

Degree profile of Social Educational Care Work (SPH)

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Bachelor of Social Work	
Rotterdam University of Applied Sciences	
Type of Degree & Length	Single degree 240 ECTS-Credits
Accreditation Organisation	Accreditation Organisation of the Netherlands and Flanders (NVAO)
Period of Reference	Degree programme accredited in 2010 for 6 years
Level	European Qualification Framework (EQF) level 6
A Purpose	
	To provide students with the foundations of the social work profession which supports vulnerable people (of all ages) in coping with our increasingly complex society and in giving shape to their lives. And to prepare them for job roles in which they provide temporary, long term or permanent support for problems in family relations, education or individual development, but also in case of disabilities, temporary or structural psychosocial restrictions, psychic disturbances or mental illness. With the aim of supporting people to be as self-managing as possible, support can take the shape of either ambulant assistance, semi-residential care or residential care.
B Characteristics	
1. Discipline(s)/ Subject Area(s)	Theories of orthopedagogy, developmental psychology, psychiatry, sociology, history (of social work), learning-, motivation-, acting- and communication theories. Research strategies as well as care strategies. Methodologies like drama, music, artistic activities and methodologies dealing with aggression, next to training in social and relational skills, communicative skills, reflection skills, language skills and management skills.
2. General/Specialist Focus	General: Supporting and empowering people of all ages to be in control of their lives. Specialist: Key figures in the day-to-day living space of service users who work in a direct person-to-person capacity : protecting and promoting the welfare of children and young people in need in partnership with themselves, their families, communities and others providing services, assessing and addressing individual needs and integrating this specialist social work with education, health, housing, police, community care, voluntary sector and other parties.
3. Orientation	The degree is practically based and utilizes applied research methodologies.
4. Distinctive Features	Instead of starting straightaway with this degree programme, students can also choose to attend a general foundation year in social work as a replacement of year 1. For talented students there is an Honours programme. Students can opt for a specialist graduation track in youth care. Minors in coaching, talent development, change agent in mental health care.
C Employability & further education	
1. Employability	Positions at a Bachelor and applied science level in youth care, youth work, mental health care, care for the elderly, women shelters as well as work with homeless people, refugees, families, people with alcohol/drug dependency, people with learning, mental or physical disabilities, work in residential care or secure residential units, but also in public administration.
2. Further studies	Access to related second cycle (EQF level 7) programmes.
D Education style	
1. Learning & Teaching Approaches	The general learning mode is based on the Rotterdam education model, which entails a knowledge based learning track involving social and cultural theories as well as methodologies (50%), a practice oriented learning track involving work placements and project work (35%), and a student based track involving an optional minor and other courses plus study and career counselling (15%). There are lectures as well as practically oriented workshops and interactive seminars. Most learning is done in groups of up to 25 students, in small project groups (8 - 12 students) and independently (placement and graduation paper). The third year is, for the main part, dedicated to gaining practical experience in an organisation. In the first semester of the final (4th) year the minor takes central stage and in the final semester the focus is on the independent writing of a graduation paper.
2. Assessment methods	A variety of examinations: In the knowledge based track mainly written tests, multiple choice tests, essay writing and oral presentations. In the practice based track: performance exams as well as practice or project oriented assignments. In the student based track: reflection & self assessment plus portfolio assessment.

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E	Programme competences
	<p>Generic</p> <ol style="list-style-type: none"> 1. Social agogic competences within the professional domain of human behaviour 2. Organisational and entrepreneurial competences 3. Professionalisation competences, contributing to the development of the profession and the professional identity <p>Subject specific</p> <ol style="list-style-type: none"> 1.1. Provide methodological care 1.2. Design programmes 1.3. Empower the client 1.4. Handle the relation 1.5. Use the context 1.6. Justify actions 2.1. Cooperate professionally 2.2. Identify and initiate 2.3. Organise and manage 2.4. Steer and innovate 3.1. Able to develop a professional identity 3.2. Able to develop professional practice 3.3. Able to justify the profession and obtain social support
F	Programme learning outcomes
	<p>Graduates can demonstrate knowledge and ability to:</p> <p>1. Social agogic learning outcomes</p> <ul style="list-style-type: none"> • Explore and analyse the social situation of a client and in consultation with a client, taking into account the individual client and other support services. • Think and work methodically, purposefully, systematically, intentionally, well-considered and according to plan. • Provide a(n alternative) living environment in which various social and relationship interventions can take place and which match a diversity of clients. • Design support plans matching the complexity of the situation. • Communicate professionally with clients, their families and carers, even under complex circumstances. • Demonstrate a respectful attitude towards the philosophical, cultural and social background of a client. • Identify and interpret relevant signals regarding vulnerable groups, critically analyse these, and formulate and advocate for policies that advance social well-being. <p>2. Organisational and entrepreneurial learning outcomes</p> <ul style="list-style-type: none"> • Cooperate efficiently and effectively in a multidisciplinary environment. • Adhere to the organisation's policies and procedures, and take appropriate steps when they conflict with professional obligations or when quality standards of care are adversely affected. <p>3. Professionalisation learning outcomes</p> <ul style="list-style-type: none"> • Reflect on their own professional actions and conduct, applying standards of ethics and conceptual frameworks in an oral and written manner. • Show innovation and vision in supporting the development of the profession based on an authentic view of national and international developments in social work. • Plan, implement and evaluate applied research. • Critically analyse research evidence to inform social work practice.