# CURRICULUM

DEGREE PROGRAMME (BACHELOR'S DEGREE)

# CHILD WELFARE EDUCATION

## ØSTFOLD UNIVERSITY COLLEGE, Faculty of Health and Social Studies

**Based on the national curriculum, called General Plan and Regulations, for the 3-year degree programme in Child Welfare, laid down by the then Ministry of Education, Research and Church Affairs 28 January 1999**

Approved by the Faculty Board 15 May 2001 and 6 June 2003

# *1 Child welfare studies*

## Bachelor's degree programme

## 1.1 The competence of the child welfare practitioner: Profession, tasks and responsibility

Child welfare officers work with children, adolescents and families with social problems; in particular, they have a special responsibility for deprived children and young people, and their parents or guardians, although the preventive work of the child-care practitioner may encompass all children, adolescents and families.

The main work of the child welfare practitioner is to secure and improve living conditions for children and adolescents, with a special focus on children and young people with social or mental problems or those who may be in danger of encountering such problems. In this kind of work the professional emphasis is directed especially towards the family situation of children and young people, or towards their local environment. Child-care work comprises preventive measures and client work as well as casework and follow-up work.

Focus should always be on the child and adolescent, also when the work is directed towards the environment and the family. The child welfare practitioner should, together with the clients, strive to find concrete and alternative ways of dealing with the problems and with the conditions creating the problems. The practitioner should always be aware of and evaluate individual resources of people and environment. However, should it be impossible to reach an agreement through cooperation, the consideration of the child should always have priority over cooperation and client participation. In their work, the child welfare officers are obliged to comply with the law; that is, laws pertaining to child care, schools, day-care centres and kindergartens, and mental health care, as well as general regulations made to protect children's rights and legal protection.

Today's and future demands placed on child-care workers may be seen in the light of laws passed in the last part of the 18$^{th}$ century to protect children and secure their right of development, and changes in the public care of deprived children and adolescents in the 19$^{th}$ century.

The Child Welfare Act laid down in 1953 represents a milestone in this work and illuminated the need for professionals in this field, thus making clear the need to set up a programme to train child welfare workers.

Shorter courses were arranged from 1949, and in 1951 the National One-Year Course in Child Care was established at the College of Community and Social Work. The course was especially designed for orphanage managers. In 1963 the course was developed into a two-year basic education for employees in child-care institutions, special-school dormitories and the newly established psychiatric treatment homes for children and adolescents.

In 1968 the professional title of *barnevernspedagog* (child welfare officer) was established, and in 1982 child welfare education was established as a three-year study programme at tertiary level and the first general plan was laid down.

This development changed the focus of child-care work: from dealing with care, upbringing and institutional treatment child welfare was extended in the 1970s to include the preventive sector such as youth clubs and play centres, which also had a need for professional workers. This development led to a gradual change in child-care education towards more socially oriented and preventive thinking. Ideological changes in society, such as views on child upbringing, influenced child-care work and education from having a largely moral focus to being development-oriented and comprising learning and socialisation.

Social policy reforms – key words are decentralisation, integration and normalisation – led to a reduction of large institutions and a shutting down of special schools, which meant different jobs for child welfare officers. From 1980 casework under the Child Welfare Act has become an important part of their jobs.

## 1.2 The purpose of child welfare education

The education aims at giving basic qualifications in social educational work, which is the term used in the general plan. Central themes of social education are upbringing and learning from a social perspective; i.e. making childhood as optimal as possible through care and education in a wide sense, and through treatment when the situation calls for it.

Care is about taking care of children and adolescents and their families so that they feel respected and experience solidarity and belonging based on fairness and mutual trust. Such tasks will be an important part of the child-care practitioner's work since care is a precondition for developing life competence.

Education is about facilitating experiences and situations so that children may develop the knowledge, skills and attitudes that are necessary to be able to function in society. It means taking part in the education by giving advice and support, thus facilitating physical, mental and social growth and supporting social mastering and self-confidence.

The child welfare officer should be actively involved in the issues regarding cultural norms that are important to the young. This means taking responsibility and setting norms, giving feedback and participating in activities in a way that will help the young deal with their situation and see opportunities.

Treatment is about creating new experiences for people. The child welfare officer needs skills and ability to establish, develop and maintain good emotional relationships with children and adolescents, and the work must be firmly based on theory and empirical knowledge. Treatment takes place as milieu therapy in child-care and mental institutions and communes. The reorganisation of former institutions has moved treatment of children into their own homes or foster homes.

## 1.3 Main goals for child welfare education

The education of child welfare officers aims to make students client-oriented and reflected professionals who are qualified for social educational work regarding care, education, treatment and preventive work with children and adolescents who are at risk, together with their parents or guardians. Thus, the education must ensure that students become competent professionals with ability to:

- implement necessary measures to improve children's ability to cope and belong;
- further a more positive development of deprived children and adolescents and their families,
- evaluate the total situation including parents' ability to take proper care of the child, what goes on in the child's home and in its extended network situation, and how social conditions have an impact on the child's situation;
- assess ethical dilemmas in concrete client situations, based on philosophical and ethical thinking;
- apply relevant laws and administrative rules to ensure a correct administrative process, especially in cases where the law permits the use of force;
- carry out milieu therapy with children and adolescents, at home or in institutions;
- communicate and interact to an extent necessary for surveying, evaluating, implementing and following up measures;
- understand that social work must build on state-of-the-art knowledge and experience as well as on empathy;
- recognise that the role of child welfare officer will invariably lead to dilemmas, cross-pressure and a conflict of interests, e.g. the role of helper versus controller, and that the practitioner must be able to handle conflicts with the parents or the child itself when necessary;
- develop a learning proficiency that can be used to acquire knowledge of children's physical, mental and social development, the interaction within the family, and the interaction of personal, social, economic, political and cultural conditions;
- recognise the importance of intercultural skills and awareness and further develop such skills in order to be able to work with and for people from different social and cultural backgrounds;
- acquire interdisciplinary collaborative skills in order to participate in the interdisciplinary cooperation that is necessary to improve the total situation for children and the young;
- analyse social problems from several angles to understand their complex character and realise that different professional approaches may complement each other;
- place their work in a larger picture, based on a critical attitude, with a view to influencing the social processes and forces that create inequality and to change their own organisation and practice so that they are better suited to take care of the needs of children and adolescents.

## 1.4 Educational values and the study model

The general plan for child welfare education expects the university college to:

- teach knowledge, skills and attitudes that are based on state-of-the-art research, development work and experience;
- offer a learning environment that furthers students' academic involvement and personal development;

- enhance students' capabilities for critical reflection regarding society, ethics, their education and their professional role;
- motivate and lay the foundations for students' ability to integrate knowledge with their future professional development;
- carry on a continuous dialogue with the field of practice, client organisations, research, and other professions and professional programmes.

Problem-based (PBL) principles are the foundation for the study model and the forms of instruction used in the child welfare degree programme. We think this approach is a good way to realise the important conditions for students' learning mentioned above. In a problem-based study model special emphasis is given to:

- basic learning: it should lay the foundations for students' further and life-long learning;
- the learning environment: it should support and stimulate participation and interaction from the side of the students;
- the study process: it should require active participation from each individual student;
- work tasks: they should support students' initiative and outline clear requirements as regards the learning process;
- forms of study: they should contribute to motivation and academic involvement and to enthusiasm for the chosen profession;
- forms of tuition: they should enhance critical thinking and motivate students to question and research central challenges and tasks of their future profession;
- forms of work and interaction between teachers and students: they should challenge students' values, attitudes, emotions, creativity and ability to cooperate;
- knowledge and techniques students need to develop in order to gather, collate, process, structure and present information.

The following types of tuition and learning are used:

| | |
|---|---|
| Lectures | An average of 6-8 weekly hours throughout the academic year. |
| Seminar groups; discussion and dialogue that requires active participation and preparation. Seminar classes are mandatory. They are connected with students' work, both individual work and group work. | An average of 3-4 weekly hours throughout the academic year. |
| Tutorials; i.e. facilitated group work. | An average of 1-1.5 weekly hours throughout the academic year. Further group work, i.e. without facilitation, is arranged in the groups and in cooperation with the facilitator. |
| Proficiency training and activity lessons (in seminar groups). | Will vary throughout the academic year. |
| Work placement. | See section on work placement. |

The following classes have mandatory attendance:

- Basis-group tuition (tutorials)
- Seminar-group tuition
- Proficiency training and activity lessons
- Work placement

### 1.4.1 Expectations and requirements

As can be seen from the overview of weekly hours above, the faculty offers taught classes for a total of 10 to 14 hours per week. On the other hand, the study model presupposes full-time students with a total workload of 37.5 to 40 hours per week. Thus, the load of theory classes leaves students with 25-30 hours at their disposal per week, to be used for 1) work with assignments, 2) student-organised group work (colloquies) and 3) self-study. The time should be used for studies that are not directly covered by the scheduled classes, and with preparation and follow-up work related to the classes.

Students are expected to develop their ability to be responsible for their own learning and to manage their studies and their time. Facilitation (individual and in groups) and individual study interviews support the students.

## 1.5 Content and credits

**Modules in the child welfare degree programme**

**Total credit allocation: 180 ECTS credits**

| | |
|---|---|
| **SOCIAL SCIENCE MODULES** | **33 ECTS credits** |
| 1 A: Political science: Health and social policy<br>9* ECTS credits are described in Ch 5 of the general plan | 15 " " |
| 1 B: Theory of science and research methods | 6 " " |
| 1 C: Sociology and social anthropology | 12 " " |
| **LAW** | **15 ECTS credits** |
| 2A: The legal system, legal methods and administrative law ** | 9 " " |
| 2B: Child welfare law and other central aspects of law | 6 " " |
| **PSYCHOLOGY AND HEALTH STUDIES** | **33 ECTS credits** |
| 3A: General, development and social psychology | 15 " " |
| 3B: Clinical psychology and mental health work | 12 " " |
| 3C: Paediatrics and community medicine | 4 " " |
| **1 EDUCATION** | **24 ECTS credits** |
| 4A: General and special education | 12 " " |
| 4B: Social education theory | 12 " " |
| **2 EDUCATIONAL WORK WITH CHILDREN AND ADOLESCENTS** | **75 ECTS credits** |
| 5A: Ethics and the professional role<br>Ethics 9* ECTS credits is described in Ch 5 of the general plan | 12 " " |
| 5B: Communication, interaction and conflict management<br>6* ECTS credits are described in Ch 5 of the general plan | 15 " " |
| 5C: Child welfare measures | 9 " " |
| 5D: Milieu therapy | 15 " " |
| 5E: Activity work | 15 " " |
| 5F: Working with groups, organisations and network** | 9 " " |

*Module that is described in Ch 5 of the general plan
**Module that is taught jointly for the study programmes in child welfare, social work and social education.

**Work placement and proficiency training** comprise 42 ECTS credits, of which a minimum of 30 credits is allocated to tasks being performed in cooperation with clients or recipients. Work placement and proficiency training relate to all the main modules.

**Joint content modules, 30 ECTS credits**

| | |
|---|---|
| **1 Theory of science; Research methods; Ethics** | **15 ECTS credits** |
| 1B Theory of science and research methods | 6 " " |
| 5A Ethics | 9 " " |
| **2 Social science modules** | **15 ECTS credits** |
| 1A Political science: Health and social policy | 9 " " |
| 5B Communication, interaction and conflict management | 6 " " |

The credits allocated to each of the joint content modules denote a common minimum standard.

## 1.6 Required reading for the three-year programme: extent

The total number of pages of required reading for the degree programme in child welfare is approximately 10,000, distributed as follows:

| | | |
|---|---|---|
| **Common required reading** | | |
| Theory blocks | 60 pages per credit | 8,300 pages |
| Work placement blocks | 12 pages per credit | 500 pages |
| **Self-selected reading in theory blocks** | | |
| 1st year: | 200 pages | |
| 2nd year: | 200 pages | |
| 3rd year: | 400 pages | 800 pages |
| **Self-selected reading in placement blocks** | | |
| 1st year: | 100 pages | |
| 2nd year: | 150 pages | |
| 3rd year: | 200 pages | 450 pages |
| **Self-selected special project, 3rd year** | | |
| | | 550 pages |
| Total pages of required reading | | 10,500 pages |

## 1.7 Overview of blocks, the whole study programme

**1st year, autumn**

| | | | | |
|---|---|---|---|---|
| Introduction<br>2 weeks | **Block 1.1**<br>4 weeks<br>Joint Block A:<br>From student to | **Block 1.2**<br>3 weeks<br>Child welfare:<br>the education and | **Block 1.3**<br>5 weeks<br>Society and the<br>individual I | **Block 1.4**<br>4 weeks<br>Society and the<br>individual II |

| | | | | |
|---|---|---|---|---|
| | professional | the profession | | |

**1st year, spring**

| | | | | |
|---|---|---|---|---|
| **Block 1.5**<br>3 weeks<br>Joint Block B: Ethics | **Block 1.6**<br>4 weeks<br>Society and the individual III | **Block 1.7**<br>6 weeks<br>Social educational work I | **Block 1.8**<br>Work placement 1<br>7 weeks<br>Milieu therapy, children and adolescents | **Examination 1**<br>1 week |

| |
|---|
| Work practice, counselling and observation<br>13 weeks<br>6 hours of counselling, 5 days of observation |

**2nd year, autumn**

| | |
|---|---|
| **Block 2.1**<br>10 weeks<br>Social educational work II | **Block 2.2 – Work placement 2**<br>8 weeks<br>Social educational work with children and adolescents |

**2nd year, spring**

| | | | |
|---|---|---|---|
| **Block 2.3 A** – 3 weeks<br>**Block 2.3 B** – 5 weeks<br>Mental health work | **Block 2.4**<br>8 weeks<br>Social educational work III | **Block 2.5**<br>4 weeks<br>Activity work | **Examination 2**<br>2 weeks |

**3rd year, autumn**

| | | |
|---|---|---|
| **Block 3.1**<br>3 weeks<br>Joint Block C<br>Theory of science and research methods | **Block 3.2**<br>6 weeks<br>Organisation of the health and social sector | **Block 3.3**<br>8 weeks + 1 week of work placement seminar<br>Child welfare law; law; administration and casework |

**3rd year, spring**

| | | | | |
|---|---|---|---|---|
| **Block 3.4 Work placement 3**<br>10 weeks<br>Child welfare measures | **Seminar**<br>1 week<br>Specialisation | **Block 3.5 Work placement 4**<br>8 weeks<br>Special project | **Self-study** | **Examination 3**<br>1 week |

### 1.7.1 Joint blocks

The programme comprises three joint blocks; two in the first year of study and one in the third year of study: 1.1 Joint Block A; 1.5 Joint Block B; 3.1 Joint Block C.

The curriculum of these blocks complies with the general national objectives and priorities, set forth in the general plan for the 3-year degree programme in child welfare; see 1.6 above. The intention of Ch 5 in the general plan is that the health and social work programmes should reflect the priorities of the health policy documents, such as the importance of advocating cooperation and a holistic view. One way of working towards this goal is to coordinate parts of the education with that of other professional programmes in order to foster

cooperation between the different professions already at the educational stage, by requiring and facilitating teamwork and interdisciplinary work and interaction.

## 1.8 Description of the modules

### 1.8.1 The first year of study

**Introduction to the study programme 2 weeks**

In the two first weeks of the programme students are familiarising themselves with the faculty and the university college, with the various offers and with the organisation of the child welfare programme. Focus is placed on expectations and requirements: those of the students towards the faculty, and those of the study model as regards students' participation.

The introductory weeks are part of Block 1.2.

**Block 1.1 4 weeks Joint Block A: From student to professional**

The following topics are dealt with in this block:

- The student role: the relationship between learning, study habits, and study strategies; expectations and requirements.
- Skills and capabilities for cooperation and teamwork.
- Interdisciplinary challenges in health and social work.
- Communication and development of good relations: a common denominator in health and social work.

**Objectives**
Through active participation in Block 1.1 students are expected to

- understand what it is that furthers learning and what inhibits it;
- develop an awareness of their own learning strategies, work habits and study behaviour;
- be introduced to requirements for written assignments, and be aware of the importance of writing across the curriculum;
- develop collaborative skills;
- be familiar with the characteristics of the different professions and common challenges of health and social work;
- understand the central role of communication and relations for understanding people;
- understand the importance of interdisciplinary cooperation, and how conflicts should be managed.

**Content**

- The student role.
- Education – Cognitive psychology – Group psychology.
- Assignment writing – Writing and learning.
- Communication theories – Professional communication in health and social work.
- Challenges in today's health and social work.
- Interdisciplinarity – Conflicts – Dealing with conflicts.

**Modules in Block 1.1**

| Module | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.1 |
|---|---|---|
| 3A General, development and social psychology | 15 | 1.5 |
| 4A General education and special education | 12 | 1.5 |
| 5B Communication, interaction and conflict management | 6 | 3 |
| Total credit allocation for Block 1.1 | | 6 |

## Block 1.2 3 weeks The child welfare officer: the education and the profession

**Objectives**

Through active participation in Block 1.2 students are expected to

- acquire knowledge about the historical development of the profession of child welfare officer and be familiar with the different work arenas of the child welfare practitioner;
- understand child welfare competence and how such competence is acquired;
- understand how their own behaviour, values and attitudes have an impact on their work performance with children and adolescents;
- understand that there is a relationship between on the one hand their own views regarding society and human beings, their professional ideology and methodical principles, and on the other hand their practical work with children and the young;
- learn to accept and respectfully consider the needs and intentions of the client.

**Content**

The development of the profession

- Children and the young.
- Attitudes to social problems of children and their families.
- The development of child welfare.
- The development of the professional education.

Tasks and competence of the child welfare officer

- Basic ethical principles
  - Respect for life's inviolability
  - Respect for human beings' inherent worth
  - Solidarity with people lacking resources
- Care
- Education
- Treatment
- Preventive efforts
- Working with parents or families
- Educational measures and milieu therapy
- A systematic work model.

Different forms of educational measures

- The theory foundation and the modules needed for educational work.

**Modules in Block 1.2 (including the introductory weeks)**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.2 |
|---|---|---|
| 1A Political science: Health and social policy | 15 | 1 |
| 5A Ethics and the professional role | 12 | 1 |
| 4B Social education theory | 12 | 1.5 |
| 5D Milieu therapy | 15 | 1.5 |
| 5E Activity work | 15 | 1 |
| Total credit allocation for Block 1.2 | | 6 |

## Block 1.3 5 weeks Society and the individual I

**Objectives**

Through active participation in Block 1.3 students will acquire knowledge about

- the main aspects and disciplines of educational theory and psychology;
- the role of psychology and educational theory as a basis for child welfare officers' educational work.

**Content**

- Different psychological perspectives.
- Theories and perspectives on normal upbringing and development.
- Central aspects such as perception, social perception, cognition, motivation, emotions, needs and personality.
- Theories and perspectives on learning and learning environments.
- Social and group psychology.
- Different educational approaches and disciplines:
  - Didactics and didactical models.
  - Social education and special education.
  - The history of educational theory. Educational fundamentals.
- The role and importance of counselling for the development of professional competence.
- Socialisation theory: The relationship between socialisation and education.

**Modules in Block 1.3**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.3 |
|---|---|---|
| 3A General, development and social psychology | 15 | 4.5 |
| 4A General and special education | 12 | 3 |
| Total credit allocation for Block 1.3 | | 7.5 |

## Block 1.4 4 weeks Society and the individual II

**Objectives**

Through active participation in Block 1.4 students are expected to

- acquire knowledge about central aspects and fundamentals of sociology and social anthropology;
- understand the role of sociology and social anthropology as perspectives and knowledge base for social-educational work;
- see the relationship between important child welfare challenges and problems, and basic concepts of the disciplines sociology and social anthropology;
- develop insight into the different perspectives and approaches of the disciplines, aimed at applying this insight in future care, education, milieu therapy and treatment.

**Content**

- Central social science concepts and topics on micro and macro levels.
- The family as social and cultural institution.
- Socialisation, education and the role of the family.
- Current sociological perspectives and approaches:
  - The perspective of norm and role.
  - The perspective of choice and exchange.
  - The perspective of conflict.
- Power, powerlessness and counter power.
- Conflict.
- Current social anthropological perspectives:
  - What is culture?
  - Similarities and differences between people.
  - Culture relativism and ethnocentrism.
  - Globalisation of culture.
  - Migration.
- Differentiation processes:
  - Ethnicity – Gender
  - Age – Caste
  - Class
- Health, disease and aberrations.

**Modules in Block 1.4**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.4 |
|---|---|---|
| 1C Sociology and social anthropology | 12 | 6 |
| Total credit allocation for Block 1.4 | | 6 |

## Work placement 1: Work practice, counselling and observation 1st semester 13 weeks

The work practice in the first semester comprises the following:

- Students are given 7 counselling hours in the course of blocks 1.2 to 1.7 (over 13 weeks). The advisor is a health and social work practitioner, preferably a child welfare officer. Counselling hours are distributed throughout the period.
- The counselling takes place at the advisor's work place.
- Students write *counselling notes* prior to each counselling hour and *reflection notes* afterwards. The notes should be kept in the students' portfolios and are mandatory for Work placement 1.
- In the work period students are expected to plan and participate in work going on at the work placement place for five whole days. A 3-page memo is submitted to the group facilitator. The topic of the memo is observations and experiences from the five days. The memo is mandatory.

**Modules in Work placement 1**

| **Modules** | **Credit allocation (ECTS credits): the whole programme** | **Credit allocation (ECTS credits): Work placement 1** |
|---|---|---|
| 5A Ethics and the professional role | 12 | 1.5 |
| 5D Milieu therapy | 15 | 1.5 |
| Total credit allocation for Work placement 1 | | 3 |

**Block 1.5 3 weeks Joint block B: Ethics**

**Objectives**

Through active participation in Joint block B students will

- learn concepts and theories that will support ethical reflection;
- learn to see the ethical aspects of social policy and health and social work;
- train systematic reflection concerning work situations in which it is not obvious what would be an ethical approach;
- understand and be able to apply the concepts of paternalism, autonomy, care, empathy and altruism;
- understand the ethical rationale behind the UN human rights system;
- understand the value of human life.

**Content**

An introduction to ethics:

- Moral philosophy
- Ethical argumentation
- Main aspects of ethics
- Ethical dilemmas

Aspects of ethics that are particularly relevant for health and social workers:

- The theory of rights
- The value of human life
- Paternalism and autonomy
- Care, empathy and altruism

Human rights:

- Human rights as moral idea and programme

**Modules in Block 1.5**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.5 |
|---|---|---|
| 5A Ethics | 12 | 4 |
| 5B Communication, interaction and conflict management | 15 | 1 |
| Total credit allocation for Block 1.5 | | 5 |

## Block 1.6 4 weeks Society and the individual III

**Objectives**

Through active participation in Block 1.6 students will acquire knowledge about

- our political-administrative system;
- our welfare system;
- legal methods and general administrative principles;
- relevant laws.

**Content**

- Our political and administrative system.
- The structure and effect of the political system.
- The relationship between policy and administration.
- Our welfare system.
- Historical development: from social benefit to welfare society.
- Social policy theories and models.
- Which arenas or sectors should produce the various types of welfare?
- Historical overview of the development up till today's care ideology.
- What is the relationship between official ideals and realities?
- Source of law
    - Legal methods
    - Administrative law
    - Overview of central laws pertaining to the work of health and social workers

**Modules in Block 1.6**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.6 |
|---|---|---|
| 1A Political science: Health and social policy | 15 | 4.5 |
| 2A The legal system, legal methods and administrative law | 9 | 1.5 |

| | | |
|---|---|---|
| 2B Child welfare law and other central aspects of law | 6 | 1.5 |
| Total credit allocation for Block 1.6 | | 7.5 |

## Block 1.7 6 weeks Social educational work I

**Objectives**
Through active participation in Block 1.7 students will

- acquire knowledge about and skills in social educational work methods when working with individuals, groups and organisations;
- understand the importance of mapping and goal-setting in systematic milieu therapy work;
- understand the importance of developing and reflecting on their own values and attitudes as milieu therapists;
- be able to describe and reflect on ethical dilemmas;
- acquire skills and knowledge to be applied in the interaction with children and adolescents;
- develop their competence for creating good learning environments for children from different backgrounds;
- acquire knowledge about the characteristics of various activities;
- develop proficiency in activity work.

**Content**

- Ethical considerations concerning care and milieu therapy.
- Normalisation, integration and segregation.
- Cooperation and relational competence.
- Observation and registration.
- Goal-setting.
- Development and learning.
- The relationship between view of human life, social perception and social educational work.
- Play and creative activities.
- Activities suited for different levels of age and development
    - Activities pertaining to communication, interaction and cooperation
    - Activities pertaining to mastering, identity, belonging and responsibility
    - Drama and movement
    - Singing and music
    - Design
    - Open air activities and first aid

**Modules in Block 1.7**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.7 |
|---|---|---|
| 4B Social education theory | 12 | 2 |
| 5C Child welfare measures | 9 | 1.5 |
| 5D Milieu therapy | 15 | 2.5 |

| | | |
|---|---|---|
| 5E Activity work | 15 | 3 |
| Total credit allocation for Block 1.7 | | 9 |

**Block 1.8 Work placement 1 7 weeks Milieu therapy work with children and young people**

**Objectives**
Through active participation in Block 1.8 students will focus on the following:

- The primary tasks of the work placement organisation; its goals and framework.
- Who belongs to the target group, and how do individuals perceive their situation.
- Interaction and cooperation between the clients and the child welfare officers.
- The experience of participating in the work of the work placement organisation/office.
- The way milieu therapy work is carried out and the rationales behind the practical work – such as the way knowledge and skills acquired in Block 1.7 may be significant for students' learning and experience in Work placement 1.

**Content**
Students participate actively in the work and routines of the work place, in accordance with the trainee contract and agreement with the supervisor.

Student and supervisor set up an agreement that determines the student's participation and effort in the work place. The agreement should focus on the elements emphasised in Block 1.7. Objectives should be as concrete as possible to make it feasible to realise them within the frames and resources available at the individual places used for work placement.

The role of the student as participating observer is central. Students are required to write logs documenting activities they participate in; the log being one element in the students' mandatory portfolio work. Main focus should be on how the children perceive their own situation and the help they receive. Encounters with the clients will give the students a basis for reflection about their future professional role and at the same time give them feedback on their own approaches and contact with the children.

Work placement 1 is relatively short, and students' roles alternate between observation and participation. An important aspect of the placement is that students reflect on how they perceive and handle this dualism – an aspect that should be central to the counselling in the work place.

**Assignments for Work placement 1**
Students write a report of 2-3 pages. The report should be a description of situations in the placement period in which the students themselves participated actively. Further, the report should include the tasks performed by the student and within which framework it took place, the relation with the client and the approaches chosen. It should also indicate which problems are relevant for further studies and work.

The report forms the basis for Examination 2 and is assessed by a Pass/Fail mark (*bestått/ikke bestått)*. It is a prerequisite for passing the work placement.

**Modules in Block 1.8**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 1.8 |
|---|---|---|
| 5A Ethics and the professional role | 12 | 1.5 |
| 4B Social education theory | 12 | 1.5 |
| 5B Communication, interaction and conflict management | 15 | 1 |
| 5D Milieu therapy | 15 | 2 |
| 5E Activity work | 15 | 2 |
| Total credit allocation for Block 1.8 | | 8.5 |

**Examination 1 Fundamentals of child welfare work**

Examination 1 "Fundamentals of child welfare work" is an individual home exam of one week in the second semester. The exam lasts from Monday 09:00 to Friday 15:00. Basis for the examination are the blocks of the first year of study, with self-selected course reading. The course reading must be approved three weeks before the examination starts.

The home examination takes as its starting point an issue from the work placement report. The situational description must have prior approval from the supervisor.

**The following requirements must be fulfilled before a student may register for Examination 1:**

- Two mandatory assignments in the first semester.
- Mandatory assignments in the second semester.
- Block tests.
- The study interview.
- Work placement 1.
- Proficiency training.

**Modules in Examination 1**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Examination 1 |
|---|---|---|
| 1C Sociology and social anthropology | 12 | 1.5 |
| Total credit allocation for Examination 1 | | 1.5 |

### 1.8.2 The second year of study

## Block 2.1 10 weeks Social educational work II

**Objectives**

Through active participation in Block 2.1 students will

- acquire knowledge of development psychology related to the age groups in question;
- acquire knowledge about and insight into risk factors in children's and adolescents' environments;
- understand how interaction, or lack of interaction, influences the situation of the young;
- study central aspects of systematic and methodical milieu therapy work;
- perceive possibilities and limitations of methodical milieu therapy;
- enhance their knowledge of theory, traditions and models,
- be able to show insight into aspects of special education;
- acquire skills in applying activities to social educational and practical child welfare work.

**Content**

- Normal child development.
- Children and adolescents in problem environments.
- Preventive work.
- Helping to overcome problems and develop social competence.
- Systematic, methodical approaches: possibilities and limitations:
  - Psycho-dynamic tradition
  - Learning theory and behavioural analysis
  - Humanism and existentialism
  - Socio-ecological models
  - Other models (systemic, communication, etc.)
- Working methods (MST, PMT, Marte Meo, etc.).
- Proficiency in activity work:
  - How to apply activities to social education
  - Self-chosen activities
  - Facilitating activities
- Developing skills in leading and facilitating activities in social educational situations.
- Facilitating a specific activity in collaboration with a client group.
- In-depth study of a self-chosen activity.

**Modules in Block 2.1**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 2.1 |
|---|---|---|
| 3A General, development and social psychology | 15 | 3 |
| 4A General and special education | 12 | 2 |
| 3B Clinical psychology and mental health work | 12 | 2.5 |
| 4B Social education theory | 12 | 2 |
| 5C Child welfare measures | 15 | 1 |
| 5D Milieu therapy | 15 | 2 |

| | | |
|---|---|---|
| 5E Activity work | 15 | 3 |
| Total credit allocation for Block 2.1 | | 15.5 |

**Lock 2.2 Work placement 2 8 weeks Social educational work with children and adolescents**

**Objectives**
In Work placement 2 students focus on

- methodical milieu therapy / practical social education with children and adolescents;
- observation, mapping and documentation;
- legal framework for the measures;
- how to be a good role model;
- the students' own role and influence when working with children and adolescents;
- suitable activities when working with children and adolescents;
- the relationship between activities, individual needs and development;
- conflicts of value and ethical dilemmas.

**Content**
This work placement period focuses on practical milieu therapy and various social education tasks. A central aspect is the practical application of theory and method when planning and implementing the work. It is important that students participate actively at the place of work practice. Particular focus is placed on activity work as social educational method and basis for change. This involves activity analysis, implementing and evaluation of one or more selected activities related to individual clients or client groups.

Students formulate goals depending on the work placement situation. All focus areas are to be included in the trainee agreement and the extent of the agreement is expected to be proportional to the length of the practice period.

**Assignments in Work placement 2**
The mandatory assignment belonging to Block 2.2 is a report of 4000 words. If two students cooperate (that is, if they are trainees in the same place), the length is 6000 words. If students cooperate on writing the report, prior permission must be had from the Faculty.

Based on the log or journal kept throughout the practice period students choose a situation that is relevant to the focus areas for work placement 2. The research questions are to be formulated with the chosen situation as a starting point. The report is expected to show that the student is able to apply learned skills to situations requiring observation, mapping, analysis and goal setting. It is further expected to show that the student is able to use relevant theory and methods and to duly consider client participation and ethics.

The assignment is assessed by a Pass or Fail (*bestått/ikke bestått)* and is a prerequisite for passing the work placement.

A prerequisite for completing Work placement 2 is that the student has passed Examination 1.

**Modules in Block 2.2**

| **Modules** | **Credit allocation (ECTS** | **Credit allocation (ECTS** |
|---|---|---|

| | credits): the whole programme | credits): Block 2.2 |
|---|---|---|
| 3A General, development and social psychology | 15 | 1 |
| 4A General and special education | 12 | 2 |
| 5A Ethics and the professional role | 12 | 1.5 |
| 4B Social education theory | 12 | 1.5 |
| 3C Paediatrics and community medicine | 6 | 1 |
| 5D Milieu therapy | 15 | 3 |
| 5E Activity work | 15 | 2 |
| Total credit allocation for Block 2.2 | | 12 |

**Block 2.3 A and 2.3 B 8 weeks Mental health work**

**Objectives**
Through active participation in Block 2.3 students will acquire knowledge of and insight in:

- Development disturbances
- Mental diseases
- Social problems
- Drug and alcohol related problems

**Content**

- Various development disturbances
  - The Asperger syndrome
  - ADHD
  - Mental development impairment
- Mental diseases
  - Classification
  - Diagnoses
  - Different approaches
- Drug and alcohol related problems
  - Double diagnoses
  - Drugs and young people
- Grief and crisis theory
  - Crisis perception
  - Crisis treatment
  - Traumas
- Sexuality
- Paediatrics
- Community medicine
- Violence
  - In the family
  - In school
  - In society

**Modules in Block 2.3**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 2.3 |
|---|---|---|
| 3A General psychology | 15 | 1.5 |
| 4A Social education theory | 12 | 2.5 |
| 3B Mental health work | 12 | 6 |
| 3C Paediatrics and community medicine | 6 | 3.5 |
| Total credit allocation for Block 2.3 | | 13.5 |

## Block 2.4 8 weeks Social education III

**Objectives**

Through active participation in Block 2.4 students will acquire knowledge about

- domiciliary work among children and the young, and field work;
- child welfare work among ethnic minorities;
- care, education and treatment from an extended social educational perspective;
- interdisciplinary work;
- mapping, planning and implementation of measures in child welfare cases and milieu therapy;
- milieu therapy in school;
- planning, implementation, follow-up work and evaluation when placing children in foster care;
- social educational work from an ecological perspective with a focus on networking;
- conflict management.

**Content**

- Introduction to child welfare concepts such as the benefit of the child, biological principles, child care, the battered child syndrome, quality of life (QoL).
- Use of judgement in social educational work.
- Nygren's model used in child welfare reporting.
- Some current research results from child welfare research both in the Nordic countries and internationally.
- Understanding the relationship between observation and interpretation.
- The relationship between ethnicity and the concept of the benefit of the child.
- Developing interdisciplinary cooperation in a child welfare case.
- Judging when there are grounds for enforcement in child welfare.
- Quality assessment of child welfare measures.
- The function and tasks of the county committee.

**Modules in Block 2.4**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 2.4 |
|---|---|---|
| 1A Political science: Health | 15 | 2 |

| | | |
|---|---|---|
| and social policy | | |
| 4A General and special education | 12 | 1 |
| 3B Clinical psychology and mental health work | 12 | 2.5 |
| 4B Social education theory | 12 | 1 |
| 5B Communication, interaction and conflict management | 15 | 2 |
| 5C Child welfare measures | 9 | 1.5 |
| 5F Working with groups, organisations and network | 9 | 2 |
| Total credit allocation for Block 2.4 | | 12 |

## Block 2.5 4 weeks Activity work

**Objectives**
Through active participation in Block 2.5 students will

- develop skills in activity work;
- widen their experience with a particular activity;
- further develop their competence in facilitating activities for children and adolescents;
- develop skills in leading and facilitating activities in therapy contexts;
- carry out an activity in cooperation with a client group.

**Content**

- In-depth studies of a particular activity
- Skills
- Didactics and facilitating
- Planning and implementing activities with clients and client groups or with an organisation or institution.

**Modules in Block 2.5**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 2.5 |
|---|---|---|
| 4B Social education theory | 12 | 1.5 |
| 5D Milieu therapy | 12 | 1 |
| 5E Activity work | 15 | 3 |
| Total credit allocation for Block 2.5 | | 5.5 |

## Examination 2 Social education

Examination 2 “Social education” is taken in the fourth semester and comprises an oral group examination followed by an individual home examination. The examination has a duration of two weeks, from Monday 9:00 the first week to Friday 15:00 the week after. The blocks in the

second year of study and self-chosen course reading make up the basis for the exam. The course reading must be approved three weeks before the examination starts.

**The following requirements must be met before students may register for Examination 2:**

- Mandatory assignments
- Block tests
- The study interview
- Work placement 2
- Proficiency training

**Guidelines for Examination 2**
Each part of the examination is assessed using the A-F scale. Students must achieve an E result or better in the oral part to be permitted to take the written examination.

The examiners assess the total performance when giving the final mark. The oral part counts 40 per cent and the written part 60 per cent. The final mark is registered on the degree diploma.

Candidate groups are formed by the faculty, with three students in each group. Candidates may take the oral test even if some of the group members do not turn up for the examination. The oral performance is assessed individually.

The oral examination is based on questions handed out when the exam starts. At 15:00 on the third day of the exam each member of the group hands in a summary of the main points in the exam paper. The summaries may be individual or identical. The oral examination takes place on Friday in the first exam week.

At the oral examination it is important to

- identify the problems or issues present in the problem description;
- give reasons for assumptions arrived at;
- identify information needed to explain the situation or define the problems so that measures can be arrived at;
- account for the issues raised by the examiners.

It is important that the students participate actively in accounting for the situation and answering the examiners' questions. The examiners ask questions related to the summary handed in the day before the exam.

The oral examination concludes with supplementary questions to the exam paper handed out at the beginning of the examination period. On this basis students are to write an individual paper outlining measures and giving reasons for their chosen solution.

**Modules in Examination 2**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Examination 2 |
|---|---|---|

| | | |
|---|---|---|
| 5B Communication, interaction and conflict management | 15 | 1.5 |
| Total credit allocation for Examination 2 | | 1.5 |

### 1.8.3 The third year of study

**Block 3.1 3 weeks Joint block C: Theory of science and research methods**

**Objectives**
Through active participation in Joint block C students will

- acquire knowledge about scientific methods to enable them to read research reports and use research results in their professional work;
- learn to explain to their clients why they chose particular actions or measures; and also explain professionally to their employers and other practitioners;
- prepare to carry out and document a project work.

**Content**
Research-based social work perspectives on

- the clients' situation;
- what happens to the clients when the social worker intervenes;
- how technology can help people.

**Modules in Block 3.1**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 3.1 |
|---|---|---|
| 1B Theory of science and research methods | 6 | 4.5 |
| Total credit allocation for Block 3.1 | | 4.5 |

**Block 3.2 6 weeks Organisation of the health and social sector**

**Objectives**
Through active participation in Block 3.2 students will acquire knowledge about

- Local politics and administration
- Professional roles, client participation and cooperation
- Organisational awareness and change
- Local community and neighbourhood work

**Content**
Professional roles

- The professions: conflict or cooperation?

- The local bureaucrats and the clients.
- Equal treatment and the multicultural community.
- The relationship between policies, administration and the professional worker.
- Helper and controller.

Organisation

- Local and national organisation of welfare services: now and in the future.
- Organisational theory. Understanding organisations: important variables and framework for the practitioner.
- Dilemmas for the practitioner, e.g. ideological ones. Which framework is the strongest regulator: resources; knowledge; media; power; powerlessness; loyalty – to whom?

Development and change in organisations

- Motivation and work environment.
- Organisation development and competence development.
- Community work and preventive work.
- Client participation and empowerment.

Block 3.2 is comprehensive and diverse. It focuses on the professional space of action in the health and social sector and on resources, cooperation and limitations facing the practitioner.

Entirety is the key word; the big picture in which the practitioner and the client find themselves, i.e. the overall picture of the client's life as well as the framework in which the professional work is carried out. The work takes place within an organisation with leaders, colleagues, commissioners and clients. To do things in different or better ways, organisational cultures, routines and behaviour may need to be changed. However, since humans create the framework and opportunities, apparently solid barriers may over time show themselves as flexible and changeable.

An important aim is to make students realise the responsibility of the professional worker; not only for clients but also for colleagues, work environment and partners. The practitioner is also responsible for reporting conditions that should not be tolerated. The role of advocate for the client also belongs to the social worker's responsibilities.

**Modules in Block 3.2**

| **Modules** | **Credit allocation (ECTS credits): the whole programme** | **Credit allocation (ECTS credits): Block 3.2** |
|---|---|---|
| 1A Political science: Health and social policy | 15 | 3 |
| 3A General, development and social psychology | 15 | 1 |
| 1B Theory of science and research methods | 6 | 1.5 |
| 1C Sociology and social anthropology | 12 | 3 |
| 5F Working with groups, organisations and network | 9 | 2 |
| Total credit allocation for | | 10.5 |

| | | |
|---|---|---|
| Block 3.2 | | |

**Block 3.3 8 weeks + 1 week work placement seminar Child welfare law; law; administration and casework**

**Objectives**

Through active participation in Block 3.3 students will acquire knowledge about

- child welfare law;
- family law and law of persons related to legal rights of children and the young;
- casework in the child welfare sector;
- considerations of legal protection and ethics in casework;
- organisation of child welfare services;
- the function and tasks of the county committee;
- child and adolescent policy: ideologies and ethical choices;
- project work.

**Content**

- Administrative law; the freedom of information act; child welfare law; the law pertaining to kindergartens; the law pertaining to education and training; the guardianship act; the social services act; the child convention; the adoption act and criminal law.
- Models for organising child welfare services and their consequences.
- Investigation and documentation in child welfare cases.
- Application of law and casework in cases of foster care (§§ 4-12 and special measures §§ 4-24 and 4-26).
- Preparing cases to be heard in the county committee.
- Voluntary measures versus enforcement under the child welfare act.
- Legal rights of children and adolescents under the auspices of human rights and conventions.
- Criminal law pertaining to children and adolescents.
- Project management.

**Modules in Block 3.3**

| **Modules** | **Credit allocation (ECTS credits): the whole programme** | **Credit allocation (ECTS credits): Block 3.3** |
|---|---|---|
| 1A Political science: Health and social policy | 15 | 3.5 |
| 2A The legal system, legal methods and administrative law | 9 | 6 |
| 2B Child welfare law and other central aspects of law | 6 | 3 |
| 5C Child welfare measures | 9 | 2 |
| Total credit allocation for Block 3.3 | | 14.5 |

**Block 3.4 10 weeks Work placement 3 Child welfare measures**

**Objectives**
In Work placement 3 students focus on

- measures in child welfare work;
- administration and casework in child welfare work;
- central laws for child welfare work;
- legal aspects of complex social work problems;
- organisational framework;
- interdisciplinary and inter-sector cooperation;
- ethical dilemmas.

**Content**
This work placement period focuses on child welfare work and how political priorities and organisational framework have an impact the work of the practitioner. Particular focus is placed on legal, administrative and management aspects and contexts. Through practical work students will acquire knowledge about measures and work methods that contribute to improving or maintaining living conditions and quality of life for target groups consisting of children/adolescents and their families.

**Mandatory assignments in Work placement 3**
A report of 5000 words is submitted. If two students submit together (they have to be trainees in the same work place), the extent is 7000 words and prior approval must be asked from the Faculty.

The report is based on the content and focus areas of Work placement 3. Students choose research questions on the basis of experiences in the work placement organisation, focusing on measures. The concept of measures should be interpreted widely and may mean every aspect of measures, from a concrete and limited case to more general cases and framework conditions.

The assignment is assessed with either a Pass or a Fail (*bestått/ikke bestått*) and is a prerequisite for passing the work placement.

The prerequisite for completing Work placement 3 is that Examination 2 has been passed.

**Modules in Block 3.4**

| **Modules** | **Credit allocation (ECTS credits): the whole programme** | **Credit allocation (ECTS credits): Block 3.4** |
|---|---|---|
| 1A Political science | 15 | 1 |
| 3A General, development and social psychology | 15 | 1 |
| 5A Ethics and the professional role | 9 | 1 |
| 2B Child welfare law and other central aspects of law | 6 | 1.5 |
| 4B Social education theory | 12 | 1 |
| 5B Communication, interaction and conflict | 15 | 5 |

| | | |
|---|---|---|
| management | | |
| 5C Child welfare measures | 9 | 3 |
| 5D Milieu therapy | 15 | 1 |
| 5F Working with groups, organisations and network | 9 | 1 |
| Total credit allocation for Block 3.4 | | 15.5 |

**Seminar after Work placement 3 1 week**

- Preparation for Work placement 4 and special project
- Summing up and evaluating the study programme

**Block 3.5 8 weeks Work placement 4 Special project**

This block is dedicated to special project work and students dispose of their time individually. Preparations for the special project should start early in the fifth semester by composing groups. Each group has three students and students' wishes regarding group composition should be handed in by 1 November. The Faculty preserves the right to change group composition or compose the groups itself if students do not agree or if groups comprise fewer than or more than three members.

Before Block 3.4 "Work placement 3" there is a seminar in which students are asked to submit topics for the special project to the person responsible for work placement.

The special project work is done in the sixth semester. Students are present in the allocated work place when it is required by the nature of their work. During the work process groups attend five tutorials given by the faculty supervisor.

The special project should be related to problems in the practice field. Thus, theoretical angles such as literature studies will not be accepted. The project report should not exceed 10,500 words.

**Modules in Block 3.5**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Block 3.5 |
|---|---|---|
| 2A The legal system, legal methods and administrative law | 9 | 1.5 |
| 3A General, development and social psychology | 15 | 1.5 |
| 5A Ethics and the professional role | 12 | 1.5 |
| 3B Clinical psychology and mental health care | 12 | 1 |
| 1C Sociology and social anthropology | 12 | 1.5 |
| 3C Paediatrics and | 6 | 1.5 |

| | | |
|---|---|---|
| community medicine | | |
| 5F Working with groups, organisations and network | 9 | 4 |
| Total credit allocation for Block 3.5 | | 12.5 |

## Examination 3 Child welfare special project

Examination 3 "Child welfare special project" takes place in the third year of study and comprises a written special project and an oral examination. The examination takes place in groups of three students. The Faculty approves the project theme in accordance with a deadline given in the fifth semester. Self-chosen course reading must be approved three weeks before submission of the written report.

Prerequisites for taking Examination 3 are the following:

- Mandatory assignments in the third year of study
- Block tests
- The study interview
- Work placements 3 and 4
- Proficiency training

The written part of the assessment is given a mark on the A-F scale. Students must achieve an E or better to be allowed to take the oral test. If an F is given, the group is given the opportunity of reworking the report. The reworked report must be submitted by 1 October in the autumn semester. If the rewritten report achieves a pass mark, an oral test is arranged one month later.

The report is presented orally in groups and assessed on the A-F scale along with the written report, but no individual mark is given for the oral performance. However, if the oral performance cannot be given a pass the group must give another presentation. The second presentation is arranged in the autumn semester.

The oral presentation of the project is assessed on the basis of form, content and the roles and participation of the students during the presentation. Answers to examiners' questions are assessed together with the presentation.

The following aspects are assessed at the oral examination:

- Course reading related to the project (550 pages)
- Required course reading from the third year of study
- Self-chosen course reading of 800 pages

A minimum of half of the oral test is to relate to the two last-mentioned items and examiners are to ensure that the examination covers several different aspects of the self-chosen course reading. Also tested is the students' ability to evaluate problems related to their profession and to apply theory acquired in the course of the study programme.

The final assessment of the special project is a result of the mark given to the written report, which is adjusted on the basis of students' oral performance, the questions asked by the examiners and the reading related to the project.

The final mark given for Examination 3 is entered into the degree diploma. The final mark is a combination of the result of the special project and the performance in the oral examination. Each part counts 50 per cent; however, the examiners may also assess the totality.

The title of the degree project and the mark achieved are registered on the diploma.

**Modules in Examination 3**

| Modules | Credit allocation (ECTS credits): the whole programme | Credit allocation (ECTS credits): Examination 3 |
|---|---|---|
| 5B Communication, interaction and conflict management | 15 | 1.5 |
| Credit allocation for Examination 3 | | 1.5 |

## 1.9 Required reading, all three years of study

See 1.9 in the Norwegian version of the curriculum.
The majority of course reading is in Norwegian.

# *2*

# *Supplementary provisions pertaining to the Universities and Colleges Act of 12 May 1995; to Østfold University College's examination regulations of 28 October 2002; and to the regulations on content and assessment in the 3-year Child Welfare study programme, laid down by the then Ministry of Education, Research and Church Affairs 28 January 1999.*

## The Bachelor's degree programme in child welfare

## 2.1 The assessment scale

Letters from A to F are used, with A as the best and F as the lowest mark (F represents a fail).

**A – Excellent**
Outstanding performance; far above average and showing a significant degree of independence.

**B – Very good**
Very good performance; above average and showing an ability for independence.

**C – Good**
Average performance; generally sound work that is adequate in most respects.

**D – Satisfactory**
The performance is below the average and shows a number of significant shortcomings.

**E – Sufficient**
The performance meets minimum requirements.

**F – Failed**
The performance does not meet minimum requirements.

**Internal tests are assessed by a Pass or Fail mark** *(godkjent/ikke godkjent).*

**Re-examination**
All re-examinations are held in the same form as the original examination.

## 2.2 Conditions regarding examinations and block tests

- Students who have failed to get a pass result after three attempts may, in special cases, apply to the faculty board to be granted a fourth sitting. In such cases students have to discontinue their normal study progression and wait until the next ordinary examination.
- Each block test is arranged three times per academic year, i.e. one ordinary test and two re-examinations.

**Block tests / knowledge tests**
A block test is arranged in each of the semesters of the first and second year of study; in the third year of study only one block test is given.

**Mandatory assignments**
Each block has a number of mandatory assignments, described in the *Block Books*. The assignments may be group or individual tasks, and facilitation is offered for the assignment work. If students fail to submit mandatory assignments they may not take the subsequent examination. The documentation is kept in the portfolio. In the first semester two assignments should be successfully completed. The Faculty chooses which assignments are to be subject to assessment.

**Study interviews**
Students are entitled to individual study interviews. These interviews are mandatory, with one per academic year. The interviewer is the basis-group facilitator.

**Self-chosen course reading**
Course reading selected by the students themselves must be submitted to the facilitator for approval no later than three weeks before the examination.

**Assessment criteria for home examinations**
Via the exam paper students are expected to document sufficient academic knowledge and understanding of the subject matter dealt with in that particular examination. Important factors for assessment are the candidates' ability to use relevant theory in their explanations, to reason logically and to think independently. Also emphasised is the candidates' ability to interpret the questions given and restrict their answers to the given topic, and to give reasons for their choices.

Candidates should give source references. Also emphasised is a structured and logical organisation of the answers, and that the theory is largely explained in the candidates' own words.

Identical or partly identical candidate answers will not be given a pass mark; these will be considered attempts at cheating.

The answers should not exceed 12 typed pages, i.e. approx. 4000 words. If the given limit is exceeded by more than 10% it will influence the assessment.

**Examiners for Examinations 2 and 3**

- One external and one internal examiner give assessment. The faculty supervisor for the special project functions as the internal examiner.
- If the examiners cannot agree a third, external examiner should be called upon to assess.
- Examiners are the same for the oral examination and the special project. The faculty supervisor has the main responsibility for the examination.
- A "doubt" committee may be used for the oral examination if
    - the examiners cannot agree on assessment at the oral exam;
    - if the examiners are in doubt about the reason why the oral performance cannot be given a pass mark (E); e.g. that the inadequate performance has other causes than academic ones.
- In either of the two last mentioned circumstances the student is given permission to take the examination the next day. The group of examiners should then include a third, external examiner. Assessment by this new "doubt" committee is final.

## 2.3 Attendance requirements for scheduled instruction

Up to 20% absence is permitted in the following scheduled classes:

1 Basis-group instruction (tutorials) and student work in basis groups.
2 Seminar-group instruction.

If students have had more than 20% absence, the missed classes must be attended later or the missing work must be done in other ways. For instance, identical or similar courses can be attended the next semester, or individual assignments may be given. This is the rule even when a doctor's certificate has been submitted. However, students may arrange their own tuition with instructors approved by the faculty, in order to make up for missed mandatory classes.

The degree diploma is not issued until the student has completed all mandatory classes. In cases of missed mandatory classes, a student will only be given a records transcript.

Registration of attendance is by signing the attendance protocol. Responsibility for the attendance protocol rests with the dean of studies.

**Proficiency training**
In sessions and classes where proficiency is trained, no more than 10% absence is tolerated. The Block Books specify the proficiency training.

In blocks 2.1 and 2.5 proficiency training students must have participated or be able to document proficiency in each of the practical skills specified in the block book in order to be allowed to participate in work placement. (See below for requirements for work placement.)

## 2.4 Attendance requirements for work placement

Work placement is defined as:

- Supervised work placement
- Proficiency training
- Activity work

During work placement students are at the work place for 30 hours per week. A total of 10% absence is tolerated in each practice period, for instance 24 hours over a period of eight weeks.

During work placement the students and the supervisor are jointly responsible for registering absence on the assessment form. For absences up to three days students submit a written sickness report (self declared); for more than three days a doctor's certificate has to be submitted. If the absence lasts more than one week the supervisor is obliged to notify the university college.

In order to proceed with their studies and take exams, students must have successfully completed the work placement periods. In special cases, e.g. illness, the university board may make an exception from this rule.

Participation at the university board, faculty board, committee work and other organised activities approved by the university college are not considered absence.

A degree diploma is not issued before the student has completed all mandatory classes. In such cases a records transcript will be issued.

**Consequences of a more than 10% absence in the work placement periods**
If students have more than 10% non-approved absence in the work placement they may make up for the absence in weekends or on other days off during the practice period or directly after the ordinary practice period. The work place, the faculty supervisor, and the faculty dean of studies must agree upon this arrangement. The work place supervisor and the faculty supervisor together document that the student has made up for the absence, and approval of time, place and supervision should be given by the faculty supervisor in collaboration with the dean of studies.

Should a student have an absence in excess of 20% the work placement will not be accepted as valid. In special cases such as illness a student may apply to the faculty board to be allowed

to continue the normal study progress and to make up for the missing practice after the taught programme has been completed. This will only be possible in the case of just one missing work placement period.

## 2.5 Assessment of supervised work placement

**The following stipulations pertain to all supervised placement periods:**

- Each period of work placement is assessed both during the period and when the placement is completed. Assessment is based both on continuous assessment and sometimes also on practical exercises. An assessment form is filled out with a description of what has been assessed and is signed by the student, the placement supervisor and the faculty supervisor. The student receives a copy of the written assessment.
- For the placement period to be successfully completed, both the practice itself as well as the assignment related to the practice period must have received a pass, tutorials must have taken place and absence must be within the accepted limits.
- The maximum number of submissions of the written assignment related to the work placement is three.
- If a student has behaved in a grossly untoward way during the placement period she/he may, if the university board so decides, be banned from the study programme for up to three years. See the University and Colleges Act §24.2.
- If there is doubt whether a student will be able to pass the work practice she/he will be notified in writing at the very latest three weeks before the work period ends. The notification should specify what it is that the student is considered not to master and what requirements she/he must meet in order to obtain a pass result. A work placement committee appointed by the faculty board makes the final decision whether the student will be given a pass result for the work practice. The dean of studies, the academic staff member responsible in the actual case, and the placement supervisor are the members of this committee.

The mentioned provisions are laid down in §5 in the regulations of 28 January 1999 pertaining to content and assessment in child welfare education, and in the exam regulations for Østfold University College.

**Procedures when there is doubt whether a student has passed the work placement**

- The placement supervisor and/or the faculty supervisor may decide that the practice cannot be given a pass.
- In cases where there is doubt as to whether a student may obtain a pass, she/he is entitled to be given a written warning no later than three weeks before the end of the placement period.
- The warning must specify what the student does not master and what requirements must be met to receive a pass.
- When there is doubt as to whether a student will obtain a pass, a meeting is to be arranged between the parties (student, work supervisor and faculty supervisor) and/or others who may be important for the case. Minutes are to be taken, and the parties are to be given the opportunity to comment on the records. Comments must be in writing and sent to the university college, attention the dean of studies, within one week after the records have been made. The university college is responsible for calling the meeting and for minutes being taken.

- The parties agree on a date for an evaluation meeting to discuss whether the specified requirements have been met.
- In case the final assessment is a fail a new meeting is called between the parties and others who may be important for the case. The reasons for the fail assessment are to be entered into the records. This meeting may fulfil the functions of an evaluation meeting (see above).
- A *fail* in the work placement may either be a fail to meet work requirements, missing supervision, or absence in excess of the stipulated limits.
- A student who has behaved in a grossly untoward way during the work placement may be banned from the study programme for up to three years. This decision is made by the university board; see the Universities and Colleges Act §42.2.
- If a recommendation to fail a student in the work placement has been made, the matter is submitted to the work placement committee. The committee judges whether the matter has been adequately documented and, if necessary, provides supplementary documentation. The committee then makes the final decision.
- Unless formal errors have been made, a decision to give a *fail* cannot be challenged. This means that the assessment on which the fail result rests cannot be appealed against. An appeal on the grounds of formal errors is based on the exam regulations of Østfold University College, §16. The appeals committee of the university college hears the appeal.

## 2.6 Guidelines and practical information about examinations

**All examinations:**

- The exam results are posted on the notice board in the administration building, 1st floor, at 14:00 on the day when the examination results are due. Results information is also given on the results phone and on the Arena site.
- The tuition fee must be paid before registering for an examination.

**School examinations:**

- Examinations in all study areas are arranged twice per academic year: one ordinary and one re-examination.
- Students who have failed in the ordinary examination have a right to re-sit.
- Students who wish to improve their exam result are allowed to re-sit at the re-examination or the next ordinary examination. A renewed registration is needed.
- Registering for exams should take place in writing to the faculty administration, and the deadline for registration must be observed. The deadline for registration is three weeks before each examination. Students who wish to withdraw their registration must do so in writing no later than one week before the examination. If this deadline is not observed, failure to turn up for the examination will be counted as one sitting.
- Information on examinations arranged per semester is at all times to be found on the notice board on the first floor of the administration building. Students are themselves responsible for being informed about examination dates.

**Home examinations**

- Special guidelines are made for each home exam.
- To be given the exam assignment, both for individual and group home exams, students must turn up at the faculty at 9:00 am on the day the exam starts. The course instructor

hands out the assignment and is available for questions for half an hour after the assignment has been made known.

- Students sign for the receipt of examination numbers and are requested to show valid student identification cards.
- The home exam papers are to be submitted at the reception desk by 15:00 on the day given as deadline for submission.
- Students who for practical reasons have problems submitting their paper in person may, by agreement with the officer responsible for exams, submit their paper by post. Documentation must show that the paper was posted within the deadline, and it has to be sent by registered post.
- Exam papers posted or submitted after the deadline will not be assessed and will not be considered passed.
- If a student needs a postponement of the deadline due to illness during a home examination period, a doctor's certificate is needed, stating the first day of illness and establishing that the student, due to illness, is not able to take the examination. The student must immediately contact the faculty officer in charge of exams so that further procedures may be agreed upon. The application for postponement must be in writing, and must reach the faculty administration within the regular deadline. The student may be granted a postponement as stated in the doctor's certificate; however, the postponement must not exceed 35% of the home examination period.