the event of 'non-approval' by the end of the term, a plan to obtain approval must be made.

The student may contest non-approval of compulsory participation; this complaint must be in writing and sent to the local Head of Studies no later than 3 days after the announcement of approval/non-approval. The Head of Studies then contacts the professor/coordinator for documentation. If any errors or missing information has caused a 'non-approved' decision, then said errors or misinformation will benefit the student to transform the decision into 'approved', as far as the relevant parts of compulsory participation are concerned. The Head of Study makes an overall assessment of the decision (either confirms 'non-approved or reverts decision to 'approved'), and this decision is sent to the student no later than 5 days after the complaint has been received.

The student can be expelled from the study, if the student has not passed at least one examine in a period of one year. (EO-ADG §39)

In the event of documented illness or a medical condition that affects participation, an agreement may be made on a special plan for compulsory participation. This must be initiated through an interview with a study counsellor, in which an individual plan for participation in the specific module is made.

Exams

According to EO-SE §21 some exams are defined in national parts of the Study Guide, other exams are defined by the University College.

National exams include Competence areas 1, 2 and 3 in the Common Part and competence areas 1 and 2 in the three Specialization areas. The remaining exams are defined according to this Study Program at VIA. The following descriptions include specifications in line with national policy.

In compliance with EO-SE, §.18, all exams are evaluated according to the following regulations:

At the exams, it will be assessed to which degree the competence goals have been met, cf. attachment 1-7.

s2. In the evaluation of the degree to which the student has met the competence goals, the following criteria apply:

The student

1) can account for recognized knowledge, skills and basic processes

2) can present contexts and analyze known situations and problems using acquired knowledge and skills, thereby demonstrating capacity to act in pedagogical practice – and
3) can reflect on and appraise new situations and problems, which demand independent evaluation and alternative ways of acting in pedagogical practice.

s*3.* The exams must be designed to ensure professional competences in relation to relevant, practical problems of the profession.

s*4.* The executive order on examinations at higher education institutions (the executive order on exams) applies to all other eventualities.

Exams in Basic Professional Competences (GK1, GK2, GK3)

Basic Professional Competences are tested in three exams, corresponding to the three competence areas. One of these competence areas relates to the first practicum.

Exam: Basic Professional Competences goal 1 (GK1)

Competence goal 1:
On the basis of children's, young people's and adults' competences and perspectives, the student can establish, assess and evaluate educational environments and activities that support the development of children, adolescents and adults, and - in relation to this - explain professional assessments and choices.

Type of examination:
Oral exam in groups based on presentation portfolio
A presentation portfolio must contain products that show how the students have worked towards achieving the competence goal and how the students' development and learning towards the goal have developed. The students must put together the products within and across the knowledge and proficiency goals of the competencies, and the students must account for the composition of the portfolio and provide reasons for selecting various documents.

Required material for the exam:
The Presentation portfolio must contain both a written product, as well as one or several other types of products, e.g. video/audio recordings, pictures, which should take max. 10 minutes to view.

Basis of assessment
An overall assessment of oral test and presentation portfolio

The seize of the written product:
2 students: max. 14,400 characters
3 students: max. 19,200 characters
4 students: max 24.000 characters.

Number of characters include spacing –but not frontpage, table of content and bibliography+

Timeframe for the oral exam:
2 students: 25 min. for presentation and discussion.
3 students: 30 min. for presentation and discussion

4 students: 35 min. for presentation and discussion
Ca. 1/4 of the period is applied to the student's presentation.

Assessment:
Internal censorship, according to 7-point grading scale.

The premise for participation in the exam:
To pass a test, the student must have approved the participation requirement in Module 1, Module 2 and Module 3.

Exam: Basic Professional Competences goal 2 (GK2)

Competence goal 2 :
The student is able to explain pedagogical work professionally in relation to the social, historical, institutional and professional context.

Type of examination:
Individual written exam of up to 12,000 characters.
Assignment statement is inclusive of spaces and exclusive cover page, table of contents and literature list.
The student chooses himself where the exam takes place

Required material for the exam:
6 hour written test with handing out case and trial questions targeted competence area.

Assessment:
Internal censorship, according to 7-point grading scale.

The premise for participation in the exam:
To participate in the exam, the student must have approved the participation requirement in Module 4, Module 5 and Module 6.

Exam: Basic Professional Competences goal 3 (GK3)

Competence goal 3:
Students can explain, plan, implement and evaluate pedagogical activities through participation in pedagogical practice at the practicum institution, incl. assessing their own learning experiences in practice.

Type of examination:
Oral, individual exam based on presentation portfolio

The presentation portfolio must contain types of products that document the student's achievement of the competence goal, and how the student´s development and learning has proceed achieving the competence goal. The student must put together the products within and across the knowledge and proficiency areas of the competency goal, and the student must account for the composition of the portfolio and provide reasons for selecting various documents.

Required material for the exam:
Presentation portfolio must contain both a written product, max. 14,400 characters, as well as one or several other types of products, e.g. video/audio recordings, pictures, which should take max.
10 minutes to view.

Basis of assessment:
Overall judgment of the oral presentation and presentation portfolio. Timeframe for the oral presentation:
20 mins. for presentation and discussion. App. ¼ of the time is dedicated to the student presentation.

Assessment:
This is a pass/fail exam, assessed by a practicum counsellor from the Practicum institution and a professor appointed by the college.

Requirement for exam participation regarding practicum:
In order to fulfill the compulsory for participation in the practicum, the student must meet the compulsory attendance requirements and the study days. See section on compulsory attendance in practice

Exams of the Specializations competence areas 1 and 2 (SK1 and SK2)

Exam: Specialization competence area 1 (SK1)

Day Care Pedagogy
Competence goal:
The student is able to utilize nature, as well as cultural media and forms of expression to create development and learning processes for 0-5 year-old children, and furthermore to incorporate the perspective of children into play and pedagogical activities.

School and leisure education
Competence goal:
The students is able to include pedagogical and didactic theories in the planning, implementation and analysis of pedagogical activities, incl. learning environments, learning and teaching projects with a view to the promotion of children's and adolescents' well-being, learning, development and intellectual growth.

Social and special pedagogy
Competence goal:
Using the conditions and perspectives of the three target groups as a vantage point, the student can identify and handle pedagogical tasks in relation to said groups. The student has understanding of paradigms within social and special pedagogy, types of knowledge and methods.

Type of examination:
Oral group exam based on presentation portfolio. Groups may consist of 2-4 students.

A presentation portfolio must contain products that show how the students have worked towards achieving the competence goal and how the students' development and learning towards the goal have elapsed. The students must put together the products within and across the areas of knowledge and proficiency of the competencies, and the students must explain in writing why the presentation portfolio is selected as it is.

Required material for the exam:
Group presentation portfolio shall contain both a written product as well as one or several other types of products, e.g. video/audio recordings, pictures which should take max. 10 minutes to view

Volume of written products:
2 students: max. 14.400 characters
3 students: max. 19.200 characters
4 students: max. 24.000 characters

Volume of other product types:
Other types of product may max. take 10 mins. to view.

Basis of assessment:

Overall judgment of the oral presentation and presentation portfolio.

Period for the oral part of the exam:
2 students: 25 min. for presentation and discussion.
3 students: 30 min. for presentation and discussion
4 students: 35 min. for presentation and discussion

App. ¼ of the time is dedicated to the students' presentation.

Assessment: Internal censorship, according to 7-point grading scale.

The premise for participation in the exam:

To participate in the exam, the student must have approved the participation requirement in Module 7 and Module 8 in the specialization.

Exam: Specialization competence area 2 (SK2)

Day Care Pedagogy
Competence goal:
The student can reflect, assess, explain and qualify pedagogical work based on the organizational and professional conditions.

School and leisure education
Competence goal:
The student can manage and analyze pedagogical work that supports and facilitates the learning, development, inclusion, well-being and perspectives of children and adolescents.

Social and special pedagogy
Competence goal:
The students is able to plan, implement and evaluate initiatives and activities within social and special pedagogy which strive to promote personal growth and quality of life, and which support the development, learning processes and participation in communities for all three target groups.

Type of examination:
Written project paper from a research question chosen by the students. Groups may consist of 2-4 students.

Required material for the exam:
Written project paper – extent
of:
2 students: max. 24.000 characters
3 students: max. 36.000 characters
4 students: max. 48.000 characters

Number of characters include spacing, but not front page, table of contents and bibliography. The written product documents the students' achievement of the competence goal.

Basis of assessment:
Written project paper. It must be made clear which student is responsible for the separate parts of the assignment.

Assessment:
External censorship, according to 7-point grading scale.

Precondition in order to participate in the exam.
To participate in the exam, the student must have approved the participation requirement in Module 8 and Module 12 in the specialization.

Exams of the Specialization Practicum (SK3 and SK4)

Exam: Specialization practicum, 2nd practicum (SK3)

Day care pedagogy
Competence goal:
The student knows how to create relations with individual children and with the whole group of children, can support the children when they are making relations with each other, can support the development of children's communicative competences, master professional communication and reflect on own abilities to communicate and enter into relations.

School and leisure pedagogy
Competence goal:
The student must be able to create connections between diverse spaces for development and learning and manage pedagogical and didactic activities in leisure institutions and schools, as well as engaging in professional communication about said activities.

Social and special pedagogy

Competence goal:

The student can communicate professionally in relation to the target group and on the basis hereof implement pedagogical activities on an ethically sound foundation.

Type of examination:

Oral, individual exam based on presentation portfolio

The presentation portfolio must contain types of products that shows how the students have achieve and worked with the competence goal and how the student's development and learning towards the goal have elapsed. The students must put together the products within and across the areas of knowledge and proficiency of the competencies, and the student must account for the composition of the portfolio and provide reasons for selecting the various documents.

Required material for the exam:

Presentation portfolio must contain both a written product, max. 24,000 characters, as well as one or several other types of products, e.g. video/audio recordings, pictures, which should take max. 10 minutes to view.

Basis of assessment: Oral presentation and presentation portfolio.

Period:

25 mins. for presentation and discussion. App. ¼ of the time is dedicated to the student presentation.

Assessment:

This is a pass/fail exam, assessed by a practicum counsellor from the Practicum institution and a professor appointed by the college. Internal censorship.

Requirement for exam participation regarding practicum:

The student attendance is compulsory throughout the training period including study days. See section on compulsory attendance in practice

Exam: Specialization practicum, 3rd practicum (SK4)

Day care pedagogy

Competence goal: The student must be able to plan, implement, document and evaluate activities and learning processes in a focused way that supports the child's well-being, learning, intellectual growth and development. In the context, the student must be able to challenge existing practice in professional terms, to look for and assess alternative options and to contribute to the development of pedagogical practice.

School and leisure pedagogy

Competence goal: The student can work cross-professionally with development of pedagogical activities in schools and leisure institutions, so that the well-being, development and learning of children and adolescents are promoted.

Social and special pedagogy
Competence goal: Through development of pedagogical practice, the student can support the learning, development and care needs of the three target groups in collaboration with relevant parties.

Type of examination:
Oral, individual exam based on presentation portfolio
The presentation portfolio must contain types of products that shows how the students have achieve and worked with the competence goal and how the students development and learning towards the goal have elapsed. The students must put together the products within and across the areas of knowledge and proficiency of the competencies, and the student must account for the composition of the portfolio and provide reasons for selecting the various documents.

Required material for the exam:
Presentation portfolio has to contain both a written product, max. 24,000 characters, as well as one or several other types of products, e.g. video/audio recordings, pictures, which should take max. 10 minutes to view.

Basis of assessment: Oral presentation and presentation portfolio.

Period: 25 mins. for presentation and discussion. App. ¼ of the time is dedicated to the student presentation.

Assessment:
This is a pass/fail exam, assessed by a practicum counsellor from the Practicum institution and a professor appointed by the college. External censorship.

Requirement for exam participation regarding practicum:
The student attendance is compulsory throughout the training period including study days. See section on compulsory attendance in practice

Exams in the Cross-professional Collaboration (TPE)

This area aims at collaboration towards the narrowing down and developing of comprehensive solutions across the public, private and charity sector growth and development. In the context, the student must be able to challenge existing practice in professional terms, to look for and assess alternative options and to contribute to the development of pedagogical practice.

Competence goal:
The student can identify, analyze and reflect on cross-professional and cross-sector dilemmas and potentials and must participate in, coordinate and lead comprehensive and crosscutting collaborative processes.

Type of examination:
Individual, written assignment max. 14.400 characters in the form of a professionally relevant article. Number of characters include spacing, but not front page, table of contents and bibliography.

The written product is based on a self-chosen issue and contains an analysis and dissemination of dilemmas and potentials in interprofessional cooperation

The written product documents the students' achievement of the competence goal.

Basis of assessment:
The written product

Assessment: Internal censorship, according to 7-point grading scale.

Requirement for participating in the exam
To participate in the exam, the student must have approved the participation requirement in

Electives

Exams within Electives competence areas (VO)

Creative expression
This area aims at managing and supporting aesthetic and creative expression in pedagogical practice.

Competence goal: The student can create possibilities for, lead and develop creative experience and learning processes, which support and inspire people to work creatively with musical and aesthetic forms of expression and cultural endeavors.

Nature and outdoor life.
This area aims at managing and supporting pedagogical processes involving nature and the outdoors in pedagogical practice.

Competence goal: The student can create possibilities for, lead and develop pedagogical projects with a point of departure in natural sciences and with a focus on the outdoor experiences of children, adolescents and adults and understanding of nature with the outdoors as a learning environment.

Healthcare and physical stimulation.
This area aims at organizing and supporting pedagogical activities with an emphasis on health, well-being and physical activity.

Competence goal: The student can initiate, implement and lead activities that promote health and physical stimulation and developmental processes that support people's health, quality of life, well-being and motivate physical activity.

Media and digital culture.
This area aims at organizing and supporting pedagogical processes pertaining to media as well as development of pedagogical practice with digital media.

Competence goals: The student can establish, develop and manage pedagogical processes and production in the use of digital media.

Cultural projects and cultural entrepreneurship.
This area aims at dissemination of culture and cultural projects, which emphasize people's intellectual growth and democratic participation in cultural life.

Competence goals: The student can develop, initiate and lead culture projects that aim at citizen involvement and participation and cultural production.

Social innovation and entrepreneurship

This area aims at methods for innovating and developing quality and welfare services in pedagogical institutions.

Competence goal: The student can challenge existing and develop new pedagogical practices and organizational forms that contribute to handling challenges and innovation within social education.

Cultural encounters and intercultural relations.

This area aims at organizing and supporting pedagogical processes with emphasis on cultural diversity.

Competence goal: The student can reflect upon and act in relation to cultural differences, cultural encounters and cultural conflicts as well as involve cultural diversity as a perspective of participation and a resource in pedagogical practice.

Type of examination:

Demonstration of pedagogical activity and oral exam in groups of 2-4 students.

The exam consists of:

A pedagogical activity which the students have implemented and documented
An oral presentation and discussion based on the pedagogical activity

Basis of assessment:

A pedagogical activity, which the students have implemented and documented through one or several product types, e.g. video/audio material, wall sheets, pictures and text materials which can be viewed in max 10 mins.
To prepare a brief presentation of the educational activity that contains the key terms for the student presentation and a bibliography. This presentation must max have the size of 2400 dots.

Assessment:

A joint evaluation of documentation of the pedagogical activity and the oral exam

Period:

2 students: 30 min. for presentation and discussion.

3 students: 40 min. for presentation and discussion

4 students: 50 min. for presentation and discussion

1/3 of the time dedicated to the students' presentation

Assessment: External censorship, according to 7-point grading scale.

Requirement for participating in the exam

To participate in the exam, the student must have approved the participation requirement in Module 9 and 11 in the chosen electives.

BA project exam, incl. 4th practicum (BA)

The Bachelor project takes it point of departure in the student's area of specialization. The Bachelor project and the appertaining bachelor practicum take a point of departure in a professionally relevant research question. The research question of the Bachelor project forms the basis for empirical and theoretical analysis, identification of development potential and perspectives on practice.

Competence goal:
The students can identify, examine, develop and add perspective to professional research questions within social education.

Type of examination:
BA project and oral exam individually or in groups of max. 4 students.

The student(s) is/are allocated a counselor at the University College, who guides the student(s) concerning professional and methodological issues and approves the chosen research question. The student(s) will have a contact person from the practicum institution, who coordinates the correlation between practice and project together with the students.
During the first 15 working days of the period, the student, supervisor and contact person shall hold a meeting in which the chosen problem and the empirical production of the period in the form of research design will be presented and approved by all parties. The University College of Professions takes this initiative.

Demands for the design of the Professional Bachelor project

In the written part of the project, the student must be able to substantiate the professional validity of the research question as well as be able to account for the methodological and theoretical foundation of the project.

The project must further contain an empirically based analysis relating to the chosen thesis as well as perspectives on the analysis in relation to social, institutional and societal conditions (cf. EO-PFE, att.6)

Furthermore, the project must contain reflections on what it means to research/develop a pedagogical practice, in which oneself plays a part as a student, as well as which ethical and normative challenges this position might entail.

The student must demonstrate a research perspective, which moves from the specific example to a general condition – or the other way around.

<u>The written part contains (not necessarily in this order):</u>

- Title (in Danish and English)
- Abstract (in Danish and – optionally – in English)
- Introduction, incl. research question
- Existing knowledge from research and development work about the thesis

- Methodological considerations, incl.
- Research/development design
- Reflections on what it means to research one's own practice
- Description and analysis of empirical data by application of theory
- Discussion and perspectives in relation to social, cultural, institutional and societal conditions and their significance for the chosen thesis, incl.
- Description of development potential and possible actions
- Description of and reflections on the professional discussion at the practicum institution
- Connections to result from research and development work
- Conclusion
- Bibliography

Required material for the exam:

The written project must not exceed an extent of:

1 student: 60,000 characters

2 students: 72,000 characters

3 students: 84,000 characters

4 students: 96,000 characters

Front page, resume, bibliography and attachments are not included.

A video / audio file can be included, which takes 10 minutes to see / hear. If a video / audio file is included in the bachelor project, the scope of the written will be reduced accordingly; 1 min video corresponds to 500 characters. If other documentation is involved, these must be described in the written product.

Basis of assessment:

Bachelor project and oral presentation

Assessment:

Overall assessment of the written and the oral part. The student's wording and spelling exercises are included in the overall assessment of the exam performance

Time frame:

1 student: 20 mins. for presentation and discussion/10 mins. for voting
2 students: 40 mins. for presentation and discussion/10 mins. for voting
3 students: 50 mins. for presentation and discussion/10 mins. for voting
4 students: 60 mins. for presentation and discussion/10 mins. for voting

App. 1/3 of the time is dedicated to the students' presentation

Assessment: External censorship, according to 7-point grading scale.

Overview of exams

Term	EXAM	MODULE/ PRAKTICUM	Type of examination	Basis of examination	Basis of assessment	Assessment	ECTS
1st	gK1	Module 1+2+3	Group exam	Presentation portfolio	Presentation portfolio and oral exam	7-point grading scale, internal censorship	30 ECTS
2nd	gK3	Practicum 1	Individual exam	Presentation portfolio	Presentation portfolio and oral exam	Pass/Fail Internal evaluation, practicum counsellor and professor	10 ECTS
3rd	gK2	Module 4+5+6	Individual exam	Written product	Written product	7-point grading scale, internal censorship	30 ECTS
4th	sK3	Practicum 2	Individual exam	Presentation portfolio	Presentation portfolio and oral exam	Pass/Fail Internal evaluation, practicum counsellor and professor	30 ECTS
5th	sK1	Module 7+8	Group exam	Group Presentation portfolio	Presentation portfolio and oral exam	7-point grading scale, internal censorship	20 ECTS
	TPE	Module 10	Individual exam	Professional article	Professional article	7-point grading scale, internal censorship	10 ECTS
6th	sK4	Practicum 3	Individual exam	Presentation portfolio	Presentation portfolio and oral exam	Pass/Fail External evaluation, practicum counsellor and professor	30 ECTS
	VO	Module 9+11	Group exam	Documentation of pedagogical activity	Documentation of pedagogical activity and oral exam	7-point grading scale, external censorship	20 ECTS
7th	sK2	Module 8+12	Group exam	Written project paper	Written project paper	7-point grading scale, external censorship	10 ECTS
	BA	Bachelor+ Practicum 4	Group exam/ Individual exam	Written BA project	Written BA project and oral exam	7-point grading scale, external censorship	20 ECTS

Additional rules concerning exams

All information on the impact of exam types are including spaces but excluding front, the list of content and bibliography unless otherwise clearly indicated

In connection with written group exam it must be clearly stated which group members are responsible for which sections of the written product. The entire group can be responsible for content design, problem formulation and conclusion.

Re-examination follows the guidelines of EO-BPB SS6-9. The specific exam form is agreed with the Head of Studies. Examination must correspond to the original sample unless special circumstances exist.

Group examinations must be organized in such a way that individual assessment is possible. (cf. EO-BPB S12, ss3). There are no limitations regarding use of aides at the exams (EO-PFE S.15)

Courses in Danish are examined in Danish by default. Courses in English are examined in Danish or English by default. For exceptions, see EO-BPB S17.

Special exam conditions are offered to students who have physical or mental disabilities, to students who have similar problems and to students whose first language is not Danish, if the institution estimates that such an offer is required to ensure equal participation in exams. It is a condition that such an offer does not constitute a change of the professional level of the exam in question (see EO-BPB S18) It must be applied at least one before the examine.

Concerning disciplinary action in connection with exams – see EO-BPB §19.

Rules on complaints are presented in EO-BPB chapter 10.

In the assessment of the professional Bachelor project, the project must also emphasize the student's writing skills, incl. use of a professional register and spelling. The educational institution can make dispensation from this rule for students, who can document a relevant, specific disability (cf. EO-BPB §34, ss2). The ability to use professional register and spelling is part of the overall assessment criteria.

Eg. EO-BPB §5, ss4 unsubscribing of exam cannot take place.

Choice of Electives

Admission to Elective courses is decided at the college according to national procedure. The admission is subject to the current dimensions of the three specializations, as presented by the Ministry of Education. The procedure can be found on the institution webpage. The institution allots specialization to students based on the following criteria:

- The student's own prioritized wishes
- The student's justification for prioritized wishes
- The student's description of significant personal and practical circumstances in relation to professional practice
- The student's understanding of professional challenges and dilemmas, as well as the ability to suggest actions
- The student's reflections on the importance of personal motives, values and potentials in relation to the field of specialization
- The student's ability to incorporate knowledge and proficiencies in relation to the first competence goal

The student must choose specialization during 2nd semester. This happens after guidance and information about the goals and content of the three specialization choices. It must be ensured that the student can examine the three specialization areas in the modules in various ways prior to their choice.

The distribution of specialization areas is based the following conditions:
The Municipal Contact Council (KKR) and Region Midtjylland [administrative dept. for central Jutland] regulate the total dimension of Special Education – and the distribution of the three specialization areas. This happens annually.

- The Specialization modules (modules 7,8 and 12) are offered thus: Day care pedagogy is offered at all institutions. School/leisure pedagogy is offered in Holstebro, Ikast, Viborg and Aarhus. Social/Special pedagogy is offered in Herning, Viborg, Horsens, Aarhus and Randers. Other specialization modules may be offered elsewhere as joint courses upon agreement with the Head of Studies.
- Joint professional communities, which can form the basis for the individual specializations, will be established across institutions.
- If the Specialization is not offered at the institution where the student has completed the Common Part, the student is guaranteed the option of completing the necessary parts of the education elsewhere in VIA.
- Web-based specialization modules will be made with a basis in Viborg, but supported by a professional environment across institutions.

From a student's perspective, the following guidelines apply:

- The students are given specialization areas based on the regulated dimensions as established by KKR and Region Midtjylland. The student bases the distribution of students on substantiated prioritization. Students cannot get their 3rd priority, if the specialization modules in question are not offered at the institution in which they are enrolled.
- If the chosen specialization modules are not offered at the institution in question, the student may choose to complete the offered module as a web-based course or at another institution.

Merit

Students who have competences equal to one or several of the elements in the education may be awarded merit. Merit acknowledgement is based on the premise that the student can document that the learning goals of the element in question have been achieved elsewhere, or that the student has knowledge and proficiencies, which equal said learning goals.

All students must inform the educational institution about previous employment and passed/completed elements of other types of education at the same level, when they enroll. This information is treated as an application for merit. Merit can also be achieved via separate application to Head of Studies.

Application for merit should be submitted 3 months before starting the education element, which may warrant merit. Merit may also be awarded through documentation of previously completed activities. Applications must be submitted before taking exams for the elements in question.

Complaints can be made about merit award decisions to the Board of Qualification until 4 weeks after announcement. The complaint must be addressed to the Board, but sent to the Head of Studies. If VIA maintain the decision, the complaint is sent to the Board with a statement from VIA.

Merit for practicum can only be awarded if one can document competences equivalent to the competence goals for the Practicum period in question.

Merit-based education

The merit-based education is organized cf. EO-SE SS25-27. Merit-based education is a specially designed education, in which the students' practical experiences and prior professional engagement is integrated in the modules of the education. Merit-based students are awarded merit for two specialization Practicum periods upon enrollment, which means that the student must complete Specialization within the area for which merit is awarded. If the student has extensive experience from several areas, then the Specialization must be completed within the area where the student is employed at the time of enrollment, or where the bulk of professional experience can be documented. If several possibilities remain, then
the decision concerning Specialization area must be made by the end of the 1st year of study.

Merit-based education at VIA structures the first year of study as a full-time education of 60 ECTS under due regard to Law on Open Education, involving the same modules as ordinary education within Basic Professional Competences. When organizing the education, the aim must be that students expand their knowledge about pedagogical fields of employment beyond their own Specialization area. It must therefore be preferred that the student is offered practicum within one of the other Specialization areas.

The second and third years of study are organized as part- time study. Module 6 is completed at the beginning of 3rd semester, which ends Basic Professional Skills. Then the Specialization starts, which consists of 4 compulsory modules, 2 electives and the Bachelor period incl. BA practicum.

Electives are organized to ensure maximum correlation between the individual modules. The individual institutions devise a model for the organization of part-time education to ensure best possible correlation between modules, and they outline it in separate study and semester plans.

The Bachelor practicum linked to the BA project (cf. EO-SE S8, ss4 and att.6) is based on the student's workplace. The individual institutions may devise particular models for students who are not employed or who wish to supplement or replace employment practicum with practicum at other institutions. At the beginning of 6th term, the workplace is advised about demands and requirements in relation to being a practicum institution cf. EO-SE specifications on the Bachelor period.

Talent Program

Special Education at VIA aims at strengthening and developing talent efforts for present and future students of Special Education. The bill on talent development comes into effect June 1st 2014. Talent development means ensuring and strengthening opportunities for students with special professional capabilities, talent and motivation. The education's talent program requires an extraordinary effort on the part of the student.

Talent development will involve several initiatives:

- Distinction on the diploma awarded through extraordinary effort during studies
- Recognition of extra-curricular activities on the diploma
- Extra ECTS points, because the talent program may provide opportunity for extraordinary tasks and resulting strain on studies
- Early enrollment for students from secondary education, who may participate in Special Education modules and achieve merit for said modules upon later potential enrollment

Special Education talent programs may involve participation in research and development activities, participation in special modules, stays abroad at foreign universities or modules at other educational institutions. It may be extra-curricular activities during all or some of the education. A talent program may be developed in collaboration with pedagogical institutions and organizations as relevant study activities, either paid or voluntary.

Talent programs for Special Education are under development. In connection with this work, admission requirements, content and evaluation forms will be established.

Evaluation

Continuous and systematic evaluation of education and teaching is a fundamental and important element of the education. This is done to develop the quality of teaching, to support students along the way, and to give them a coherence in the development of the study programme. In addition, there are a number of externally determined government requirements and expectations for evaluation and quality assurance of the Social Education.

During the study period, each team must evaluate further defined modules and participate in study environment studies.

The intention of the evaluation work is to create knowledge and experience that can be used in the future. Through the evaluation work, documented data, which is analyzed, is being interpreted and assessed. This creates knowledge and experience about our education practices.

The evaluation work can, on a proven basis, provide input to learning and knowledge that can contribute to continuous development of the education. The work of evaluation also serves as a support feature that can help assess whether and how the education and VIA as an organization achieve its goals.

Complaints, appeals, dispensations, experiments, etc.

Complaints about a decision made by VIA may be submitted if legal matters are concerned (cf. EO-SE S28). The complaint is submitted to VIA/Head of Studies. If VIA maintains its decision, the complaint is forwarded to the Danish Agency for Higher Education with a statement, which the complainant must have opportunity to comment on within a week. Any comments from the complainant are attached to VIA's statement.

Complaints about legal matters must be submitted no later than 2 weeks after the day that VIA's decision was made known to the complainant.

Complaints regarding exams must comply with rules from the Executive Order on Exams (EO-PFE)

All other complaints are submitted to the Head of Studies.

VIA may make dispensations from the rules, which are presented in this Study Program, when unusual conditions occur. This does not apply to the national requirements in the Study Program. Any application for dispensation must be submitted to the Head of Studies.

Educational experiments may be implemented in other parts of the education than stipulated in

this Study Program, upon approval from the Head of Studies.

VIA is subject to the rules and principles of administrative law.

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Basic Professional Competences - module 1:
In the pedagogical world – discovering

Module title	In the world of pedagogy – discovering.
Module extent	10 ECTS points
Module place	The module is part of the pedagogue´s basic competences and is part of Area GK1: Pedagogical environments and activities. This area focuses on key knowledge and proficiency goals, which form a professional pedagogical platform for the overall pedagogical field of work
Competence goal	Together with modules 2 and 3, this module must qualify the student for the first competence goal exam of the education (gK1). • On the basis of children's, adolescents' and young people's prerequisites and perspectives, the student can establish, assess and evaluate educational environments and activities that support children, adolescents and adults, as well as in relation to this re-assessment of professional assessments and choices.
Module content	This module aims at establishing, assessing and evaluating pedagogical environments and activities that support the development of children, adolescents and adults. The module is an introduction to basic pedagogical theories, various pedagogical paradigms and pivotal pedagogical concepts such as 'dannelse' (general learning, intellectual growth and social awareness), learning and didactics. On this foundation, students work on organizing, implementing and evaluating a pedagogical activity, which involves the practical/aesthetic areas.
The learning goals of the module	• The student can account for selected theories and values and reflect on the pedagogical task of supporting the development of children, adolescents and adults • On the basis of personal practical/aesthetic experiences, the student can demonstrate skills and knowledge concerning planning, implementation and evaluation of selected activities involving children, adolescents and adults The student can account for the diverse conditions of children, adolescents and adults and own professional decisions
Evaluation of the student's outcome of the module	The student documents the outcome of the module through the submission of the compulsory study products and through the cognitive test of the competence goal.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of selected practical and aesthetic activity • Evaluation of practical and aesthetic activity. The study-plans define the concrete framework for the obligatory study products.

Basic Professional Competences – module 2:
Gender, Sexuality and Diversity

National module

Module title	Gender, Sexuality and Diversity
Module extent	10 ECTS points
Module place	The module is a part of Basic Professional Competences and is a part of Area GK1: Educational environments and activities. This area focuses on key knowledge and proficiency goals, which form a professional pedagogical starting point for the overall pedagogical field of work
Competence goal	The module, together with modules 1 and 3, qualifies the student for the first qualification test in the education (gK1): • On basic and in the conditions and perspectives of children, adolescents and adults, the student is able to establish, assess and evaluate pedagogical environments and activities that support the development of children, adolescents and adults, and to account for professional evaluation and choices
Module content	This module presents various discourses and perspectives on gender, sexuality, equality and family organization. Central knowledge involves social psychology and sociological knowledge about how social, institutional and cultural factors contribute to structuring, enabling and reproducing human identity, gender, norms, values and opportunities for actions in a diverse culture. This knowledge sheds light on how gender and identity are manifested, negotiated and handled in pedagogical practice. This knowledge is part of a professional and practical contribution to handling and differentiating pedagogical practice in relation to the development, learning, identity formation, growth and perspectives of children, adolescents and adults, incl. dilemmas regarding sexuality and gender.
The learning goals of the module	• The student has knowledge and proficiencies regarding using a cross-professional, practical perspective, based on social psychology and sociology, on the relations between factors that generally affect and enable the development, learning, identity formation and growth of children, adolescents and adults and have particular significance for their gender identity, sexuality and family organization. • The student has knowledge, competences regarding establishing stimulating, challenging pedagogical environments, and professional care relations based on the perspectives of children adolescents and adults, and on equality and diversity in relation to their family forms and gender.
Evaluation of the student's outcome of the module	The student can document a repertoire of professional competences, knowledge and skills from the learning goals, which document a professional foundation for independent action and reflection within pedagogical practice.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that

	support the module's learning objectives • Communication of knowledge about gender sexuality and diversity and the challenges involved • Analytical considerations of factors affecting gender, sexuality and diversity The study plans define the specific framework for the obligatory study products

Basic Professional Competences - module 3:
The Individual and society

Module title	The Individual and society
Module extent	10 ECTS points
Module place	The module is a part of Basic Professional Competences and is a part of Area GK1: Educational environments and activities. This area focuses on key knowledge and proficiency goals, which form a professional pedagogical starting point for the overall pedagogical field of work
Competence goal	The module, together with modules 1 and 2, qualifies the student for the first qualification test in the education (gK1): • On basic and in the conditions and perspectives of children, adolescents and adults, the student is able to establish, assess and evaluate pedagogical environments and activities that support the development of children, adolescents and adults, and to account for professional evaluation and choices
Module content	The module involves working with human individual and social development in pedagogical environments. The module puts emphasis on a skill- and action-oriented approach, as the students tries and didactically substantiates the work with various Practical/aesthetic, linguistic and communicative areas with a focus on inclusive communities.
The learning goals of the module	• The student can explain and reflect upon how inclusive communities create conditions for the individual and social growth and development of children, adolescents and adults. • The student has knowledge about the significance of language and can support language development and communicative competences. • Based on personal practical/aesthetic experiences, the student can plan, implement and evaluate pedagogical activities in relation to target groups in a pedagogical environment and use theories and methods to account for professional judgment and choices.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal.

Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Communication of knowledge about gender sexuality and diversity and the challenges involved • Analytical considerations of factors affecting gender, sexuality and diversity The study plans define the specific framework for the obligatory study products

Basic Professional Competences - module 4:
Authority and responsibility

National module

Module title	Authority and responsibility
Module extent	10 ECTS points
Module place	The module is part of the pedagogy's basic competence and is part of the area gK2: Profession and Society. This area is aimed at the societal and historical context of the Social Education profession's field of activity and current conditions
Competence goal	The module, together with modules 5 and 6, qualifies the student for the second qualification test (gk2) of the education program • The student is able to explain pedagogical work professionally in relation to the social, historical, institutional and professional context.
Module content	This module focuses on the societal framework of pedagogical practice, the resulting conditions and the tasks the professional must handle as a person of authority. From a pedagogical-sociological, a pedagogical-psychological, a legal and a health-pedagogical perspective, the professional is handling of, reflections on and communication of responsibility with children, adolescents and adults will be discussed. Knowledge about the political, organizational and legal framework for exercising authority is fundamental in this module. This framework bases pedagogical practice on a citizen's perspective, on conventions and legislation. Part of the module is knowledge on the authority the professional is given – also on a risk perspective – to perform tasks in relation with early interventions, preventive work and signs of failure to thrive. This knowledge must be applied to perform professional communication in writing, verbally, non-verbally and digitally with children, adolescents, adults, relatives and authorities.
The learning goals of the module	• The student can account for and reflect on the authority the professional represents in pedagogical practice, incl. the legal foundation in relation to confidentiality and notification. • The student can identify and professionally substantiate implementation of early pedagogical efforts, preventive and health-promoting initiatives in pedagogical practice.

	• The student can conduct professional conversations with children, adolescents, adults, relatives and authorities, and as a part of the conversations account for and reflect upon content, potential remedies and dilemmas.
Evaluation of the student's outcome of the module	The student must demonstrate a repertoire of practical competences, knowledge and skills within use of authority, health promotion and professional communication.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Statement of the legal basis for the educator's authority • Reflections on professional communication The study plans define the specific framework for the obligatory study products

Basic Professional Competences - module 5: Collaborative creation and citizenship

Module title	Collaborative creation and citizenship
Module extent	10 ECTS points
Module place	The module is part of the pedagogue´s basic competence and is part of the area gK2: Profession and Society. This area is aimed at the social and historical context of the pedagogical profession's field of activity and current conditions
Competence goal	With modules 4 and 6, this module must qualify the student for the second exam of basic professional competences (gK2). • The student is able to explain pedagogical work professionally in relation to the social, historical, institutional and professional context.
Module content	The module is directed at pedagogical knowledge and competence to act in collaborative creation and citizenship. The module contains knowledge about the global and local development of the welfare society and the social, historical, institutional and professional context for pedagogical work and the relationship of such work with and cooperation with related professions. This knowledge is applied through planning, implementation, documentation and evaluation of a project within pedagogical practice, with emphasis on collaborative creation with relevant parties and pedagogical environments and activities that contribute to citizenship and democratic education.
The learning goals of the module	• The student can account for knowledge about the welfare society and the historical context of pedagogical work. • The student can account for and reflect on how pedagogical environments and activities can develop and stimulate citizenship and democratic education, and based on hereof organize and implement pedagogical activities in collaboration with relevant partners.

	• The student can analyze collaborative creation across professions, institutions and organizations in the pedagogical field and can reflect, assess and add perspective to own project within this framework.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation and reflection on co-operation activities • Communication of pedagogical perspectives on citizenship and democratic formation The study plans define the specific framework for the obligatory study products

Basic Professional Competences - module 6:
Professional judgment, knowledge and ethics

Module title	Professional judgment, knowledge and ethics
Module extent	10 ECTS points
Module place	The module is part of the pedagogue´s basic competence and is part of the area gK2: Profession and Society. This area is aimed at the social and historical context of the pedagogical profession's field of activity and current conditions
Competence goal	With modules 4 and 5, this module must qualify the student for the second exam of basic professional competences (gK2). • The student is able to explain pedagogical work professionally in relation to the social, historical, institutional and professional context.
Module content	This module involves work with the student's knowledge and experience concerning professional judgment in pedagogical practice. The module is aimed at pedagogical professional history, values and view of humanity in pedagogical practice, professional ethics, pedagogical philosophy and forms of knowledge. The module focuses on creating opportunities for the students to involve their own experiences from practice in the analysis of the relationship between pedagogical theory and practice.
The learning goals of the module	• The student can present connections between pedagogical paradigms and professional opportunities for action • The student can analyze and assess dilemmas involving professional ethics and values in pedagogical practice • The student can reflect on conditions for professional judgment and assess the social responsibility of the professional as well as their own role in relational work
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that

	support the module's learning objectives • Analysis of a professional ethical dilemma • Reflection on the conditions for educators' professional judgment power The study plans define the specific framework for the obligatory study products

Specialization: Day care and pre-school pedagogy – module 7: Childhood, culture and learning

Module title	Childhood, culture, learning
Module extent	10 ECTS points
Module place	The module is part of the specialization in daycare pedagogy and is part of area sk1: Childhood, Culture and Learning. This area is aimed at pedagogical practices which includes culture, nature and aesthetic expressions which that support children's development, well-being, formation (Bildung) and learning.
Competence goal	The module, together with Module 8, must qualify the student for the specialization's 1st Competence goal exam (sK1): • The student is able to utilize nature, as well as cultural media and forms of expression to create developmental and learning processes for 0-5 year old children, and furthermore to incorporate the perspective of children into their creativity, play and pedagogical activities.
Module content	The module aims at pedagogical and aesthetic processes in the Daycare´s everyday life. The central issue is knowledge according to the child´s well-being, formation, play, learning and development, and how the day-care institution's pedagogical foundation and learning environments are important for this. This knowledge is used to investigate, create and develop pedagogical, cultural and aesthetic interactions and forms of expression together with children, with the inclusion of their different perspectives, resources and upbringing conditions
The learning goal of the module	• The student can, on a pedagogical basis, investigate, develop and create pedagogical and aesthetic processes in the day-to-day life of the institution, which supports 0-5 year-old children's participation opportunities, well-being, formation (buildung), play, learning and development - with the inclusion of the children's group's diversity and resources.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of an pedagogical activity • Communication of results and reflections on the educational activity

	The study plans define the specific framework for the obligatory study products

Specialization: Day care and pre-school pedagogy– module 8: Professional knowledge and research

National module.

Module title	Professional knowledge and research in relation to day care and pre-school pedagogy
Module extent	10 ECTS point
Module place	The module is part of the specialization in daycare pedagogy The module is part of area sK1: Childhood, Culture and Learning. This area focuses on the incorporation of culture, nature and aesthetic forms of expression in educational activities that support children's development, well-being, formation (Bildung) and learning. The module is also included in the area sK2: Profession and organization, which focuses on the organizational framework for professional pedagogical practice, including cooperation with parents, volunteers and other professions
Competence goal	The module, together with Module 7, must qualify the student for the specialization's 1st Competence goal exam (sK1): The student can apply nature as well as cultural media and expressions to create development and learning processes for 0-5 year old children, as well as the children's perspective, their creativity and play in educational activities. In addition, the module together with module 12 must qualify the student for the specialization's 2nd competence goal exam (sK2): • The student can reflect, evaluate, justify and qualify pedagogical work based on the organizational and professional framework
Module content	This module has a historical, ethical and scientific perspective on day care and pre-school pedagogy and pedagogical practice. Historical and contemporary challenges, ethical dilemmas and perceptions of pedagogical work and practice with children are all central parts of the module. The module combines the historical perspective with knowledge about how scientific theories and methods – incl. evidence-based methods – are involved in day care and pre-school pedagogy theory and practice.
The learning goals of the module	• The student can lead and develop educational learning environments on a research-oriented and professional level, creating an evaluation culture in which pedagogical

	documentation and evaluation are meaningfully in the analysis of the relationship between pedagogical practice, the overall learning environment and children's well-being, formation, learning and development in historical and current perspective. • Assess and handle professional ethical issues and ethical dilemmas in pedagogical practice, based on both the curriculum view of children and children's own perspectives. • The student can reflect on and apply various research methods – incl. evidence-based methods – in an ethically responsible way to investigate and develop the scientific foundation of the knowledge base for pedagogical practice
Evaluation of the student's outcome of the module	With a starting point in a suggestion to qualify day care pedagogical practice, the student must – based on a contemporary issue – document professional competences concerning the historically conditioned and contemporary values of day care pedagogy and the scientific foundation of practice.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • An account of elements of childhood concept and day-to-day current pedagogical practice • Communication of current issue • Reflection on different research methods The study plans define the specific framework for the obligatory study products

Specialization: Day care and pre-school pedagogy– module 12: Profession and organization

Module title	Profession and organization
Module extent	10 ECTS points
Module place	The module is part of the specialization in daycare pedagogy and is part of the area sK2: Profession and organization, which focuses on the organizational framework for professional pedagogical practice, including cooperation with parents, volunteers and other professions.
Competence goal	The module, together with module 8, must qualify the student for the specialization's 2nd competence goal exam (sK2): • The student can reflect, assess, explain and qualify pedagogical work based on the organizational and professional conditions.

Module content	The module focuses on the organizational and professional frameworks for pedagogical practices, in which all children's opportunities and conditions for participation are supported. At the core is knowledge about institutional conditions, current conventions and legal bases, and their significance for pedagogical practices. This knowledge must be used to involve and collaborate with parents, other professions, volunteers and civil society, and to reflect on alternative pedagogical actions and ways of organizing pedagogical practice.
The learning goals of the module	• The student can account for and reflect on the social roles and tasks of the day care offer - also in relation to children in vulnerable positions - as well as analyzing, understanding and assessing the day care practices on a pedagogical and professional basis. • The student has knowledge of the importance of organizational and professional frameworks for the development of professional academic communities and can contribute to the development of these - also in dialog and collaboration with other professions, parents, volunteers and civil society within the current legal basis • The student can analyze and assess the day-care facilities' organizational and professional frameworks - including managerial matters, the concrete organization and structuring of everyday life in the institution, and the importance of the organizational culture for the exercise of educational practice. • The student can investigate, develop and enter into academic dialogues on the pedagogical and scientific basis for the pedagogical learning environment of the day-care center, including applying scientific methods to study, develop and qualify pedagogical practice
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Outline of selected perspectives on the organizational framework of daycare services. • Reflections on communication and collaboration with other professions, parents, volunteers and civil society The study plans define the specific framework for the obligatory study products

Specialization: School and Leisure pedagogy –module 7

Childhood, youth, didactics and formation (Bildung)

Module title	Childhood, youth, didactics and formation (Bildung)
Module extent	10 ECTS
Module place	The module is part of the specialization in school and leisure pedagogy and is part of area sK1: Childhood, Youth, Didactics and formation (Bildung). This area addresses children and young people's learning, formation, communities and development, including the inclusion of children and young people's perspective in pedagogical practice.
Competence goal	The module, together with module 8, must qualify the student for the specialization's 1st competence goal exam(sK1): • The students is able to include pedagogical and didactic theories in the planning, implementation and analysis of pedagogical activities, incl. learning environments, learning and teaching projects with a view to the promotion of children's and adolescents' well-being, learning, development and intellectual growth.
Module content	The module focuses on 6-18 year olds and the well-being, development, learning and general growth as well as the
The learning goals of the module	• The student can account for, analyze and reflect on the diverse conditions of children's and adolescents' thrift, development, learning and intellectual growth • The student can account for and reflect on how various pedagogical activities can support teaching, development and learning • The student can develop, implement and didactically assess organization of teaching sequences and pedagogical activities in relation to the learning, growth, relationships and development of children and adolescents in schools and leisure centers.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives

Specialization: School and Leisure pedagogy – module 8

Professional knowledge and research.

National module.

Module title	Professional knowledge and research in relation to school and leisure pedagogy
Module extent	10 ECTS point
Module place	The module is part of the specialization in school and leisure pedagogy and is part of area sK1: Childhood, Youth, Didactics and Education. This area addresses children and young people's learning, formation (Bildung), communities and development, including the inclusion of children and young people's perspective in pedagogical practice.
Competence goal	The module, together with module 7, must qualify the student for the specialization's 1st competence goal exam(sK1): • The students is able to include pedagogical and didactic theories in the planning, implementation and analysis of pedagogical activities, incl. learning environments, learning and teaching projects with a view to the promotion of children's and adolescents' well-being, learning, development and intellectual growth. The module also contributes to sK2: Identity and community and sK4: Cooperation and development
Module content	This module has an analytical and practical focus on the knowledge foundation for practice in school and leisure pedagogy. Key concepts involve knowledge about pedagogical research and how didactic and pedagogical methods in schools and leisure centers to be designed, to challenge, document and qualify pedagogical practice and the foundation of professional practice, incl. ethical dilemmas in relation to the target groups.
The learning goals of the module	• The students can apply their own and other's systematic data collection to qualify the knowledge foundation of pedagogical practice. • The student can apply systematically collected knowledge in didactic planning, implementation, documentation and evaluation of pedagogical practice, incl. relevant issues relating to professional ethics. • The student can reflect upon and on an ethically sound basis apply diverse research methods, which examine and develop the knowledge foundation of pedagogical practice.
Evaluation of the student's outcome of the module	The student must complete or take a point of departure in an empirically based study of a current issue within the area of school and leisure pedagogy, which can point to qualification of the knowledge foundation of pedagogical practice.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the use of systematically collected knowledge • Reflection on different research methods The study plans define the specific framework for the obligatory study products

Specialization: School and Leisure pedagogy – module 12: Identity and community

Module title	Identity and community
Module extent	10 ECTS points
Module place	The module is part of the specialization in school and leisure pedagogy and is part of area sK2. This area addresses the children's and youth's establishing of an identity, relationships, inclusion and communities
Competence goal	This module must qualify the student for the exam of the specializations competence goal (sK2). • The student can manage and analyze pedagogical work that supports and facilitates the learning, development, inclusion, well-being and perspectives of children and adolescents
Module content	The module has focus on the development, identity formation and socialization of children and adolescents – incl. language, physical development, play and ethnicity. Key concepts include theories and methods, which support integration processes and social mobility. This knowledge must be applicable to facilitate the participation of children and adolescents in inclusive learning environments and cultural communities through pedagogical work and to analyze the foundation of knowledge for pedagogical practice and reflect on alternative opportunities for action. Cooperation with parents is a vital factor in order to support the thrift, learning and development of the individual child or young person.
The learning goals of the module	• The student can account for and reflect upon the diverse perspectives on children and adolescents' identity formation and socialization • The student can perform and reflect on pedagogical work that supports and facilitates the play, learning, development and inclusion and thrift of children and adolescents and reflect on alternative courses of action. • The student can organize and reflect on parent cooperation with the individual child's or adolescent's thrift, learning and development in mind • The student can analyze and assess the knowledge foundation behind pedagogical practice, incl. the application of scientific research and development methodology for the development of pedagogical practice
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal.

Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives

	• Reflection on perspectives on children and youth development, identity formation and socialization • Analysis of pedagogical activity that supports and facilitates children's and youth's play, learning, development, inclusion and well-being The study plans define the specific framework for the obligatory study products

Specialization: Social and Special pedagogy– module 7:

Pedagogical work with people in vulnerable life situation.

Module title	Pedagogical work with people in vulnerable life situations
Module extent	10 ECTS points
Module place	The module is part of the specialization in social and special education and is part of the area sK1: People in vulnerable positions. This area is aimed at the prerequisites and development opportunities of the three target groups as well as the social and special educational learning, development and care tasks associated with this.
Competence goal	This module must together with module 8 qualify the student for the exam of the specializations first competence goal (sK1). • On basis of the prerequisites and perspectives of the three target groups, the student can identify and take care of pedagogical tasks in relation to this. The student has insight into social and special pedagogical paradigms, knowledge forms and methods.
Module content	The module aims at children, adolescents and adults with special needs, people with social problems, with physical or mental disabilities and involves paradigms and forms of knowledge and methods relevant to social/special pedagogy. Key issues include the interplay between social conditions, individual potential and opportunities for development. Central themes connected with the issues that must handle in the pedagogical work can be; citizenship, marginalization, power relations, ethics, quality of life, participation, autonomy, inclusion/exclusion, prevention, self-governance, health promotion and recovery.
The learning goals of the module	• The student can account for and reflect upon knowledge about people in socially vulnerable positions and key theories, concepts and methods in pedagogical and social work with people in such vulnerable positions • The student can apply key theories and concepts to identify and analyze issues relating to people in vulnerable positions in concrete pedagogical and social contexts • The student can justify professional propositions for action in relation to pedagogical and social initiatives

	for and with people in vulnerable life situations
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Reflection of knowledge about people in vulnerable positions • Action proposals in relation to educational and social efforts The study plans define the specific framework for the obligatory study products

Specialization: Social and Special pedagogy – module 8:

Professional knowledge and research

National module.

Module title	Professional knowledge and research in relation to social and special pedagogy
Module extent	10 ECTS points
Module place	The module is part of the specialization in social and special education and is part of the area sK1: People in vulnerable positions. This area is aimed at the prerequisites and development opportunities of the three target groups as well as the social and special educational learning, development and care tasks associated with this.
Competence goal	This module must together with module 7 qualify the student for the exam of the specializations first competence goal (sK1). • On basis of the prerequisites and perspectives of the three target groups, the student can identify and take care of pedagogical tasks in relation to this. The student has insight into social and special pedagogical paradigms, knowledge forms and methods.
Module content	The module takes a historical, ethical and scientific point of view in the practice of social and special pedagogy. The module focuses on knowledge about the historical and contemporary challenges, ethical dilemmas and current paradigms of social and special pedagogy in relation to social and special pedagogy work and practice with people in vulnerable life situations. In the module, the historical vantage point is combined with knowledge about how scientific methods – incl. evidence-based methods – are a part of the theory and practice of social and special pedagogy.
The learning goals of the module	• The student can account for, analyze and handle current social and special pedagogy practice from a historical perspective.

	• The student can apply research-based knowledge in analysis and assessment, which support development, learning and life conditions of people in vulnerable life situations. • The students can develop social and special pedagogy practice through handling professional ethics in relation to their own and other's surveys of social and special pedagogy practice.
Evaluation of the student's outcome of the module	Based on a thesis from social/special pedagogy practice, the student must involve a research project or create a project that examines practice. The project must account for the applied method(s), the analytical approach and the research ethical implications. Form: Synopsis, incl. oral presentation, with possible participation of relevant pedagogical practice parties.
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Analysis of a social and special pedagogical practice • Documentation for the use of research-based knowledge The study plans define the specific framework for the obligatory study products

Specialization: Social and Special pedagogy – module 12: Identity and community

Module title	Identity and community
Module extent	10 ECTS points
Module place	The module is located in the specialization in social and special education and is part of the area sK2: Identity and community. This area is aimed at individuals and communities, including relationship and networking, social interaction and inclusion
Competence goal	The module qualify the student for the exam of the specializations second competence goal (sK2). • The students is able to plan, implement and evaluate initiatives and activities within social and special pedagogy which strive to promote personal well-being and quality of life, and which support the development, learning processes and participation in communities for all three target groups..
Module content	The module focuses on the development, learning processes and social participation of the three target groups – incl. the relationship between individual and community. Key concepts include processes of inclusion, exclusion and integration as well as rehabilitation initiatives. The module involves work with selected forms of expression in pedagogical initiatives and processes, which promote thrift,

	development, quality of life and participation for the target groups as well as investigation into alternative courses of action in pedagogical practice in relation to specific target groups. The module also includes the framework for social development and the socio-political and legal foundation for implementation of social and special pedagogy.
The learning goals of the module	• The student can account for and reflect upon perspectives on individual, group and community potential, needs, resources and basic conditions. • The student can analyze and assess the significance of various basic conditions for human development • The student can organize, implement and evaluate social and special pedagogy initiatives and include selected forms of expression, professionally substantiate choices and reflect on alternative courses of action in pedagogical practice. • The student can analyze and assess the knowledge foundation behind pedagogical practice, incl. applying scientific methods for examination and development of pedagogical practice
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Reflection on perspectives on the individual, group, and community's prerequisites, needs, resources and framework conditions. • Documentation of the implementation of social and special pedagogical efforts The study plans define the specific framework for the obligatory study products

The Cross-professional Course - module 10: Cross-professional collaboration

Module title	Cross-professional work
Module extent	10 ECTS points
Module place	The module is part of all three specializations and in the field of cross-professional cooperation. This area is aimed at collaborating on the integration and development of holistic solutions across the public, private and voluntary sectors
Competence goal	The module must qualify the student for the exam in the competence goal for the cross-professional element (TPE): • The student can identify, analyze and reflect on cross-professional and cross-sector dilemmas and potentials

	and must participate in, coordinate and lead comprehensive and crosscutting collaborative processes.
Module content	The module focuses on promoting holistic and comprehensive solutions across professions and sectors in order to create value and value for relevant target groups The module involves work with potentials and dilemmas within cross-professional and cross-sector work and the special role and responsibility of social education professionals in this collaboration. Work is done on the political and legal framework as well as the process tools and communication methods that promote cross-professional work. Key concepts include knowledge, resources and methods that support involvement of relevant professional partners and involvement of user groups in innovation and collaboration processes
The learning goals of the module	• The student can account for and reflect upon own profession and professional identity in relation to the professional perceptions and traditions of representatives of other professions • The student can identify and analyze potential and barriers in cross-professional work and add perspective to the political and legal context as well as assess ethical dilemmas • The student can analyze cross-professional project organization and perform process management in an innovative and collaborative process, which incorporates citizens' interests, needs, and rights through inclusion of various interested parties, such as volunteers, associations and public and private institutions. • The student can independently assess and reflect on new pedagogical situations and possibilities.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Reflections on opportunities and barriers in cross-professional cooperation • Documentation of completed process The study plans define the specific framework for the obligatory study products

ELECTIVES

1) Creative Expression (modules 9 and 11)

The elective´s title	Creative Expression
The elective´s extent	10 ECTS points
The elective´s place	The module is part of the specialization section and in the field of Creative Expression. This area aims to guide and support aesthetic and creative forms of expression in pedagogical practice
Competence goal	The module must qualify the student for the exam in the elective of the competence area (VO): • The student can create possibilities for, lead and develop creative experience and learning processes, which support and inspire people to work creatively with musical and aesthetic forms of expression and cultural endeavors.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

2) Nature and outdoor life (modules 9 and 11)

The elective´s title	Nature and outdoor life
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the area Nature and Outdoor Life. This area aims to guide and support pedagogical processes involving nature and the outdoor in pedagogical practice
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can create possibilities for, lead and develop pedagogical projects with a point of departure in natural sciences and with a focus on the outdoor experiences of

	children, adolescents and adults and understanding of nature with the outdoors as a learning environment.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

3) Healthcare and physical stimulation

The elective´s title	Healthcare and physical stimulation.
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the area of Health promotion and movement. This area aims to guide and support pedagogical activities focusing on health, well-being and physical development
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can initiate, implement and lead activities that promote health and physical stimulation and developmental processes that support people's health, quality of life, and well-being and motivate physical activity.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives

	• Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

4) Media and digital culture.

The elective´s title	Media and digital culture.
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the field of media and digital culture. This area aims to guide and support media pedagogical processes as well as the development of pedagogical practice using digital media.
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can establish, develop and manage pedagogical processes and production in the use of digital media.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

5) Cultural projects and cultural entrepreneurship

The elective´s title	Cultural projects and cultural entrepreneurship
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the area of cultural projects and cultural entrepreneurship. This area is aimed at cultural communication and cultural projects focusing on the formation of people and democratic

	participation in cultural life.
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can develop, initiate and lead culture projects that aim at citizen involvement and participation and cultural production.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

6) Social innovation and entrepreneurship

The elective´s title	Social innovation and entrepreneurship
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the area of Social Innovation and Entrepreneurship. This area focuses on methods for renewal and development of quality and welfare services in pedagogical institutions
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can challenge existing and develop new pedagogical practices and organizational forms that contribute to handling challenges and innovation within social education
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal

Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

7) Cultural encounters and intercultural relations

The elective´s title	Cultural encounters and intercultural relations
The elective´s extent	20 ECTS points (10 ECTS for module 9; 10 ECTS for module 11)
The elective´s place	The module is part of the specialization section and in the area of Cultural Encounters and Interculturalism. This area aims to guide and support pedagogical processes focusing on cultural diversity.
Competence goal	The module must qualify the student for a test in the optional field of competence (VO): • The student can reflect upon and act in relation to cultural differences, cultural encounters and cultural conflicts as well as involve cultural diversity as a perspective of participation and a resource in pedagogical practice.
The elective´s content	A detailed description of the content of the individual modules the student finds in the study plans of each individual institution.
The learning goals of the Elective	The learning goals of the Elective cover knowledge, proficiencies and competences described in EO-SE. The learning goals are described in the study plans of the individual institutions.
Evaluation of the student's outcome of the module	The student documents his / her benefit from the module through the submission of the compulsory study products and through the exam of the competence goal
Compulsory attendance	The student is study active, participates in the study activities that are organized in the module and deliver study products that support the module's learning objectives • Documentation of the pedagogical activity • Reflection upon the pedagogical activity. The study plans define the specific framework for the obligatory study products

Practicum - descriptions

1st Practicum: Basic Professional Competences

Practicum title	The pedagogues pedagogical practice
Practicum extent	First practicum, equivalent to 10 ECTS-point, is organized as practicum without wage on the second semester with 32 working days of 6 hours per day on average and 3 study days at the college (cf. §8, ss2).
Practicum place	The practicum is based on the basic course in the 2nd semester and is aimed at participation in pedagogical practice within the pedagogical field.
Competence goal	• The students can explain, plan, implement and evaluate pedagogical activities through participation in pedagogical practice at the practicum institution, incl. assessing their own learning experiences in practice.
Practicum content	This module aims at participation in pedagogical practice within the pedagogical field of work. Pedagogical work is first and foremost relational work with concrete users. Throughout the practicum, relational work is constantly practiced and learned in committed professional relationships. The competence goal for 1st practicum is that students can explain, plan, implement and evaluate pedagogical activities through participation in pedagogical practice at the practicum institution, incl. assessing their own learning experiences in practice
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 1st practicum, practicum summation and

	exchange of experiences will be organized. In the module after 1st practicum, the student will involve both portfolio and experiences from 1st practicum.

2nd practicum, Specialization: Day care and pre-school pedagogy

Practicum title	Relation and communication
Practicum extent	2nd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 3rd semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the 6 months, 10 study days are organized at the college (Cf. §8, ss3).
Practicum place	2nd practicum is placed over 3rd and 4th semesters, starting December 1st or June 1st, focuses on relationships, interaction and communication in pedagogical practice with 0-5 year old children, including the importance of children's different living conditions for well-being, relationships and communication.
Competence goal	• The student knows how to create relations with individual children and with the whole group of children, can support the children when they are making relations with each other, can support the development of children's communicative competences, master professional communication and reflect on own abilities to communicate and enter into relations
Practicum content	The practicum aims at relations, cooperation and communication in pedagogical practice with 0-5 year old children, incl. the significance of diverse conditions regarding thrift, relations and communication. The competence goal is that the student knows how to create relations with individual children and with the whole group of children, can support the children when they are making relations with each other, can support the development of children's communicative competences, master professional communication and reflect on own abilities to communicate and enter into relations.
Practicum organizing	Before the practicum Cf. S10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's

	acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 2nd practicum, practicum summation and exchange of experiences will be organized. In the module after 2nd practicum, the student will involve both portfolio and experiences from practicum.

3rd practicum, Specialization: Day care and pre-school pedagogy

Practicum title	Cooperation and development
Practicum extent	3rd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 5th semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the 6 months, 10 study days are organized at the college (Cf. §8, ss3).
Practicum place	3rd practicum is placed over 5th and 6th semesters, starting December 1st or June 1st and focuses on systematic and knowledge-based reflection and contribution to development and innovation in pedagogical practice.
Competence goal	• The student must be able to plan, implement, document and evaluate activities and learning processes in a focused way that supports the child's well-being, learning, intellectual growth and development. In the context, the student must be able to challenge existing practice in professional terms, to look for and assess alternative options and to contribute to the development of pedagogical practice.
Practicum content	The practicum aims at relations, cooperation and communication in pedagogical practice with 0-5 year old children, incl. systematic and knowledge-based reflection on and contribution to development and innovation in pedagogical practice. The competence goal is that the student must be able to plan, implement, document and evaluate activities and learning processes in a focused way that supports the child's well-being, learning, intellectual growth and development. In the context, the student must be able to challenge existing practice in professional terms, to look for and assess alternative options and to contribute to the development of pedagogical practice.
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and

	competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 3rd practicum, practicum summation and exchange of experiences will be organized. In the module after 3rd practicum, the student will involve both portfolio and experiences from practicum.

2nd practicum, Specialization: School and leisure pedagogy

Practicum title	Development and learning
Practicum extent	2nd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 3rd semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the 6 months, 10 study days are organized at the college (Cf. §8, ss3).
Practicum place	2nd practicum is placed over 3rd and 4th semesters, starting December 1st or June 1st focuses on pedagogical work in different development and learning areas i.e. school and leisure facilities, including the organization, implementation and communication of pedagogical activities in pedagogical practice
Competence goal	• The student must be able to create connections between diverse spaces for development and learning and manage pedagogical and didactic activities in leisure institutions and schools, as well as engaging in professional communication about said activities.
Practicum content	The practicum aims at pedagogical work with children at school age and adolescents aged 6-18 in various spaces for development and learning; i.e. schools and leisure centers, incl. organization and implementation of, and communication about, pedagogical activities in pedagogical practice.

	The competence goal is that the student must be able to create connections between diverse spaces for development and learning and manage pedagogical and didactic activities in leisure institutions and schools, as well as engaging in professional communication thereon.
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 2nd practicum, practicum summation and exchange of experiences will be organized. In the module after 2nd practicum, the student will involve both portfolio and experiences from practicum.

3rd Practicum – Specialization: School and leisure pedagogy

Practicum title	Cooperation and development
Practicum extent	3rd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 5th semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the 6 months, 10 study days are organized at the college (Cf. §8, ss3).
Practicum place	3rd practicum is placed over 5th and 6th semesters, starting December 1st or June 1st. and this area aims at cross-professional collaboration and legislative and organizational foundation for the responsibilities and duties of the professional social education bachelor.
Competence goal	• The student can work cross-professionally with development of pedagogical activities in schools and

	leisure institutions, so that the well-being, development and learning of children and adolescents are promoted
Practicum content	The practicum aims at pedagogical work with children at school age and adolescents age 6-18 in various spaces for development and learning, i.e. schools and leisure centers, incl. cross-professional cooperation and the legal and organizational framework for the professional responsibility and tasks. The competence goal is that the student can work cross-professionally with development of pedagogical activities in schools and leisure institutions, so that the well-being, development and learning of children and adolescents is promoted.
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 3rd practicum, practicum summation and exchange of experiences will be organized. In the module after 3rd practicum, the student will involve both portfolio and experiences from practicum.

2nd practicum, Specialization: Social and Special Pedagogy

Practicum title	Relation and communication
Practicum extent	2nd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 3rd semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the 6 months, 10 study days are organized at the college (Cf. §8, ss3).
Practicum place	2nd practicum is placed over 3rd and 4th semesters, starting

	December 1st or June 1st. and this area aims at the relations, professional communication and pedagogical activities within pedagogical practice.
Competence goal	• The student can communicate professionally in relation to the target group and on the basis hereof implement pedagogical activities on an ethically sound foundation.
Practicum content	The practicum aims at pedagogical work with children and adolescents with special needs and people with physical or mental disabilities or social challenges, and it includes professional relations, professional communication and pedagogical activities and means in professional practice. The competence goal is that, the student can communicate professionally in relation to the target group and on the basis hereof implement pedagogical activities on an ethically sound foundation.
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 2nd practicum, practicum summation and exchange of experiences will be organized. In the module after 2nd practicum, the student will involve both portfolio and experiences from practicum.

3rd Practicum - Specialization: Social and Special Pedagogy

Practicum title	Cooperation and Development
Practicum extent	3rd practicum, equivalent to 30 ECTS points, is organized as practicum with wage, starting on the 5th semester at a practicum institution with relation to the Specialization part. The practicum is organized over 6 months with 32½ hours per week. During the

	6 months, 10 study days are organized at the college (Cf.§8, ss3).
Practicum place	3rd practicum placed over 5th and 6th semesters, starting December 1st or June 1st. and this area aims at relations in cooperation and development of social and special pedagogy practice in interaction with the target groups
Competence goal	• Through development of pedagogical practice, the student can support the learning, development and care needs of the three target groups in collaboration with relevant parties
Practicum content	The practice focuses on pedagogical work with children and young people with special needs and persons with physical and mental impairment or social difficulties, including collaborative relationships in and development of social and specialist pedagogical practice in interaction with the target groups. The competence objective is that the student through the development of pedagogical practice can support the learning, development and care needs and perspectives of the three target groups in cooperation with relevant actors
Practicum organizing	Before the practicum Cf. §10 the student is introduced to and prepared for the upcoming practicum period, incl. methods for study and competence goal for the practicum in question. During practicum preparation, the students are prepared for the knowledge and competence goals. Before the practicum, the student must be introduced to forms of evaluation, examination and documentation, since these are knowledge goals of said practicum. The student begins work on the work portfolio. During the practicum During the practicum, the student involves the work portfolio as a tool for reflection and documentation. Study days will involve working with supporting the student's acquisition of the competence goals of the practicum. The college organizes study days with a focus on the student's learning in the specific practicum through examination and development of the relation between theory and practice. The work portfolio is included in this work. The practicum is completed with an exam. After the practicum Immediately after 3rd practicum, practicum summation and exchange of experiences will be organized. In the module after 3rd practicum, the student will involve both portfolio and experiences from practicum.

4th Practicum, BA research practicum

Practicum title	Research practicum
Practicum extent	4th practicum, equivalent to 5 ECTS points, is organized without wage. The practicum involves the student's gathering of empirical data and is organized over 16 working days with an average of 6 hours each, placed according to the student's BA project time schedule (Cf. §8, ss4).
Practicum place	4th practicum is placed on the 7th semester in conjunction with the bachelor project and a practicum in connection with the specialization.
Competence goal	• The students can identify, examine, develop and add perspective to professional research questions within social education.
Practicum content	The practicum aims at the student's Specialization area. The Bachelor project and the adherent practicum revolve around a professionally relevant research question within the student's Specialization area. The Bachelor project research question forms the basis of empirical and theoretical analysis, identification of development potential and perspectives on practice. During the Bachelor practicum: The student gathers empirical data in relation to a professionally relevant research question with both theoretical and practical implications. The student forges a basis for developing the professionally relevant research question/pedagogical practice in cooperation with the practicum institution.
Practicum organization	The practicum aims at the student's Specialization area. The Bachelor project and the adherent practicum revolve around a professionally relevant research question within the student's Specialization area. The Bachelor project research question forms the basis of empirical and theoretical analysis, identification of development potential and perspectives on practice. During the Bachelor practicum: • The student gathers empirical data in relation to a professionally relevant research question with both theoretical and practical implications. The student forges a basis for developing the professionally relevant research question/pedagogical practice in cooperation with the practicum institution.

Important Note

This is an unofficial translation of a Danish legal document made for informative purposes. In the event of discrepancies between the Danish original and this text, the Danish text prevails.

Language note: The term 'pedagogue' in Denmark refers to a specific profession. By taking a degree in social education, you may become a 'pedagogue', which covers work with "development and care assignments within the following areas: children and young people (including working in day nurseries, day-care centers, pre-school classes, recreation centers/school-based leisure time facilities, after school clubs, 24-hour service institutions), institutions for children, young people and adults with reduced psychological or physical capacities, adults with social problems (homelessness, substance abuse, mental disorders), family institutions, and child and youth psychiatric hospitals. Additionally, the education provides qualifications for working in the field of crime prevention in, for example, neighborhoods as well as working within the Prison and Probation Service." Quote from Ministry of Higher Education and Science http://ufm.dk/en/education-and-institutions/higher- education/university-colleges/university-college- educations/bachelor-in-social-education.

18.09.2014

Executive order on bachelor's degree programme in Social Education

The following provisions are laid down pursuant to section 22, subsections 1 and 2 and section 31, subsection 3, in the Act on Business Academy Education and Professional Bachelor Programmes, cf. Act

no. 467 of May 8th 2013, as changed by Act no. 898 of July 4th 2013, section 3, subsection 3, in Act no.22 of Jan 14th 2014 on change of Act on University Colleges and Act on The Danish Evaluation Institute and on abolition of Act on professional bachelor programme in Social Education and section 2, subsection 9, in Act on Open Education (adult vocational training) etc., cf executive order no. 952 of October 2009, the following is stipulated:

Chapter 1

Purpose and duration

§ 1. The purpose of the education is that the student acquires relevant professional competences, knowledge and skills, to be able to manage, develop and convey development, learning and care assignments in a social perspective, both independently and in collaboration with others.

§ 2. The education amounts to 210 ECTS points. 60 ECTS points corresponds to one year of full-time academic work.

s2. The education validates the title Bachelor in Social Education. The English title is Bachelor in Social Education.

s3. The English name for the education is Bachelor's Degree Programme in Social Education.

§ 3. The education must be completed no later than 5½ years after matriculation. This does not include absence due to pregnancy, childbirth or adoption.

s2. The University College can, in special circumstances, grant a dispensation for a prolonged period of completion.

s3. The student has an obligation to participate in the education the way it is organized by the University College.

Chapter 2

Structure and content

§ 4.The education consists of two parts: a common part on basic professional competences and a specialization part.

s2. In the common part – basic professional competences – which amounts to 70 ECTS points, Practicum is an integral course and counts for 10 ECTS point

s3. The specialization part, which is 140 ECTS points, contains the following elements:

1) Specialization courses, which are 60 ECTS points, within each of the following 3 areas, of which the student must choose and commence one upon completion of the common part – basic professional competences:

a) Day care pedagogy, aimed at pedagogical work with children ages 0-5

b) School and leisure pedagogy, aimed at pedagogical work with school children and young people ages 6-18 c) Social and special pedagogy, aimed at pedagogical work with children and young people with special needs and people with physical or mental disabilities or social problems.

2) Inter-professional course

3) Three practicum periods, which are respectively 30, 30 and 5 ECTS points

4) BA project, which is 15 ECTS points.

s4. The University College may move 10 ECTS points from the specialization part to the common part (basic professional competences) with the intent of designing special profile programmes .

§ 5. The competence goals of the education, cf. section 4, is stated in attachments 1-7 under the headings:

1) Basic professional competences of Social Education
2) Day care pedagogy
3) School and leisure pedagogy
4) Social and special pedagogy
5) Cross-professional course
6) Bachelor project
7) Electives

s2. The competence goals of the education, cf. Section 1, describe the knowledge, skills and the level of reflection the student must be able to demonstrate at the final exams to achieve qualification.

§ 6 The elements of the common part – basic professional competences has three competence goals, cf. attachment 1.

s2. The specialization part, cf. Section 4, has the following competence goals:

1) 4 competence goals within each of the three specialization areas, whereof 1 for each of the 2 Practicum periods of each 30 ECTS points, cf. attachment 2-4.

2) 1 elective competence goal chosen among the possible elective competence goals of the education, cf. attachment 7.

3) 1 competence goal in the cross-professional course, cf. attachment 5.

4) 1 competence goal for the Bachelor project, cf. attachment 6.

§ 7. The common part – basic professional competences, cf. section 4, subsection 2, and the specialization part, not including Practicum, cf. section 4, subsection 3, comprises modules of each 10-20 ECTS points

s2. A module must qualify for one or several competence goals cf. attachments 1-5 and 7.

s3. Each University College is obligated to offer modules that can qualify for all competence goals of Social Education, including the elective competence goals. The modules may be offered at separate campuses of the University College.

Practicum

§ 8. Practicum is divided into 4 periods.

s2. First practicum, equivalent to 10 ECTS points, is organized as practicum without wage on the 2nd semester with
32 work days with an average of 6 working hours per day and 3 days of study at the University College.

s3. Second and third practicum: two specialization periods, each equivalent to 30 ECTS points, are organized as practicum with wage, starting in the 3rd and 5th semesters respectively, at a practice institution with relevant ties to the specialization part. The two practicum periods are each placed over a 6 month period with an average weekly schedule of 32,5 working hours. Each of the two 6 month practicum periods contains 10 days of study at the University College. In connection with the third practicum period, a 2-day educational course in First Aid, which has a certified First Aid instructor, is completed at the University College.

s4.. Fourth practicum period, equivalent to 5 ECTS points, is organized as practicum without wage on the 7th semester in connection with the Bachelor project at an institution with ties to the specialization part. The practicum contains the student's gathering of data and is distributed over 16 working days with an average of 6 working hours.

s5. The purpose of the study days at the University College is to support the student's acquisition of the competence goals. The University College plans the study days on the basis of the student's learning in the specific practicum period through investigation and development of the relationship between theory and practice. Collected documentation from the students about experiences during practicum are an integral part of the study days.

s6.. Attendance is mandatory during Practicum, incl. the study days

s7. Regulations on the specific placement of the four Practicum periods are laid down in the Study Program, cf. Section 21, and subsection 2, no 5

§ 9. The practicum institution devises a practicum description, which must contain the following elements:

1) Description of the institution, incl. purpose, user group description and standard methods

2) Education plan for the practicum periods during which the institution may receive students. The plan must comply with the competence goals for the relevant practicum period, incl. suggestions for relevant literature, organization of practicum guidance and collaboration with the University College. The education plan is devised in joint cooperation with the University College.

s2. The practicum institution is responsible for the student receiving guidance during the practicum in accordance with the competence goals for the practicum period.

s3.. No later than upon 2/3 completion of the first, second and third practicum periods, the practicum institution must conduct a meeting with the University College and the student, after which the institution must make a statement declaring how the student may fulfill the competence goals for the practicum period in question.

§ 10. Prior to each practicum period, the University College must prepare the students for the upcoming practicum period, including methods of study and relevant competence goals.

s2. During the study days of the practicum period, the student receives formal training and guidance at the University College, cf. Section 8, subsection 5.

s3. After completing the practicum period, the University College must continually include the students' practicum experiences in the education. Furthermore, the University College must include the statement from the practicum institution in the student's further guidance process.

§ 11. The University College may permit a student to complete practicum abroad, if the practicum stay is part of a formalized educational collaboration between the University College and the foreign institution. The agreement between the two colleges about accepting the student for a practicum placement abroad must be made no later than 2 months before said practicum period begins, and must comply with the

competence goals for the relevant practicum period.

s2. The requirement for practicum with wage, cf. Section 8, subsection 3, may be abolished, if the foreign institution declares in writing that practicum with wage is not common practice in said country, and that it is not feasible to compensate the student during practicum.

s3. In connection with the permission to complete practicum abroad, the University College may disregard section 10, subsection 2, when the considerations underlying the requirement are met in other ways.

Cross-professional Course

§ 12.. The cross-professional Course is part of the specialization part. The Course aims at enhancing the student's competences to cooperate across occupational boundaries and participate in tasks that involve cross-professional collaboration.

The Bachelor Project

§ 13. The Bachelor project is part of the specialization part. The project is made in connection with the 4th practicum period, during which the student has to gather data for the project.

s2. The Bachelor project is a written assignment and must involve a research question of the student's own choice within the chosen specialization area. The research question must be approved by the University College.

Range and Availability

§ 14. The individual University College's course program within the three areas of specialization must, within the total dimensions of the University College Social Education programme, be weighed against the number of available practicum places and the demands of the labour market within the three areas.

S2 The University Colleges that offer a Bachelor programme in Social Education share a joint responsibility to ensure a total supply and volume of the three types of specialization which will meet the demands of the labour market at a national level.

§ 15. In the Study Program, the University College must establish criteria for access to each area of specialization, and it must furthermore ensure that practicum places exist, corresponding to the offered specialization places.

Chapter 3

Evaluation and Assessment

§ 16. The final exams of the two professional competence goals for the common part – basic professional competences is assessed by internal censorship, cf. section 6, subsection 1. These exams must be passed before the student's second academic year expires in order for the student to continue the education.

s2. Final exams in mandatory courses and electives of the specialization part are assessed by external censorship, cf. section 6, subsections 1 and 2.

s3. Final exam of the cross-professional course is assessed by internal censorship, cf. Section 6, subsection 2, part 3.

s4. The Bachelor project is completed in the 7th semester with an oral exam, at which a collective grade for both the written project and the oral exam will be given.

s5. According to subsections 1-4, all exams are assessed using the 7-point grading scale

§ 17.. First, second and third practicum period are completed by an exam, which takes place at the practicum institution or the University College.

s2. First and second practicum period are assessed through internal evaluation by a practicum counselor at the practicum institution and an educator appointed by the University College.

s3. A practicum counselor, an educator appointed by the University College and an external censor, assesses third practicum period through external evaluation.

s4. The three practicum periods are assessed using "Pass/Not passed".

s5. If a practicum examination is given a 'Not passed', the University College must offer the student a guidance interview to review the student's possibilities. Because of the interview, the student may in special cases be offered to repeat the practicum period once.

§ 18. At the exams, it will be assessed to which degree the competence goals have been met, cf. attachment 1-7.

s2. In the evaluation of the degree to which the student has met the competence goals, the following criteria apply the student

1) can account for recognized knowledge, skills and basic processes

2) can present contexts and analyze known situations and problems using acquired knowledge and skills, demonstrating capacity to act in pedagogical practice – and

3) can reflect on and appraise new situations and problems, which demand independent evaluation and alternative ways of acting in pedagogical practice.

s3. The exams must be designed to ensure professional competences in relation to relevant, practical problems of the profession.

s4. The executive order on examinations at higher education institutions (the executive order on exams) applies to all other eventualities.

§ 19. At the end of each module or several modules, the student's learning outcome is evaluated. The method of evaluation will be stipulated in the

Part 4

Study Program

§ 20.. Within the limits of this executive order and the executive order on exams, more detailed rules concerning the education are established in the Study Program, cf. Section 21.

s2. The common part of the Study Program is made jointly by the University Colleges that are approved to offer the education. The institutional part of the Study Program is drawn up by each University College.

s3. Before a Study Program is approved, and in the event of significant changes hereof, a statement from the censor chairmanship and representatives of the user institutions must be considered.

s4. The Study Program and significant changes hereof take effect at the beginning of an academic year.

s5. Upon the adoption of a new Study Program and in the event of significant changes of the said Study Program, appropriate transitional rules must be established.

s6. Both current and previous Study Programs must be accessible on the University College website.

§ 21The common part of the Study Program must contain rules regarding the following points:

1). Final exams in the three competence goals of the common part – basic professional competences and the two mandatory competence goals of the specialization part, incl. rules concerning method and execution of the exams.

2) Requirements for format of the professional bachelor project

3) Criteria for admission to each of the three specialization areas cf. Section 15.

s2. The institutional part of the Study Program must contain rules about the following points:

1) Range and description of modules

2) Each module description,
incl. a) Content
b) Number of ECTS points c) learning outcome goals
d) evaluation of the student's benefit from the module and
e) competence goals, which the module qualifies for, cf. Attachment 1-5 and 7.

3) Minimum requirements in ECTS points for access to each of the final exams.

4) Organization and schedule of the four practicum periods, incl. study days.

5). The interplay between practicum and theoretical education.

6) The organization of the cross-professional course, cf. Section 12.

7) The organization of and examination in the professional bachelor project, incl. the fouth practicum period.

8) Teaching methods and ways of working.

9) Mandatory participation, incl. mandatory attendance and consequences of failure to comply with mandatory participation and the possibilities for remedy.

10) The opportunities for participation in international activities, incl. studies abroad and practicum stays abroad, in international development projects and in collaboration with international students.

11) The opportunity for talent programmes

12) Credit approval and organization of merit-based education.

13) The merit-based professional bachelor programme in Social Education, cf. Sections 25-27.

14) Transitional rules

s3. The Study Program must stipulate that the University College may make exemptions from the rules in the Study Program, which are solely, established by the University College or Colleges, when special circumstances

require it.

Part 5

Additional Rules

§ 22. The University College must offer the student guidance and counselling concerning the completion of the education. The guidance offered must include e.g. counselling on choice of specialization, choice of modules etc. with due consideration for the student's wishes for a professional profile and the demands of the labour market.

§ 23. Regarding admission, the Executive Order on Admission to Business Academies and Professional Bachelor Programmes applies.

§ 24. In all other matters the regulations on professional bachelor programmes, stipulated in the Excutive Order on Business Academies and Professional Bachelor Programmes apply.

Part 6

The Merit-Based Professional Bachelor Programme for Social Education

§ 25. The merit-based Social Education is offered as a specially designed part-time educational programme, subject to the rules of the Open Education Act (professional adult education etc.) and the regulations in this part.

s2. Admission for the education following Section 1, apart from the standard admission requirements, is conditioned by the applicant having experience from relevant professional work comparable to at least 5 years of full-time employment

s3. Those University College institutions that offer the professional bachelor programme in Social Education can offer the education.

§ 26. This executive order applies to the merit-based education with the following deviations:

1) The education may be organized by the University College within a scope equivalent to 150 ECTS points. The education may be organized as part-time or full-time; however, with a maximum of 60 ECTS points assigned for full- time study for the individual student.

2). The education does not include second and third practicum periods.

3) The scheduling of first and fourth practicum periods of the education do not follow the standard schedule, but are placed respectively in the common part – basic professional competences and in the specialization part in connection with the bachelor project

§ 27. Students, who have qualifications corresponding to all or part of the education, cf. Section 4, are given formal credits for these parts,.

s2. No credits are given for any parts of the bachelor project

Part 7

Complaints

§ 28.. Any complaints concerning a decision made by the University College may be brought before the Danish Agency for Higher Education, if the complaint involves legal questions, however cf. Sections 4 and 5.

s2. The Complaint is sent to the University College. If the University College maintains its decision, the University College issues a statement, which the complainant must be allowed to comment on within 1 week. The University College relays the complaint to the Agency, incl. the statement and any comments from the complainant.

s3. The formal deadline for submission of a complaint according to Section 1 is 2 weeks from the day the University College's decision was relayed to the complainant.

s. 4. Complaints concerning complete or partial rejection of merit-based credits are brought before the Qualification Committee before 4 weeks from the day the decision of the University College was relayed to the complainant.

s5. Complaints concerning exams must comply with the rules of the Executive Order for Exams.

Part 8

Commencement

§ 29.. This Executive Order takes effect on June 1st 2014 and comes into force for students commencing the education as professional bachelor of Social Education or the merit-based Social Education Programme after this date.

s2. The Executive Order no. 1122 of Sept. 27th 2010 on the professional bachelor programme in Social Education is abolished, however, cf. subsection 3.

s3. Students who have commenced the professional bachelor programme in Social Education or the merit-based Social Education Programme before June 1st, 2014 may complete the education according to aforementioned executive order in subsection 2 until the summer of 2019, however cf. subsection 4.

s4. The University College may organize transitional regulations, so that students, who have commenced the professional bachelor programme in Social Education or the merit-based Social Education Programme before June 1st 2014 must complete the education according to the rules of this executive order.

The Danish Agency for Higher Education,

March 6th 2014

Nils
Agerhus

/ Kirsten Lippert

Appendix 1

Competence Goals for the Common Part – Basic Professional Competences

Basic professional competences provide the students with competences to support and facilitate development, learning, personal well-being, citizenship and intellectual growth for children, adolescents and adults

Competence areas:

1) Pedagogical environments and activities
2) Profession and Society
3) Social Education in practice – 1st Practicum period

Competence area 1: Pedagogical environments and activities

This competence area aims at central knowledge and proficiency goals, which form a professional platform for the field of pedagogical work.

Competence goals: With a starting point in the conditions and perspectives of children, adolescents and adults, the student is able to establish, assess and evaluate pedagogical environments and activities that support the development of children, adolescents and adults, and to account for professional evaluation and choices.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
pedagogical theories and paradigms, incl. different varieties of goals, as well as educational and philosophical ideals, in pedagogical environments and activities	formulate goals and professional, ethical ideals for pedagogical practice on the basis of pedagogical theories and values,
socialization and interaction processes, as well as the practice of pedagogical inclusion	formulate professional goals, means and methods for supporting the individual person's well-being and social development and for developing inclusive communities,
The social, emotional, linguistic, cognitive, physical, motor skill and sensory conditions and development of children, adolescents and adults	apply knowledge about the development, conditions and perspectives of children, adolescents and adults in pedagogical practice

development of language and communication, incl. the use of IT	formulate professional goals, means and methods which support the language development and communicative competence of the individual,
How various individual, social and cultural factors may affect development and learning	differentiate care and pedagogical efforts, so they benefit the intellectual stimulation and growth of children adolescents and adults,
gender, sexuality, equal opportunity and family relations	formulate professional goals and means for creating space for human diversity and supporting gender equality,
Nature, environment and math, as well as learning activities within these fields	plan, implement and evaluate environmental education in nature and wildlife,
physical education and motor skill development, as well as learning activities within these fields	plan, implement and evaluate learning activities involving physical education and motor skill development,
musical and aesthetic activity, as well as learning activities within these fields	plan, implement and evaluate musical and aesthetic activities
work processes and forms of expression relating to arts and crafts, as well as learning activities within these fields and	plan, implement and evaluate activities within the fields of arts and crafts and
scientifically approved approaches and methods for organizing, reviewing and developing pedagogical practice, incl. evidence based methods and how these may be applied in practice	account for and apply theories and methods about and for pedagogical practice.

Competence Area 2: Profession and Society

This competence area aims at the social and historical contexts of scope of the profession and its current conditions

Competence goals: The student is able to explain pedagogical work professionally in relation to the social, historical, institutional and professional context.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the development of the welfare state and globalization, citizenship and democracy	attend to pedagogical activities that aim at developing the citizenship and democratic understanding of children, adolescents and adults,
fundamental features of the evolution of the profession as well as changes in pedagogical paradigms over time	analyze, discuss and assess current paradigms within pedagogical practice and in society,
The place and scope of the profession in relation to adjacent professions, authorities and public life	bring social education professionalism to bear in collaboration with other professionals and in interacting with relevant social institutions,
professional ethics and values, as they unfold in the relation, the profession and in society	analyze and assess values and ethical dilemmas in pedagogical situations as well as analyze and assess the role of the professional in relational cooperation,
health care and prevention, incl. early intervention, as well as current legislation within this area	identify health and social issues as well as formulate suggestions for pedagogical action in connection with said issues,
risk factors and signs of social, physical or mental problems with children, adolescents and adults,	identify and react to children, adolescents and adult who display signs of social, physical or mental problems in pedagogical practice,
professional communication and	participate in professional conversations with children, adolescents and adults, as well as relatives and representatives of authorities and
Political, organizational and legislative conditions for implementation of pedagogical work.	Identify pedagogical tasks and challenges given by the existing conditions as well as suggesting opportunities for action within said conditions.

Competence Area 3:. Social Education in practice – 1st Practicum period

This competence area aims at participation in pedagogical practice within the professional field.

Competence goals: students can explain, plan, implement and evaluate pedagogical activities through participation in pedagogical practice at the practicum institution, incl. assessing their own learning experiences in practice.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the user groups and the pedagogical and practical purposes of the practicum institution,	apply knowledge about the social purpose of the practicum institution in the planning of pedagogical work,
setting goals, planning and organizing pedagogical practice, incl. the effects of pedagogical methods,	set goals, plan, implement and evaluate pedagogical practice with the involvement of knowledge about the effect of various pedagogical methods,
Methods of evaluation, research and documentation and,	document and evaluate own participation in pedagogical practice, incl. reflecting on the quality of own learning processes, and
The healthcare aspect as well as the social and aesthetic aspects of healthy eating habits, meal- time culture, hygiene and indoor environment.	Apply knowledge about healthcare and prevention in the planning of pedagogical work.

ppendix 2

Competence goals for the specialization part: Day Care Education

Special Education degree holders with this specialization have special competences to be employed within the field of pedagogical work that aims at 0-5 year-olds. They will have particular competences to create and develop pedagogical environments and activities, in which optimal conditions are created based on a professional, pedagogical foundation for a stimulating and safe life for children.

Competence areas:

1) Childhood, culture and learning.
2) Profession and organization
3) Professional relations and communication – 2nd practicum period.
4) Cooperation and development – 3rd practicum period.

Competence area 1: Childhood, culture and learning.

This area aims at the inclusion of culture, nature and aesthetic forms of expression in pedagogical activities that support children's development, intellectual growth and learning.

Competence goals: The student is able to utilize nature, as well as cultural media and forms of expression to create developmental and learning processes for 0-5 year old children, and furthermore to incorporate the perspective of children into play and pedagogical activities.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
pedagogical development plans, incl. Pedagogical and didactic considerations concerning children's play, development and learning,	devise pedagogical development plans and on the basis hereof plan, implement and evaluate pedagogical activities,
childhood, historical changes in the perception of children and on incorporating the child's perspective in pedagogical practice,	examine and include children's perspectives in the organization and planning of pedagogical work,
well-being, intellectual stimulation, play, learning and development of the 0-5 year old child,	apply knowledge about the development of children and the conditions of pedagogical practice in day care institutions,
the diverse conditions of children concerning upbringing and general life conditions,	identify pedagogical problems in relation to the diverse life conditions of children,
the language development of children and language stimulation, incl. the significance of the written language,	support the overall communicative and language competence development of the child,
ethnicity, bilingualism and cultural awareness,	establish, analyze and assess cultural encounters,

nature, mathematical attention and technical manipulation, as well as pedagogical activities within this field aimed at 0-5 year old children,	develop, implement and evaluate pedagogical activities within nature, mathematical attention and technical manipulation, incl. the child's perspective and relevant pedagogical knowledge,
physical activity and movement, as well as pedagogical activities within this area aimed at 0-5 year old children and	develop, implement and evaluate pedagogical activities within physical activity and movement, incl. the child's perspective and relevant pedagogical knowledge and
Cultural, musical and aesthetic forms of expression and learning, as well as pedagogical activities within this area aimed at 0-5 year old children.	Include literary, musical, dramatically and visual forms of expression and learning as well as the child's perspective and relevant pedagogical knowledge in the professional

Competence area 2: Profession and organization.

This area aims at the organizational conditions for professional, pedagogical practice, incl. cooperation with parents, volunteers and other professions.

Competence goals: The student can reflect, assess, explain and qualify pedagogical work based on the organizational and professional conditions.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
historical changes in the pedagogical work with 0-5 year-olds, as well as the current tasks and challenges of the profession,	adopt an analytical approach towards tasks and challenges within pedagogical work with 0-5 year-olds as well as qualify pedagogical practice on said basis,
the organization and management of day care education, incl. knowledge about organizational culture,	analyze and assess organizational and managerial conditions of significance for pedagogical practice for 0-5 year-olds,
professional ethics and ethical dilemmas in the pedagogical practice of 0-5 year-olds,	analyze and assess ethical problems in a way that contributes to the qualification of pedagogical practice,
children in vulnerable positions, social and remedial pedagogical initiatives and inclusive practice,	support the development of the individual child through early discovery and planning of pedagogical activities that are inclusive and promote supportive communities,
cross-professional work, incl. cooperation concerning the transition between different types of institutions,	collaborate with professionals across occupational boundaries and competence areas, incl. collaboration on children's transitions between various types of institutions,
parent cooperation and parent involvement in relation to the child's development,	plan and prepare parent cooperation based on the needs of the individual child and the well- being, learning and development of the group of children,
the role and responsibilities of the professional in relation to cooperation with volunteers and civil society,	incorporate volunteers and civil society in pedagogical practice,
the current legal basis and relevant international conventions and	act professionally within the legislation in force and manage written communication with relevant partners and
scientific theories and methods in relation to pedagogical practice, incl. evidence based methods.	Analyze and assess the foundation of knowledge for pedagogical practice, incl. application of scientific methods for research and development of pedagogical practice.

Competence Area 3:. Professional relations and communication – 2nd practicum period.

This area aims at relational work, interaction and communication in pedagogical practice with 0-5 year old children, incl. the significance of children's diverse life conditions with respect to well-being, relations and communication.

Competence goals: The student knows how to create relations with individual children and with the whole group of children, can support the children when they are making relations with each other, can support the development of

children's communicative competences, master professional communication and reflect on own abilities to communicate and enter into relations.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the conditions and developmental potential of the 0-5 year-old child, incl. children with special needs,	plan differentiated pedagogical activities through analysis of children's conditions, interaction and communication,
interaction as well as the importance of relations for the 0-5 year-old child's play,	create relations and support the individual child's opportunities to participate and develop with
learning, socialization, well-being and development,	others,
dialogue and professional communication,	communicate in a nuanced, precise and comprehensible manner with children, families and colleagues,
play, play theory and play culture,	manage children's play,
physical, creative, musical and aesthetic learning and expression in pedagogical practice and	set goals, plan and evaluate pedagogical activities and generally motivate and support children's play as well as their aesthetic, musical and physical endeavours and
care, healthcare and preventive work.	plan, implement and evaluate initiatives regarding care, healthcare and prevention.
first aid	perform basic first aid.

Competence Area 4: Cooperation and development – 3rd practicum period.

This competence area aims at systematic and knowledge-based reflection upon and contribution to development and innovation within pedagogical practice.

Competence goals: The student must be able to plan, implement, document and evaluate activities and learning processes in a focused way that supports the child's well-being, learning, intellectual growth and development. In the context, the student must be able to challenge existing practice in professional terms, to look for and assess alternative options and to contribute to the development of pedagogical practice.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
social and institutional issues linked to pedagogical work in day care institutions,	identify, analyze and assess the significance of social conditions and the institutional culture for cooperation, pedagogical development and quality,
play, movement, nature and cultural experiences, digital media as well as creative activities and the consequences for the growth, well-being, learning and development of the 0-5 year-old,	develop the physical, mental, social and aesthetic environment for children,
processes of change and innovation,	contribute to the development of pedagogical practice through innovation and experimental initiatives,
incorporation of children's and parents' perspectives in development and change processes,	incorporate the ideas and creativity of children and parents as a part of pedagogical development and change processes,
didactic and pedagogical methods for the development of pedagogical practice, incl. documentation and evaluation, and	set goals, apply methods of documentation and evaluation and develop knowledge through active participation, systematic experience gathering and reflection on pedagogical practice and

Appendix 3

Competence Goals for the specialization part: School and Leisure Education

Social Education degree holders with this specialization have special competences to be employed within the part of the

pedagogical field that aims at work with children and adolescents in the ages 6-18. They possess particular knowledge about the development and learning of children and adolescents, as well as knowledge of didactics and intellectual growth. Social Education bachelors have competences to participate in all activities at primary and secondary schools, incl. teaching and pedagogical leisure activities.

Competence areas:

1) Childhood, youth, didactics and intellectual growth
2). Identity and community
3) Opportunities for development and learning – 2nd practicum period.
4) Collaboration and development – 3rd practicum period.

Competence area 1: Childhood, youth, didactics and intellectual growth

This area aims at learning, group formation and development of children and adolescents, incl. incorporating the perspectives of children and adolescents in pedagogical practice.

Competence goals: The students is able to include pedagogical and didactic theories in the planning, implementation and analysis of pedagogical activities, incl. learning environments, learning and teaching projects with a view to the promotion of children's and adolescents' well-being, learning, development and intellectual growth.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
The cognitive, emotional, physical, motor skill and sensory conditions and development of 6-18 year-olds,	apply knowledge about the development and conditions of children and adolescents in the pedagogical practices of schools and leisure activities,
how pedagogical practice can support teaching, development and learning in schools and in leisure activities,	plan implement and evaluate activities that support teaching and learning in school or leisure activities, incl. being responsible for supportive teaching in schools,
learning, setting learning goals and motivation,	base pedagogical work on understanding of various theories about learning and motivation, incl. the potentials of the various theories, as well as their limitations and view of human life,
the physical, cultural, musical and creative development of children and adolescents as well as possibilities for activities within movement and aesthetic forms of expression,	plan, implement and evaluate activities that promote the curiosity, interest and active participation of children and young people within physical, creative and musical activity,
nature, mathematic attention, technical manipulation as well as pedagogical activities within this field aimed at children and adolescents,	develop, implement and evaluate pedagogical activities within nature, mathematical attention, technical manipulation and outdoor life, incl. involving the perspectives of children and adolescents and relevant pedagogical knowledge,
the media consumption and media culture of children and adolescents, about the development of children's IT and media competences and intellectual stimulation through media as well as the modes of expression within IT and media,	assess and use various IT, media and media- critical approaches to pedagogical practice – analog as well as digital,
professional ethics and ethical dilemmas in pedagogical practice involving children and adolescents and	analyze and assess ethical problems in a way that contributes to the qualification of pedagogical practice, and
Pedagogical and didactic theories and methods aimed at both leisure and school contexts.	Assess and use pedagogical and didactic theories in pedagogical practice.

Competence area 2: Identity and community.

This area aims at children and adolescents and their identity formation, relations, social inclusion and communities.

Competence goals: The student can manage and analyze pedagogical work that supports and facilitates the learning, development, inclusion, well-being and perspectives of children and adolescents

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can

The socialization and identity formation of children and adolescents, incl. physical changes and sexuality,	support the socialization, identity formation and perspectives of children and adolescents,
group relations, group dynamics and group management,	support the development, interaction and norm formation of children and adolescents in groups, and promote their opportunities to thrive in inclusive communities,
language, language expressions and language acquisition,	motivate and support children's development of a nuanced and rich language for use in all activity types,
play, play theories and play culture in a historical and modern perspective,	establish inclusive learning environments through motivation and support for playful processes,
ethnicity, cultural awareness, cultural communities, bilingualism and integration processes,	identify opportunities for integration among children and adolescents and support the development of cultural communities,
parent cooperation and involvement of parents in relation to the development of children and adolescents,	plan and prepare parent cooperation with a starting point in the well-being, learning and development of the individual child,
legislation in force within the field of schools and leisure activities, incl. international conventions,	act professionally within the legislation in force and manage written communication with public authorities,
social mobility as well as social and special pedagogical methods in a pedagogical context and	apply differentiated methods in order to support the social mobility and equal opportunity of children and adolescents and
scientific theories and methods in relation to pedagogical practice, incl. evidence based methods.	analyze and assess the foundation of knowledge for pedagogical practice, incl. Use scientific methods for research and development of pedagogical practice.

Competence area 3: Opportunities for development and learning – 2nd practicum period.

This area aims at pedagogical work in diverse spaces for development and learning, i.e. schools and leisure institutions, incl. planning and implementation of and communication about pedagogical activities in pedagogical practice.

Competence goals: The student must be able to create connections between diverse spaces for development and learning and manage pedagogical and didactic activities in leisure institutions and schools, as well as engaging in professional communication about said activities.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
communication relevant for the profession, argumentation and collaboration,	communicate and collaborate professionally with parents colleagues, teachers and other relevant parties,
management of spaces for development and learning, incl. classroom management,	motivate, lead and gather children and adolescents about concrete learning,
didactics and methodology in relation to learning,	explain the connection between methodical and didactic considerations and own pedagogical practice,
movement and musical, aesthetic and creative processes and their significance for personal growth, learning and development,	plan, implement and evaluate differentiated learning processes within chosen areas, incl. involving the perspective of children and adolescents,
care, healthcare and preventive work and	plan, implement and evaluate initiatives that strengthen prevention and the care and health of children and adolescents, and
The conditions and developmental potential of 6-18 year-olds, incl. children with special needs.	organize differentiated pedagogical activities through analysis of the conditions and developmental potential of children and adolescents.
first aid	perform basic first aid.

Competence area 4: Collaboration and development – 3rd practicum period.

This area aims at cross-professional collaboration and legislative and organizational foundation for the responsibilities and duties of the professional social education bachelor.

Competence goals: The student can work cross-professionally with development of pedagogical activities in schools and leisure institutions, so that the well-being, development and learning of children and adolescents is promoted.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
institutional and organizational conditions for pedagogical work in schools and leisure,	act professionally within the given institutional and organizational conditions for the area,
cross-professional collaboration with teachers and other professions, incl. team collaboration and collaborative groups,	analyze, assess and act on professional challenges in collaboration with teachers and other professions,
The practicum institution's organization in relation to cross-professional collaboration,	participate in and analyze and assess the cross-professional collaborative practice of the practicum institution,
dynamics of chance and innovation,	participate in the development of the pedagogical practice through innovative and experimental initiatives,
didactic and pedagogical methods to develop pedagogical practice, incl. documentation and evaluation, and	set goals, apply methods of documentation and evaluation and develop knowledge through participation, systematic experience gathering and reflection on pedagogical practice and

Appendix 4

Competence Goals for the specialization part: Social and Special Pedagogy

Social Education degree holders with this specialization have special competences to participate in social and special pedagogical work involving people in relation to three main target groups:

A. Children and adolescents with special needs.
B. People with social difficulties.
C. People with mental and/or physical disabilities.

Competence areas:

1) People in vulnerable life situations
2) Identity formation and community
3) Relations and communication – 2nd practicum period.
4) Collaboration and development – 3rd practicum period.

Competence area 1: People in vulnerable life situations

This area aims at the conditions and potential for development within the three target groups as well as the learning, development and care tasks pertaining to social and special pedagogy that are relevant for said groups.

Competence goals: Using the conditions and perspectives of the three target groups as a vantage point, the student can identify and handle pedagogical tasks in relation to said groups. The student has understanding of paradigms within social and special pedagogy, types of knowledge and methods.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
theories within social science and psychology that highlight general human living conditions and the conditions of people in vulnerable situations in particular,	identify and support possibilities in the social and special pedagogy work with a specific target group,
changes in the perception of people in vulnerable life situations and in the social and special pedagogy tasks over time,	base pedagogical practice on analyses and evaluations of current paradigms within the field of social and special pedagogy and within society at large,

the functions and prevalence of norms, values, conventions and the relativity of normalcy concepts,	identify and remain critical towards own norms, values, conventions and perception s of normalcy, as well as those of others,
marginalization and stigmatization processes,	contribute to opposing marginalization and stigmatization of people in vulnerable life situations,
ethical and institutional dilemmas concerning the autonomy and self-governance of vulnerable people,	support autonomy and self-governance for people in vulnerable life situations,
overall aims and values in social and special pedagogy initiatives,	utilize concepts such as well-being, development, quality of life and participation in a way that qualifies practice,
development, learning and life conditions among people within the three target groups,	base a differentiated pedagogical effort on the individual human being's situation, perspective and conditions,
healthcare and preventive work, incl. diet, exercise and sexuality, and	plan, implement and evaluate pedagogical healthcare and preventive initiatives and activities and
social psychiatry, types of psychiatric therapy, physical and mental disabilities, diagnoses and medical treatment.	Base efforts and activities within social and special pedagogy on insight into the conditions of people and their perspectives on own possibilities.

Competence area 2: Identity formation and community.

This area aims at the individual and the community, incl. formation of relations and networking, social interaction and inclusion.

Competence goals: The students is able to plan, implement and evaluate initiatives and activities within social and special pedagogy which strive to promote personal growth and quality of life, and which support the development, learning processes and participation in communities for all three target groups.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
various physical, emotional, cognitive, social and communicative development patterns in people belonging to the three target groups,	plan, implement and evaluate pedagogical initiatives and processes which promote personal growth, development, quality of life and participation,
the relationship between individual and community and about social and special pedagogy initiatives that can encourage participation,	identify potential and challenges in the relationship between individual and community and support the individual's identity and active participation in communities, incl. the local community, clubs and associations and school/work,
mechanisms of inclusion and exclusion, incl. group relations, group processes and group management,	identify and promote inclusive processes in concrete communities,
rehabilitation initiatives and central individual and social aspects of self-governance processes,	start rehabilitative efforts that support the self-governance processes of the individual,
the body, movement, nature, culture and aesthetic forms of expression and learning,	incorporate appropriate physical, musical, dramatic, natural and aesthetic forms of expression in pedagogical practice,
various basic conditions, incl. types of shelters and institutions, assistive technology and digital media,	analyze and assess the impact of various institutional conditions and assistive technologies on human development and for social and special pedagogy work,
ethnicity, cultural awareness, cultural communities, bilingualism and integration processes,	identify integration options among children and adolescents and support the development of cultural communities,
the political and legal foundation for social and special pedagogy activity as well as international conventions in force and	act professionally under the legislation in force and manage written communication with relevant partners, incl. tasks in relation to

	diagnosing, and
theories and methods in relation to pedagogical practice, incl. evidence based methods.	Assess the knowledge foundation for pedagogical practice, incl. the use of scientific methods for research and development of pedagogical practice.

Competence area 3: Relations and communication – 2nd practicum period.

This area aims at the relations, professional communication and pedagogical activities within pedagogical practice.

Competence goals: The student can communicate professionally in relation to the target group and on the basis hereof implement pedagogical activities on an ethically sound foundation.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
communication forms and formation of relations, incl. the professional conversation,	communicate professionally, establish and take part in professional relations with people in vulnerable life situations,
professional ethics and pedagogical values,	analyze and assess ethics, power and equality in own and other's approaches to the individual and to communities,
conflict and violence prevention, conflict resolution and aggressive behavior,	assess conflicts, prevent and handle conflicts as well as evaluate interventions in incidents of conflict and violence,
the significance of movement and musical, aesthetic and creative processes in social pedagogy practice and	plan, implement and evaluate pedagogical activities within selected areas, incl. incorporate the creativity and perspective of children, adolescents and adults and
assistive technology and technology of the profession in a perspective of learning and development.	assess and use assistive technology and technologies of the profession in collaboration with people with special needs to support development and learning.
first aid	perform basic first aid.

Competence area 4: Collaboration and development – 3rd practicum period.

This area aims at relations in cooperation and development of social and special pedagogy practice in interaction with the target groups.

Competence goals: Through development of pedagogical practice, the student can support the learning, development and care needs of the three target groups in collaboration with relevant parties.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
institutional, organizational and management conditions for social and special pedagogy initiatives,	act professionally within the given institutional, organizational and management conditions of the area,
various social and special pedagogy approaches and methods,	make a professional evaluation of the methods used at the practicum institution,
adjacent professions and the conditions for cross-professional cooperation,	enter into cross-professional cooperation about the solution of specific tasks and/or challenges,
division of tasks and responsibilities between target groups, professionals, volunteers and relatives,	explain own professional background, duties and responsibilities in a job with many aspects,
processes of change and innovation,	participate in the development of pedagogical practice through innovative and experimental initiatives,
didactic and pedagogical methods for development of pedagogical practice, incl. documentation, evaluation, and	set goals, apply methods of documentation and evaluation and develop knowledge through participation, systematic experience gathering and reflection on pedagogical practice and

Appendix 5

Competence Goals for the Cross-professional Course

Competence Area: Cross-professional collaboration

This area aims at collaboration towards the narrowing down and developing of comprehensive solutions across the public, private and charity sectors.

Competence goals: The student can identify, analyze and reflect on cross-professional and cross-sector dilemmas and potentials and must participate in, coordinate and lead comprehensive and cross-cutting collaborative processes.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
- the understanding of the profession and the action competence of social educators and other professionals, incl. teachers, nurses and social counselors, – the various sectors of the welfare society, its agents and their perspectives on duties and challenges and - Legislative and political conditions for cross- professional work,	base participation in cross-professional collaboration with e.g. teachers, nurses and social counselors on reflections about the social educator's professionalism, roles and responsibilities and create comprehensive solutions by involving the professionalism, roles and responsibilities of relevant partners,
types of collaboration, incl. communicative methods and strategies that support cross- professional work,	present social education professionalism and insight to other professionals, users and other central parties in a holistic practice,
empirical studies of what characterizes cross- professional and cross-sector collaborative processes,	identify and anticipate possibilities and obstacles in the cross-professional and –cross-sector cooperation, incl. analyze and act in a field with ethical dilemmas,
project and process management, incl. process tools that support forms of collaboration and collaborative processes and	coordinate projects and use process tools in collaborative processes and
the conditions for user involvement as well as potential and challenges in said work.	Develop communities and create change and value through independent participation in and coordination of collaboration involving users, professionals, and the network and resources of volunteers.

Appendix 6

Competence Goals for the Bachelor project

Competence Area: Bachelor project, incl.4th practicum period.

The Bachelor project takes its point of departure in the student's specialization area. The Bachelor project and the appertaining bachelor practicum takes its point of departure in a professionally relevant research question.

The research question of the Bachelor project forms the basis for empirical and theoretical analysis, identification of development potential and perspectives on practice.

Competence goals: The students can identify, examine, develop and add perspective to professional research questions with social education.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the fields of action within social education,	identify, define and investigate a relevant, professional research question with both theoretical and practical implications,
professional development and innovation,	identify and assess professionally the possibilities for development and qualification of pedagogical practice,
the professional ethos and ethics of social education,	present ethical and action-oriented deliberations that qualify pedagogical interaction and demonstrate professional judgement,
The significance of the following conditions for the chosen research question: - cultural and social. - institutional and organizational. - historical, social and international,	include organizational and social conditions in relation to the chosen research question,
national and international research and development results of relevance for the chosen research question,	include knowledge and research in a professional line of argument,
empirical research methods, incl. their possibilities and limitations and	assess and justify the choice of methods for collection of empirical data and
academic writing and professional presentation.	present results of analysis and research both verbally and in writing.

Electives

Appendix 7

The student acquires competences to participate in and lead developmental processes within the chosen competence area.

Competence Areas:

1) Creative expression.
2) Nature and outdoor life.
3) Healthcare and physical stimulation.
4) Media and digital culture.
5) Cultural projects and cultural entrepreneurship.
6) Social innovation and entrepreneurship
7) Cultural encounters and intercultural relations.

Competence area 1: Creative expression

This area aims at managing and supporting aesthetic and creative expression in pedagogical practice.

Competence goals: The student can create possibilities for, lead and develop creative experience and learning processes which support and inspire people to work creatively with musical and aesthetic forms of expression and cultural endeavours.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the importance of creative processes for human development, identity, quality of life and personal growth,	analyze and assess aesthetic learning processes and explain pedagogical and cultural perspectives and experiences,
musical and aesthetic production, aesthetic learning processes and creative work,	plan, organize, and support musical and aesthetic production and aesthetic learning processes for and with a chosen target group,

artistic production and craftsmanship and the importance of creative processes for human development and life possibilities, incl. aesthetic learning processes,	demonstrate personal skills within artistic production and craftsmanship as well as plan, explain, implement and evaluate pedagogical activities which support expressive awareness, enjoyment through participation, desire to grow through arts and craft production,
theories, methods, basic elements and effects derived from expressive arts and	demonstrate personal skills within diverse musical and aesthetic forms of expression, incl. selecting and using methods and techniques within artistic expression, and
Aesthetic performance, possibilities for contribution to development and innovation of pedagogical practice.	Develop pedagogical practice through innovative, aesthetic expression and aesthetic phenomena.

Competence area 2: Nature and outdoor life.

This area aims at managing and supporting pedagogical processes involving nature and the outdoors in pedagogical practice.

Competence goals The student can create possibilities for, lead and develop pedagogical projects with a point of departure in natural sciences and with a focus on the outdoor experiences of children, adolescents and adults and understanding of nature with the outdoors a learning environment.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
globale miljøudfordringer, natur, naturfænomener og udepædagogiske oplevelses- og læringsmuligheder, global environmental challenges, nature, natural phenomena and pedagogical potential for outdoor experiences and learning,	plan, implement and evaluate pedagogical activities outdoors,
nature didactics and outdoor living,	create experiences and a diverse creativity and presentation of knowledge outdoors involving the participants' various experiences and perspectives,
challenges and dilemmas within nature education in social education, incl. the relationship between nature/culture, nature in the playground and everyday sustainability and	involve and use nature and outdoor life in the pedagogical practice as well as develop methods within nature education and
the prerequisites for various target groups to participate actively, experience and learn outdoors.	organize and lead pedagogical projects within nature education, outdoor life and other forms of outdoor activity with due regard to the diverse backgrounds of the participants.

Competence area 3: Healthcare and physical stimulation.

This area aims at organizing and supporting pedagogical activities with an emphasis on health, well-being and physical activity.

Competence goals: The student can initiate, implement and lead activities that promote health and physical stimulation and developmental processes that support people's health, quality of life, well-being and motivate physical activity.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
health promotion, sports and physical activity,	demonstrate personal skills within healthcare, sports and physical activity, incl. assessment of the potential for intellectual stimulation and competence enhancement,
options for activities within health promotion, sports and physical activity as well as didactics and methods to lead and support processes and activities,	organize and lead health promotion activities and physical activity which involve the perspectives of children, adolescents and adults in the process,
evaluation methods for processes and activities within health promotion and physical activity	analyze and evaluate implemented processes and activities involving physical movement and

and	healthcare, incl. evaluation of the potential for change concerning the individual's perception of health and physical activity, and
Individual, social, cultural, institutional, health science and welfare technological conditions and their significance sports, healthcare and physical activity.	analyze and develop pedagogical practice with due consideration for the life experiences, perspective and conditions for participation of the individual person.

Competence area 4: Media and digital culture.

. This area aims at organizing and supporting pedagogical processes pertaining to media as well as development of pedagogical practice through the use of digital media.

Competence goals: The student can establish, develop and manage pedagogical processes and production in the use of digital media.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
digital media and their application in pedagogical practice,	use digital media that contain playful, learning, identity forming and aesthetic aspects,
digital culture, incl. social media in pedagogical institutions in an ethical and social context,	analyze and assess the applicability of digital media in pedagogical practice and the meaning of digital learning for children, adolescents and adults,
digital learning and the cultural use of digital media and	organize and lead pedagogical processes within media use and explain didactic choices and
The use of digital media for documentation, analysis and development of pedagogical practice.	develop pedagogical practice through the use of digital media

Competence area 5: Cultural projects and cultural entrepreneurship.

This area aims at dissemination of culture and cultural projects which emphasize people's intellectual growth and democratic participation in cultural life.

Competence goals: The student can develop, initiate and lead culture projects that aim at citizen involvement and participation and cultural production.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
cultural life, culture projects and cultural forms of expression,	develop concepts for specific target groups and/or user-driven culture projects,
cultural forms of expression and the didactic and aesthetic potential of culture projects,	explain professionally and organize pedagogical culture projects for, by and with children, adolescents and adults which aim at promoting active participation in cultural life,
cultural concepts and their relation to perceptions of democracy and learning and	analyze and assess the democratic and overall learning potential of culture projects and
Relevant aspects cultural politics, cultural institutions and other cultural agents.	Participate in and develop cultural cooperation.

Competence area 6: Social innovation and entrepreneurship

This area aims at methods for renewing and developing quality and welfare services in pedagogical institutions.

Competence goals:. The student can challenge existing and develop new pedagogical practices and organizational forms that contribute to handling challenges and innovation within social education.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can

theories and methods to promote innovative processes and entrepreneurship within pedagogical practice, incl. project design and project management,	development of ideas and organization of pedagogical innovative and social processes,
evaluation of innovative processes and projects,	evaluate and adjust ongoing innovation processes as well as take conflicting interests into consideration,
methods of investigation to identify challenges within professional practice and	identify challenges within pedagogical practice and analyze how the development of practice may incorporate said challenges, and
Various methods for sharing and presenting ideas.	present and share ideas, projects and results to various interested parties.

Competence area 7: Cultural encounters and intercultural relations.

This area aims at organizing and supporting pedagogical processes with emphasis on cultural diversity

Competence goals: The student can reflect upon and act in relation to cultural differences, cultural encounters and cultural conflicts as well as involve cultural diversity as a perspective of participation and a resource in pedagogical practice.

Knowledge goals: The student has knowledge about	**Proficiency goals:** The student can
the significance of cultural, multi-cultural and intercultural relations for the individual, groups and society,	assess intercultural processes and activities' significance for group cohesion, growth, identity and intellectual stimulation,
diverse cultures and connections between culture and pedagogical practice,	develop pedagogical practice with emphasis on intercultural encounters and networking,
cultural theory, culture analysis and communication and	analyze and account for cultural relations and dynamics and
Pedagogical methods and activities that center on cultural encounters, cultural diversity and cultural production.	Organize and lead pedagogical activities in which cultural diversity is incorporated as a perspective and a resource.

ATTACHMENT 1: Practicum exams abroad

The Expert Group as common practice for all Professional colleges (meeting august 22nd 2014 and revised October 27th 2014) has decided the text below. The intention is that practicum abroad is assessed according to the same principles and criteria, which apply in Denmark within the framework of the law. This decision will be incorporated in the local part of the Study Guide (cf. decision in the Expert Group October 27 2014). The decisions have been approved by the Danish Agency for Higher Education on Sept. 24th 2014 (approval exists in the preparation material for the Expert Group meeting October 27th 2014)

By submitting an application, the student may implement 2nd and/or 3rd Practicum period abroad, when the practicum stay is part of formalized educational collaboration between the professional college and an education institution abroad. The agreement between the two educational institutions must be made at least 2 months before the onset of practicum and described in accordance with competence goal for the period in question (EO-SE S11). The requirement that practicum is paid can be abandoned, if the foreign institution declare in writing that paid practicum is not normal practice in that country,

and that compensating the student during practicum is not feasible (EO-SE S.11, ss2). If the practicum is not paid, the student may bring Danish state grant and loans (SU grant and loans).

In connection with practicum abroad, the college can abandon the requirement concerning student participation in Study Days and regular classes, if this requirement can be met in a different way (EO-SE S11, ss3). The practicum institution and the student must make statements regarding how the student may fulfill competence goals for the relevant period no later than 2/3 into the practicum (EO-SE S9, ss3).

Second and third practicum period are completed by an exam:

> § 17.. First, second and third practicum period are completed by an exam, which takes place at the practicum institution or the University College.
> *s2.* First and second practicum period are assessed through internal evaluation by a practicum counselor at the practicum institution and an educator appointed by the University College.
> *s3.* Third practicum period is assessed through external evaluation by a practicum counselor, an educator appointed by the University College and an external censor.
> *s4.* The three practicum periods are assessed using "Pass/Fail".
> *s5.* If a practicum examination is given a 'Not passed', the University College must offer the student a guidance interview to review the student's possibilities. As a result of the

Type of examination – 2nd practicum period

Individual oral exam based on presentation portfolio and assessment form the host institution

The work portfolio contains collection, selection and reflection concerning product, which document the student's work process as to development of knowledge, proficiency and competences.

The presentation portfolio must contain both written product, max. 24,000 projections, and one or more product types, ei. film, picture material and sound, which together take max 10 min to review. The presentation port sheet must contain 5 minutes conversation with the practicum supervisor with reflections on the competence goals (sound or film)

The Practicum counsellor will assess whether the student has achieved the competence goal before the end of the practicum period. This assessment must be documented using a national form from the college. The assessment must clarify levels 'achieved/partly achieved/not achieved'. In the event of 'partly achieved' or 'not achieved', a reason must be submitted.

The overall assessment includes:
- Evaluation from the internship (Final Evaluation), and

- The 5-minute conversation with the internship supervisor of the competency goals included in the presentation portfolio,
- presentation portfolio
- oral presentation

The exam is implemented upon returning to the college. Two professors, appointed by the college, participate in the exam.

Assessment: Pass/Fail

Type of examination – 3rd practicum period

Individual oral exam based on presentation portfolio and assessment form the host institution

The work portfolio contains collection, selection and reflection concerning product, which document the student's work process as to development of knowledge, proficiency and competences.

The presentation portfolio contains selected products as well as documentation, which demonstrate the individual student's work on the competence goal, incl. respective knowledge and proficiency goals. Furthermore, the presentation portfolio must contain written reflections that describe and substantiate the content.

Basis of examination: The presentation portfolio must contain both written product, max. 24,000 projections, and one or more product types, ei. film, picture material and sound, which together take max 10 min to review. The presentation port sheet must contain 5 minutes conversation with the practicum supervisor with reflections on the competence goals (sound or film)

The Practicum counsellor will assess whether the student has achieved the competence goal before the end of the practicum period. This assessment must be documented using a national form from the college. The assessment must clarify levels 'achieved/partly achieved/not achieved'. In the event of 'partly achieved' or 'not achieved', a reason must be submitted.

The overall assessment includes:
- Evaluation from the internship (Final Evaluation), and
- The 5-minute conversation with the internship supervisor of the competency goals included in the presentation portfolio,
- presentation portfolio
- oral presentation

The exam is implemented upon returning to the college. An external censor and one professor, appointed by the college, participate in the exam.

Assessment: Pass / Fail