

Ministerial Order on study programme for Bachelor in Social Education

Act No. 220 of 13/03/2007 (in force)

Legislation to which the regulation applies

[Act No. 481 of 31/05/2000](#)[Law order \(LBK\) No. 956 of 28/11/2003](#)[Act No. 315 of 19/04/2006](#)

Later changes to the regulation

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Ministerial Order on Study Programme for Bachelor in Social Education

Pursuant to § 6, sec. 2, § 7, sec. 2, § 8, sec. 2, § 9, sec. 4, § 10, sec. 3, § 11, § 12, sec. 1 and 2, § 14, sec. 1, and § 15, sec. 2, in law no. 315 of 19 April 2006 on the study programme for Bachelor in Social Education, § 3, sec. 4, § 4, sec. 2, § 5, sec. 3, and § 7, sec. 3, in law no. 481 of 31 May 2000 on middle-cycle higher education and § 2, sec. 9 and 11, and § 18, sec. 2, in the law on open education (professional adult education) etc., see law order no. 956 of 28 November 2003; it is determined:

Chapter 1

The Goals, Duration and Structure of the Study Programme

§ 1. The study programme gives the student the opportunity to gain the knowledge, insight and competencies needed to provide development, learning and care – tasks which constitute the work of a social educator, and secure a basis for further education.

§ 2. The study programme is divided into semesters and the prescribed period of study is 3½ years (full-time), which equals 210 ECTS credits. A student year is a full-time student's work for one year and equals 60 credits in the European Credit Transfer System (ECTS credits).

Sec. 2. The study programme must be completed latest 6 years after study start. This does not include absences due to pregnancy, maternity and adoption leave, see the Maternity Law. An educational institution can, in individual cases or via rules in its course regulations, see § 23, sec. 2, no. 8, extend the programme beyond the 6 years to allow for military service, illness or special situations.

Sec. 3. A student who completes the programme is awarded the title of “professionsbachelor som pædagog”. The English title is Bachelor in Social Education.

Chapter 2

The Contents of the Study Programme

§ 3. The basic subjects and subject modules of the programme are:

- 1) Educational Theory: 43 ECTS credits.
- 2) Danish, Culture and Communication: 28 ECTS credits.
- 3) The Individual and Society: 18 ECTS credits.
- 4) One of the following main subjects to be chosen by the student: 30 ECTS credits:
 - a) Health, Body and Movement.
 - b) Expression, Music and Drama.
 - c) Handicrafts, Nature and Technology.
- 5) Practical Training: 74 ECTS credits.
- 6) Specialisation in one of the following areas: 5 ECTS credits in addition to modules from the subject Educational Theory, the main subject and Practical Training, see § 4, sec. 1:
 - a) Children and young people.
 - b) Persons with handicaps.
 - c) Persons with social problems.

Sec. 2. The study programme includes a Bachelor project: 12 ECTS credits.

Sec. 3. Through the three compulsory subjects, see sec. 1, no. 1 – 3, the student will achieve competence in understanding and evaluating the working conditions of a social educator. The subjects help enable the student to analyse and evaluate opportunities and limitations in pedagogical work and to implement, communicate and substantiate its goals.

Sec. 4. Through the optional main subject, see sec. 1, no. 4, the student will achieve competence in implementing educational activities that develop, inspire and stimulate the users' lives and improve their welfare. The social educator shall master a main subject and thereby be able to motivate and engage the users and inspire interest and creativity through innovative use of the means and devices available.

§ 4. The Specialisation equals 35 ECTS credits, compiled as follows: 5 ECTS credits granted for the chosen specialty, 10 ECTS credits from the subject Educational Theory, 5 ECTS credits from the main subject, and 15 ECTS credits from Practical Training.

Sec. 2. Through the Specialisation, the student will obtain in-depth insight into specific aspects of the profession, see § 3, sec. 1, no. 6; the acquired knowledge and methods must also be applicable in other areas of the profession.

§ 5. The study programme includes an interprofessional module: 8 ECTS credits, comprised of elements from the basic subjects and modules, see § 3, sec. 1.

Sec. 2. Through theoretical and practical courses in other relevant professional areas, the student will learn how to work with persons in other professions and solve defined tasks.

§ 6. Goals, core areas of knowledge and competencies (CKFer) § 3, sec. 1, § 4 and § 5 are described in the following enclosures:

- 1) Educational Theory.
- 2) Danish, Culture and Communication.
- 3) The Individual and Society.
- 4) Health, Body and Movement.
- 5) Expression, Music and Drama.
- 6) Handicrafts, Nature and Technology.
- 7) Practical Training.
- 8) The Specialisation.
- 9) The Interprofessional Module.

Sec. 2. Detailed rules about the contents of the subjects and modules and their goals, as well as the core areas of knowledge and competencies are stipulated in Enclosures 1 – 9; the organisation and didactics of the study program are laid down in the course regulations, see § 23, sec. 2, no. 1 – 4 and 6.

§ 7. The goal of the Bachelor project is for the student, through independent work, to obtain

- 1) special insight in a defined and central field or problem of both a theoretical and practical nature within the field of social education and
- 2) proficiency in acquiring, adapting and applying relevant knowledge and data, as well as proficiency in communicating one's own substantiated views.

Sec. 2. Detailed rules for the Bachelor project are stipulated in the course regulations, see § 23, sec. 2, no. 5.

Chapter 3

The Organisation of the Study Programme

§ 8. The study programme is organised such that its knowledge area is based on the profession, and oriented towards development and research related to the pedagogical field; theoretical and practical instruction are combined in an interaction of increasing difficulty and complexity throughout the programme.

Sec. 2. Relevant national and international research, experimental and development projects are integrated as much as possible in the programme.

§ 9. The three compulsory subjects, see § 3, sec. 1, no. 1- 3, are arranged in such a way that they are related to one another and to the other subjects and modules. The subject Educational Theory is included in the Specialisation both before and after the Practical Training in the sixth semester, see § 4, sec. 1.

Sec. 2. The optional main subject must relate to the compulsory subjects in the programme, to the Specialisation and Practical Training. The main subject is included in the Specialisation, see § 4, sec. 1. The educational institution can offer a joint introductory course to the three main subjects, see § 3, sec. 1, no. 4.

Sec. 3. Detailed rules on the organisation of the subjects, including their placement in the programme, are stipulated in the course regulations, see § 23, sec. 2, no. 1.

§ 10. The Specialisation must be arranged in such a way that it is included in the subject Educational Theory, the main subject and the Practical Training in the sixth semester.

Sec. 2. The student chooses the Specialisation from the options offered by the assigned training place in compliance with its description, § 14, sec. 1.

Sec. 3. Detailed rules on how the Specialisation is organised are stipulated in the regulations, see § 23, sec. 2, no. 3.

§ 11. The Interprofessional Module is arranged in such a way that it is included in the educational institution's teaching, in the Practical Training and in co-operation with at least one partner from a relevant educational or social profession.

Sec. 2. Detailed rules on the content and organisation of the Interprofessional Module are stipulated in the regulations, see § 23, sec. 2, no. 4.

§ 12. The Bachelor project is placed in the seventh semester. The project must be in writing and can be undertaken by a group of up to 4 students.

sec. 2. The Bachelor project deals with an issue chosen by the student which is relevant to the profession and must be approved by the educational institution. In the project the student must demonstrate knowledge of scientific theory and methods, and the paper must include research and experiences or other knowledge about practice, possibly from the Practical Training.

Sec. 3. Detailed rules on the organisation of the Bachelor project are stipulated in the regulations, see §23, sec. 2, no. 5.

Practical Training

§ 13. Practical Training consists of one period without pay: 14 ECTS credits, in the first year of study and two paid periods, each 6 months long: each equals 30 ECTS credits, in the third and sixth semesters, respectively.

Sec. 2. Practical Training in the first year is arranged for 47 work days, averaging 6 hours per day, plus 5 study days at the educational institution.

Sec.3.2 Practical Training in the second and third years consists of 6-month periods in the third and sixth semesters, averaging 32.5 hours per week. Each period includes 10 study days at the educational institution.

Sec. 4. The purpose of the Practical Training is to ensure that the student achieves broad knowledge of educational practices. In the sixth semester period, when training places are allocated, there must be an effort to fulfil each student's wish for specialisation, if possible.

Sec. 5. Detailed rules on the placement of the first year Practical Training are stipulated in the regulations, see § 23, sec. 2, no. 2.

§ 14. The training place provides a description of itself, which contains the following:

- 1) Description of the training place, its goals, characterisation of user groups and work methods.
- 2) A course plan for the three Practical Training periods in compliance with Enclosures 7 and 8, stating relevant literature, specialisation options, organisation of supervision and contact to the educational institution. The course plan can be prepared together with the educational institution.

Sec. 2. The training place must provide supervision in accordance with the student's educational objectives for the period, see § 15, sec. 2.

Sec. 3. Before 2/3 of the first Practical Training period has passed, the training place, after discussions with the educational institution and the student, and with reference to the student's practice portfolio, see § 15, sec. 1, evaluates how the student can meet the educational objectives during the remaining period, see § 15, sec. 2. The educational institution must be informed about the evaluation. A comparable evaluation is made, latest when 2/3 of each of the paid Practical Training periods has passed, and after the training place has held a meeting with the student and the educational institution.

§ 15. Before each Practical Training period, the student prepares a practice portfolio. The portfolio contains the student's substantiated expectations and any questions to the training place, personal thoughts on the coming Practical Training and its relationship to the programme in general, as well as any other preparations for Practical Training, including notes on the reading of relevant literature for the period.

Sec. 2. At the start of the Practical Training period, the student defines concrete educational objectives for the period. The goals must be based on the description of the training place, see § 14, sec. 1, on the practice portfolio, see sec. 1, and Enclosure 7, plus Enclosure 8 for the Practical Training in the sixth semester. The educational objectives must be approved by both the training place and the educational institution latest three weeks after Practical Training begins. The approved goals form the basis for the evaluation stipulated in § 14, sec. 3, as well as for the final evaluation of the Practical Training, see § 22, sec. 1.

Sec. 3. During each Practical Training period the student uses the portfolio to document the work done to meet the educational objectives for the period, including experiences with pedagogical issues, processes and reflections as well as teaching and supervision. The portfolio is updated in cooperation with the training place.

Sec. 4. After each Practical Training the student uses the portfolio to reflect on the educational value of the Practical Training course.

§ 16. Before each Practical Training, the educational institution prepares the student for the Practical Training, including study methods and the goals of the period - elaborating on the educational objectives defined in Enclosure 7, plus Enclosure 8 for the sixth semester Practical Training. The educational institution also guides the student in the preparation of the practice portfolio, see § 15, sec. 1.

Sec. 2. During Practical Training, the student is taught and supervised by the educational institution, see § 13, sec. 2 and 3. The teaching must be based on the educational goals, see Enclosure 7, plus Enclosure 8 for the sixth semester Practical Training period, and must include the student's experiences from the Practical Training, including personal reflections on and analysis of the pedagogic practice and its conditions. In addition, the educational institution must be in contact with the training place and the student during the Practical Training, and if necessary provide supervision.

Sec. 3. After the Practical Training period the educational institution regularly draws on and incorporates the student's Practical Training experiences in its teaching. The educational institution also uses the evaluation from the training place in its ongoing supervision of the student.

§ 17. The educational institution can permit a student to carry out one of the paid Practical Training periods abroad, see § 13, sec. 1, when the Practical Training is part of a formal educational arrangement between the educational institution and an educational institution abroad. The agreement between the two institutions about admission of students for Practical Training is to be made latest 2½ months before the beginning of the Practical Training period.

Sec. 2. The requirement that Practical Training must be paid, see § 13, sec. 1, can be disregarded if the foreign training place in a written statement declares that Practical Training is not normally paid in that country, and that it is not possible to offer the student pay in the period.

Sec. 3. In connection with permission to permit Practical Training abroad, the educational institution can disregard § 16, sec. 2, § 22 sec. 2, 2. - 4., when the considerations upon which these rules are based are met in other ways. The evaluation by the training place stipulated in § 14, sec. 3, 3. can be given without holding a meeting.

Chapter 4

Participation in the Study Programme

§ 18. The student must participate in the study programme as arranged by the educational institution in compliance with this Ministerial Order. The student must abide by the rule of compulsory attendance in the first study year and during the Practical Training.

Sec. 2. The educational institution must register the student's attendance.

Sec. 3. The educational institution must inform the student about attendance requirements and about the registration of attendance.

Sec. 4. The regulations must show how attendance requirements can be met in each study module, and how attendance is registered, see § 23, sec. 2, no. 8.

§ 19. If the student fails to meet attendance requirements, the educational institution must require the student to correct this and can demand that certain courses be repeated.

Sec. 2. Meeting the attendance requirements in § 18, sec. 1, is a prerequisite for being allowed to take examinations in the current subject or module, see § 20, sec. 1 – 5, and for approval of the current Practical Training period.

Sec. 3. If the student – despite written warning – repeatedly or over a long period fails to attend in compliance with § 18, sec. 1, the student can be expelled from the educational institution.

Chapter 5

Evaluations

§ 20. At the end of the first year an internal test is held to determine how well the student has acquired knowledge about an educator's various tasks and work areas, as well as knowledge of the main elements of the major subjects in the study programme and their potential for individually and jointly contributing to clarify and solve pedagogic tasks.

Sec. 2. In the fourth semester the subject The Individual and Society ends, and in the fifth semester the subject Danish, Culture and Communication ends, each with a test. For the individual student, one test is internal, the other is external. The educational institution draws lots to decide whether the test in the fourth semester is internal or external.

Sec. 3. The main subject and the subject Educational Theory each end with an external test in the seventh semester.

Sec. 4. The Specialisation ends in the seventh semester with an internal test in the form of a written report. The student chooses the subject for the report within the area of the Specialisation, to be approved by the educational institution. In the report, the student must describe the theoretical and practical work performed in the chosen Specialisation and demonstrate how the goals of the Specialisation were met within important areas of the CKF, see Enclosure 8. The report is graded either Passed or Failed.

Sec. 5. The Interprofessional Module is evaluated at an internal test in the form of a written report graded either Passed or Failed.

Sec. 6. For the student to complete the Bachelor project, the tests listed in sec. 1 – 5 must be passed and the Practical Training period approved, see § 22, sec. 3. The Bachelor project is evaluated at an external oral test at the end of the seventh semester. A combined grade is given, based on an evaluation of the project and the oral performance at the test. If the project is carried out by a group, each student in the group must identify his or her work, which is then included in the evaluation.

Sec. 7. The tests are individual and each one must be passed. The tests are evaluated on the 7-point scale, in compliance with sec. 1 – 3 and sec. 6.

§ 21. All tests are held in Danish. The tests may be held in Swedish, Norwegian or English, unless the point of the test is to document the student's skills in Danish, see sec. 2.

Sec. 2. For the individual student, education modules equalling 60 ECTS credits can be evaluated at a test held in English if the modules were also offered and held in English. The use of English in tests requires an approval from the Ministry of Education for each module.

Sec. 3. Detailed rules on tests, their place in the study programme, test format and language are stipulated in the regulations, see § 23, sec. 2, no. 9.

Sec. 4. For tests and examinations, the Ministerial Order on tests and examinations in professional training, and the Order on the grading scale and other forms of evaluation apply.

§ 22. No later than three weeks before the end of each Practical Training period, the training place incorporates the student's practice portfolio, see § 15, sec. 1, in a written, substantiated recommendation to the educational institution regarding whether the student's educational benefit of the period in relation to the teaching goals can be approved.

Sec. 2. If the training place is not sure that the student's Practical Training period deserves to be approved, the student must have the possibility – within one week – to provide a written comment on the recommendation of the training place. The educational institution holds a meeting between the student, the training place and one of the Practical Training staff from the educational institution. Based on the discussion at the meeting - whose starting point is the recommendation of the training place plus any comments from the student – the training place and the educational institution each submits a written recommendation within one week as to whether the Practical Training period can be approved. The student must have an opportunity - within one week – to submit a written comment to the recommendation.

Sec. 3. The educational institution decides, on the basis of the given positions and the student's comments, see sec. 1 and 2, whether the Practical Training period shall be evaluated Approved or Not approved.

Sec. 4. A student whose Practical Training is not approved cannot proceed to the next step of the study programme, but has the right to repeat the period once.

Sec. 5. If the student's Practical Training period is interrupted after the halfway point, the training place must state whether there is sufficient basis for the period to be evaluated. If so, a recommendation for evaluation is issued, and it will then be treated according to the rules in sec. 1 – 3. If at least half the period remains and the educational institution can refer to another training place where the education can continue immediately, the student can resume the Practical Training and have it evaluated.

Chapter 6

Course Regulations

§ 23. Within the framework of the Ministerial Order, the educational institution determines the further rules guiding the education.

sec. 2. The regulations must contain rules stipulating:

- 1) The contents and organisation of the compulsory subjects and main subject, see § 6, sec. 2, § 9, sec. 3, and Enclosures 1 - 6.
- 2) The Practical Training, including placement of the Practical Training period in the first year, see § 6, sec. 2, § 13, sec. 5, and Enclosure 7.
- 3) The contents and organisation of the Specialisation, see § 6, sec. 2, § 10, sec. 3, and Enclosure 8.
- 4) The contents and organisation of the Interprofessional Module, see § 6, sec. 2, § 11, sec. 2, and Enclosure 9.
- 5) Preparation and organisation of the Bachelor project, see § 7, sec. 2, and § 12, sec. 3.
- 6) Teaching and work forms, including IT, field trips and other special student activities, see § 6, sec. 2.
- 7) Internationalisation, see § 17 and § 21, sec. 1.
- 8) Participation requirements, including attendance, see § 18, sec. 4, plus any study time extensions, see § 2, sec. 2.
- 9) Tests and examinations, see sec. 3, and § 21, sec. 3.
- 10) Transition rules, see § 24, sec. 2.
- 11) Credits, see § 25, sec. 2.
- 12) Study and professional supervision, see § 28, sec. 2.

Sec. 3. In addition to the rules established by this Ministerial Order, the course regulations contain rules in accordance with the Ministerial Order on tests and examinations.

Sec. 4. The course regulations must state that the educational institution, in the case of unusual conditions, can dispense with the rules in the regulations which the educational institution has laid down.

§ 24. Upon drafting and making major changes in the regulations, the educational institution must obtain a statement from the chairman of external examiners, see Ministerial Order on tests and examinations, from the student council as well as from a representative for the training places.

Sec. 2. Course regulations, including major changes, go into effect at the beginning of a study year and contain transition rules.

Sec. 3. The chairman of external examiners must be informed about the course regulations and any changes. The current regulations are made available to the public on the educational institution's website.

Chapter 7

Credits and Exemptions

§ 25. Credited modules from an educational institution which offers an education complying with this Ministerial Order are equivalent to similar modules at other institutions which offer the education.

Sec. 2. In individual cases, or according to rules in its course regulations, an educational institution may also decide that modules completed at a Danish or foreign higher educational institution can replace modules or part of modules that are described in this Order. The decision is based on a professional evaluation of whether the relevant modules in the two institutions can be considered equivalent.

§ 26. An educational institution can arrange a special study programme or exempt a student from parts of subjects or modules if a medical statement attests that the student cannot – for health reasons - complete the education in the normal way or in its totality. If the programme has been only partially completed, it must be stated on the diploma.

§ 27. The Ministry of Education can approve exemptions from this Order for experimental purposes.

Sec. 2. The Ministry decides whether to make exceptions from this Order in the matter of unusual conditions, except from the case described in § 2, sec. 2.

Chapter 8

Other Rules

§ 28. The educational institution offers study and professional supervision to the student throughout the study programme.

Sec. 2. Detailed rules on supervision are stipulated in the course regulations, see § 23, sec. 2, no. 12.

§ 29. A student can be excluded from the educational institution for a period, and in case of repeated or very serious offenses, expelled permanently, if the student, despite written warning

- 1) exhibits gross misbehaviour towards other students, employees or associates at the educational institution,
- 2) due to long-term illness, medicine or alcohol abuse, etc. the student poses such a risk to the health and safety of others, that he or she should not be offered Practical Training.

sec. 2. A student can also be expelled from the educational institution if guilty of circumstances which make him or her unfit to continue attending the educational institution.

Chapter 9

Meritpædagoguddannelsen

(accelerated social educator training programme on the basis of credit for prior learning)

§ 30. The study programme can be offered on a specially organised part-time basis, according to the rules for open education and the rules in this chapter.

Sec. 2. To be accepted, applicants for the programme must have – in addition to the usual admission requirements – educational or similar work equal to at least 5 years of full-time work, see sec. 1

Sec. 3. The educational institution decides whether the applicant meets the admission requirements stipulated in sec. 2.

§ 31. Chapters 1 – 8 and 10 apply to the study programme with the following exceptions:

- 1) The programme is arranged by the educational institution within a framework of 150 ECTS credits, see also § 25, sec. 2. The programme can be either full-time or part-time. Only one year, however, can be organised as full-time for the individual student.
- 2) The programme does not include the paid Practical Training stipulated in § 13, sec. 1.
- 3) The Specialisation covers 34 ECTS credits, compiled as follows: 5 ECTS credits for the chosen specialty, 10 ECTS credits from the subject Educational Theory, 5 ECTS credits from the main subject and 14 ECTS credits from the unpaid Practical Training or for educational work for a minimum of 1 year within the chosen user group.

- 4) Tests do not follow the semester system in § 20, but are held in the same order as stated in § 20.
- 5) The Bachelor project can be completed only after all tests are passed and the unpaid Practical Training period is approved.

§ 32. If nothing else follows from this Ministerial Order, the rules of the Ministerial Order on open education apply.

Chapter 10

Complaints

§ 33. When making decisions based on this Ministerial Order, the educational institution must observe the principles of good administration.

Sec. 2. Decisions based on this Order can be appealed to the Ministry of Education by the person to whom they apply if the complaint concerns a legal issue. The complaint is submitted to the educational institution which makes a statement on which the claimant may comment within 1 week. The educational institution sends the complaint, the statement and any comment to the Ministry.

Sec. 3. The deadline for submitting a complaint as stipulated by sec. 1 is 2 weeks from the day the claimant was informed about the decision.

§ 34. Complaints about tests and examinations are dealt with as specified in the Ministerial Order on tests and examinations.

Chapter 11

Implementation, etc.

§ 35. This Ministerial Order takes effect on 1 August 2007.

Sec. 2. Ministerial Order no. 930 of 8 December 1997 on the education of social educators is nullified.

Sec. 3. Students who began their education before 1 August 2007 may complete it as stipulated in sec. 2 of the above Ministerial Order, except for § 19, 2. on group testing. These students have the right to receive instruction until Summer 2011. Tests will be held for the last time at the Summer examination in 2012.

The Ministry of Education, 13 March 2007

Bertel Haarder

/Kirsten Lippert

Enclosure 1**Educational Theory****1. Description**

The subject contributes to the purpose of the study programme by providing knowledge, insight and reflection to educational work and the development of the profession of social educator.

The subject contains psychological, anthropological, sociological and philosophical aspects, as well as theories and methods applicable to the health sciences.

The subject qualifies the student for pedagogic work, focusing on life quality, behavioural options and democratic participation.

Educational Theory is the key subject in the study programme and is an integrated part of all the other subjects and modules in the programme.

2. Professional goals

The fully qualified person shall be able to

- a) plan, carry out, document and evaluate pedagogic work and development projects,
- b) explain pedagogic work in terms of central theories and methods,
- c) reflect critically about educational ways of thinking and behavioural options based on theory, research and Practical Training,
- d) establish professional and personal relationships among participants in an educational process,
- e) identify distress among persons, including children at risk and young people,
- f) analyse, document and evaluate the conditions that influence the users' well-being and development,
- g) identify, analyse and evaluate relevant knowledge and research in relation to a defined pedagogic problem,
- h) discuss pedagogic viewpoints and values from the position of a social educator, including ethics and views of humanity,
- i) explore and describe historic, social, political and economic conditions for pedagogic work, and
- j) take an analytical approach to the use of tests, evaluations and measurements in pedagogic work.

3. Core knowledge and proficiency areas

- a) Upbringing, breeding and manners, learning, care, socialisation and development.
 - b) The social educator's professional identity and competence areas: currently, historically and comparatively.
 - c) Human life conditions, lifestyle and identity, including ethnicity, generations, gender, etc.
 - d) Cultural understanding, -analysis and -conflict.
 - e) Inclusion and exclusion.
 - f) Didactics and methodology.
 - g) Ethics, aesthetics, values, views of humanity and democracy in pedagogic work.
 - h) Research and analytic methods used in pedagogic work.
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Enclosure 2**Danish, Culture and Communication****1. Description**

The subject contributes to the purpose of the study programme by providing insight into the way culture, communication and language form identity and cultural awareness, as well as competence in expressing oneself.

The subject provides a basis for working with cultural and linguistic forms of expression with the purpose of supporting the user's development and ability to participate in cultural relationships.

The subject focuses on the cultural environment in which the pedagogic work takes place.

The subject establishes a basis for the social educator's professional oral and written ability to communicate.

2. Professional goals

The fully qualified person shall be able to

- a) plan, carry out, document and evaluate educational and aesthetic processes which encourage oral and written language and other communication skills, and support the development of language among children, young people and adults with special needs,
- b) enrich the users' communicative skills and forms of expression,
- c) analyse and evaluate how culture, literature and language are used and influence the users' lives and ways of expression
- d) communicate in a nuanced manner, precisely and clearly with users, family, colleagues, authorities, etc. by oral, written and media-based channels, with the focus on the receiver's conceptual, linguistic and cultural background.

3. Core knowledge and proficiency areas

- a) Linguistic development, including the function of language, content and form as well as bilingualism, second-language acquisition, and children, young people and adults with special needs.
 - b) Written, oral, media-based and digital forms of communication, including rhetoric and genre.
 - c) Story-telling, fiction and non-fiction literature, pictorial language, rhymes and jingles.
 - d) Cultural concepts, aesthetic, anthropological and cultural processes, meeting of cultures and cultural diversity.
 - e) Cultural companionships expressed through play, rituals and traditions.
 - f) The formative and cultural significance of aesthetic learning processes.
 - g) Notions and norms of an ethic, aesthetic, ideological and religious character.
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Enclosure 3**The Individual and Society****1. Description**

The subject contributes to the purpose of the study programme by making the student qualified to analyse interaction between the individual and societal conditions.

The subject focuses on the institutional and societal context in which pedagogic work takes place.

The subject establishes prerequisites for professional cooperation.

2. Professional goals

The fully qualified person shall be able to

- a) apply central theories, concepts and methods governing the interaction between individuals, institutions and society,
- b) understand the significance of the societal and institutional context for the individual, the educational environment and the educational profession in a democratic society,
- c) identify and analyse problems and development options in an individual and societal perspective,
- d) work professionally with persons both in and outside the profession, including relatives, and
- e) work professionally, on the basis of existing regulations.

3. Core knowledge and proficiency areas

- a) Interaction between the individual, group and society and its significance for development and living conditions.
 - b) The organisation of institutions, their culture, physical framework and societal function plus their internal and external relationships.
 - c) Cooperative relationships, interaction, conflicts and violence, social structures, patterns as well as possibilities for growth and development seen from individual and societal perspectives.
 - d) Social and socio-political developments and their significance for a social educator's area of responsibility in the welfare state.
 - e) International conventions and legislation, including laws on confidentiality, duty to notify and provision of information.
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Enclosure 4**Health, Body and Movement****1. Description**

The subject contributes to the purpose of the study programme by making the student qualified to include physical activities such as play, movement, dance and sport in pedagogic work.

The subject aims to heighten the individual's body awareness, pleasure in activity, performance and health.

The subject focuses on physical activity as expressed in play, games, body and health.

The subject is an integrated part of the student's work with pedagogic issues.

2. Professional goals

The fully qualified person shall be able to

- a) use, develop and incorporate movement and health in pedagogic activities,
- b) organise structured activities which take into consideration physiological, health and social conditions,
- c) inspire and motivate participation in physical activities,
- d) promote health improvements based on knowledge of general health issues, including implementing programs and campaigns regarding health and sports policies,
- e) substantiate and demonstrate the potential of the subject regarding education, life experiences, culture and health and
- f) understand the significance of physical and creative processes on people's development and life choices.

3. Core knowledge and proficiency areas

- a) Play, movement, health and sport.
 - b) Life quality, health and illness in a pedagogic perspective.
 - c) The human condition (and potential) with regard to biology, physiology, perception, sensuality and physical coordination.
 - d) The culture of movement, health and sports in institutions.
 - e) Diet and hygiene.
 - f) Sexuality and body awareness.
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Enclosure 5**Expression, Music and Drama****1. Description**

The subject contributes to the purpose of the study programme by making the student qualified to include music, drama and other forms of expression in pedagogic work.

The subject seeks to promote the individual's pleasure in self-expression.

The subject focuses on the ability to express oneself and on aesthetic learning and cognitive processes by means of music, drama and similar forms of expression.

The subject is an integrated part of the student's work with pedagogic issues.

2. Professional goals

The fully qualified person shall be able to

- a) apply and develop aesthetic and creative processes with music, drama and other forms of expression,
- b) organise structured activities which allow for variations in circumstances,
- c) inspire and motivate in the use of musical, dramatic and other forms of expression,
- d) evaluate and put into perspective the subject's educational and social significance,
- e) substantiate and demonstrate the subject's educational, stimulating and cultural potentials and
- f) understand the significance of creative processes on people's development and life possibilities.

3. Core knowledge and proficiency areas

- a) Play, culture, aesthetics and art.
 - b) Music, drama and theatre in a pedagogic light.
 - c) Use and significance of various forms of expression, individually, socially, culturally and societally.
 - d) The sensual, emotional, physical and intellectual aspects of the various forms of expression.
 - e) Use and significance of the subject's materials, instruments and techniques.
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Enclosure 6**Handicrafts, Nature and Technology****1. Description**

The subject contributes to the purpose of the study programme by making the student qualified to work pedagogically with nature, the culturally created physical environment and the user's ability for self-expression.

The subject seeks to promote the individual's sense of self-expression, pleasure in activities and accomplishment.

The subject focuses on the creative incorporation of crafts, art, natural science and technology.

The subject is an integrated part of the student's work with pedagogic issues.

2. Professional goals

The fully qualified person shall be able to

- a) apply and develop educational activities using nature, the culturally created surroundings and artistic, creative and technological processes,
- b) organise activities which allow for variations in the users' circumstances,
- c) inspire and motivate the use of nature and the culturally created environment as spaces for experience and self-realisation,
- d) be curious and willing to experiment when studying natural and culturally created surroundings and their technical processes,
- e) substantiate and demonstrate the subject's educational, stimulating and cultural potentials and
- f) understand the significance of nature and creativity on people's development and life possibilities.

3. Core knowledge and proficiency areas

- a) Crafts, art, nature and technology.
 - b) Handicrafts, nature and outdoor living in a pedagogic perspective.
 - c) Experiences and learning activities in relation to nature and outdoor living and the creative and illustrative arts.
 - d) Arts and crafts: work processes and forms of expression in materials and techniques.
 - e) Scientific knowledge of animals and plants, evolution, ecology and scientific methods.
 - f) Relevant cultural techniques, including new technology.
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Enclosure 7**Practical Training****1. Description**

Practical Training contributes to the purpose of the study programme by providing a framework for professional-based knowledge, understanding and competencies as a basis for professional activity. The Practical Training periods and the study programme in the educational institution are two separate learning environments that support one another; knowledge gained from their interaction can enhance the student's learning and acquisition of knowledge.

The starting point for the student's learning is participation, systematic acquisition of experiences and reflections about the interaction between the social educator, the educational institution and the profession. Practical Training provides the framework for the student's practical exercises and for personal observations about the educational profession and its user groups.

The 3 Practical Training periods grow progressively in complexity and gradually include more aspects of pedagogic work, which serve to expand the student's awareness and overall sense of the profession and its activities. The first period is directed mainly towards concrete pedagogical relations, hereafter focus expands in the second period to include institutional perspectives; finally, in the third period the social educator experiences pedagogic work in relation to changes in society.

2. Professional goals

The goal for the first Practical Training period is for the student to

- a) participate in the daily pedagogic practice at the training place,
- b) participate in and develop meaningful relationships and enhance other persons' abilities to establish relationships,
- c) participate in planning, implementation and evaluation of pedagogic processes,
- d) gain experiences from Practical Training and reflect on them,
- e) substantiate and reflect ethically and critically about one's own Practical Training and
- f) demonstrate personal insight into one's own prerequisites as to forming relationships and social competencies.

The goal for the second Practical Training period is for the student to

- a) participate in and contribute to the organisation of the daily pedagogic work,
- b) participate in processes of innovation and change,
- c) plan, implement, document and evaluate pedagogic processes,
- d) document and inform about pedagogic practice and
- e) substantiate and reflect ethically and critically about one's own practice as well as that of the training place.

The goal for the third Practical Training period is for the student to

- a) master the pedagogic practice and contribute to development and innovation of the pedagogic profession,
- b) make a focused effort to meet the needs of a selected user group,
- c) explain how theoretical and practical knowledge about a target group can strengthen pedagogic work in general,
- d) generate knowledge through participation in, analysis of and reflection about Practical Training on the basis of (scientific) theoretical prerequisites and methodological skills and
- e) describe one's own professional identity and relate to the profession's circumstances and development.

3. Core knowledge and proficiency areas

Common for the three Practical Training periods

- a) The training place's pedagogic and societal purpose and function, goals and pedagogic practice.
- b) The significance of cultural and societal conditions for pedagogic practice.
- c) The training place's target group(s) and needs, life quality, development and learning.
- d) Ethics, values and view of humanity.
- e) Participation, systematic collection of experiences and reflection for the purpose of documentation and development of pedagogic practices.

First Practical Training period: The educational relationships

- a) Interaction and relationships among participants in the pedagogic process.
- b) The importance of interaction on the individual's life quality and development, including one's own influence and significance on the relationship.
- c) Communication, interaction and conflicts in relationships.
- d) Power and ethics in relationships.

Second Practical Training period: The educational institution

- a) Pedagogic practice as social institution and public matter.
- b) Institutional care, upbringing and development.
- c) The significance of institutionalisation for users and practitioners of pedagogic practice with respect to cultural and societal conditions.
- d) The organisation of the training place, its culture and management.
- e) Internal and external cooperation.
- f) Power and ethics in the institutional framework.

Third Practical Training period: The educational profession

- a) The profession's work and task areas.
 - b) Pedagogic work and methods.
 - c) The profession's theories, core concepts and terminology, including its scientific base and methods.
 - d) The relationship between the modernisation process in society and the profession's historical and cultural development.
 - e) Professional awareness and identity.
 - f) The contribution made by the educational profession towards solving interprofessional tasks.
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Enclosure 8**The Specialisation****1. Description**

The Specialisation contributes to the purpose of the study programme by qualifying the student to gather and apply knowledge, theory and methods within a specific work area, function- or subject area.

Learning in the subject area serves as an example, so that the achieved competencies within the defined area of specialisation can be applied to target groups in other societal, institutional and personal circumstances. By an in-depth and concrete approach in a specific area, the Specialisation contributes to professionalising the other subjects and modules of the education.

2. Professional goals

The fully qualified person shall be able to

- a) apply knowledge and insight in the specific work with the user group,
- b) establish professional well-founded goals based on the users' perspectives and options,
- c) reflect critically about educational ways of thinking and options based on theory, research and practice understanding within the defined area of specialisation and
- d) apply the profession's concepts and ethics within the defined area of specialisation.

3. Core knowledge and proficiency areas*Children and young people*

- a) Concepts of human beings, of learning and development in relation to concrete didactic and methodological considerations.
- b) Children and young people's life conditions and well-being, including neglect and bullying, in relation to their cultural, institutional and societal conditions.
- c) Inclusion and exclusion.
- d) Care, power and relationship formation.
- e) Children and young people's culture, play and activities.
- f) User inclusion and users' rights, including cooperating with and advising parents and other relatives as well as colleagues.
- g) Children and young people at risk, as well as children and young people with special needs for pedagogic support and help.
- h) Preventive measures and forms of intervention.
- i) Legislation, conventions and laws of special significance for children, young people and their relatives.
- j) Pedagogic teaching plans and language evaluation in day-care centres.
- k) Starting school and after-school care. Transition from day-care centres to school.

Persons with handicaps

- a) Concepts of human beings, of teaching and development in relation to concrete didactic and methodological considerations.
- b) Users' living conditions and life quality in relation to their cultural, institutional and societal conditions.
- c) Handicaps and opportunities in life
- d) Inclusion and exclusion.
- e) Care, power and relationship formation.
- f) Cooperation with users, relatives and professionals.
- g) Activities and opportunities for self-realisation for the user group.

- h) User inclusion and users' rights.
- i) Legislation, conventions and laws of special significance for the user group, including central political goals concerning the handicapped.
- j) Compensation possibilities.
- k) Communicative processes and alternative communication forms.

Persons with social problems

- a) Concepts of human beings, of teaching and development in relation to concrete didactic and methodological considerations.
 - b) Users' living conditions and life quality in relation to their cultural, institutional and societal conditions.
 - c) Inclusion and exclusion.
 - d) Care, power and relationship formation.
 - e) Outreach and intervention forms.
 - f) Activities and opportunities for self-realisation for the user group.
 - g) User inclusion and users' rights.
 - h) Legislation, conventions and laws of special significance for the user group.
 - i) Abuse and psychological illness.
 - j) Families at risk, sorrow and crisis.
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Enclosure 9**The Interprofessional Module****1. Description**

The Interprofessional Module contributes to the purpose of the study programme in that the student - on the basis of personal knowledge of own and other professions – becomes qualified to cooperate with persons from other professions and take innovative approaches in interprofessional work.

2. Professional goals

The fully qualified person shall be able to

- a) initiate and participate in cooperative relationships with persons in other professions and thereby qualify and coordinate pedagogic work in a societal context,
- b) help ensure that the user's perspective is included and at the centre of the interprofessional work,
- c) include professional expertise from relevant professional fields,
- d) create and develop interprofessional networks and reciprocal work relationships,
- e) apply and communicate knowledge about the areas of responsibility, competencies, values and ethics in the educational profession and
- f) apply central theories, concepts and methods, and reflect upon dilemmas that are relevant to the profession in interprofessional work.

3. Core knowledge and proficiency areas

- a) The responsibility and competence in the educational profession to solve interprofessional tasks, including values, ethics and academic core competencies.
- b) Knowledge of the responsibility, values, ethics and academic core competencies of one or more other professions as exemplary principle.
- c) Legislation on interprofessional cooperation, including confidentiality, the obligation to inform and disseminate information.
- d) Theories, methods and knowledge for analysis, reflection and evaluation of options and perspectives that are relevant for interprofessional work.
- e) Interprofessional theories of cooperation, methods and research results.
- f) Theories and learning methods to create and develop an interprofessional network.