

Degree profile of Pedagogical Work (Pedagogiek)

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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 2009 for 6 years
Level	European Qualification Framework (EQF) level 6
A Purpose	
	To provide students with the foundations of the pedagogical work profession, which aims to provide guidance and support to children, young people, parents, teachers and other educators in enhancing relations in the educational process to enable the young to reach their full potential. The degree aims at providing the tools, the academic, personal and labour skills needed to take part in all the different developmental stages (0 - 25 years of age) and all the areas of the upbringing process, including the provision of care and interventions.
B Characteristics	
1. Discipline(s)/ Subject Area(s)	Theories of pedagogy, education, (educational) psychology, sociology, philosophy, ethics and communication. Methodologies for research as well as social and pedagogical intervention at the point where people interact with each other and their environment.
2. General/Specialist Focus	Preparing pedagogical professionals to answer individual questions in relation to education and supervision raised by children, young people, parents, teachers and other educators, as well as to supervise and support children and young people in care and educational institutions. Additionally, they are taught to advise institutions and public authorities on matters of policy and prevention in relation to bringing up children.
3. Orientation	The degree is practically based and utilizes applied research methodologies.
4. Distinctive Features	Focus on stimulating the broad development of children and young people in a cosmopolitan context. 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. Associated minors in coaching, talent development, social work and citizenship, community / extended school, multi-problem families and inter-agency cooperation approaches in education.
C Employability & further education	
1. Employability	Positions at a Bachelor and applied science level include public and private services focused on child care, youth care, child and youth welfare and parent-education. Graduates can be employed by community / extended schools, family and children centres as well as in family support work, residential care work and in policy advisory roles in the field of child care.
2. Further studies	Access to related second cycle (EQF level 7) degree 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 (evolving from 50% in year 1 to 15% in year 4), a practice oriented learning track involving work placements and project work (evolving from 35% in year 1 to 50% in year 4), and a student based track involving an optional minor and other courses plus study and career counselling (evolving from 15% in year 1 to 35% in year 4). 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 pedagogic 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>Specific</p> <ul style="list-style-type: none"> • Analyse an educational issue • Stimulate the development of a child / youngster • Support all those involved in the educational and childrearing process • Create conditions for development , childrearing and education • Work in an organisational and policy-oriented environment • Work on continuous professional development
F	Programme learning outcomes
	<p>Graduates can demonstrate:</p> <ul style="list-style-type: none"> • Ability to analyse the background, lifestyle, and characteristics of the childrearing context of a child / youngster and clarify the pedagogical question. • Ability to co-educate and stimulate children's development in their day-to-day learning and living environment in a professional way. • Ability to educate and provide support to teachers, care givers and parents in day-to-day educational processes including the home learning environment. • Ability to support individuals as well as groups, parents and care givers in understanding, accepting, and appreciating diversity. • Ability to provide guidance and intervene in problematic childrearing situations. • Ability to create conditions for the development and upbringing of children and young people. • Ability to provide policy advice, vision and leadership in creating a pedagogical climate. • Ability to initiate, implement and evaluate pedagogical policies and strategies(in a variety of settings, including public authorities) and operate in an innovative way. • Ability to communicate and work across organisational boundaries, contributing to the work of multi-agency teams. • Ability to manage projects. • Ability to represent their own organisation. • Ability to reflect on their own professional actions and attend to their own development. • Ability to appraise and contribute to developments within the pedagogical domain.