HAN_UNIVERSITY
OF APPLIED SCIENCES

Degree Statute for the Bachelor Degree programme Social Work full-time

2023-2024

Academie Mens en Maatschappij
Academic year 2023-2024

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PART 1 General part

Adoption

This degree statute was adopted by the dean on 2 June 2023, after consent was received from the degree committee on 6 April 2023 and consent from the school council on 2 June 2023.

PART 1 General part

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1 About the degree statute

This degree statute has been formulated according to the model degree statute for bachelor programmes of HAN University of applied Sciences. The courses described in this degree statute consist of units of study.

The term unit of study is a legal term. This degree statute will use the term "course" from this point onward.

The Higher Education and Research Act stipulates in article 7.59 that an institution such as HAN University of Applied Sciences (hereafter HAN) is obliged to adopt and publish a student charter. The Student Charter consists of two parts: the institution-specific part (which we call the 'Student Charter') and the degree-specific part (which we call the 'Degree Statute').

The degree statute consists of three parts:

- Part 1: General part.
- Part 2: The Education and Examination Regulations, which outline the education, final assessments, exams and modular exams for your degree programme.
- Part 3: Other regulations.

Part 1 is purely informative. No rights can be derived from it. Rights and obligations can be derived from the other parts; these are legally applicable regulations.

1.1 Which degree programme(s) does this degree statute apply to?

This is the degree Statute for the following HAN degree programme(s):

Degree programme	Degree format	CROHO number	Degree after graduation
B Social Work	Full-time	34116	Bachelor of Social Work

This degree statute contains information on the structure, organisation and execution of the degree programme, education, student facilities, counselling and study coaching, the education and examination regulations and the degree-specific regulations that describe student rights and responsibilities. When this document refers to 'the degree programme', this means the above degree programme(s).

1.2 How do you read this degree statute?

We use regular UK spelling rules.
When we use 'you', we mainly mean you as an internal or external student enrolled in this degree programme at HAN. But we also mean others, such as prospective students.

1.3 How long is the degree statute valid for?

A new degree statute is written for each HAN degree programme every academic year. The degree statute for a certain academic year applies to everyone enrolled in the degree programme for that academic year. It does not matter which phase of your degree course you are in, whether you are an internal or external student, or when you started. You can find the digital version of your degree statute here: https://www.han.nl/opleidingen/hbo/international-social-work-engelstalig/voltijd/praktische-info/#onderwijs-en-examenregeling-(osoer)-en-inschrijvingsreglement

This degree statute applies to the 2023-2024 academic year: from 1 September 2023 to 31 August 2024. For students starting their degree programme on 1 February 2024, two different degree statutes apply consecutively during their first 'year': the current one and that of the next academic year.

Did you enrol in a previous academic year for the propaedeutic or post-propaedeutic phase of the degree programme? And is the degree programme using a new curriculum or modified education and examination regulations? Then certain provisions in the education and examination regulations will apply from a degree statute from a previous academic year.

1.4 How does the degree statute come about?

The degree statute for the degree programme is adopted by the dean each year. This is based on the model degree statute: a model that applies for the entire HAN.

The school council exercises the participation rights on the degree statute, but only in so far as the HAN participation council has not already exercised these rights through the model degree statute and in so far as these rights have not been conferred to the degree committee. How this works exactly is set out in the Participation Council Regulations and the Regulations of the Degree Committee.

Advice is requested in advance from the degree programme's board of examiners.

The relevant HAN organisational bodies strive to publish the new degree statute each year before 1 July.

1.5 Consistency of degree statute, student charter and enrolment regulations

The Degree Statute is part of de Student Charter. The Student Charter applies to the entire HAN. The Student Charter lists all the rights and obligations of students and HAN.
Student Charter: [Student Charter | HAN University of Applied Sciences](#).

You can find the rules for application, admission, educational requirements, selection and enrolment in the Enrolment regulations. The degree statute contains only a number of specific additions to this. These additions may not contradict the rules in the enrolment regulations.
The enrolment regulations can be found at:

https://www.han.nl/opleidingen/hbo/international-social-work-engelstalig/voltijd/praktische-info/#onderwijs-en-examenregeling-(osoer)-en-inschrijvingsreglement.

2 Education at HAN

Your degree programme is part of the HAN. HAN has an overarching mission and vision on higher education. Your degree programme embodies this vision in its own way. HAN's mission and vision are described in the HAN Institutional Plan. You can find this plan on www.han.nl.

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3 Information about your degree programme

3.1 Mission and vision of your degree programme

The mission of Social Work at HAN is to train the social workers of the future. Our graduates are creative, inquisitive and entrepreneurial. They have a solid foundation of knowledge and possess key methodological skills. They are willing and able to cooperate with one another and with other professionals, and they have a strong international orientation. Our aim in the Social Work programme is to make a sustainable contribution to the quality and development of social work as a profession.

Studying at a university of applied sciences prepares you for work in your future professional field. In the HAN Social Work degree programme, this preparation consists of three elements: becoming competent (qualification), becoming part of the professional community (socialisation) and your personal development (Bildung).

- Qualification refers to the development of competences: the knowledge, skills and attitude required of a starting social worker at the university of applied sciences level.
- Socialisation means that you gradually become part of the professional community of social workers. You learn to demonstrate the value of social work for individuals and society. You develop a sense of shared responsibility for the profession as well as your own professionalism, meaning you will continue to learn and develop even after completing your degree.
- Personal development (Bildung) refers to the values and convictions that you bring to your work as a social worker. Social work is a normative profession: the international definition of social work[1] indicates that social workers strive for social justice, respect for diversity and the maintenance of human rights. As a social worker, you will make personal choices that shape your approach to your profession, based on a critical, inquisitive attitude.

The world is changing rapidly, and professions are changing along with it. The Social Work programme at HAN works closely with the professional field to prepare you for the profession not just as it is now, but as it will be in the future.

[1] Global Definition of the Social Work Profession, as formulated by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW): 'Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.'

3.2 Content and organisation of your degree programme

Content of the degree programme

In the propaedeutic phase (1st year) of the Social Work degree programme, you receive a broad introduction to the profession of social worker. You seek answers to the following questions: *What does the work involve? Who will I work with? What are their circumstances, backgrounds, experiences and needs? What will my duties be? How do I*

approach my work methodically? What knowledge and skills will I need? What professional attitude is expected of me? Am I suited to the work, and will I enjoy it?

In the main phase (the 2nd, 3rd and 4th years), you explore the issues in more depth and begin to make your own choices. Which target groups would you like to focus on? A certain age group or people with a particular type of problem? Do you enjoy the challenge of helping people with serious, chronic issues, or would you prefer to work on prevention or do you like the challenge of guiding people who are facing more severe or long-term problems? In this phase, you further expand your knowledge and skills. Collaboration is a fixture of the programme at all times: the problems social workers encounter are complex, and invariably require cooperation with other social workers or professionals from different fields.

The education provided in the Social Work degree programme is structured in levels with increasing complexity and a higher degree of independence and responsibility throughout the degree programme. In the first year (propaedeutic phase), the courses are at level 1. In the second year, main phase 1, they are at level 2 and in the third and fourth years at level 3.

This looks as follows in diagram form:

		Degree of independence/responsibility for the student's contribution		
		low	**medium**	**high**
Degree of complexity in the student's contribution	**low**	Level 1		
	medium		Level 2	
	high			Level 3

The Social Work degree has three learning routes: the regular, the Euregional (phasing out) and the international route.

Regular route

The regular route (also known as the standard track) is taught in Dutch and trains students for the Bachelor of Social Work diploma, with the option to choose from three profiles: 'Youth professional', 'Health care', 'Community development and inclusive society'. The text under 'course content' gives you an idea of the most important aspects and issues covered in the regular route.

Euregional route

The Euregional route is phasing out starting the academic year 2022-2023. Like the regular route, the Euregional route leads to the degree Bachelor of Social Work with a choice between three profiles: 'Youth professional', 'Health care' or 'Community development and inclusive society'. The Euregional route, however, has an international emphasis focused on the Dutch-German EUREGIO. The Euregional route is bilingual (Dutch/German). If you follow this route you prepare to work in the Euregio after graduation: both in Germany and in the Netherlands. You will also

be able to tackle cross-border problems.

In many respects, the Netherlands and Germany face comparable social problems and challenges. Yet our countries differ in how we look for solutions. These differences can be attributed to different cultural and political traditions, but also to different legal and healthcare systems. In the Euregional route, Dutch and German students work together to prepare for their future careers both in the Netherlands and in Germany. Assignments, practical training and supplementary content are specially tailored to train students to explore and question social and cultural contexts from a German and Dutch perspective and to interpret them in their own way.

The Euregional route also gives students who want to work in Germany the opportunity to prepare for the 'Staatliche Anerkennung' (national accreditation) for social workers in Germany. Some German institutions require employees to have this 'Staatliche Anerkennung'. There are two options to earn the 'Staatliche Anerkennung'. Option 1 is to take a specified minor: Die Kunst der Inklusion – Euregio macht's recht. Option 2 is additional study in the form of a talent programme (see: section 5.3 Talent programme in Part 2).

International route (ISW)

Taught in English, the International Social Work route allows you to follow the Social Work degree programme in an international classroom. As in the regular route, you will obtain the degree Bachelor of Social Work. If you choose the International Social Work route, you also choose the profile 'Community development and inclusive society', because this route best fits this profile. Finally, you can also follow a few parts, e.g. 1 semester programme, of the degree programme in this route.

Global issues and crises such as war, poverty, religious conflicts, migration and natural disasters call for more than merely short-term solutions. Matters of social justice, quality of life and inclusion demand an active contribution from socially minded professionals. Here in the Netherlands, too, we are faced with more and more issues with an international and intercultural dimension. Sustainable social development therefore requires an international approach. In this route, working alongside students of diverse nationalities, you prepare for work in an international setting. In your 2nd year, you explore the global context of social work. In your 3rd and 4th year, you do an internship abroad, for example with an NGO focused on sustainable social change.

The International route also gives students who want to work in Germany the opportunity to prepare for the 'Staatliche Anerkennung' (national accreditation) for social workers in Germany. Some German institutions require employees to have this 'Staatliche Anerkennung'. There are two options to earn the 'Staatliche Anerkennung'. Option 1 is to take a specified minor: Die Kunst der Inklusion – Euregio macht's recht. Option 2 is additional study in the form of a talent programme (see: section 5.3 Talent programme in Part 2).

Thinking and acting creatively

The topic of creative thinking and acting receives special attention in the HAN Social Work degree programme. Social workers are faced with complex questions against the backdrop of a rapidly changing world and myriad new technologies. In this context, they need the capacity to view things from different perspectives, take a variety of different actions and make novel use of different resources and techniques. HAN offers a range of subjects to help you develop your skills in thinking and acting creatively. This includes arts-related and other subjects that offer non-verbal and experiential methods such as music, drama, body, movement and dance, arts, audio-visual development, work and play & sports. There are also subjects in which you learn to use language & storytelling, social technology or where you learn to experiment and invent social solutions (creative design). In the propaedeutic phase you get an introduction on various subjects. In the main phase you choose which of these subjects you want to specialise in.

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International orientation

The Social Work degree programme aims to train professionals who can deal with cultural diversity and bring an international perspective to bear on their profession, whether they work in their own country or abroad. We place value, therefore, on preparing you for a professional field with an increasingly intercultural character. By exploring the international aspects of your future profession and, conversely, learning to view your profession from an international perspective, you become a better, more critically minded professional. There is, for instance, the to do part(s) of your internship and/or programme (e.g. the minor) abroad (see also section 3.7 and section 7.3.2 on the *International Office* and *Mandatory preparation module for study/internship abroad*).

International Week. International Week will be held in period 3 during the academic year of 2023-2024. The purpose of this International Week is to expose you to social work in an international context. During this week, all second-year students are offered a full programme of lectures and workshops on international developments in the field, cultural differences, (international) organisations and the methodologies used.

World Social Work Day. World Social Work Day will be held on 29 March 2024. World Social Work Day is celebrated across the world. This is one day of the year when we reflect on the achievements and successes of social work. Students, teachers and professionals from the field discuss important topics and developments in social work in a variety of formats.

Organisation of the degree programme

The degree programme is divided into semester programmes of six months each. Each semester focuses on a different theme and enables you to learn and work in different professional contexts. You need not follow the semester programmes in a particular order, although you do the semester programmes associated with level 1 in your 1st year, level 2 in your 2nd year, and level 3 in your 3rd and 4th years. In the regular and Euregional route, level 3, you do three semester programmes, focused on your chosen profile: Orientation in Practice, Implementation in Practice and Improving Practice. The fourth semester programme you follow is a Minor. There is no fixed order. You can start with Profile Orientation or the Minor. Once you have done the Profile Orientation semester programme, you can choose whether you first want to do Implementation in Practice or Improving Practice. In the International route, level 3, you do three semester programmes: The People, The Context and The Change. The fourth semester programma you follow is a Minor. There is a fixed order for the education, but you can start or end with the minor in level 3.

In the 1st and 2nd years, your cohort is divided into core groups, with two fixed lecturers per group. One of these lecturers is also your study coach. You either receive lessons as a group or divided into subgroups. Your group will come to feel like home to you: these are the students and lecturers you will see most.

Minor

The minor is an education component you are mostly completely free to choose, based on your own interests. You can opt for a differentiation, specialisation or a transfer minor. A differentiation minor is an orientation in another field. A specialisation minor is a specialisation in your own field. A transfer minor is a minor that prepares you for a master degree at a university or university of applied sciences. The choice of your minor allows you to distinguish

yourself from other students. For more information on minors, see chapter 4 in the EER.

Your choice of learning route or profile can affect your choice of minor. Students who want to use their degree to register as an accredited mental health worker (in Dutch: GGZ-agoog) need to complete the 'GGZ-agoog' minor. Choosing the Euregional or the international route also has consequences for your choice of minor. Read more about this under the relevant route.

3.3 How we educate and supervise

Throughout the degree programme, you learn through a combination of classes, practical experience, self-study and online learning. This applies to every year of study and every semester programme. This way you develop new competences – such as a professional attitude – in line with the focus of the semester programme. To this end you receive guidance from a wide variety of people: your core group lecturers, fellow students (in class, in subgroups or online), internship supervisor, a researcher or others in a professional learning community.

Basic knowledge and skills

In addition to learning in the field, in the first years you will also start learning basic knowledge and skills. This is crucial, because you will not necessarily encounter every part of your future profession in practice. Dedicated attention and effort is needed to gain a thorough grasp of the basic knowledge and how it all connects. It is essential to practise different skills step by step until they become second nature. In the 'knowledge learning pathway', you build a strong foundation of knowledge as required by a professional social worker. In the 'skills learning pathway' you practise methodological, research and language skills.

Self-management

This degree programme gives you many opportunities to practise active learning and to acquire skills that help you to continue your professional development even after your studies. The focus is not only on the successful completion of your degree, but also on the ability to perform successfully in the professional field over an extended period of time. Towards the end of the degree programme, we naturally expect more from you in terms of self-management than at the beginning. Ultimately, you are responsible for your own progress and development, but where necessary your study coach will advise and assist you. Self-management is about HOW you learn (increasingly independently) and WHAT you learn (choosing the content). You can read about the different options in section 3.7.

Examination and assessment

During tests you are always assessed according to the final qualifications for Social Work. Depending on the assignment, each test focuses on specific qualifications. The programme includes different types of tests such as reports, performances, knowledge tests, video documents, etc. A number of test assignments are directly related to practical work experience. These assignments are designed in cooperation with the staff at your internship.

You have two opportunities per academic year to take a test. This means you can retake a test once per academic year. An assessment is conducted by an assessor from the programme. Your work placement supervisor and sometimes your fellow students can also play an important (advisory) role at certain times. Before your test is assessed, it has to fulfil certain predefined test conditions. The tests help you to see if you are making sufficient

progress and what you can do to work towards your target goals (the qualifications).

All information relating to tests, such as the test assignments and the procedures for handing in, administering and assessing the tests, is available in the relevant test instructions section on the OnderwijsOnline platform.

Study coaching

HAN is committed to supporting students during their studies and in their choice of minors or specialisations. Study coaching is an integral part of this. Your study coach helps you to develop the self-management skills you need to complete your studies. They are also your first point of contact in extenuating circumstances, for example if your studies are not going as planned or if you have a disability or chronic illness. Your study coach can help you look for ways to improve your progress.

In addition, he or she helps you choose a minor and a profile in the main phase of your degree programme.

What we expect of students

Whether you reach your goals largely depends on how much effort you put in. We expect you to carefully consider your options during the learning process, to take active part in the programme, to be present and to make time for self-study. Only then can you successfully complete your degree. You will be busy, but you will reap the rewards in the future: you will soon be qualified to work in an exciting field that you can enjoy for the rest of your life.

Students as partners

We emphasise active participation in all parts of the degree programme. This means being active in professional practice, during classes, in your core group and subgroups. You can take part in participatory bodies, programme development, the student association or information provision for prospective students. You can also initiate improvements to the degree programme yourself, or to the supervision of students in the years below you. Project time is reserved for such activities in every semester programme, and credits are awarded accordingly. In the professional learning communities, we see you as a partner-in-training. During your studies, you make a contribution on the work floor and to the improvement of professional practice.

3.4 Internships and/or workplace

In each semester programme there is practice-based learning. This also means choosing the target group you will be working with and your work method: more focus on prevention and advice or more focus on support and caregiving.

The context of practice-based learning will change per semester programme. Sometimes there are good reasons to continue on with the same internship organisation, for example if your target group or the issue or research you are working on requires you to stay in one place for an extended period of time. You make agreements about this with your internship supervisor and your study coach or the professionals from your learning community.

Whenever you begin a new semester programme and thus a new theme, you and your internship supervisor or the professionals in the learning community consider what is happening in your context of practice-based learning that relates to that theme. Together you decide which issue to address. You then explore the issue in practice: you read about it and discuss it with others to find out what knowledge already exists, what research has been done, and what possible approaches are available. Next, you get to work yourself, applying a particular method or conducting a

particular piece of research, with the aim of making a contribution appropriate to your own developmental level. In other words, even during the degree programme you contribute to real-world practice on the basis of your current competences.

In the regular route you spend 1 day a week in your first year learning in a professional work setting, 2 days a week in your second year and 3 or 4 days a week in your third years. In the Euregional route you learn in a professional work setting for 2 days a week in the first and second years and for 3 or 4 days a week in the third and fourth year. In the first year of the International route, you learn in the workplace 1 day a week. In the second year, you experience the context of international social work through project-based work. For three semesters in the third and fourth years, you intern for 4 days a week at an internship placement abroad or an international/intercultural internship placement in the Netherlands.

Doing internships is an important part of our education. You must therefore meet the mandatory hours of internships in the various academic years in order to be able to obtain the credits associated with certain courses.

3.5 How the professional field is involved

The professional field is closely involved in our education and training as well as in the future development of the degree programme.

As explained in section 3.3, internship/workplace learning is an integral part of your training and, in consultation with your internship supervisor or the professionals from your learning community, you decide which key issues to address.

Professional social workers are also involved in assessments, for example as examiners of practical exams and during the graduation process. There are also external supervisors who monitor the quality of the work you are required to complete in order to graduate.

The professional field makes recommendations to the degree programme in all sorts of ways.

Consultative groups	These groups include students as well as professionals, who contribute to the development and evaluation of the curriculum.
Professional advisory board	This board is composed of people who coordinate the policy of the degree programme and internship supervision in the professional field. These people also have insight into how the field is developing and what it will require of social workers in the future. They make recommendations to the degree programme organisers and ensure that their organisations can provide the desired internship/workplace learning and cooperation. This board also plays a role in the quality assurance process of the degree programme.
HAN SOCIAAL/Social Work advisory board	This board is composed of directors of professional organisations and municipal officials. They advise the degree programme and the research groups of HAN SOCIAAL (the Research Centre for Social Support and Community Care) on how the professional field is expected to develop in the coming 5 to 10 years and how the degree programme can prepare for these developments.

3.6 Research groups and research centres

HAN's research groups consist of a professor plus researchers and one or more networks in which lecturers and professionals are involved as researchers. Students, too, are welcome to participate. The research groups conduct practice-based research with the aim of improving education and professional practice by acquiring new insights, applying them in practice and sharing them with students during the degree programme. Several research groups active in the same area together form a research centre.

The research groups contribute to bachelor and master degree programmes at HAN in a range of different ways. They give guest lectures. They give advice on how to integrate the insights acquired through research into teaching materials. They devise ways of teaching research skills to students, and supervise students who take part in studies conducted by the research group.

 The degree programme works closely with various research groups. For more information see the Dutch version of this Degree Statute.

Labs and workshops

Our labs and workshops represent a special form of cooperation between research groups, degree programmes, the professional field and citizens. Established in various districts and municipalities, the labs and workshops bring together professionals, citizens, researchers, students and companies to search for new ways of working. The focus is on participation by citizens, with special emphasis on the use of technology and teamwork. The labs and workshops are innovative environments where professionals from different disciplines (in the social and medical fields, but also local police officers, teachers and municipal officials) can rapidly explore, test and introduce new services and products, in collaboration with researchers and students. This way, everyone wins: the health and welfare of citizens benefits from the rapid application of knowledge and innovations, while students learn in practice and professionals reap the rewards of continued development.

Our labs and workshops include the HAN Neighbourhood Networks for Education Research, Honigfabriek, Thermion-Lent and various Spark Centres.

As of February 2020, it is also possible to join the *Weezer Wellenbrecher* lab in Germany.

3.7 Options in your degree programme

You have many different options during your degree programme. We have listed them below.

Regular route	The regular route is Dutch-taught and you earn a Bachelor in Social Work. See also Section 3.2 3.2 Content and organisation of your degree programme > Regular route.
Euregional route	If you follow this bilingual route you prepare to work in the Euregio after graduation: both in Germany and in the Netherlands. See also Section 3.2 3.2 Content and organisation of your degree programme > Euregional route. This route is phasing out starting the academic year 2022-2023.
International route	This English-taught route prepares you to work in an international environment. See also Section 3.2 3.2 Content and organisation of your degree programme > International route.

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Profile	In the main phase you choose one of three profiles. In the Health Care profile, you can complete a 'specialisation mental health care'. See also Part 2 Section 3.3.2 3.3.2 Graduation specialisation.
Minor	The minor is a component you are mostly completely free to choose, based on your own interests. See also Section 5.2 5.2 Major and minor and; Part 2, 4.1 4.1 The minor.
Internship organisation	In each semester programme you choose an internship organisation. See also Section 3.4 3.4 Internships and/or workplace.
Creative skills	You can choose from various electives to develop your skills in thinking and acting creatively. See also Section 3.2 3.2 Content and organisation of your degree programme > Thinking and acting creatively.
International orientation	You can choose to explore international options and develop an international orientation during the degree programme. See also Section 3.2 3.2 Content and organisation of your degree programme > International orientation.
Extra Study	All students have the opportunity to do extra study in the form of an extra minor or extra courses such as the talent programme. See also Part 2, 5.3 5.3 Talent programme.

3.8 Other degree programme information

Examination programme International Social Work, year 1

Examination programme semester programme *The individual*

Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
PRODEI07 Professional development (individual)	TOETS-1	Professional attitude & flexible project individual	Performance on location/written	100%	Grade: 5.5	5
TARGRA04 Target-group analysis	TOETS-1	Target-group analysis XL	Performance on location/written	100%	Grade: 5.5	5
QUAOFL03 Quality of life	TOETS-1	Quality of life	Online/digital (Professional) product	100%	Grade: 5.5	7.5
CONVSK03 Conversation skills	TOETS-1	Conversation skills	Performance on location/written	100%	Grade: 5.5	5

Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
CREASK01 Creative skills 1	TOETS-1	Creative skills 1A	Performance on location/written	50%	Grade: 5.5	2.5
	TOETS-2	Creative skills 1B	Performance on location/written	50%	Grade: 5.5	
THEONI01 Theories on individuals 1	TOETS-1	Psychology 1	Knowledge exam on location/written	100%	Grade: 5.5	2.5
THEONI02 Theories on individuals 2	TOETS-1	Psychology 2	Knowledge exam on location/written	100%	Grade: 5.5	2.5

Examination programme semester programme International *The community*

Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
PRODEC05 Professional development (community)	TOETS-1	Professional attitude & flexible project community	Performance on location/written	100%	Grade: 5.5	5
COMTHP04 Community in the picture	TOETS-1	Community in the picture	Performance on location/written	100%	Grade: 5.5	5
EXAATA04 Examining a topical issue	TOETS-1	A topical issue	Online/digital (Professional) product	100%	Grade: 5.5	7.5
COMMAR06 Communication and argumentation	TOETS-1	Presentation skills: image and impact	Performance on location/written	50%	Grade: 5.5	5
	TOETS-2	Professional writing skills	Online/digital (Professional) product	50%	Grade: 5.5	
CREASK02 Creative skills 2	TOETS-1	Creative skills 2A	Performance on location/written	50%	Grade: 5.5	2.5
	TOETS-2	Creative skills 2B	Performance on location/written	50%	Grade: 5.5	
THEONC05 Theories on communities 3	TOETS-1	Sociology	Performance on location/written	100%	Grade: 5.5	2.5

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Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
THEONC02 Theories on communities 4	TOETS-1	Philosophy	Performance on location/written	100%	Grade: 5.5	2.5

Examination programme International Social Work, year 2

Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
THEAPL02 Theoretical approaches Psychology	TOETS-1	Psychology	Knowledge exam on location/written	100%	Grade: 5.5	2.5
THEAPS01 Theoretical approaches Sociology	TOETS-1	Sociology	Performance on location/written	100%	Grade: 5.5	2.5
THEAPL01 Theoretical approaches Law	TOETS-1	Law	Knowledge exam on location/written	100%	Grade: 5.5	2.5
THEAPL03 Theoretical approaches Philosophy	TOETS-1	Philosophy	Performance on location/written	100%	Grade: 5.5	2.5
SKIMEM01 Skills and methods: Motivational interviewing	TOETS-1	Motivational interviewing	Performance on location/written	100%	Grade: 5.5	5
SKIMEM02 Skills and methods: Strengthening interviewing	TOETS-1	Strengthening interviewing	Performance on location/written	100%	Grade: 5.5	5
SPECRS03 Specialisation in Creative Skills 1	TOETS-1	Creative craftsmanship 1	Performance on location/written	100%	Grade: 5.5	2.5
SPECRS04 Specialisation in Creative Skills 2	TOETS-1	Creative craftsmanship 2	Performance on location/written	100%	Grade: 5.5	2.5

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Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
PEOPBO02 People & Boundaries	TOETS-1	Follow the chain: Project proposal	Online/digital (Professional) product	0	Pass	10
	TOETS-2	Follow the chain: Project presentation	Presentation on location	100%	Grade: 5.5	
EMPOWE02 Empowerment	TOETS-1	Design to empower: Project proposal	Online/digital (Professional) product	0	Pass	10
	TOETS-2	Design to empower: Project justification	Online/digital (Professional) product	100%	Grade: 5.5	
PROFDE03 Professional Development 2.1	TOETS-1	Professional Development 2.1	Meeting on location	100%	Grade: 5.5	7.5
PROFDE04 Professional Development 2.2	TOETS-1	Professional Development 2.2	Online/digital (Professional) product	50%	Grade: 5.5	7.5
	TOETS-2	An international perspective on the social work profession	Performance on location/written	50%	Grade: 5.5	

Examination programme International Social Work, year 3 and 4

Code and name course	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
THEPEP01 The People - profile Community development and inclusive society	TOETS-1	Qualification Evaluation 1	Online meeting	100%	Grade: 5.5	25
THECOP01 The Context - profile Community development and inclusive society	TOETS-1	Qualification Evaluation 2	Online meeting	100%	Grade: 5.5	25

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THECHA01 The Change - profile Community development and inclusive society	TOETS-1	Qualification Evaluation 3	Online meeting	100%	Grade: 5.5	25
	TOETS-2	PAR	Online/digital (professional)product	100%	Grade: 5.5	
PRODEV01 Professional development - profile Community development and inclusive society	TOETS-1	Supervision	Online/digital (professional)product	0	V	15
	TOETS-2	The Manifesto	Online/digital presentation	100%	Grade: 5.5	

Attendance rules for the degree programme

Learning is an active process

In order to optimise the educational offerings of the Social Work degree programme, attendance at and active participation in the lessons and meetings is important. As a student, you not only work on acquiring skills and theoretical knowledge, but also on your professional attitude. Part of that professional attitude is that you can be a fully-fledged and reliable colleague. Lecturers and students should be able to count on each other, just as colleagues and managers count on each other in the work environment. After all, in some parts of the study programme and exams, you share responsibility for the final product. And you have to be able to demonstrate your contribution to that final product.

Agreements and communication

You are doing a full-time degree programme and we assume everyone always turns up and actively participates. Naturally, there are times when you cannot attend or actively participate. There may be acceptable reasons not to stick to certain agreements, just as there will be in your later work life. But you should always communicate about attendance with your study coach and lecturer and/or classmates.

Absence of lecturers and students

The degree programme works on the assumption that lecturers are present when they are scheduled. If a lecturer is unable to attend a scheduled lesson (due to illness or circumstances beyond their control), they report this to their manager. The manager will try to arrange for the lesson to continue: by having another lecturer take over, by merging classes or by having students work on an assignment. The aim here is to prevent study delays, ensure students do not come to campus for nothing, ensure students can attend the lessons they need and ensure any changes continue to fit within the timetable and/or responsibilities of both students and lecturers. Information about absence and replacement of lecturers is communicated via OnderwijsOnline, the timetable, email, the class representative, a group app or someone from the degree programme who comes to explain the situation in the lesson.

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If students are unable to attend, we assume that (where possible) they discuss this beforehand with the people concerned, such as the classmates and the lecturer, and that they do so in accordance with the jointly made agreements. If special circumstances lead to more regular or sustained absence (e.g. chronic health problems, a death in the family or, for example, elite athletes scheme), then as a student you consult with the study coach and/or senior study coach about the schemes (see also: Student Charter) and agreements offered by HAN that allow you to continue to participate in the lessons and subgroups. If required, the agreements can be laid down in a study contract.

Since we believe that attendance and participation in the lesson say something about your professional attitude, lecturers keep track of student attendance, and of how students handle agreements. If a lecturer believes you are not acting appropriately, they will report this to your study coach and inform you about this. Your study coach will keep a record of this information, so your attendance and actions with regard to agreements play a role in the evaluation and assessment of your professional attitude. Naturally, you will discuss this with each other and both you as a student and your study coach can take the initiative to do this.

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4 The exit qualifications for your degree programme and professional requirements

4.1 The professional field

Social workers work in different professional fields, often at the intersection between the domain of social work and other areas, such as the health or legal sectors. Roughly, we can distinguish between the following organisational contexts:

- **Social work at the local level.** Many social workers work at the neighbourhood level, usually in interdisciplinary teams or other interprofessional partnerships. This is because many of the aforementioned objectives of social work can be achieved by working at a local level. District teams are involved with a diverse range of issues.
- **Working for an institution.** Social workers are often employed by institutions that are hired by municipalities to provide certain services. This relationship also requires a major reorientation of the institutions. The contracted services range from basic support and assistance to professional social work and general or specialist healthcare. Services are defined in terms of content and scope, competitively priced, and negotiated and evaluated annually.
- **Working in a residential institution.** Social workers can also work in institutions that provide specialist support and/or long-term care for residents, some of whom are admitted compulsorily. Although social work in this context is increasingly performed on an outpatient basis and is changing in character (greater focus on self-management, participation, etc.), residential institutions remain important employers for social workers. At the same time, these institutions also serve as contractors (particularly for municipalities).
- **Working as an independent contractor** It is becoming increasingly common for social workers to work as independent contractors for a range of service users (municipalities, but also institutions or networks). Often, they are focused on prevention or social innovation, for example by providing support for neighbourhoods as learning communities.
- **Other contexts.** Social workers can also work as employees or contractors at municipalities, focused on the development and/or implementation of social policy, or as policy officers in regional or national associations for social workers.

 Broadly speaking, social workers increasingly work as contractors in business- and result-oriented contexts, with local authorities as their main service users (directly or indirectly). In this context, discretionary power is an important concept. Social workers do not merely execute a contract, or focus solely on short-term results and reduction of costs. Exercising their discretionary power means interpreting the deeper need behind the contract, reducing risks, preventing care needs from spiralling, and – in light of increasing digitisation – safeguarding the privacy of their service users.

* Text partly derived from: Vijf Landelijke Opleidingsoverleggen. (2017). *Landelijk opleidingsdocument sociaal werk.* Amsterdam: SWP. (p. 18).

4.2 Professional requirements

Two professional fields require or offer the option for you to apply for the professional register after the degree

programme. In the profile 'Youth professional', you can prepare to apply for accreditation as a social worker focused on youth and families. This is a legal requirement for professionals in the youth care system in the Netherlands. In the 'Health care' profile, you can prepare to apply to join the professional register as a mental health worker or as a specialist in the care for people with disabilities. You can find out more about these professional registers on the following sites:

https://skjeugd.nl/register/inschrijven/jeugd-en-gezinsprofessionals/

https://www.registerplein.nl/registers/register-ggz-agogen/

https://www.vgn.nl/

4.3 Exit qualifications

This section describes your exit qualifications at the end of the degree programme. These exit qualifications are formally defined in the education and examination regulations and correspond with the professional requirements described in section 4.2.

When you graduate, you conform to the exit qualifications of the degree programme. In other words, you have certain (required) knowledge, understanding, skills and (if relevant) attitude, for the profession you have been educated for. The exit qualifications for your degree programme are outlined below.

Core task 1: Advance the social functioning of people and their social context

Qualification	Notes
1. Being actively open, making contact and picking up signals	Social workers approach people and their social contexts and they allow others to approach them. Social workers are 'present'; they make contact through a variety of channels and pick up signals. These signals give information about opportunities and threats in different aspects of life: social relationships, spirituality and meaning, physical and psychological health, finances, housing, work and activities.
2. Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation	Social workers foster the wellbeing, development and social participation of people and their direct surroundings in a systematic manner. They do this in consultation with people and their networks, with a focus on self-determination and participation and, where possible, mutual support by individuals such as caregivers or educators. They pay attention to people's social safety and contribute to this.

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3. Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key	Social workers foster the active contribution of groups of people, social networks and communities in a systematic manner. They work on community and cultural development, they mobilise people and they contribute to social safety and social justice. They promote the community's contribution to the wellbeing of all members and to the raising of children and young people growing up in the community. To this end, they focus on strengthening social cohesion and embedding, self-reliance, citizenship and diversity.

Core task 2: Strengthen organisational contexts for practicing social work

Qualification	*Notes*
4. Working with available means in an effective, efficient and transparent manner	Social workers effectively manage matters such as indication, acquisition and use of resources, and the deployment of professionals and non-professionals. They work in a transparent, result-oriented and efficient manner. They are aware of value and cost.
5. Working in an enterprising, strategic and policy-based manner	Social workers operate actively and enterprisingly in one or more types of organisations. They contribute to the development of organisational links and policy. They also contribute to acquiring assignments in tender processes and putting topics on the agendas of service user organisations.

Core task 3: Advance one's own professionalism and the development of the profession

Qualification	*Notes*
6. Promoting the profession	Social workers have added value. They show this value and also communicate with third parties about it. They are representatives of their professional group.
7. Reflecting and developing one's own professionalism	Social workers learn from their experiences by experimenting and reflecting on their own professional actions in relation to developments in the field, the latest professional insights and social developments. They can justify the choices they make.

8. Conducting research and improving the professional field	Social workers have an inquiring attitude. They have the ability to apply knowledge from research by others and to actively take part in practice-based research. They are able to convert the research results to improvement of the professional practice.

Core tasks 1, 2, 3

Qualification	*Notes*
9. Cooperating from different roles	Social workers contribute to interdisciplinary collaboration within or between professional networks. They initiate and coordinate this collaboration where needed. They do this in such a way that people, networks and communities can attain their own and joint objectives.
10. Making critical and ethical considerations	Social workers make ethical considerations using (international) professional codes, they use their own discretion and they convey their ethical considerations to the various involved parties. Social workers are critically reflective of their professional actions and they strive to take those actions that will have a sustainable effect.
11. Thinking and acting creatively	Together with involved parties, social workers create new approaches and solutions where existing ones no longer work. They are resourceful and creative in their way of thinking and acting. To this end, social workers can use a range of methods to carry out their work. For example, they use language, games, sport and artistic media.

The level of the exit qualifications is geared to Dublin Descriptors / standard for professional bachelor degree. As a result, our degree programmes are guaranteed to be at the correct national and international level. The degree certificates meet all legal requirements and are therefore comparable with and equal to similar degree certificates from other universities of applied sciences in the Netherlands and abroad.

This is outlined in the schematic diagram below[1]:

Dublin descriptor and/or standard for professional bachelor degree	Details for the professional bachelor degree in social work

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Dublin Descriptor 1: knowledge and insight Standard for professional bachelor degree: theoretical basis	Investigates, discovers and generates practical knowledge themselves where needed for the purpose of concrete social problems, sometimes also with a greater scope. Ensures that the latest (international) insights in the professional field are included in the problem approach.
Dublin Descriptor 2: applying knowledge and understanding	Performs their work sustainably by influencing the relevant factors and making clear that these are the relevant factors. Approaches social problems in a systematic manner, ascertains the social problem (development problem) through analysis of the situation.
Standard for professional bachelor degree: research capability	Is capable, in dialogue, of considering the various perspectives involved. Picks up on and identifies problems themselves; converts these into research questions. Describes complex problems using aspects from various specialisations and fields of knowledge. Can translate research results into methods of action.
Dublin Descriptor 3: forming opinions Standard for professional bachelor degree: professional expertise	Is capable, in dialogue, of understanding, determining, explicating and analysing the various factors involved. Forms an opinion based on this and produces a reasoned proposal and plan.
Dublin Descriptor 4: communication	Communicates results using a range of means with diverse stakeholders. Is capable, based on acquired knowledge, of providing advice and communicating this to a target group.
Dublin Descriptor 5: learning skills	Understands that through their professional actions they become part of the situation and that learning is done together. Shows their learning capability and expertise by judging and acting in various contexts with a range of issues and particulars.
Standard for professional bachelor degree: professional ethics and social orientation	Is aware of the normative nature of the situation. Is open to other cultures and world views. Operates based on the Global Definition of Social Work. To this end, keeps up with developments in the (international) society. Confronts others about their behaviour when it appears to conflict with the applicable moral and ethical standard.

[1] Schema derived from: Vijf Landelijke Opleidingsoverleggen. (2017). *Landelijk opleidingsdocument sociaal werk.* Amsterdam: SWP.

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5 Structure of your degree programme

This chapter gives a broad description of your degree programme. Part 2 and Part 3 contain the rules and details.

5.1 Scope

A bachelor degree programme at a university of applied sciences consists of a propaedeutic phase (also called the foundation year) and a post-propaedeutic phase (also called the main phase).

The study load of the degree programme is represented in credits.
One credit is equal to 28 hours of study (this is an average indication). This is also stipulated in the Higher Education and Research Act.

Bachelor degree programmes have a study load of 240 credits.

An abridged track also has 240 credits, but the total duration of the degree programme is shorter due to exemptions for a specific group of students.The abridged track is not applicable for the English track *International Social Work*.

5.2 Major and minor

Bachelor degree programmes at HAN consist of a major and a minor. The major is your main specialisation, in which you develop your professional competences. The major consists of 210 credits. You also have the opportunity to deepen or to widen your knowledge, interests and capacities in a minor. A minor consists of 30 credits.

	Major	Minor	Total
Propaedeutic phase	60		60
Post-propaedeutic phase	150	30	180
Total	210	30	240

5.3 Propaedeutic and post-propaedeutic phase

The first year of your degree programme is the propaedeutic phase. This phase has a study load of 60 credits.

The propaedeutic phase has three functions: an introductory function, a referring function and a selective function. These three functions are closely related. The propaedeutic phase gives you a good impression of the entire degree programme.

1. It gives you insight into the content of the degree programme. In that year you can decide for yourself whether the degree programme matches your capacities and interests. This is the *introductory function* of the propaedeutic phase.
2. During this year you can decide whether to continue with the degree programme. The study advice at the end of the propaedeutic phase helps with that decision. This is the *referring function* of the propaedeutic phase.
3. The propaedeutic phase has a *selective function.* This function is two-fold: on the one hand you decide whether you are suited to the degree programme or not. On the other hand, the lecturers and examiners decide whether you are suited based on your study results. In doing so, they always consider the demands

that will be placed on you in your future profession.

The propaedeutic phase is followed by the post-propaedeutic phase, also called the main phase. In the post-propaedeutic phase, you go deeper into the material and work towards the exit qualifications of your bachelor degree programme. Have you also passed all the exams in the post-propaedeutic phase? Then you conclude this phase and you have earned your bachelor degree. You receive your degree certificate.

6 Academic calendar

This chapter outlines the lecture days, lecture times and the holidays and lecture-free weeks.

6.1 Lecture days and lecture times

The HAN timetable is published on HAN Insite.

Standard overview of lecture periods and lecture times

Period	Lecture times	
0	08:15	09:00
1	09:00	09:45
2	09:45	10:30
Pause	10:30	10.45
3	10:45	11:30
4	11:30	12:15
5	12:15	13:00
6	13:00	13:45
7	13:45	14:30
8	14:30	15:15
Pause	15:15	15:30
9	15:30	16:15
10	16:15	17:00
11	17:00	17:45
12	17:45	18:30
13	18:30	19:15
14	19:15	20:00
15	20:00	20:45
16	20:45	21:30
17	21:30	22:15

6.2 Holidays and lecture-free weeks

The calendar for this academic year can be found on HAN Insite.

It gives the lecture weeks and holidays. In addition, there are a number of lecture-free weeks. The lecture-free weeks may also contain study activities, such as a theme week, exams and modular exams. Keep this in mind.

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7 HAN organisation

This chapter gives information about the HAN organisation. Here you also find information on participation, quality assurance and the facilities you as a student at HAN can use.

7.1 Schools

At HAN, the degree programmes are divided over 14 schools.
Your degree programme belongs to School of Social Studies

Below is an overview of all the schools.

School	Academie (NL)	Abbreviation
International School of Business	International School of Business	ISB
School of Allied Health	Academie Paramedische Studies	APS
School of Applied Biosciences and Chemistry	Academie Toegepaste Biowetenschappen en Chemie	ATBC
School of Built Environment	Academie Built Environment	ABE
School of Business and Communication	Academie Business en Communicatie	ABC
School of Education	Academie Educatie	AE
School of Engineering and Automotive	Academie Engineering en Automotive	AEA
School of Finance	Academie Financieel Economisch Management	AFEM
School of Health Studies	Academie Gezondheid en Vitaliteit	AGV
School of IT and Media Design	Academie IT en Mediadesign	AIM
School of Law	Academie Rechten	AR
School of Organisation and Development	Academie Organisatie en Ontwikkeling	AOO
School of Social Studies	Academie Mens en Maatschappij	AMM
School of Sport and Exercise	Academie Sport en Bewegen	ASB

7.2 Management and organisation of the school

HAN Insite gives information about the set-up, organisation and staff of your degree programme, and about the school they belong to.

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7.2.1 Board of examiners and examiners

The members of the board of examiners can be found on: https://han.onderwijsonline.nl/information/view/dyAAAdyx

You can contact the board of examiners for your degree programme via the board of examiners secretarial office. examencommissie.amm-socialwork@han.nl

The members of the board of examiners are appointed by the HAN Executive Board.

The tasks and responsibilities of our board of examiners can be found in the Regulations of the Board of Examiners. These include additional rules regarding examinations and final assessments in so far as these are within the powers of the board of examiners. See also the Regulations of the Board of Examiners in Part 3 of this degree statute.

The board of examiners decides, among other things, whether you meet the conditions set out in the education and examination regulations. The board of examiners appoints examiners for each exam and modular exam. One or more appointed examiners administer that exam or modular exam and determine the results.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for an extra opportunity to take an exam or modular exam.
- Handling requests for adapted formats of exams and modular exams.
- Handling requests for flexible minors.
- Handling complaints.

You can find all the further rules on exams, modular exams and final assessments that apply to you in the education and examination regulations (see Part 2). You can also find rules on the organisation of exams, modular exams and final assessments in the Exam Regulations (see Part 3).

7.2.2 Participation and consultation

Below is a short overview of the HAN committees and councils. They discuss and also influence the policies and decisions made at HAN.

Degree committee

There is a degree committee for each degree programme or group of degree programmes. A degree committee consists of an equal number of staff members and students. The degree committee advises the course department about promoting and guaranteeing the quality of the degree programme. Each year it also evaluates the degree programme's compliance with the education and examination regulations. The degree committee also has a right of consent and advisory rights. Through the degree committee, you can contribute ideas and make decisions about the curriculum and organisation of your degree programme.

Would you like to become a member of the degree committee? You can request more information from opleidingscommissie.socialwork@han.nl. The degree committee has its own regulations (see Part 3).

School council

Each school has its own school council. This council has the right to discuss all matters concerning the school and to ask the dean about these matters. The council also has the right to be consulted on school policies. The school council gives you the opportunity to contribute ideas and decide on school policies.

Would you like to know more about the school council? Contact the school council secretarial office: Academieraad.AMM@han.nl

Participation council

The participation council allows staff and students to participate at HAN level. This council has a right of consent on certain aspects of policy, on the main features of the institution budget, the general applicable part of the education and examination regulations and more. The participation council has an equal number of students and staff. The participation council deals with general HAN policy.

Would you like to join the participation council? You can ask for more information from the secretarial office for the participation council: secretariaat.mr@han.nl. Would you like to learn more about the participation council? Go to https://www.han.nl/over-de-han/organisatie/bestuur/medezeggenschap/index.xml.

7.3 Student facilities

As a student, you can rely on good coaching during your academic career. Within your degree programme, you and your study coach look at what coaching you need, your study progress and your career development. We look at your talents, ambitions and support needs. In addition to the coaching offered within your degree programme, you can use the services offered by HAN Student Support Centre. This is a team of experts who work together on one goal: your growth as a student.

At www.hanuniversity.com under the 'Study and Living' tab, you can find all the information about the on-campus and off-campus facilities HAN offers. Students' rights to the various facilities are regulated in section 3.1 of the Student Charter. Chapter 5 of the charter lists the various contact details. You can find the Student Charter on: Rights and responsibilities (www.hanuniversity.com)

SUPPORT

HAN Student Support Centre

All HAN students can contact HAN Student Support Centre for support, advice, training and coaching. This is a network of experts in various areas of student supervision. They have expertise in:

- Study skills, language skills and personal development.
- Degree transfers and study delays.
- Psychological support.
- Student finance, support funds and support and questions about finances.
- Studying with special circumstances, chronic illness or pregnancy.
- Programme selection and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

HAN Language Centre

HAN Language Centre can help you with all your language and translation needs. You can also sign up for various language courses, coaching sessions or workshops. HAN students receive a discount on all foreign language courses.
At HAN Language Centre you can also take writing or spelling courses There is also a special course (in Dutch) for students with dyslexia. The courses are intended for both Dutch and international students.

Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you as a student or staff member has to deal with unacceptable and/or disruptive behaviour. If this happens, contact one of the confidential counsellors to discuss what you can do about it. You can choose which confidential counsellor you speak to. More information and the contact details of the confidential counsellors can be found on HAN Insite.

Complaints and Disputes Office

Do you have a complaint, dispute, objection or appeal? The first step is to try to work it out together, possibly with the support of the study coach. If this does not help, you should submit your complaint to the Complaints and Disputes Office. The Complaints and Disputes Office ensures that complaints and letters of appeal are delivered to the right persons within the HAN organisation. The office also takes care of the secretarial duties of the Examination Appeals Board and the Disputes Advice Committee.
E: Bureau.klachtengeschil@han.nl
T: 026-3691504
A: Verlengde Groenestraat 75 Nijmegen / Postbus 6960, 6503 CD NIJMEGEN
I: [Klacht en bezwaar (han.nl)](#)

INFORMATION FACILITIES

Student Affairs Enquiry Desk via ASK@han.nl
Do you have questions about your degree programme? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or the study information system OSIRIS? You can ask the staff at the Student Affairs Enquiry Desk via ASK@han.nl.

Study and Multimedia Centres

The Study and Multimedia Centres offer a physical library collection at diverse HAN locations. The locations also have places to study and quiet zones.

On the website [HAN Study Centres - HAN Study Centres](#) you can find the digital collection, which you can also consult at home. Here you can also find study materials for the Information Skills lessons.

More information about the services, opening hours and contact details can be found on the website of the Study and Multimedia Centres: [HAN Study Centres - HAN Study Centres](#).

HAN Information Centre via ASK@han.nl

The staff at the HAN Information Centre can tell you everything about degree programmes, forms of collaboration, promotional activities and the organisation of the entire HAN.

I: [Contact form (hanuniversity.com)](#)

International Office

HAN is also active internationally. The activities are extremely varied. For example, the International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. The International Office also coordinates HAN's efforts in three important internship projects for community work in South Africa, India and Curacao. Finally, the International Office offers practical support regarding scholarships (including Erasmus+) and filling in forms such as the Learning Agreement. The International Office is also the first point of contact for international students. The International Office is located

in Arnhem (Ruitenberglaan 31) and Nijmegen (Kapittelweg 33). Drop by to ask your questions or visit the Insite page of the International Office.

I: [International office (hanuniversity.com)](hanuniversity.com)

OTHER FACILITIES AND SERVICES

Sports facilities

As a HAN student you can purchase a sports card. This allows you to use the sports facilities of HAN Seneca (the HAN centre for sport and health), the sports facilities of the Arnhem council and the sports facilities of Radboud University Nijmegen.

HAN Employment

HAN Employment mediates between employers and jobseekers doing a work-study or part-time degree programme. HAN Employment also publishes vacancies for alumni.

HAN Employment offers companies the opportunity to post vacancies on the job bank.

Students doing work-study and part-time degree programmes are offered training sessions (SollicitatieBoost) and network sessions (Meet & Match).

Entrepreneurship

Students with entrepreneurial ambitions can come here for coaching/starter supervision, entrepreneurship education, help in applying for financing, networking and entrepreneurial events.

You can also contact the centre about doing an internship or graduation assignment in your own company. And HAN offers various minors on entrepreneurship.

Health and safety for students

Would you like to know more about the rules for safe and healthy work practices at HAN? Or do you want to know which resources we have in this area? Visit the special health and safety pages for students on Insite.

PART 2 Education and Examination Regulations

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1 About the education and examination regulations

These education and examination regulations are included in the degree statute that applies to your degree programme. The education and examination regulations are adopted each academic year.

The education and examination regulations cover the education, exams, modular exams and final assessments for your degree programme and your rights and obligations.

1.1 Term and definitions

The terms and definitions used in these education and examination regulations are given below.

The Dutch term is given between brackets.

Academic year (*Studiejaar*)	The period starting on 1 September and ending on 31 August of the following calendar year.
Assessment criteria (*Beoordelingscriteria*)	Clearly defined and unambiguous standards that can be used to give a motivated assessment of whether and to what extent a student meets the required level of knowledge, understanding and skills and (if relevant) attitude assessed in an exam or modular exam.
Assessment dimensions (*Beoordelingsdimensies*)	Assessment dimensions give a global description of the aspects on which a student's performance and/or the resulting products should be assessed. These descriptions need to be global because the assessment dimensions should apply to any type of student performance that demonstrates their qualification.
BRIN number (*BRIN-nummer*)	The Basisregistratie Instellingen (BRIN) is a database for educational institutions that is published by the Dutch Ministry of Education, Culture and Science. It contains all schools and related institutions. Each educational institution is identified in the database with a number. The BRIN number for HAN is 25KB.
Course	The term "Course" refers to a unit of study or a unit of learning outcomes and is used for all types of education and corresponding educational concepts.
Credit	Official term: Education Credit (EC). The study load of a course is measured in credits. For courses that consist of units of study one credit equals a normative study load of 28 hours of study. For courses that consist of units of learning outcomes a credit expresses the comparative study load of a course compared to the study load of the bachelor degree programme.
CROHO (*CROHO*)	CROHO is the central register for degree programmes in higher education.

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Degree committee (*Opleidingscommissie*)	The statutory public participation body as referred to in article 10.3c of the Higher Education and Research Act, which is responsible for eg. guaranteeing the quality of the degree programmes listed in Part 2, chapter 1.
Degree format (*Inrichtingsvorm*)	The manner in which a degree programme is organised: full-time, part-time or work-study.
Deregister (*Uittekenen*)	When a student is registered for certain educational activities, exams or modular exams, that student must deregister if they decide they no longer wish to participate. OSIRIS uses the term 'disenrol' for deregistering.
D-stream (*D-Stroom*)	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for units of study as the regular stream (A-stream). It allows a student to follow their own study track in continuous consultation with examiners, lecturers and classmates.
Educational arsenal	The educational and coaching activities offered to students with a unit of learning outcomes programme with the aim of supporting the student in gaining the course exams and exam modules.
Elective course (*Keuze-cursus*)	A course that can be chosen from two or more courses. Once selected, a course becomes part of the student's study programme and final assessment. The exams and modular exams for the non-mandatory courses that the student did not select do not need to be taken for the degree certificate.
Exam (*Tentamen*)	A test of the student's knowledge, understanding, skills and (if relevant) attitude in conjunction with each other. Also, the assessment of the results of that test. The exam is the concluding component of a course.
Exam opportunity (*Tentamengelegenheid*)	An opportunity offered in the degree programme to sit for an exam or modular exam.
Exam sitting (*Tentamenmoment*)	The sitting/time at which an exam or modular exam is administered/held.
Examination Appeals Board (*College van Beroep voor de examens*)	This is the board referred to in article 7.60 of the Higher Education and Research Act. The board deals with appeals submitted by students against decisions made by HAN.
Exams taken independently of the standard programme (*Leerwegonafhankelijk tentamen*)	An exam or modular exam that the student can take without having participated in the educational activities linked to that exam or modular exam.
Exemption (*Vrijstelling*)	A decision made by the board of examiners that a student does not have to take the exam(s) relating to one or more specific courses. This decision is based on the board's opinion that the student already sufficiently masters the required knowledge, understanding, competences and/or skills and (if relevant) attitude.

Exit qualifications (*Eindkwalificaties/Eindtermen*)	Well-defined outcomes regarding the knowledge, understanding and skills and (if relevant) the attitude a student should acquire by the time they complete their degree programme.
External student (*Extraneus*)	A person enrolled at a university of applied sciences or university who can participate in exams, modular exams and final assessments but not in the education or supervision.
Graduation specialisation (*Afstudeerrichting*)	A specialisation within a degree programme as defined in the education and examination regulations.
HAN (*HAN*)	HAN University of Applied Sciences This abbreviation is used in internal documents to improve the readability of documents.
Head examiner (*Hoofdexaminator*)	Appointed by the board of examiners as the head examiner responsible for the results of examination and assessment in cases where more than one examiner has been appointed for an exam or modular exam.
Higher Education and Research Act (*WHW*)	Higher Education and Research Act (in Dutch: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*).
Honours programme (*Honoursprogramma*)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. An honours programme has an additional study load of 22.5 credits or more.
Learning outcome (*Leeruitkomst*)	A measurable result of learning activities.
Major (*Major*)	The core 210 credits of a bachelor degree programme. During the major a student acquires the qualifications needed to graduate for a university of applied sciences bachelor degree and meet the professional requirements.
Minor (*Minor*)	The part of the post-propaedeutic phase of the bachelor degree programme that is aimed at specialisation or differentiation. The minor has a study load of 30 credits.
Model degree statute (OER)	Education and examination regulations
Module (*Module*)	An internally coherent and to some extent independent part of the part-time and work-study degree programme. A module consists of one or more courses and is aimed at a realistic cluster of qualifications derived from professional practice.
Module certificate (*Modulecertificaat*)	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study degree format.
OSIRIS	The HAN study information system.
Premaster (*Premaster*)	Opportunity to resolve deficiencies when failing to meet the admission requirements of master degree programmes.

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Professional requirements (*Beroepsvereisten*)	Well-defined qualifications regarding the knowledge, understanding and skills and (if relevant) the attitude a student needs to carry out the profession they are studying for.
Professional task (*Beroepstaak*)	A meaningful, complete task as carried out in all its complexity by a professional practitioner in an actual professional setting with all its complexities.
Recognition of Prior Learning (*Erkenning Verworven Competenties, EVC*)	Recognition of prior learning gained outside the degree programme that leads to a Certificate of Prior Learning from the Nationaal Kenniscentrum EVC, the national research centre for the recognition of prior learning. Recognition of prior learning can lead to exemption from exams and modular exams for courses that focus on the competences already gained through the prior learning.
Register (*Intekenen*)	Registering for educational activities, exams and modular exams. OSIRIS uses the term 'Enrol' for this.
School (*Academie*)	An organisational unit with interconnected degree programmes, research and knowledge services.
Student (*Student*)	A person enrolled as a student in a degree programme at HAN with the aim of participating in education, exams and modular exams.
Study coach (*Studiebegeleider*)	A staff member responsible for the study coaching of one or more students.
Study load (*Studielast*)	The time and effort required for a course.
Study plan (*Studieplan*)	The contract between a student and HAN at degree programmes that consist of units over learning outcomes. Also called the education contract.
Study progress requirement (*Studievoortgangsnorm*)	The standard that the course department sets and that the student must meet in order to receive positive study advice.
Talent programme (*Talentenprogramma*)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. A talent programme has an additional study load of fewer than 22.5 credits.
Track with special feature (*Traject met bijzondere eigenschap*)	A degree track that distinguishes itself from the standard track because of a different duration, intensity, language or format. In all cases, the study load and the qualities in the area of knowledge, understanding and skills that a student has to acquire by the end of the track are the same as those of the degree programme.

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Unit of Learning Outcomes	A measurable result of learning outcomes that a student may gain without having participated in the educational activities linked to said learning outcomes, the command of which the student is able to demonstrate independently of regular in-class educational activities. A unit of educational outcomes comes with a final examination that may consist of more than one module of exams. In the model degree statute a unit of learning outcomes is called a course.
Unit of study / study unit (*Onderwijseenheid*)	A basic unit of HAN education that is aimed at achieving clearly defined objectives in terms of knowledge, understanding, skills and (if relevant) attitude. These are assessed in an exam and awarded a certain number of credits.
Workplace learning agreement	Agreement between HAN, the student and a company or organisation regarding work-study placement in the part-time or work-study degree programmes as described in article 7.7,

Other terms and definitions have the meanings given to them in the national laws and regulations.

1.2 Which degree programme(s) do these education and examination regulations apply to?

These are the education and examination regulations, as defined in article 7.13 of the Higher Education and Research Act, for the following HAN bachelor degree programme(s):

Degree programme	Degree format	CROHO number	Location of the degree programme
B Social Work	Full-time	34116	Nijmegen

The degree statute of the main Dutch format of the degree programme(s) Opleidingsstatuut 2023-2024 van de bacheloropleiding Social Work. Inrichtingsvorm: voltijd. is published OnderwijsOnline, HAN insite and www.han.nl.

1.3 Which education and examination regulations apply to you?

At HAN, the education and examination regulations are renewed every year. This does not mean everything changes each year. Generally only a small number of changes are made to the educational programme and the organisation.

These education and examination regulations apply to the 2023-2024 academic year, so from 1 September 2023 to 31 August 2024.

Amendments to the education and examination regulations do not apply to events or matters in the past, but only to the new academic year. Special rules may apply when switching from 'earlier' education and examination regulations to new education and examination regulations. These rules can be found in the transition regulations: Part 2 chapter 11.

In exceptional cases the education and examination regulations must be amended during an academic year. Amendments can only be made during an academic year if this is reasonably necessary and does not disadvantage

the students. Transition regulations may also apply in these cases: see Part 2, chapter 11. The overview of adopted amendments is included in Part 2, section 11.6.

In cases not provided for in these education and examination regulations, the dean will decide. If a case is subject to the authority of the board of examiners, a decision will be made by the chair of that board of examiners. Those with an interest in the decision will be informed of that decision within four weeks.

2 Regulations concerning admission

The rules concerning application, admission, education requirements, selection and enrolment for the degree programme(s) to which this degree statute applies, can be found in the Enrolment Regulations:
 https://www.han.nl/opleidingen/hbo/international-social-work-engelstalig/voltijd/praktische-info/#onderwijs-en-exame nregeling-(osoer)-en-inschrijvingsreglement.
This chapter contains rules that apply specifically to the deficiency exams, the 21+ entry assessment and the extra, personal contribution that may be requested in certain cases.

2.1 You do not meet the additional education requirements (deficiency)

2.1.1 You have a HAVO or VWO diploma, but do not meet the additional education requirements
Not applicable

2.1.2 Enrolment based on another diploma, but you do not meet the additional education requirements
Not applicable.

2.2 You do not meet the legal education requirements: 21+ entry assessment

The enrolment regulations contain the cases in which you are allowed to do a 21+ entry assessment, and the procedure for this assessment.
The entry assessment includes the following components and requirements:

The entry assessment includes the following components and requirements:

- sufficient Dutch proficiency to start the degree programme, unless the enrolment concerns the English-taught route - in accordance with 3.2.2 Tracks, courses, modules and minors in a language other than Dutch. The Dutch component does not apply for the English track;
- sufficient English proficiency.

2.3 Employment requirements for part-time degree programme(s)

Not applicable

2.4 Workplace-learning agreement

Not applicable.

2.5 Extra contribution

Based on article 7.50 of the Higher Education and Research Act, HAN may require you to pay an extra contribution when you enrol in the degree programme (in addition to your tuition fee). This is to cover certain costs directly related to the education.

As part of your degree programme, we request an extra contribution for the following costs as described in the

following minors:

- M_IMSS12 – Youth at Risk
- M_IMSS37EN – Global Awareness
- M_IMSS37PT – Global Awareness
- M_ISPS41 – Adventure Learning op basis van ervaringsleren (voltijd)
- M_ISPS41VZ – Adventure learning - zweisprachiger Minor (D/NL) auf Basis der Erlebnispädagogik/tweetalige minor (D/NL) op basis van Ervaringsleren (Vollzeit)

The free alternative to these minors is that you choose another minor.

Please note: costs for learning resources and other materials you need to purchase for the degree programme do not fall under the extra contribution described here.

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3 Description of the degree programme

In this chapter you can read about the format and structure from the degree programme. You can also read what the study load is for the degree programme and what options there are to do a special track within the degree programme. This chapter contains a general description. Part 2, chapter 9 describes the exact content of the degree programme

3.1 Structure and format of the degree programme

3.1.1 Structure of the degree programme
The degree programme consists of a coherent set of courses.

The study load of a degree programme is represented in credits. One credit is equal to 28 hours of study (this is an average indication).
The bachelor degree programme has a study load of 240 credits, of which 60 are in the propaedeutic phase and 180 in the post-propaedeutic phase.
Each academic year is structured so it has a scope of 60 credits.

The degree programme is divided into a major and a minor. The major and minor have a combined study load of 240 credits.

The purpose of the major is for you to gain the qualifications you need to earn a bachelor degree at a university of applied sciences, so you have the entry-level qualification to practice your profession. The qualifications are determined in the descriptions of the education in Part 2, chapter 9.

The aim of the minor is specialisation and/or differentiation. See also Part 2, chapter 4.

In a part-time or work-study variant of the degree programme, students can choose to gain fewer than the nominal possible credits in an academic year, with a minimum of 30 credits.
If you choose to do so, this must be registered in your study plan.

3.1.2 Structure of the work-study degree format
Not applicable

3.2 Degree tracks

3.2.1 Standard track
The standard track of the bachelor degree programme is Dutch-taught. It comprises 240 credits, divided over 4 years of study, which means 60 credits each year.
The degree programme is made up of courses worth at least 2.5 credits.

3.2.2 Tracks, courses, modules and minors in an other language
Your degree programme also offers courses, and possibly also modules and/or minors in a language other than Dutch or English. You can find the study components that are offered in another language and the language requirements for those units in the overview of units of study in Part 2, chapter 9.

The degree programme has an English track in addition to the main Dutch format.

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3.2.3 Tracks with special features

Tracks with special features deviate from the standard track of the university of applied sciences bachelor degree programme described in 3.2.1.

Participation in tracks with a special feature is never mandatory. It is an extra opportunity the degree programme offers you.

Your degree programme offers the following special degree tracks:

- An abridged track

- An abridged track from associate degree to bachelor degree

  - A track with the special feature: 'GGZ-agoog' (Specialisation mental health care).

These tracks are described in more detail in the sections below. For the exact contents, see Part 2, chapter 9.

3.2.3.1 Fast track

Not applicable.

3.2.3.2 Abridged track

Not applicable for the English track *International Social Work.*

3.2.3.3 Abridged track from associate degree to bachelor degree

The study load for the associate degree to bachelor degree track is 240 credits. The track is referred to as abridged because of the exemptions that are granted, which make it possible for the degree to be completed within about 2 years.

You can participate in the abridged track from associate degree to bachelor degree if you have earned a related associate degree. Based on that associate degree you are eligible for exemptions. The remaining number of credits after the exemption has been granted is120.

The associate degrees and their related bachelor programme(s) are listed in the overview below.

Associate degree programme	Related bachelor degree programme
Ad Sociaal Werk	B Social Work

3.2.3.4 Track for elite athletes

Not applicable

3.2.3.5 D-stream

Not applicable.

3.2.3.6 Combined track
Not applicable.

3.2.3.7 Other special tracks
The degree programme also offers a track with the special feature: 'GGZ-agoog' (Specialisation mental health care) 'Specialisation mental health care' is a part of the major and an accompanying minor and has a study load of 120 credits.

3.3 Options in your degree programme

The degree programme offers you the following options within the programme:

- participation in the minor (see Part 2, chapter 4)

- participation in elective course(s)

- participation in a graduation specialisation

3.3.1 Elective courses
Not applicable

3.3.2 Graduation specialisation
If you choose the International Social Work route, you also choose the profile 'Community development and inclusive society', because this route best fits this profile. If you decide to graduate with a different profile, you need to switch your learning route (to regular or Euregio). Entry requirements may apply to switching to another learning route. The following selection procedure applies after a switch.

You can choose one of the following **graduation specialisations** (profiles):

- Youth professional: in this profile you will delve into working with young people up to the age of 23 and their parents/carers. You handle various issues related to growing up and parenting.
- Community development and inclusive society: in this profile you will delve into working with people and communities in their everyday living environment. You identify what is going on in a district or in a family and ensure that problems are quickly identified and addressed and do not escalate further.
- Health Care: In this profile you will delve into guiding and supporting people with severe and long-term problems and their families. You do this in their homes or at a day activity centre or special residential centre.

The specialised training you receive within a profile (graduation specialisation) amounts to at least 90 credits.

The degree programme offers Social Work students with a 'Health care' profile the opportunity to complete the 'Specialisation mental health care'.

Specialisation mental health care

The degree programme offers Social Work students the opportunity to earn the 'Specialisation mental health care'. Earning this endorsement means specialised preparation for working in a specific professional practice. This endorsement allows you to register in the professional register as a GGZ mental health worker.

If you meet all the requirements, you will receive a diploma supplement with the endorsement 'Specialisation mental

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health care'.

If you wish to achieve the 'Specialisation mental health care', you need to meet the following requirements:

a. You meet the requirements of the 'Health care' profile.
b. You passed the 'GGZ-agoog' minor.
c. You work for the GGZ (in mental health care) while taking the courses/minor:

- Profile orientation in practice – health care + specialisation mental health care;
- Profile knowledge health care + specialisation mental health care;
- Graduation programme - Implementation in practice - health care + specialisation mental health care;
- Graduation programme - Innovation of practice - health care + specialisation mental health care;
- the minor 'GGZ-agoog'.

Choosing a profile

a. You orientate yourself to the profiles, possibly with the help of your study coach, and make a provisional profile choice.
b. You search for an internship organisation suitable to your profile choice for the courses *Profile orientation in practice, Profile knowledge,* and *Graduation Programme - Implementation in practice*. You use information from the internship office for this. Then you apply to one or more internship organisations that match the profile of your choice. In making your choice, you consider your own wishes as well as the possibilities available at the internship organisation in terms of a minimum duration of your work-learning agreement: one, two or more semesters.
    ○ You can decide to stay at the same internship organisation for both semesters. In that case you check which organisations offer this option.
    ○ You can also choose to go to two different internship organisations for the two semesters. For example, if you wish to broaden your scope, or want to go abroad for six months.
    When you apply, keep in mind that not all organisations offer the option of an internship for half a year. If you choose two different internship organisations, in main phase 1 you can apply directly to those organisations for the first and second semester of main phase 2.
    You can also apply to the second internship organisation later, during the first semester of main phase 2.
c. If you have been accepted by an organisation, report this as soon as possible, but no later than week 4.10. Fill in and send the report form to both the internship office and to your study coach. By doing this, you finalise your profile choice.
d. You also decide what topic to address in the Graduation programme - Social practice development. You choose a graduation assignment in an internship organisation that is relevant to your chosen profile.

3.4 If the content or structure of your degree programme changes

We regularly change or update components of the degree programme so we can guarantee the quality of the degree programme and the value of your degree (certificate). This means the education and examination regulations for a following academic year may contain changes to the course programme you will be doing.

Changes to the degree programme can have certain consequences. If you fall behind in your studies, for example, you may need to pass a different exam or modular exam than you initially thought. A change may also mean an exam or modular exam is still offered, but you can no longer follow the educational activities for that particular

component.

A change cannot mean that courses or exams or modular exams you have already passed expire. The law only allows this in highly exceptional cases.

The transition regulations in Part 2, chapter 11, stipulate for every change to the study programme, where needed, what the consequences are for students who are registered for the study programme at the time of said change.

3.5 Registering for educational activities

In order to take part in education you need to register for educational activities. The 'OSIRIS Regulations for Education, Exams and Modular Exams' in Part 3 of this degree statute stipulates what is expected of you regarding registering and deregistering for educational activities. The regulations also contain exceptions for situations where registering for an educational activities is not necessary.

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4 Minors

4.1 The minor

The aim of the minor is specialisation and/or differentiation. A minor has a study load of 30 credits and consists of one or more courses.

The minor is part of the post-propaedeutic phase. This chapter explains how the minors are offered and how you can get approval to take a minor of your choice.

You can choose between a HAN minor or a flexible minor.

4.1.1 HAN minors

HAN offers a range of minors. A new HAN minor is evaluated by the HAN minor committee on a number of criteria. Based on the recommendations of this committee, the dean decides whether to include the new minor in the minor offerings. Not all minors are open to all students. Access depends on the target group, the entry requirements for the minor and the time at which these are offered.

The minors offered by your degree programme are described in Part 2, chapter 9 from the education and examination regulations from the degree format of the degree programme offering the minor.

You can also choose a minor from another HAN degree programme. You can find the overview of HAN minors and their entry requirements here: www.minoren-han.nl.

If you choose a HAN minor, you will need approval from the board of examiners for your degree programme. The board of examiners determines whether the minor is suitable for your degree programme, fits within the professional profile and has the right level (differentiation/specialisation in the post-propaedeutic phase and whether the minor overlaps with the major part of your degree programme). HAN minors offered by your own degree programme or a different HAN degree programme are listed in the minor overview on www.minoren-han.nl. You can enrol for these via OSIRIS.

The minors that are suitable for your degree programme have already been approved by the board of examiners. The list of minors approved by the board of examiners for your degree programme can be found in section 4.1.4.

Capacity limits may apply for minors. You can find the descriptions for the minors in Part 2, chapter 9 of this statute or the statute for (the degree format of) the degree programme offering the minor.

4.1.2 The flexible minor

A flexible minor is a minor that you take or compose yourself at HAN or at another institution of higher education (inside or outside the Netherlands).

Minors from other universities of applied sciences and universities in the Netherlands can be found on 'Kies op maat', www.kiesopmaat.nl. This website lists the minors and explains how you can enrol.

If you want to do a flexible minor, you need approval from the board of examiners for your degree programme. The study coach will assist you in your application.
The board of examiners will assess your application within 6 work weeks.
Your application will be assessed based on following criteria:

- whether the minor fits within the professional profile for the degree programme.

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- whether the minor does not overlap with the major.
- whether the minor has the right level (post-propaedeutic phase).
- whether the minor has sufficient specialisation and/or differentiation.
- whether the quality of the exam, modular exams and assessment in the minor is sufficient.
- whether there is sufficient coherency between the courses.
- .

If the board of examiners judges that the minor meets these criteria, they will give you approval to take the minor. When they do this, they also appoint the examiners.

For more information and the application form, go to HAN Insite:

I: https://www1.han.nl/insite/en/students/panelnav.xml/minors-theme-routes/

You can also do your minor by studying abroad for a period. If you choose a minor abroad for your degree certificate, the board of examiners of your degree programme will give its approval based on the same criteria. Are you interested in doing a minor abroad? You can contact the coordinator for internationalisation for your degree programme or you can contact the International Office.

4.1.3 Exemption for the minor
You can submit an application to the board of examiners for an exemption from the exams for a minor if you have successfully passed the minor elsewhere, you have earned credits for courses that could jointly form a minor, or you have a statement with a recognition of prior learning that could be recognised as a minor. The board of examiners decides on these applications within six weeks, based on the criteria listed in Part 2, chapter 8.

4.1.4 Minor offerings
You can find an overview of minors approved by the board of examiners at www.minoren-han.nl) (All HAN minors are approved minors).

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5 Extra educational components

5.1 Possibilities for extra educational components

As a student you can take one or more extra programmes, modules or courses at HAN. If you choose to do this, you will be expanding your study load. You can do this by taking one of the following at HAN:

- one or more extra courses;
- an extra module;
- an extra minor;
- an honours programme or talent programme and/or;
- a premaster (or part of a premaster) for a related master degree programme.

Capacity limits may apply for participation in an extra course, an extra module and an extra minor, and may mean priority is given to the students from the corresponding degree programme.
If you would like to do extra educational components, please contact your study coach.

You do not need approval from the board of examiners to participate in an extra course, an extra module or an extra minor. Note: this applies only to courses at HAN, not to courses at other institutions.

Extra educational components are not part of the degree programme. The results of extra educational components will be listed separately on the degree certificate.

5.2 Honours programme

Not applicable

5.3 Talent programme

Your degree programme has a talent programme with a study load of 10 credits.
Part 2, chapter 9, stipulates which courses and which exams or modular exams comprise the talent programme.
You need approval from the study coach to participate in the talent programme. You only receive approval if you meet the following criteria:

- 60 credits earned from the propaedeutic phase.

If you complete the talent programme successfully, this will be recorded on your degree certificate. The content of the programme and your results will be listed on your diploma supplement.
Did you only succeed in completing a number of the talent programme components? Then those components will be listed on your diploma supplement.

5.4 Premaster

A premaster (also known as a bridging programme) is an extra study programme that allows you to continue your studies in a related master degree programme at a university of applied sciences or university. Part 2, chapter 9 describes which courses and which exams or modular exams comprise the premaster, as well as how your degree

programme helps students continue their studies in a master degree.

A premaster (also known as a bridging programme) is an extra programme that allows you to continue your studies in a related master degree programme at a university of applied sciences or university.

Your degree programme does not offer premasters because you can directly continue with the HAN master courses in both Educational Theory and Social Work. For more information see: www.han.nl.

You can continue with a university master degree programme after first attending a premaster offered by the university (also known as a pre-master programme).

Transfer minor: following a transfer minor gives you the chance to shorten a transfer programme/pre-master and therefore fast-track your intake in a master degree.

Admission to a transfer minor or pre-master programme is subject to strict admission requirements, so it is important that you explore your options well in advance.

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6 Study advice

In this chapter you can read about the study advice you are given, and why and when you get this. Study advice can be positive, negative, or binding negative. If you receive binding negative study advice, your enrolment for the degree programme ends and you have to stop your studies in that degree programme. You are allowed to enrol for a different degree programme. This chapter covers your rights and the different types of study advice.

6.1 Why do you receive study advice?

The aim of the propaedeutic phase of your studies is to familiarise yourself with the degree programme and the related profession. The propaedeutic phase also gives you an idea of whether you are suited to that profession and can expect to complete the degree programme successfully.

HAN is legally required to give every student study advice.
This advice may be and is only issued once.

Personal circumstances play a role in the decision about your study advice. You need to report any such circumstances to your study coach as soon as possible for confidential registration.
In section 6.7 you can find more rules about these personal circumstances.

6.2 Which kinds of study advice can you get?

You can get the following study advice:

- Positive study advice
  Positive study advice means you are likely to complete your degree programme successfully.
- Negative study advice
  Negative study advice means you are not likely to successfully complete the degree programme or only with a great deal of difficulty and effort.
- **Binding** negative study advice
  Binding negative study advice means you have to stop your studies. This is stipulated in section 6.8.

6.3 When do you get positive, negative or binding negative study advice?

You get positive study advice if you meet the study progress requirement. The study progress requirement is included below.
If you do not meet the study progress requirement, you receive (binding) negative study advice. Binding negative study advice means you are not allowed to continue your studies for the degree programme in which you are enrolled. Your enrolment will automatically be terminated. See further sections 6.8 and 6.9.
Please note: you can only receive binding negative study advice if the degree programme has met a number of conditions. These conditions are listed in section 6.6. If these conditions are not met, the degree programme can give you negative study advice, but not **binding** negative study advice.

Study progress requirement

You meet the study progress requirement if you:

- earned 45 credits or more in the propaedeutic phase.

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Credits based on exemptions

Credits received for exemptions weigh just as heavily as credits for exam results achieved at HAN.

Termination of enrolment before sixth month after start of degree programme

If you request termination of enrolment before the sixth month of starting your degree, you will not receive study advice. If you then re-enrol for the same degree programme, your study advice will be determined in the same way as for all first-year students in that degree.

Termination of enrolment in the last five months of your first year of enrolment

If you submit a request for termination of enrolment during the last five months of your first year of enrolment, you may still be given binding negative study advice within that academic year before your enrolment is actually terminated.

6.4 Who issues the study advice?

Binding negative study advice is always given by school manager.
Before you can receive binding negative study advice, you must receive an official written warning showing that you do not meet the study progress requirement at that time. You should also have had enough time to improve your results.
In your degree programme, school manager issues the warnings and the positive or negative study advice.
You may always ask for more information if you do not agree with the advice you receive. You ask the person or course department who gave the advice.
You can also always ask a lecturer or study coach for informal advice.

6.5 When is study advice given?

You receive study advice before the end of your first year of enrolment in the propaedeutic phase or before you pass the final propaedeutic assessment.

Study advice – whether positive, negative, or binding negative – may only be given once and at one specific time.

6.6 Requirements for issuing binding negative study advice

Binding negative study advice is not legal until it meets the following requirements:

1. The school manager gave you an official written warning well ahead of time; this may have been given at the following moments:

- After term 2 if you have not yet earned 15 credits.
- After term 3 if you have not yet earned 32,5 credits.

2. When deciding about binding negative study advice, school manager does not only consider the number of credits you obtained and your study results, but also the circumstances mentioned in section 6.7.

3. HAN offered you the study coaching and study facilities as described in Part 2, chapter 7.

4. You were given the opportunity to be heard before the school manager issued the binding negative study advice. This was done in the form of a meeting during which you could indicate whether you wished to appeal based on one

or more of the circumstances mentioned in section 6.7. For your degree programme that meeting is held with senior study coach.

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6.7 Personal circumstances and study advice

The following personal circumstances are considered:

- long-term or chronic illness of the student;
- physical, sensory or other disabilities of the student;
- pregnancy of the student;
- special family circumstances;
- membership in the participation council, sub-council, student committee or degree committee;
- membership on the board of a student organisation of some size with complete legal capacity;
- membership in an organisation of some size, with complete legal capacity that promotes general social interests and actively develops activities for this purpose;
- other circumstances in which you develop activities for the purposes of the organisation and board of the institution. You need to demonstrate that you spend a considerable amount of time on these activities each year;
- other circumstances, including the general impression your lecturers have of you (hardship clause).

Do you have personal circumstances that affect your study results? Discuss these with your study coach. They will handle your information with strict confidence.

The school manager decides whether or not your personal circumstances make binding negative study advice unreasonable. The decision is based on your request or on the advice of your study coach. If the school manager decides that binding negative study advice is unreasonable, they will postpone the study advice, but for no longer than one academic year.

6.8 What are the consequences if you have to stop the degree programme?

Have you received binding negative study advice? HAN will end your enrolment for the degree programme in the manner stipulated in the enrolment regulations.

The senior study coach will recommend another degree programme that is as suitable as possible.
You are allowed to enrol in a different degree programme.

Once your enrolment has been terminated, the following rules apply:

- During the following three years or until you submit a request to the school manager for re-enrolment and that request is approved, you cannot enrol as a student or as an external student at HAN for the degree programme that issued you the binding negative study advice. This applies to all degree formats: full-time, part-time and work-study.

- If you are re-enrolled for the same degree programme within or after three years, you can no longer receive study advice.

6.9 Appeal

You can submit an appeal against binding negative study advice with the HAN Examination Appeals Board within 6 weeks.

You can read how to do this on HAN Insite under Complaints and Disputes Office:
https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/

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7 Study coaching and study facilities

The learning objective and basic principle at HAN is that you are responsible for your own learning process.

We also want you to feel acknowledged, during your entire time as a student. You are entitled to good study coaching. Each degree programme offers support for this. If needed, HAN can also offer you academic, psychological and financial support. The HAN Student Support Centre network offers you support for successful study progress.

7.1 What does HAN offer to assist you with your studies?

HAN offers facilities that enable you to do well in your studies. Examples of these are:

1. Facilities for students with a disability;
2. Facilities for pregnant students and students with informal care tasks;
3. Special support for international students;
4. Special support for students from minority groups.

HAN Student Support Centre also offers support for successful study progress. Students who need this can get extra support. You can contact your study coach or HAN Student Support Centre for more information about the facilities and coaching offered at HAN. See also Part 1, chapter 7

In addition to the general facilities, your degree programme also offers at least the following facilities:

1. Study coaching as described below;
2. Two exam opportunities each academic year;
3. Two exam opportunities before binding negative study advice is given.

7.2 How is study coaching organised?

The study coaching starts with the introduction to the study coach at the start of the academic year. In the first year of study, your personal study coach will invite you to at least one meetings. Furthermore, study coaching is integrated in the curriculum as part of the courses.

Coaching to help shape the course of your studies

Your study coach is a committed contact person who supports you as a student. Your study coach does not have ready-made answers, but guides and advises you in your study progress. This means that the study coach has a good overview of your study progress and, where necessary, guides you to shape your own studies independently. In so doing, your study coach will consider your opportunities and possibilities. In the propaedeutic phase (first year) in particular, the study coach advises you on questions concerning suitability of the degree programme and the profession.

We expect you to be pro-active during sessions with your study coach. In the propaedeutic phase at the least, you will have lessons from your study coach.

Study coaching and study progress

You keep an eye on your own results and the study coach will monitor the progress of your learning process together with you. Your study coach will guide you with specific questions, for example about studying at a university

of applied sciences, or about problems that affect your study progress. The study coach is there for you if anything goes wrong with your studies, but also if there are other challenges, opportunities and possibilities.

Individualised learning

If necessary, the study coach can refer you to the senior study coach, student psychologist or the student counsellor. If necessary, the study coach will draw up individualised learning programmes together with you and in consultation with the senior study coach. An individualised learning programme might be needed for example if you are studying with a functional disability (e.g. epilepsy, chronic illness), repeating a year of study, switching to a different study route or requesting exemption for certain parts of the degree programme. The senior study coach finalises this individualised learning programme.

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8 Exams and final assessment

This chapter sets out the exams, modular exams and final assessments for your degree programme.

8.1 Exam

Each course has a related exam**.** An exam can consist of two or more modular exams that have a predetermined weight factor and jointly determine the result for the exam of the course.

8.2 Exam

The result of an exam for a course is used to determine whether the student has the knowledge, understanding and/or skills and (if relevant) attitude required to successfully complete that course. The **assessment dimensions and assessment criteria** of the exams and modular exams are set out in Part 2, chapter 9.

8.2.1 Entry requirements
Some courses have qualitative entry requirements for participating in educational activities, exams and modular exams for that course. The entry requirements are provided in the course descriptions in Part 2, chapter 9. You can submit a well-reasoned request to the board of examiners for permission to deviate from these entry requirements.

The following entry requirements may apply to your degree programme:

- You need to have passed one or more other specific exams or modular exams.
- You need to sufficiently master the language in which the course is taught.

8.2.2 Mandatory participation
Not applicable

8.2.3 Exam format
The format of an exam or modular exam is specified in Part 2, chapter 9, in the description of the course concerned. The board of examiners may deviate from this format in special cases, on request or at their own initiative.

The following formats are used:

Format	Description
GESP-F	Meeting on location
GESP-O	Online/digital meeting
KENN-F	Knowledge exam on location/written
KENN-M	Oral knowledge exam
KENN-O	Online/digital knowledge exam
PART-F	Participation on location
PART-O	Online/digital participation

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PERF-F	Performance on location/written
PERF-O	Online/digital performance
PORT-F	Portfolio on location/written
PORT-O	Online/digital portfolio
PRES-F	Presentation on location
PRES-O	Online/digital presentation
PROD-F	(professional) Product on location/written
PROD-O	Online/digital (professional) product

It is not possible to use more than one exam format

Oral examinations are public. The exam commission may, in special cases, deviate from this rule. This decision will be communicated with a motivation to all interested parties.

8.3 The examiner

Each exam and modular exam is designed and assessed by one or more examiners, as decided and appointed by the board of examiners.
The examiner determines the outcome of the exam or modular exam and the result. If more than one examiner is appointed, the head examiner sets the final result.

8.3.1 When have you passed an exam?
The examiner gives the result of an exam as a grade, a word qualification or a pass/fail qualification.
The **grade** of an exam is expressed in one of the following numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.
A **word** qualification can be given in one of the following terms: excellent, good, more than satisfactory, satisfactory, unsatisfactory, poor, very poor.

The conversion chart below must be used:

Word qualification	Abbreviation word qualification	Conversion
Excellent *(excellent)*	E	10
Good *(goed)*	G	8
More than satisfactory *(ruim voldoende)*	RV	7
Satisfactory *(voldoende)*	V	6

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Unsatisfactory (onvoldoende)	OV	5
Poor (ruim onvoldoende)	RO	4
Very poor (slecht)	S	2

You have passed an exam if you receive a grade of 6 or higher, a word qualification of satisfactory or higher or a Pass.

You have failed an exam if you receive a grade of 5 or lower, a word qualification of unsatisfactory or lower or a Fail.

In the course descriptions in Part 2, chapter 9, is described if an exam is graded with a grade, a word qualification or pass/fail.

In the case of fraud, an F is recorded for the exam result in OSIRIS.

8.3.2 When have you passed a modular exam?
The examiner gives the result of a modular exam as a grade, a word qualification or a pass/fail qualification as described in art. 8.3.1. The same conversion chart applies.
A grade for a modular exam is rounded to a number with 1 decimal place.
Grades with the decimals 1, 2, 3 or 4 are rounded down.
Grades with the decimals 5, 6, 7, 8 or 9 are rounded up.

You pass a modular exam if you earn a grade of 5.5 or higher, a word qualification of satisfactory or higher or a 'pass' qualification.
You fail a modular exam if you earn a grade of 5.4 or lower, a word qualification of unsatisfactory or lower or a 'fail' qualification.

In the course descriptions in Part 2, chapter 9, is described if an exam is graded with a grade, a word qualification or pass/fail.

In the case of fraud, an F is recorded for the modular exam result in OSIRS.

8.3.3 How is the overall grade calculated for an exam with modular exams?
When the overall grade for the exam is calculated, the grades earned for the modular exams are weighted as specified in the course descriptions given in Part 2, chapter 9. In case of word qualifications the conversion chart above applies. The final exam grade is then rounded as follows:

Exam grades with the decimal 1, 2, 3 or 4 are rounded down to whole numbers.
Exam grades with the decimal 5, 6, 7, 8 or 9 are rounded up to whole numbers.

8.3.4 Applicable result
The final grade for an exam or modular exam is the highest grade achieved. You are allowed to resit an exam or modular exam even if you pass it.

8.4 Participation in exams in the post-propaedeutic phase

If you have received a propaedeutic certificate for this degree programme you can enrol yourself in the post-propaedeutic phase of your degree programme.

If you have not yet earned your propaedeutic certificate, you can ask the board of examiners for permission to participate in the education and exams of the post-propaedeutic phase nonetheless, if you meet the study progress requirement.
This automatically gives you permission to progress to the post-propaedeutic phase. For the study progress requirement, see Part 2, chapter 6. Any entry requirements as referred to in section 8.2.1 still fully apply.

Please note: the registration rules allow you to take part in educational activities and sit exams in the post-propaedeutic phase if the dean has granted you an exemption from the requirement that you must have a propaedeutic certificate from a degree programme at HAN.

8.5 Number of exam opportunities each academic year

You have at least two opportunities each academic year to take an exam or modular exam. Degree programmes may choose to offer an exam or modular exam more than twice in an academic year. The course will then decide how often a student may sit an exam or modular exam. Your degree programme allows you to sit exams and modular exams at least 2 times per academic year.
The descriptions of the courses in Part 2, chapter 9, specify how many exams and modular exams are conducted each academic year and in which term.

In the following exceptional situations, the course description in Part 2, chapter 9, may stipulate that fewer opportunities than mentioned above will be offered each academic year for students to take the exam or modular exam. This may occur in the following situations:

- if the nature of the education and assessment for the course make it impossible to offer the maximum amount of opportunities. Each academic year at least one opportunity must be given to sit an exam or modular exam, or,
- if it is not possible to offer the maximum amount of opportunities due to physical or logistic reasons, for instance the participation of third parties such as actors of if the time of the exam makes an extra opportunity impossible and the next opportunity cannot be offered until the following academic year, and
- an alternative has been offered that prevents further study delay.

The student will be informed of this exception when they apply for the course and, if possible, before the start of the academic year.

8.5.1 Registering for exams and modular exams
If you want to sit an exam or modular exam you need to register for this exam or modular exam. Part 2, chapter 9 describes how en when you need to register for an exam or modular exam. In some situations you will be registered automatically. These exceptions are described in the Regulations Education and exams and modular exams OSIRIS in part 3 of this statute. These regulations also contain information about what is expected of you regarding registering and de-registering for exams and modular exams.

8.5.2 Request for extra exam opportunity
You can submit a request to the board of examiners for an extra opportunity to sit an exam or modular exam. The request must include a good motivation and at least a description of the reason and importance. In the

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Regulations of the Board of Examiners (see Part 3) gives further details on the procedure are explained.

8.6 Modified exam format

Do you have a disability or chronic illness, or is there another reason that means you cannot participate in the regular format for the exam or modular exam? Then you can ask the board of examiners to give the exam or modular exam in a format modified to your situation.
The board of examiners will decide, if needed after consultation with you and the examiner, which format can reasonably be used for the exam or modular exam, which facilities will be offered and which different rules will apply.

8.7 When is the result of an exam announced?

It depends on the exam format when the result of an exam or modular exam is announced:

- You will be informed of the result of a written exam or written modular exam within at least 15 working days. This result will be recorded in OSIRIS.
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than five days. This result will be recorded in OSIRIS.
- You will be notified of the result of a practical exam or practical modular exam immediately after the exam, or if that is not possible, within five working days. This result will be recorded in OSIRIS.

A result entered into OSIRIS may only be changed in the following cases:

- If a demonstrably incorrect result has been entered into OSIRIS.
- In cases of fraud, deceit or impersonation.
- If an examiner has revised their assessment for well-founded reasons.
- If you have lodged an appeal to the Examination Appeals Board or the Higher Education Appeals Tribunal against an assessment, the appeal is judged to be valid and the result has been revised by the examiner.

Has a result changed after being entered into OSIRIS? Then you will be notified.

8.8 Exams: review and discussion rights

You are entitled to receive further explanation about the assessment of your exam or modular exam. This is set out in the HAN rules on discussion and review rights below. Both the discussion and individual review are closely monitored to ensure no fraud takes place.
Discussion and review rights are organised as follows:

8.8.1 Group discussion
Within 10 working days after the results of an exam or modular exam, the examiner organises a group discussion, unless there is clearly no need for this among the students.

8.8.2 Review and discussion of individual work
As an interested party you are entitled to review and discuss your own work with your lecturer and the examiner, unless you could reasonably have already done this during the group discussion. You are allowed to review and discuss everything: the assessed exam or modular exam, the questions, assignments and grading system. Students must have the option to review and discuss their own work within 6 weeks after the result.

8.8.3 Other exam formats

If an exam has been administered in a format that cannot be reviewed or discussed as outlined in the procedure above, the course description in Part 2, chapter 9, will specify how the review and discussion is organised. The same principles will be guaranteed as in sections 8.8.1 and 8.8.2.

8.9 Exams taken independently of the standard programme

An exam or modular exam taken independently of the standard programme is an exam you can participate in without following any of the educational offerings of the course. If you would like to participate in an exam or modular exam taken independently of the standard programme, you can submit a substantiated request to the board of examiners. The request must include at least a description of the reason and importance.

The board of examiners will make a reasoned decision based on the evidence submitted within 20 working days.

If this decision is positive, you can participate in the exam or modular exam. If the regular exam or modular exam is not suitable for that, the board of examiners will appoint the examiners and decide on the exam format, in accordance with the relevant exit qualifications and assessment criteria given in Part 2, chapter 9.

8.10 When and how can you request exemption for an exam or modular exam?

Part 2, chapter 9 describes for each exam and modular exam which knowledge, understanding and skills and attitude you need to demonstrate and how they will be assessed. You can request an exemption from the board of examiners for one or more exams or modular exams if you demonstrate that you master the knowledge, understanding, skills and attitudeassociated with the exam concerned. You can demonstrate this with:

- evidence showing you previously passed an exam in higher education;
- an official report showing recognition of prior learning;
- evidence you gained the required knowledge, the required understanding and/or the required skills elsewhere.

The assessment dimensions and assessment criteria of the exams and modular exams as specified in Part 2, chapter 9, form the guidelines for the board of examiners to grant the exemption.

Instead of a grade, a word qualification or the 'pass' qualification, you receive the qualification of 'exemption' for an exam or modular exam.

The procedure for granting exemptions can be found in the Regulations of the Board of Examiners (Part 3).

The board of examiners may designate certain previously passed exams and modular exams and/or any previously earned credits and degree certificates as entitling students to exemption from one or more exams or modular exams.

The designated exams, credits and certificates are outlined in an appendix to the Regulations of the Board of Examiners.

The board of examiners may also consider these as grounds for exemptions for one or more exams or modular exams for courses that are part of the abridged track as referred to in Part 2, chapter 3.

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8.11 The final assessment

Bachelor degree programmes at universities of applied sciences have two official final assessments. The final assessment of the propaedeutic phase, and the final bachelor assessment at the end of the degree programme. You pass the final assessments if you have passed all of the exams related to those final assessments.
This will differ if the board of examiners decides that an extra assessment is needed of your knowledge, understanding and skills. In that case, you will also need to pass that extra assessment (exam). Only then will you pass the final assessment.

8.11.1 Cum laude

If you pass all the exams that count towards the final assessment with a grade of 8 or higher, you will pass that assessment 'cum laude'. Exams from the propaedeutic phase count towards the final propaedeutic assessment and exams from the post-propaedeutic phase count towards the final bachelor assessment. The grades that count here are the overall exam grades for each course; separate grades for the modular exams are not taken into account. Exams that have a word qualification will be converted using the table in 8.3.1.

Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the 'cum laude' distinction.
A student who received no more than 30 credits in exemptions or 'pass' qualifications in the propaedeutic phase and no more than 75 credits in exemptions in the post-propaedeutic phase may be eligible for a "cum laude" distinction.

8.11.2 With merit

If you pass all the exams that count towards the final bachelor assessment with a grade of 7 or higher , you will pass that assessment 'with merit'. The grades that count here are the overall exam grades for each course; separate grades for the modular exams are not taken into account.

Exams that have a word qualification will be converted using the table in 8.3.1.Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the 'with merit' distinction. Exemptions and the qualification "pass" are not taken into consideration for the "with merit" distinction.

A student who gains no more than 75 credits in exemptions or 'pass' qualifications in the post-propaedeutic phase may be eligible for a "with merit" distinction.

8.12 Overview of results, supporting documents, and declarations

8.12.1 How can you request a – certified – overview of your study results?

You can make a printout of your exam results as recorded in OSIRIS. If you want to use this overview as an official document outside HAN, you can submit a request to the Student Affairs Enquiry Desk, via ASK@han.nl for a certified overview of study results. This certification does not guarantee that the relevant authorities will also consider the document official.

8.12.2 Exam documentation

You will receive a digital document from the examiner for each exam or modular exam you take. It gives the name and code of the exam or modular exam, the course and your result. The examiner is required to provide you with this documentation.
Keep these documents in a safe place.

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8.12.3 Statement

Are you dropping out of the degree programme and not entitled to a propaedeutic or bachelor degree certificate? If you have passed more than one exam, you can ask the board of examiners for a statement listing the exams you passed, for which degree programme, how many credits you earned for those exams and, if applicable, the programme for which the statement is being issued.

8.12.4 Module certificate

Not applicable

8.13 Degree certificate, degree and diploma supplement

Propaedeutic certificate

In the month when you expect to have passed all the exams for the propaedeutic phase, you can apply for your certificate through OSIRIS. Only after you apply does the board of examiners check whether you have indeed passed all exams for the propaedeutic phase, whether you are enrolled in the degree programme, and whether you have met all your financial obligations towards HAN. Following this, the board of examiners will award the propaedeutic certificate.

Bachelor degree certificate and diploma supplement

In the month when you expect to have passed all the exams for the degree programme, you can apply for your certificate through OSIRIS. Only after you apply does the board of examiners check whether you have indeed passed all exams for the degree programme, whether you are enrolled in the degree programme, and whether you have met all your financial obligations towards HAN.

Following this, the board of examiners will award the degree certificate and the accompanying diploma supplement in English. The official date of graduation is the day the board of examiners determines that you have earned all the required credits.

8.13.1 Degree and degree title

Once the board of examiners has confirmed you have passed the final bachelor assessment, the HAN Executive Board will award you the degree for your degree programme. This degree comes with an official abbreviation you can place after your surname in the Netherlands and abroad.

You will receive the following degree: Bachelor of Social Work.

The abbreviation related to this degree is: BSW

This degree title is also stated on the certificate.

8.13.2 Extra endorsements

If you have successfully completed an honours programme or talent programme as described in Part 2, chapter 5, then the details of the programme content and your results will be included on your diploma supplement. The honours programme and talent programme also be mentioned on your degree certificate.

8.13.3 Postponement of the degree certificate

You are allowed to postpone the request for your bachelor degree certificate. The board of examiners will determine the duration of the postponement, taking into account the reasons for the delay. You must request the degree certificate within the timeframe specified. If you do not do so, the board will issue the degree certificate after this

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timeframe, unless you have requested an extension to the timeframe on time. You can postpone graduation for a maximum of two years.

8.14 Appeal

You can lodge an appeal with the HAN Examination Appeals Board against a decision concerning education, exams, modular exams and final assessments within 6 weeks based on the education and examination regulations.

For more information about which decisions you can appeal and how, go to HAN Insite Complaints and Disputes Office:
 https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/

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9 Description of the educational programme

This chapter describes your degree programme in the form of a curriculum overview and description of the courses. It starts with the units of study in the propaedeutic phase, then those of the post-propaedeutic phase and finally those of the minors.

If extra programmes, tracks in a language other than English or tracks with a special feature are offered, these are also described.
This chapter also specifies whether the degree programme offers modules and/or elective courses.

Below is a schematic overview that gives you an overall impression of the degree programme. It also gives the units of study . belonging to the degree programme.

9.1 Courses of the degree programme

Propaedeutic phase

See Part 3, Appendix to chapter 9 description of the educational programme.

Post-propaedeutic phase

See Part 3, Appendix to chapter 9 description of the educational programme.

9.2 Minors of the degree programme

See Part 3, Appendix to chapter 9 description of the educational programme from the Dutch version of this Degree Statute.

9.3 Graduation specialisations

See Part 3, Appendix to chapter 9 description of the educational programme.

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9.4 Honours, talent and premasters

9.4.1.1 Honours programmes
Not applicable

9.4.1.2 Talent programmes
See Part 3, Appendix to chapter 9 description of the educational programme from the Dutch version of this Degree Statute.

9.4.1.3 Premasters
Not applicable.

9.5 Part-time and/or work-study degree format

9.5.1 Part-time degree format
Not applicable

9.5.2 Work-study degree format
Not applicable

9.6 Tracks with special feature

9.6.1 Fast track
Not applicable

9.6.2 Abridged track
See Part 3, Appendix to chapter 9 description of the educational programme.

9.6.3 Abridged track from associate degree to bachelor degree
See Part 3, Appendix to chapter 9 description of the educational programme.

9.6.4 Track for elite athletes
Not applicable

9.6.5 D-stream
Not applicable

9.6.6 Combined track
Not applicable

9.6.7 Other track with special feature
See Part 3, Appendix to chapter 9 description of the educational programme.

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10 Evaluation of the degree programme

10.1 Evaluation structure

A quality framework has been adopted for all HAN degrees. This is in line with the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and the education policy formulated by HAN. This framework stipulates, among other things, that regular evaluations must be held among students, graduates, the professional field and staff.

Assessments are also held by HAN to support the evaluations at the level of the degree programme.

Each year all HAN degree programmes participate in the National Student Survey (NSE) in which students indicate how satisfied they are with different aspects of their degree programme.

Every year an alumni survey is held via the HBO-monitor. This evaluates for each degree programme how alumni look back on their degree programme and how well it was geared to the labour market in their experience.

HAN students who leave a degree programme without a degree certificate are contacted to enquire about their reason for leaving. Also, study progress and drop-outs are monitored for each degree programme.

Every six years an accreditation is held by the NVAO, with external reviews beforehand by a committee of experts. Halfway through the accreditation cycle, an audit is conducted by an internal committee complemented by an external expert in the relevant field. The aim is to monitor and test the progress of improvement measures relating to the last external assessment of the degree programme. This internal audit results in a report with improvement recommendations for those responsible for the content of the degree programme, the degree committee and the dean.

The audit is conducted according to HAN guidelines and it includes quality assurance with regards to administrative and educational law and good implementation of the education and examination regulations.

10.2 Evaluation by the degree programme

The school manager is responsible for the structure and the quality of the degree programme.

Each year the dean adopts an annual quality assurance report on the degree programme. This document, along with the internal audit report or review report, forms the basis for dialogue about the quality of the degree programme. This report concerns the improvement activities that were agreed on for the reported year, how they were executed and what results they delivered.

Based on the analysis of evaluation data for the reported year, a description follows of the improvement activities to be implemented in the current year. The evaluation data come about through evaluations of units of study, annual evaluations and curriculum evaluations by lecturers, students, alumni and the professional field. Also through evaluation studies conducted centrally by HAN.

The school manager and/or the degree committee, curriculum committee and the board of examiners are involved in this cycle at degree programme level by means of a brief response to this. Their responses are included in the appendixes to the annual report.

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10.3 Role of the degree committee

The tasks, role and responsibilities of the degree committee in the evaluation are set out in the Regulations of the Degree Committees (see Part 3). The degree committee can also take the initiative to conduct specific evaluations.

10.4 Degree-specific quality assurance

At Social Work there is a great deal of attention for the quality culture we wish to achieve. Our quality culture forms the basis of our collaboration with students, each other and the professional field. This means ownership of the quality assurance is organised by those involved and as close to the primary process as possible: meaning by the lecturers and students. The quality culture is based on distinctiveness and ambition, revolves around professional independence and responsibility and is characterized by safety and trust. In this way we offer future-proof education, innovative practice-based research and social relevance.

We have teams who are responsible for results so we can gain insight into the quality of the education. These teams draw up team plans describing the choice of quality assurance instruments and approach used to discuss improvement plans with those involved. Each year, students are given the opportunity to fill in the National Student Survey (NSE) during class. The teams decide with the students how lecturer evaluations will be held. This can be done digitally, for example, or in student meetings with coordinators. In addition, an internal audit report or inspection report is used for internal and external dialogue on the quality of the degree programme.

A key aspect of quality assurance in our degree programme is that we share our vision of good education with all stakeholders: lecturers, students, staff, professionals and researchers. From this vision we extract the *aspects* on which we evaluate the degree programme as a whole as well as its constituent parts, and the *criteria* by which we can assess what is going well and what could or should be improved. The most important aspects of good education are:

- cooperation across education, research and the professional field, focused on continual improvement of professional practice;
- personal education in small groups and learning communities;
- high-quality, challenging and activating education;
- a good educational organisation, including excellent communication and information facilities;
- tailored support that makes students feel seen and heard;
- maximum talent development through the provision of options (minors, profiles, internships, etc.), challenging learning environments and attention for personal development (*Bildung*);
- space for the student as partner;
- expert lecturers.

The study committee is an essential partner in quality assurance. In consultation with the study committee, agreements are made on areas for evaluation and improvement.

The education teams conduct evaluations among students, lecturers, professionals and researchers. They ensure that the findings of the evaluations are discussed and result in efforts to reinforce aspects that are going well and revise aspects that could or should be improved.

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11 Transition regulations

11.1 Effective date for amendments

An amendment to the education and examination regulations can only become effective as of 1 September in the following academic year. Exceptions to this rule are clerical error, force majeure, fulfilment of legal regulations or when the amendment is in your favour.
This chapter sets out the rules for respecting acquired rights and legitimate expectations.

11.2 Validity certificate

A successful final propaedeutic assessment and bachelor certificate are inviolable, except in the case of proven fraud in the process of earning this.

11.3 Obtained credits and study results

The result of an exam and its corresponding credits remain valid until the board of examiners has made a substantiated decision that the examined material is so outdated that it can no longer be used in the profession and the term of validity has expired as of a date stipulated by the board of examiners.

Results obtained for modular exams remain valid and may – if they still fit in the new programme – lead to exemptions for modular exams. A modular exam can, if possible, be added to another course to replace different modular exam that had the same learning outcomes or learning goals.

11.4 Participation in education, but not in exam or exam not passed

A student who has participated in the educational activities for a course in the academic year prior to the programme change, but who has not completed an exam or modular exam or has not passed an exam or modular exam, is entitled to repeat the educational activities at least during the academic year in which the change takes effect, and is entitled to at least two opportunities to take the (modular) exams.

11.5 Degree-specific transition regulations

The tables below show the sub-exams from 2022-2023 – which will no longer be part of the study programme in 2023-2024 – for which there will be 2 possibilities to take the (sub-)exam in 2023-2024 and whether there will be any educational support programmes offered. For minors, in case of changes in exams that were part of the programme in 2022-2023, there are two more opportunities for these exams in 2023-2024. Supporting education is offered within the minor. For sub-exams from previous years that are no longer part of the curriculum and that have not yet been passed, see the comparison tables on OnderwijsOnline.

ISW, propaedeutic phase, level 1

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Course code 2022-2023	Educational support programmes in 2023-2024	Opportunity to take (sub-)exams from 2022-2023 in 2023-2024
COMTHP03 Community in the picture	**COMPTHP04** Community in the picture	2 kansen voor: COMTHP03-TOETS-1 Community in the picture
EXAATA03 Examining a topical issue	**EXAATA04** Examining a topical issue	2 kansen voor: EXAATA03-TOETS-1 A topical issue
THEONC01 Theories on communities 3	**THEONC05** Theories on communities 3	2 kansen voor: THEONC01-TOETS-1 Sociology

ISW, year 2

Course code 2022-2023	Educational support programmes in 2023-2024	Opportunity to take (sub-)exams from 2022-2023 in 2023-2024
SPECRS01 Specialisation in creative skills 1	**SPECRS03** Specialisation in creative skills 1	2 kansen voor: SPECRS01-TOETS-1 Creative craftsmanship 1
SPECRS02 Specialisation in creative skills 2	**SPECRS04** Specialisation in creative skills 2	2 kansen voor: SPECRS02-TOETS-1 Creative craftsmanship 2
PEOPBO01 People & Boundaries	**PEOPBO02** People & Boundaries	2 kansen voor: PEOPBO01-TOETS-1 Follow the chain: Project proposal PEOPBO01-TOETS-2 Follow the chain: Project presentation
EMPOWE01 Empowerment	**EMPOWE02** Empowerment	2 kansen voor: EMPOWE01-TOETS-1 Design to empower: Project proposal EMPOWE01-TOETS-2 Design to empower: Project justification
PROFDE01 Professional Development 2.1	**PROFDE03** Professional Development 2.1	2 kansen voor: PROFDE01-TOETS-1 Professional Development 2.1
PROFDE02 Professional Development 2.2	**PROFDE04** Professional Development 2.2	2 kansen voor: PROFDE02-TOETS-1 Professional Development 2.2

ISW, year 3

Not applicable.

11.6 Adopted amendments to this degree statute

Not applicable

PART 3 Other regulations

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1 Exam regulations

These regulations set out:

1. The rules of conduct for students in exam and modular exam sessions, insofar as these are not laid down in the Student Charter, the Education and Examination Regulations or related regulations.
2. The rules of conduct for students in review sessions and discussions of exams and modular exams, insofar as these are not laid down in the Student Charter, the Education and Examination Regulations or related regulations.

1 Code of conduct for students during exam sessions

The facilities provided by HAN for students with respect to exams and modular exams are laid down in the Student Charter and Education and Examination Regulations or related regulations. HAN also has a general code of conduct for students. In addition to general provisions, this code of conduct contains provisions governing the conduct of students at exam venues. These exam regulations contain additional provisions regarding student behaviour during written and digital exams in particular.

Behaviour
The student:

1. must follow the instructions given by the supervisor and treat the supervisor with respect;
2. must behave in such a way that they do not disturb other students at any time during the exam or when entering or leaving the exam venue. The student must be silent before, during and after the exam when in and near the room where the exam is being held;
3. must contact the supervisor as soon as possible if anything is unclear before and/or during the exam.

Identification and admission
The student:

1. must report to the supervisor at the exam room 15 minutes before the start of the exam;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or a valid proof of identity. This includes:
   - a passport;
   - a European identity document;
   - a Dutch driving licence;
   - a European driving licence;
   - a Dutch residence permit;
3. may only use an identity document to identify themselves if they are sitting for a national exam;
4. must place their valid student card or proof of identity at the top right-hand corner of the desk during the exam so the supervisor can check their identity;
5. will have their name checked off the attendance list by the supervisor to confirm their participation in the exam.

Theft/loss of identification
If the student cannot show identification due to theft or loss, they can participate in the exam using an original police report of the theft and/or official request to the municipal authorities for new identity papers. The supervisor should

contact the coordinator when determining whether to approve. This is then noted on the official report/attendance list.

Extra requirements for computer-based exam

1. When taking a computer-based exam, the student is expected to have actively participated in the mock exam organised by the degree course and to have been informed about the exam application, about the fraud prevention application and about the use of personal data;
2. The laptop the student brings with them for the computer-based exam or modular exam must meet the HAN requirements. These can be found at HAN Insite – Facilities and IT – Applications/Software – Schoolyear (digital exams with fraud prevention);
3. If the student's laptop is not compatible with the exam and fraud prevention software, the student may request a loan laptop from the degree course/school before participating in the exam or modular exam.

Before the start of the exam
The student:

1. may only place items needed to complete an exam on or next to the table;
2. may not – unless expressly stated otherwise – be in possession of any digital data carriers during the exam other than those expressly permitted and necessary for taking the exam or modular exam. This includes equipment with integrated digital data carriers, such as USB flash drives, calculators, special watches, special glasses, special earphones, etc.;
3. may not wear a watch. A clock is provided in all exam venues;
4. may not – unless expressly stated otherwise – use the following resources during the exam: hard-copy or digital versions of dictionaries, law books, textbooks, etc. If these resources are permitted, the hard-copy or digital resources will be made accessible and may be checked by the supervisors;
5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with integrated digital data carrier(s) in the place specified by the supervisor;
6. must turn off mobile phones, smartphones, etc. before putting them away;
7. must write their name, student number, class/group and other details requested by the supervisor on all written exam documents at the start of the exam. The student must also write these details on any note paper they use;
8. will not have direct access to the exam venue after the actual start of the exam. Students who do not make it to the exam venue on time are allowed to enter the exam venue when 30 minutes of the exam have passed and are allowed to sit the exam for the remainder of the exam time. The supervisor makes a note of which students are late. Students must strictly observe any instructions given by the supervisors regarding where they are allowed to sit and they may not disturb students who have already started the exam;
9. may log into the exam application prior to a computer-based exam, identify themselves via SURF-connext or Microsoft Azure, and wait at the cover sheet for the exam or modular exam until the supervisor signals that students may start the exam or modular exam.

During the exam
The student:

1. may not take toilet breaks during exam sessions of 120 minutes or less. During exams that last longer than 120 minutes, students may take a toilet break after 120 minutes if accompanied by a supervisor. Exceptions are possible for all exams in cases of physical discomfort, provided the supervisor is notified no later than 15 minutes before the start of the exam or immediately upon entry when arriving 30 minutes after the start of the

exam;

2. may not leave or submit their work during the first 30 minutes of the actual start of an exam (to prevent disruption to other students and/or irregularities). If there are any students who enter the exam venue 30 minutes after the start, any students who want to leave may only do so after the late students have started their exam;

3. will be given access to additional exam facilities if they are entitled to those facilities according to OSIRIS or a decision to that effect by the board of examiners. These facilities are applicable if the student indicated when registering for the exam that they wanted to use these facilities;

4. may not consume any food during exams that are shorter than 150 minutes; students may consume food during exam sessions of 150 minutes or longer if this does not cause a nuisance to fellow students;

5. may only consume drinks from a resealable bottle/container;

6. must use the writing materials specified on the cover sheet (black or blue pen or lead pencil) to complete the written exam;

7. must ensure that multiple-choice forms are filled in correctly and according to the instructions given by the supervisor;

8. may not copy or scan a written or computer-based exam or parts thereof in any way or take the exam or its contents outside the exam venues in any manner:

9. may not use unauthorised digital resources, facilities or functions.

Resources
The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the department and will be listed on the exam cover sheet;

2. must ensure that resources do not have notes, etc. on them unless the exam cover sheet states that this is permitted;

3. must make sure that the laptop and accompanying mouse and earplugs they bring for computer-based exams meet the requirements set by HAN. These can be found at HAN Insite – Facilities and IT – Applications/Software – Schoolyear (digital exams with fraud prevention).

Suspected irregularity
The student:

1. will be referred to Part 2 of the degree statute (the education and examination regulations), and Part 3, chapter 3, of the degree statute (the regulations of the board of examiners) for provisions concerning irregularities or fraud, penalties for irregularities or fraud, and confiscation of evidence;

2. will be permitted by the supervisor to complete the exam in the event of reasonable suspicion of an irregularity or fraud and will sign to confirm they have seen the 'Official exam report form' that has been filled in by the supervisor. This form is appended to these regulations.

Handing in exam documents
The student:

1. must check before handing in the exam script and assignment(s) whether their name, student number, class/group number and any other details requested by the supervisor have been written correctly on all of the exam documents to be submitted;

2. must submit all the exam documents including used and unused note paper to the supervisor and sign the

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attendance list for confirmation;

3. must make sure everything is left neat and tidy before leaving the exam venue;
4. must make sure they close down the exam application and blocking software for the computer-based exam.

2 Code of conduct for students during review/discussion sessions of assessed exam work

There is a code of conduct for students. In addition to general provisions, this code of conduct contains provisions governing the conduct of students at exam venues.
Below are additional regulations regarding the review of assessed exam work, hereafter referred to as a 'review session'.

Before the review session: Only students who have taken part in the exam for which the review session is organised may be present in the classroom. A lecturer and a supervisor will be present during the review session.

Behaviour
The student:

1. must follow the instructions given by the supervisor and treat the supervisor with respect;
2. must behave in such a way that they do not disturb other students at any time during the review session or when entering or leaving the room where the review session takes place (hereafter referred to as the 'room');
3. must contact the supervisor a.s.a.p. if anything is unclear during the review session.

Identification and admission
The student:

1. must show the supervisor a valid student card or another valid form of identification:
    - a passport;
    - a European identity document;
    - a Dutch driving licence;
    - a European driving licence;
    - a Dutch residence permit.
    If the student cannot show a student card or a valid form of identification, they will not be allowed to take part in the review session/discussion;
2. In the case of theft or loss of the identity document, the student can apply for a certificate of enrolment at the exams office, which will give them admittance to the room. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity papers;
3. must write their name on the attendance list provided by the supervisor to confirm their participation in the review session/discussion;
4. must place their valid student card or other form of identification at the top right-hand corner of the desk during the review session/discussion so the supervisor can check their identity;
5. will only be admitted to a digital review session if they have a laptop with them that meets the requirements set by HAN. These can be found at HAN Insite – Facilities and IT – Applications/Software – Schoolyear (digital exams with fraud prevention).

Start and resources
The student:

1. must ensure they have a copy of their answer sheet (yellow carbon copy) when reviewing a multiple-choice

B Social Work

exam with OMR answer sheet;

2. must log in to the exam application when reviewing a digital exam or modular exam, and identify themselves via SURF-connext or Microsoft Azure;

3. may only place on the table the permitted resources listed on the review cover sheet or announced by the supervisor at the start of the review session;

4. may not – unless expressly stated otherwise – have any of the following in their possession during the review session: digital data carriers or equipment with an integrated digital data carrier, such as mobile phone, smartphone, USB flash drive, calculator, special watch, special glasses, special earphones, etc.;

5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with integrated digital data carrier(s) in the place specified by the supervisor;

6. must ensure their mobile phone(s), smartphone(s) or other digital data carrier(s) and any equipment with integrated digital data carrier(s) are switched off before putting them away.

During the review session/discussion
The student:

1. may not take a toilet break during the review session;
2. may not eat anything during the review session;
3. may only consume drinks from a resealable bottle/container;
4. may only place one or more of the following permitted documents on the table in the case of written exams:
   a. assessment form
   b. yellow carbon copy (of the multiple-choice exam with OMR answer sheet)
   c. exam script
5. may not make any annotations or amendments to the exam script. If the student does this anyway, this is reported to the board of examiners as an irregularity;
6. may not copy, scan or take with them any model answers or assignments. Neither may students copy their own exam scripts and/or those of other students;
7. may not copy or scan a written or computer-based exam or parts thereof in any way or take the exam or its contents outside the exam venues by any other means;
8. may not use unauthorised digital resources, facilities or functions.

In the case of protest
The student:

1. must carefully complete all requested details on the protest form.

Submitting reviewed (assessed) exam work
The student:

1. must submit all the exam documents received for the review session to the supervisor and sign the attendance list to confirm this;
2. must make sure they close the exam application and blocking software for the computer-based exam;
3. must make sure everything is left neat and tidy before leaving the room.

3 Final provisions

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Unforeseen circumstances

In exceptional situations and cases not provided for by these regulations and in which an immediate decision is necessary, the decision will be taken by:

a. the head of the exams office (in so far as this is within the powers of the exams office);
b. the examiner (in so far as this is within their powers);
c. the chair of the board of examiners (in so far as this is within their powers);
d. the supervisor, in consultation with the coordinating supervisor if it is not possible to wait until one of the above authorised people is present.

The interested parties will be informed of the decision as soon as possible.

Complaints and appeals concerning decisions and procedures of the exams office
For more on this, see these HAN regulations:

- 'Complaints Regulations';
- 'Regulations for Legal Protection of Decisions Concerning Education'.

4 Appendix: Official exam report

Naam surveillant *Name of supervisor:*

…………………………………………………………..…………………………………………………..

Code/naam tentamen *Code/name of exam*

…………………………………………………………..…………………………………………………..

Tentamendatum en tentamentijdstip *Date and time of exam*

…………………………………………………………..…………………………………………………..

Tentamenlokaal *Exam room:*

…………………………………………………………..…………………………………………………..

Plaats *Place:*

…………………………………………………………..…………………………………………………..

PART 1: UITREIKEN VAN HAN LAPTOPS / *LOAN OF HAN LAPTOPS*

Totaal aantal uitgeleende HAN laptops *Total number of loaned HAN laptops*

…………………………………………………………..…………………………………………………..

Naam én studentnummer van de student aan wie de HAN laptop is uitgeleend en de reden van uitleen
Name and student number of the student to who the HAN laptop has been lent and the reason for lending

1. (Naam, studentnummer en reden *name, student number and reason***)**

…………………………………………………………..…………………………………………………..

….………………………………………………………..…………………………………………….…..

2..……

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…………………………………………………………..…………………………………………….

3. ……………………………………………………………………………………………………...

…………………………………………………………………………………………………….

4…………………………………………………………………………………………………….

……………………………………………………………………………………………………..

5............

PART 2: MELDING VAN EEN GECONSTATEERDE VERMOEDELIJKE ONREGELMATIGHEID OF FRAUDE /
NOTIFICATION OF A SUSPECTED IRREGULARITY OR FRAUD

Naam student *Name of student*

 …………………………………………………………..………………………………………

Studentnummer *Student number*

 …………………………………………………………..…………………………………………....

Beknopt verslag door de surveillant van de geconstateerde vermoedelijke onregelmatigheid of fraude
Brief written report report of the suspected irregularity/fraud by the supervisor

……...

……...

Korte reactie van de student (je bent niet verplicht dit in te vullen, je krijgt nog de kans je verhaal te doen bij de examencommissie):

Brief response by the student (you are not required to fill out this form, you will still have the opportunity to tell your story to the Board of Examiners):

…………………………………………………………..…………………………………………….

…………………………………………………………..…………………………………………….

Handtekening surveillant *Supervisor's signature:*

…………………………………………………………..…………………………………………….

Handtekening 'voor gezien' van student *Student's signature to confirm he/she has read the form*

…………………………………………………………..…………………………………………….

The supervisor intervenes immediately in case of a suspected irregularity or fraud. The supervisor provisionally allows the student to finish the exam, and seizes all documents that they suspect are involved in the suspected irregularity/fraud. The supervisor fills in this form and submits it to the coordinating supervisor along with all accompanying items immediately after the exam. The student in question receives a copy of the completed form. The form is then sent to the board of examiners via the exams office. The board of examiners will contact the student.

De surveillant grijpt in geval van een redelijk vermoeden van een onregelmatigheid of fraude direct in. Hij laat de student onder voorbehoud het tentamen afmaken en neemt alle bescheiden in waarmee de vermoedelijke onregelmatigheid/fraude heeft plaatsgevonden. De surveillant vult dit formulier in en levert dit met alle bescheiden na afloop van het tentamen direct in bij de coördinator-surveillant. De student ontvangt een kopie van het ingevulde formulier. Via het Tentamenbureau gaat het formulier vervolgens naar de examencommissie. De examencommissie neemt contact op met de student.

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2 OSIRIS regulations for education, exams and modular exams

These regulations set out:

1. The rules applying to registering for courses;
2. The rules applying to registering for exams or modular exams;
3. The rules applying in case of technical problems.

Registering and cancelling registrations for courses

1. Registering for courses
   a. You need to register for courses you plan to participate in. If you do not register, you cannot participate in any courses;
   b. The degree programme may specify that a maximum number of students can participate in a certain course. If applicable, this is stated in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme';
   c. The degree programme may decide that registration is not required for certain courses . If applicable, this is specified in the description of the course in Part 2 of this degree statute (the education and examination regulations), in the chapter 'Description of the education programme';
   d. You do not have to register for courses you take at the start of your degree programme. However, if registration is required at the start of the degree programme for electives / courses, this is specified in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.

2. Registration periods for courses
   a. Registration for courses is open from 20 to 10 working days before they start. If a different registration period is set for a certain course, this period can be found in the description of that component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.
   Deviating from this provision is only permitted if it benefits students;
   b. A different registration period may be set for the courses related to minors. This period can be found in the description of the course in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programma', for the degree programme offering the minor.
   Deviating from this provision is only permitted if it benefits students.

3. Registering for courses after the deadline
   a. You cannot register after the registration deadline has passed. You can submit a request for late registration via ASK@HAN.nl until 9.00 on the last working day before the course starts;
   b. You will be granted permission if there is no maximum number of students as referred to in article 1 under b and if the format of the course allows for late registration;
   c. If a maximum number of students is specified, you will still be given permission if this maximum has not yet been reached and if the format of the course allows for late registration;
   d. The degree programme may decide late registration is not possible for certain courses. If applicable, this is specified in the description of the course in Part 2 of the degree statute (the education and examination regulations).

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If permission is granted, you will be registered by Study Progress.

4. Cancelling registration for courses
   a. If you do not want to participate in an course for which you have registered, you need to deregister no later than the day before it starts;
   b. When you cancel your registration, the automatic registration for the first exam sitting is cancelled as stipulated below in article 5 under b.

Registering and cancelling registration for exams

5. Registering for exams and modular exams
   a. You need to register for the exams and modular exams you want to take. If you are not registered for an exam or modular exam, you cannot take that exam;
   b. There is one exception to this rule: when you register to participate in an course, you are automatically registered for the first sitting of the exam or modular exam for that component. If you want to participate in a different sitting of the exam or modular exam, you need to cancel your registration (see article 8 below). If you do this, also remember to register for the sitting of the exam or modular exam that you do want to attend.

6. Registration periods for exams and modular exams
   a. Registration for exams and modular exams is open from 20 to 10 working days before the exam date;
   b. If a different period has been set for certain exams and modular exams, this period can be found in the description of that course in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.

Deviation from this provision is only permitted if it benefits students.

7. Registering for exams and modular exams after the deadline
   a. You can no longer register after the registration deadline has passed. You can still request late registration until 9.00 one working day before the exam or modular exam sitting via ASK@HAN.nl ;
   b. You will not be granted permission for late registration if it is no longer possible to arrange the required facilities, services or support;
   c. A request for late registration will be granted if the request is for the last exam or modular exam for a final assessment or if the exam is being offered for the last time due to a change in the curriculum.

8. Cancelling registration for exams and modular exams
   a. If you decide not to participate in the exam or modular exam, you must cancel your registration prior to the exam or modular exam sitting;
   b. You can cancel registration for an exam or modular exam up to one working day before the exam or modular exam sitting;
   c. If you are registered for an exam or modular exam, but do not participate and have not cancelled your registration, this will count as an exam opportunity used and an 'NP' (not participated) will be recorded for the exam or modular exam result in OSIRIS. If there were special circumstances that prevented you from cancelling your registration and/or from participating, you can apply to the board of examiners for an additional exam opportunity if needed. See the section 'Request for extra exam opportunity or another exam format' in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Exams and final assessment'.

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9. Technical problems

If you encounter problems while registering or cancelling your registration for courses, exams or modular exams and you are unable to register or cancel your registration, report this by email or in person to ASK@HAN.nl before the registration deadline.

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Regulations of the Board of Examiners

Regulations of the Board of Examiners AMM Social Work

Section 1: General provisions

Article 1.1 Terms and definitions
The terms and definitions applied in these regulations are those set out in Section 1.1 of the Education and Examination Regulations.

Article 1.2 Status and scope of these regulations
1. These regulations contain rules about the duties and powers of the AMM Social Work Board of Examiners (AMMSW) and measures they may take in this context, as well as rules about the implementation of those measures.
2. These model regulations are adopted annually as part of the model degree statute by the Executive Board with consent from the participation council.
   The board of examiners may amend paragraphs, articles and sections, provided the amendments do not conflict with the education and examination regulations of the degree programme(s), the HAN Student Charter or the Higher Education and Research Act.
3. These regulations have been adopted by the board of examiners and apply to the courses, exam, modular exams and final assessments for the following Bachelor(s) degree programme:
   - Social Work.
   And the following Associate degree programme:
   - Social Work.

Section 2: Decision-making and mandates, tasks and meetings

Article 2.1 Decision-making and mandates
1. The chair of the board of examiners signs decisions by the board of examiners, unless this duty has been mandated to someone else. All members as well as the official secretary can sign rulings and decisions regarding individual requests from students.
2. The board of examiners can appoint a managing committee for matters concerning day-to-day affairs. This committee is composed of the chair of the board of examiners and another member and – insofar as this function is carried out – is supported by the official secretary. The managing committee is authorised to make provisions for current matters based on a general mandate. Should situations arise in which the managing committee cannot reach a decision, the situation is presented to the board of examiners as soon as possible for a decision.
4. The board of examiners can be supported in its activities by an official secretary.
5. The duties mandated by the board of examiners are listed in appendix 1 to this set of regulations. The board of examiners remains fully responsible for any duties and/or powers it mandates to others.
6. The duties mandated by or on behalf of the Executive Board to the board of examiners are listed in an overview that can be found in appendix 2.

7.   The board of examiners ensures that it receives regular reports (in writing) regarding the progress of its mandated duties and/or powers.

Article 2.2 Duties and powers of the board of examiners

The board of examiners has the following duties and powers:

1.   Ensuring the quality of exams, modular exams and final assessments.

2.   Adopting guidelines and instructions in addition to the EER about assessing exams, modular exams and final assessments in an objective, reliable, valid and transparent manner and determining their result.

3.   Deciding that the period of validity of exam or modular exam results and the corresponding credits have expired, from a date determined by the board of examiners. This is only done in cases where reasoned arguments can be given showing that the knowledge, understanding and/or skills are so outdated that they are no longer useful for the profession.

4.   Deciding on student requests for exemptions. If a decision is later shown to be based on incorrect evidence submitted by the student, the board of examiners is authorised to withdraw the decision.

5.   Deciding that certain previously passed exams and modular exams, certificates and other declarations, diplomas and degree certificates entitle a student to exemptions for one or more exams and/or modular exams. If such designation decisions have been taken for groups of students, this is included in appendix 3 of these regulations.

6.   Determining further rules and regulations regarding possible fraud and/or irregularities on the part of students, prospective students or external students, including any measures to be taken.

7.   Adopting policies and rules about how the duties and powers should be performed as described in paragraphs 1, 2, 3, 4 and 5.

8.   Ensuring the quality of the organisation of and the procedures for exams and final assessments.

9.   When establishing guidelines and instructions as specified in paragraph 2, protocols are used for assessing (final) projects that meet national requirements as far as possible.

10.   Appointing examiners and head examiners to administer exams and modular exams and to determine the results of those exams. The board of examiners sets guidelines about appointing (head)examiners.

11.   Terminating the appointment of examiners.

12.   Submitting proposals to the Executive Board for termination of a student's enrolment in the event of serious fraud.

13.   Advising the Executive Board on the discontinuation of a student's enrolment in a degree programme as a consequence of the student's behaviour in relation to future practice of the profession.

14.   Deciding in the event of a suspicion that a student has committed irregularities and/or fraud and, if necessary, taking measures in that regard, in accordance with the regulations of the board of examiners as laid down by the board of examiners.

15.   Deciding on a student's request to take a minor in accordance with the EER.

16.   Deciding on a student's request for an extra opportunity to take an exam or modular exam.

17. Only for degree programmes composed of units of study: deciding on a student's request to take an exam or modular exam for a course independently of the standard programme.

18. Deciding on a bachelor student's request to take exams and modular exams for the final bachelor assessment before they have passed the final propaedeutic assessment.

19. Deciding on a student's request to take educational components and complete exams and modular exams contrary to the applicable entry requirements.

20. Deciding on a student's request to take exams and modular exams in a different format from what is stipulated in the education and examination regulations.

21. Deciding on a student request, based on a disability or chronic illness or other condition such as pregnancy, to take exams and modular exams in an adapted format.

22. Deciding on a student's requests for an oral exam to be closed to the public. The board of examiners may also decide (in principle) to close certain exams and modular exams to the public without the student's request in cases where there are special reasons such as company confidentiality during a graduation meeting.

23. Issuing documentation, module certificates and declarations.

24. Contributing to the examination policy for the degree programme or group of degree programmes.

25. Advising the dean on the education and examination regulations.

26. Issuing a degree certificate as proof that a final assessment has been passed after the Executive Board has declared that the procedural requirements for issuing the certificate have been met.

27. The requirements for receiving a degree are that:
    - the student is enrolled at one of the degree programmes that fall under the board of examiners AMM Social Work.
    - the tuition fees have been paid.

28. Deciding about the term of postponement when a student does not request his Degree Certificate after passing all the components of his final exam.

29. Issuing a statement of successfully completed exams, at the request of a student, in cases where the student has successfully completed more than one exam and to whom a degree certificate as referred to in article 7.11 paragraph 2 of the Higher Education and Research Act cannot be issued.

30. Invalidating an administered exam and/or exam result (or part of the exam or result) if according to the board of examiners that administered exam did not meet the quality criteria for examination. Invalidating an administered exam leads to the exam results being annulled or not being awarded. If reasonably appropriate: students affected by this are offered the opportunity to retake the exam (or part of the exam) concerned.

31. Only for degree programmes composed of units of study: Deciding on a request for exemption from mandatory participation, with or without imposing an equivalent substitute requirement, in case the degree programme has mandatory participation.

Article 2.3 Meetings of the board of examiners

1. The board of examiners meets at least eight times a year.

2. The meetings of the board of examiners are scheduled in such a way that they

concur with the scheduling cycles of the degree programme(s) and the school.

3.   The board of examiners decides by a simple majority of votes.

4.   If the votes are equally divided, the chair has the deciding vote.

5.   At each meeting, the board of examiners ratifies decisions taken in the intervening period by the managing committee based on its general mandate regarding day-to-day affairs, as well as any other decisions taken on the basis of mandated duties/powers.

6.   The official secretary to the board of examiners ensures that a report is drawn up of every meeting. The report is adopted at the next meeting held by the board of examiners. The report includes a list of decisions made during the meeting.

7.   The official secretary to the board of examiners ensures that the final, anonymised reports of the meetings can be viewed digitally by lecturers/students/professors and others from the degree programme(s) concerned.

Article 2.4 Joint meeting of the school manager, the dean and board(s) of examiners

1.   The chair of the board of examiners meets two times each academic year with all chairs of all other boards of examiners within the school.

2.   The board of examiners meets with the school manager(s) two times each academic year.

3.   The board of examiners meets one time each academic year with the school manager(s), the dean and all the chairs of the boards of examiners within the relevant school.

Section 3: Quality assurance of exams, final assessments and organisation

Article 3.1 Ensuring the quality of exams

1.   The board of examiners is responsible for ensuring the quality of exams and modular exams.

2.   The board of examiners verifies whether the guidelines and instructions as referred to in article 3.2 are observed in practice and result in high-quality exams and modular exams.

3.   The board of examiners offers suggestions for improvements where needed.

4.   Each year, the board of examiners prepares a monitoring plan / quality control plan to ensure the validity, reliability, feasibility and transparency of examinations. This plan is sent to all interested parties and can also be requested digitally on request.

Article 3.2 Guidelines and instruction for exams

1.   Exams and modular exams are administered and graded by examiners and head examiners appointed by the board of examiners.

2.   The examiners and head examiners examine and assess the exams and modular exams based on the criteria listed in the education and examination regulations and the guidelines and instructions adopted by the board of examiners.

3.   The board of examiners adopts guidelines and instructions regarding:

-        the construction of exams and modular exams.

-        the administering of exams and modular exams.

-        the assessment and adoption of the result of exams and modular exams.

Article 3.3 Ensuring the quality of the final assessment

1.   The board of examiners is responsible for ensuring the quality of the final assessments. They adopt and follow a policy for this.
2.   The board of examiners regularly checks whether the entirety of exams test all of the intended exit qualifications.
3.   The board of examiners determines whether a student has the knowledge, understanding, skills and (if relevant) attitude, as described in the EER, that are required for obtaining a degree. The board of examiners also determines whether to award a student a distinction.
4.   The board of examiners is authorised to administer their own further investigation/exam to reach a careful decision about the matters outlined in the previous paragraph.
5.   The board of examiners periodically reviews the level of final graduation projects. The board of examiners may have these reviews conducted by other persons, who then submits a report to the board of examiners.
6.   The board of examiners will oppose and counteract any unjustified awarding or withholding of credits by examiners.

Article 3.4 Ensuring the quality of the organisation and procedures for exams and final assessments

1.   The board of examiners is responsible for ensuring the quality of the organisation and procedures regarding exams, modular exams and final assessments.
2.   The board of examiners monitors compliance with the guidelines and instructions regarding the administering of exams and modular exams as set out in article 3.2 paragraph 3. The board of examiners meets if needed periodically with the exams office about this and if needed also with the Executive Board.

Article 3.5 External validation of the quality of final assessments

The board of examiners ensures that the quality of the final assessment is validated by external parties by:
-          supporting school-wide and HAN-wide examination.
-          using a joint protocol for the assessment of graduation projects.
-          hiring external experts to assist in preparing exams and modular exams and assessment procedures.
-          hiring external experts to inspect exam results.
-          possibly hiring external supervisors to monitor the quality of the assessment of final graduation projects.

Section 4: Appointment and expertise of examiners

Article 4.1 Appointing examiners and expertise of examiners

1.   The board of examiners appoints (external) examiners to construct, administer, assess and determine the result of exams and modular exams. If there is more than one examiner for an exam or modular exam, the board of examiners can also appoint a head examiner.
2.   Depending on their role in the examination process, examiners and head examiners

are experts in their subject field and possess the necessary knowledge and skills to construct exams and modular exams, set out methods and standards for assessing exams and modular exams, organise exams and modular exams and analyse the results of these based on guidelines and criteria for reliable, valid and transparent examinations and assessments.

3.   The board of examiners ensures examiners have sufficient expertise. If necessary, the board of examiners can ask the dean to take the necessary measures to facilitate the professional development of examiners.

4.   As a way of ensuring the expertise of examiners and head examiners, the board of examiners has a profile they use when appointing examiners.

5.   Examiners are appointed for one or more specific degree components (course, exam or modular exam, phase, specialisation) and for a specific period.

6.   The board of examiners informs the degree programme about the appointment and the guidelines used for the appointment.

7.   If necessary, examiners and other parties involved may be heard by the board of examiners and asked to provide the board with specific information and/or advice.

8.   If requested, examiners must be able to provide the board of examiners with materials for evaluating the quality of exams, assessment methods and assessment results (such as learning outcomes, test plans, exam matrices, answer keys, assessment schemes, assessment criteria for assignments, the actual exams or modular exams and/or assignments, the exam results and an analysis of these).

9.   If an examiner does not or no longer meets the required level of expertise, the board of examiners is authorised to revoke that examiner's appointment.

Section 5: Further rules for decisions regarding individual students

Article 5.1 EER as model document
The EER sets out model provisions regarding exams, modular exams, minors, assessment criteria, exemptions, exams and modular exams taken independently of the standard programme, Dutch proficiency, extended study load, study advice and studying with a disability, chronic illness or other special condition such as a pregnancy.

Article 5.2 Further rules regarding exemptions from exams and modular exams
1.   The procedure for requesting and granting exemption(s) is as follows:
   -    A student may apply to the board of examiners for exemption from one or more exams or modular exams. The student must provide the necessary information and evidence.
   -    An intake coordinator/exemption coordinator can provide advice based on this evidence.
   -    The board of examiners decides on the request based on the criteria set out in the EER and considering the advice given by the intake coordinator / exemption coordinator as referred to in the previous paragraph.
2.   Designation decisions which offer the prospect of exemptions for special target groups (e.g., as part of an abridged route), can be found in appendix 3.

Article 5.3 Further rules on studying with a disability, chronic illness or some other special condition such as pregnancy

1. A student with a disability may submit a request to take measures for one or more exam facilities.
2. The senior study coach decides whether or not to grant standard exam facilities (25% extra time, A-3 format) for students with dyslexia.
3. The board of examiners decides whether or not to grant additional facilities to students with dyslexia and all other functional disabilities.
4. In all cases, the student may be asked to provide evidence when applying for exam facilities.
5. Students with dyslexia may be granted special exam facilities if the diagnosis letter contains an acknowledged, explanatory and indicative diagnosis, issued by an authorised person and provided with a date and signature. The board of examiners may request the accompanying report if the diagnosis gives reason for this.

Article 5.4 Further rules regarding flexible minors

1. The board of examiners receives documentation from the student showing they for passed the exams approved by the board of examiners for a flexible minor. This documentation may comprise a certificate, a statement or other documents showing the student passed the approved exam.
2. After the board of examiners has received the documentation, the result for the exam or exams of the flexible minor is entered by the Board of Examiners in the HAN study information system.

Article 5.5 Further rules regarding study advice (if mandated by the dean)

1. A student may submit a written and substantiated objection to their BNSA to the Complaints and Disputes Office.
2. In such a case, the Complaints and Disputes Office will ask the board of examiners to investigate whether an amicable settlement can be reached.
3. The board of examiners will give the student and the degree programme the opportunity to explain their objection or decision in a hearing.
4. If the board of examiners finds that the BNSA decision was not taken correctly by the degree programme, the board of examiners will reach a settlement with the student and will send the signed settlement agreement to the Complaints and Disputes Office.
5. If the board of examiners finds that the BNSA decision was rightfully made by the degree programme, the board of examiners will put forward a defence against the student's objection to the Complaints and Disputes Office on behalf of the degree programme.

Article 5.6 Further rules on requesting an extra exam opportunity

1. The board of examiners may grant a student an extra opportunity to take an exam or modular exam if due to special personal circumstances or other circumstances beyond their control the student was unable to pass or participate in an exam opportunity within one academic year (for the February route that means from February to February).
2. The board of examiners may grant the request if the circumstances presented are deemed plausible and justify an extra opportunity.

3. The board of examiners may defer a request if information is still missing. The student is expected to provide this information as soon as possible at the request of the board of examiners. If the board of examiners has too little information to decide on a request, the board of examiners may reject the request.

4. The board of examiners may declare a request inadmissible if it does not meet the formal requirements.

Article 5.7 Further rules for requesting a different exam format

1. A student may submit a written and substantiated request to the board of examiners to take an exam or modular exam in a different format.

2. The board of examiners will grant this request if the student can demonstrate that he or she is unable to pass the exam in the prescribed format due to a disability, chronic illness, pregnancy or any other reason.

3. The board of examiners will decide, if necessary, after consultation with the student and the examiner, which format can reasonably be used for the exam or modular exam, which facilities will be offered, and which different rules will apply.

4. Students taking the module 'Start op Maat; kennis en ervaring verzilveren' (Individualised start: capitalising on knowledge and experience) in the part time/work-study Social Work bachelor's degree or the part time/work-study Social Work associate degree may take the exams and modular exams on learning outcomes in another format without prior permission from the board of examiners. An exception to this is exams and modular exams that test knowledge.

Article 5.8 Further rules for requesting to take an exam independently of the standard programme

1. This article only applies to full-time students.

2. A student may submit a written and substantiated request to the board of examiners for an exam or modular exam taken independently of the standard programme.

3. The board of examiners will make a reasoned decision within 20 working days of receiving the request.

4. If that decision is positive, the student can participate in the exam or modular exam without following any of the educational components for the course. If the regular exam is not suitable for that, the board of examiners will appoint the examiners and decide on the exam format, in accordance with the relevant exit qualifications and assessment criteria given in chapter 9 of the EER.

Article 5.9 Further rules for determining the term of postponement if a degree certificate is not requested

1. A student can request the board of examiners to postpone issuing your degree certificate. This postponement is granted for a maximum of two years

2. Graduation can be postponed for a maximum of two years. If a student does not apply for the degree certificate within two years, the degree certificate will be issued automatically in OSIRIS after two years at the latest.

3. If a student does not apply for the certificate after all exams have been passed, and if a postponement has not been requested in time, the board of examiners will proceed to issuing the degree certificate at the latest at the end of the academic year (by 1 September).

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Article 5.10 Permission for students without a propaedeutic certificate to take exams or modular exams in the post-propaedeutic phase

1. A bachelor student who does not hold a propaedeutic certificate or a statement exempting them from the propaedeutic certificate has permission from the board of examiners to take exams and modular exams in the post-propaedeutic phase, provided the bachelor student has earned 45 credits or more from the propaedeutic phase.

2. If the bachelor student has earned less than 45 credits, the bachelor student may submit a request to the board of examiners to be allowed to take exams and modular exams in the post-propaedeutic phase, provided the degree programme has issued that student positive study advice.

Section 6: Irregularity and fraud in exams and modular exams

Article 6.1 Definition of irregularities and fraud

1. An irregularity is defined as: any action or omission on the part of a person involved, which consciously or unconsciously creates an incorrect impression of the knowledge, understanding and skills and (if relevant) the attitude of himself or of one or more other persons involved and any action or omission by a student that is in violation of the rules, guidelines and instructions relating to taking exams and modular exams.

2. Fraud and plagiarism are defined as an act or omission of a student that makes it partly or wholly impossible to form a correct judgement of their knowledge, understanding and skills. Plagiarism is a form of fraud.

3. At a minimum, fraud includes the following:
    a. being in possession of resources during the exam or modular exam that are not expressly permitted to be consulted.
    b. cheating during the exam or modular exam or exchanging information inside or outside the exam room.

4. Serious fraud, as referred to in article 7.12b, paragraph 2, of the Higher Education and Research Act, includes at least the following:
    a. impersonating someone else during the exam or modular exam.
    b. being represented by someone else during the exam or modular exam.
    c. receiving the relevant exam materials prior to the date and time set for the exam or modular exam.
    d. falsifying and/or manipulating exam relevant documents or data.
    e. committing fraud during or outside the review period for the assessed assignment/exam.
    f. committing fraud with the exam or modular exam results.
    g. submitting assignments written by someone else (whether or not for a fee), including written assignments acquired from a commercial institute.
    h. submitting texts written with (using) unauthorized use of artificial intelligence software (e.g., ChatGPT).
    The board of examiners may deviate from this following an investigation into the circumstances.

5. At a minimum, plagiarism includes the following:
    a. using or copying other persons' texts, data or ideas without providing the complete and correct sources.
    b. presenting the structure or the central concept from third-party sources as one's own work or one's own thoughts.

  c. failing to clearly indicate in the text, for example by using quotation marks or other specific formatting, that a quote has been copied verbatim or almost verbatim, even if the source is properly referenced.

  d. paraphrasing the content of someone else's texts with insufficient references.

  e. submitting text that was previously submitted or that is similar to what was previously submitted for assignments for other course components without the correct referencing.

  f. copying image, sound or test material, software and program codes from others without referencing the source and letting this pass as one's own work.

6. The term 'board of examiners' refers to the board of examiners for the degree programme that is responsible for the component in which fraud was discovered.

Article 6.2 Confiscation of evidence

If there is reasonable suspicion of an irregularity or fraud, the board of examiners, (head) examiner and any other person who is present at an exam or modular exam on the Executive Board's behalf are authorised to confiscate materials that may serve as evidence of the irregularity or fraud. After the decision of the board of examiners as referred to in article 6.5 has become final and conclusive, the board will return the confiscated materials to the student.

Article 6.3 Measures taken in the event of fraud and irregularities

1. The board of examiners may impose one or more of the following measures if a student commits an irregularity or fraud in any part of an exam or modular exam:

  a. give a written warning.

  b. give a written reprimand.

  c. invalidate an administered exam or modular exam and the exam result if the board of examiners is unable to guarantee the quality due to the irregularity or fraud. If an exam or modular exam is invalidated, this will lead to an 'F' being recorded for the exam or modular exam result in OSIRIS.

  d. withhold a student's degree certificate (if the irregularity or fraud is not discovered until after the exam or modular exam).

  e. decide the degree certificate can only be awarded after the student has resits an exam in a manner, on a date and at a time to be decided by the board of examiners (if the irregularity or fraud was not discovered until after the exam or modular exam).

  f. revoke the degree certificate after it has been issued (if the serious fraud was not discovered until after the certificate was issued to the student).

2. In the event of an irregularity or fraud, the board of examiners may deny a student access to one or more exams or modular exams for a period not exceeding one year.

3. In the event of an irregularity or fraud, the board of examiners may deny a student access to participation in the next exam opportunity of one or more exams or modular exams.

4. In the event of serious fraud, the board of examiners may recommend that the Executive Board terminate the student's enrolment for the degree programme concerned.

5. If according to the board of examiners an administered exam or modular exam does

not meet the quality criteria for examination as the result of an irregularity or fraud committed by someone other than the student, the board of examiners may decide to annul all or part of the exam or modular exam and/or the exam result. Invalidating a past exam or a past modular exam leads to the exam result being annulled or not being awarded. Students affected by this are offered the opportunity to redo the exam or modular exam (or part thereof) concerned.

Article 6.4 Hearing the student, the reporter of the irregularity and one or more third parties

1. The board of examiners will notify the student immediately, if possible, orally but always in writing, of any reported irregularity or fraud involving that student at an exam or modular exam.
2. The student will be given the opportunity to be heard by the board of examiners before a final decision is made.
3. If the student wishes to be heard, he or she must make this known in writing within 8 working days of the date on which he or she was notified of the opportunity to be heard.
4. The student will be heard no later than 10 working days after receipt of their request.
5. The board of examiners can hear the person who reported the irregularity and any third parties before making a final decision on the irregularity or fraud.
6. Before the hearing takes place, the student is informed of their right not to answer the questions posed by the board of examiners.
7. Any third parties brought along by the student may not be refused. They are permitted to be present as an observer.

Article 6.5 Announcement of decision

1. If the student does not respond in writing within 8 working days of being informed about the possibility to be heard, the board of examiners will presume that the student does not wish to be heard. After expiry of this period, the board of examiners will inform the student in writing of the decision or proposal/recommendation to the Executive Board within 10 working days.
2. If the student, reporter and/or one or more relevant third parties are heard, the board of examiners will inform the student in writing within 10 working days after the hearing of the decision or of a proposal/recommendation to the Executive Board.

Section 7: Degree certificate and diploma supplement

Article 7.1 EER as model document

1. The EER stipulates model provisions with regard to units of learning outcomes / units of study, exams and degree certificates.
2. The board of examiners uses the formats for degree certificates, diploma supplements and other certificates adopted by the Executive Board and when awarding certificates [1]follows the principles and procedures set out in the notes of that decision.
3. After the board of examiners has established that a student has passed the final bachelor assessment, that student can submit a request to receive their degree

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[1] Last adopted version: Executive Board decision 2021/1883. Always check if a more recent version has been adopted.

certificate before the set dates. The board of examiners will grant this request, and the student needs to take into account a processing period of at least 10 working days.

Article 7.2 Translation of degree certificate

For translations, graduates can contact a certified translator at their own expense (see: www.ngtv.nl). All costs for the translation are to be paid for by the student.

Section 8: Annual report of the board of examiners

Article 8.1 Annual report of the board of examiners and dean

1. Each year in November, the board of examiners writes a report on its activities during the previous academic year and sends this to the Executive Board and dean.
2. The board of examiners uses the guidelines for the annual report.
3. If applicable: The relevant school manager[2] receives a copy of the annual report.

Section 9: Final provisions

Article 9.1 Unforeseen circumstances

Matters not provided for by these regulations in which an immediate decision is needed will be decided on by the chair of the board of examiners, provided that doing so falls within the powers of the board of examiners. The chair will communicate their decision to all interested parties as soon as possible.

Article 9.2 Complaints and appeals concerning decisions and procedures of a board of examiners

1. A student can submit an appeal to the Examination Appeals Board against a decision made by the board of examiners or an examiner within 6 weeks after this decision was announced. The procedure is outlined in the 'Regulations for Legal Protection of Decisions Concerning Education' of the HAN Student Charter.
2. Every decision taken by the board of examiners or individual examiner contains a remedy clause. This clause stipulates at least the following:
   a) an appeal must be made within six weeks of the date of the decision.
   b) an appeal can be lodged with the Examination Appeals Board.
   c) the correct and current address details of the Examination Appeals Board.
   d) a reference – for more information – to the 'Regulations for Legal Protection of Decisions Concerning Education' of the HAN Student Charter.
3. If a student wants to file a complaint against an examiner or member of the board of examiners, they can consult the procedure set out in the complaint's regulations of the HAN Student Charter.
4. If a complaint or appeal concerns a member of the board of examiners, this member of the board of examiners does not take part in processing the complaint or appeal on behalf of the board of examiners.

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[2] The idea here is that those who are most closely involved in the degree programme receive a copy of the annual report. If there is a school manager who is responsible for (the quality of) the degree programme, they should receive that report. Arrange this in a way that suits the organisation of the degree programme/school.

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Article 9.3 Adoption, effective date and amendments

1. These regulations were adopted by the AMM Social Work Board of Examiners on 28 February 2023 and came into effect on 1 September 2023.
2. These regulations replace the Regulations of the Social Work Board of Examiners that were adopted on 24 March 2022.
3. These regulations will be made available to the students and staff of the degree programme(s) as referred to in article 1.2 paragraph 3 of these regulations by inclusion in the Degree Statute.
4. Amendments to these regulations can be made by the board of examiners in the form of separate decisions. Amendments during the current academic year will be made only if this is necessary for the protection of students' interests.
5. Amendments to these regulations may not have any adverse impact on decisions that were made earlier by the board of examiners and were made based on these regulations.

Nijmegen   28 February 2023

On behalf of the Board of Examiners for AMM Social Work
M. Bolte, chair

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Appendix 1: Duties mandated by the board of examiners

Overview of duties mandated by the board of examiners (by board of examiners – mandate giver – mandate decision(s) taken)

	Duties mandated by the board of examiners	Mandated body[3], or job title or specific duties of the mandated staff member[4]
1	Entering exemptions into the study information system (OSIRIS).	Study progress desk AMM
2	Entering sanctions imposed by the board of examiners into the study information system (OSIRIS).	Study progress desk AMM
3	Deciding on a student's request for an oral exam or modular exam or an integrated oral exam to be closed to the public.	Examiner
4	The physical awarding of certificates.	Degree programme
5	At a student's request, granting an exemption from an attendance requirement, if applicable, and also deciding whether to attach additional conditions to that exemption.	Senior study coach
6	Deciding on students' applications to take a HAN minor.	Study coach
7	Deciding on a student's request to deviate from the entry requirements for participation in the education and exam or modular exam belonging to a unit of study.	Senior study coaches Coordinators of the minors belonging to one of the EC SW degree programmes

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[3]For example, committee or office (managing committee, board of examiners, examination task team, exams office).

[4]The official job titles of employees (e.g., dean, lecturer, senior lecturer, educator/trainer/advisor, secretary) can be found on HAN Insite under 'Our staff'. A duty is a specific work activity carried out by an employee – and may or may not be officially assigned to or requested of them (e.g., chair of the board of examiners, official secretary, personal tutor, team leader, administrative staff member or examiner). This column lists the specific duties relevant in the context of the mandate given by the board of examiners.

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Duties mandated by the dean to the board of examiners

1	Deciding that a person may still be enrolled as a student under certain conditions if they hold an admissible 'foreign' diploma but have not yet passed all parts of the Dutch as a second language state exam (programme II).
2	Granting an exemption for having a propaedeutic certificate or granting an exemption for taking the propaedeutic exam based on one or more other/equivalent diplomas.
3	At the written request of a student and/or the management of a university master's course, issuing a statement that the student is enrolled in the relevant university of applied sciences bachelor course and is expected to successfully complete the final assessment for that degree by the end of the 2023-2024 academic year.
4	Handling appeals relating to the issue of study advice.

Note:
- The mandate applies from 01-09-2023 and will remain valid unless revoked by the board of examiners.
- Unless otherwise explicitly stated, those mandated are not authorised to further mandate their duties.

Nijmegen, 28 February 2023   AMM Social Work Board of Examiners

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Appendix 2: Duties mandated to the board of examiners by or on behalf of the Executive Board

Overview of duties mandated to the board of examiners

1	Responsibility for awarding the degree to a student.

Note:

- The mandate applies from 01-09-2023 and will remain valid unless revoked and as long as the mandated party remains employed by HAN and performs the duties specified above.
- Unless otherwise explicitly stated, those mandated are not authorised to further mandate their duties.

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Appendix 3: For the right to specific exemption(s) for previously obtained exams and modular exams, degree certificates and other statements, diplomas and certificates

This appendix can be consulted via OnderwijsOnline.

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Regulations of the Degree Committee

Regulations of the joint degree committee for the associate degree programme Social Work and the bachelor degree programme Social Work

Chapter 1   Introductory provisions

Article 1 Status and definitions

1.   These regulations are regulations as defined in the administrative and management regulations of HAN University of Applied Sciences (hereafter: HAN).
2.   These regulations apply to the joint degree committee for the associate degree programme Social Work and the bachelor degree programme Social Work.
3.   The definitions and provisions from the glossary to the degree statute apply to these regulations.

Chapter 2   Degree committee

Article 2 Establishing degree committee(s)
1.   A degree committee will be established for each degree programme or group of degree programmes.
2.   If a school has only one degree programme, the duties and powers of the degree committee will be exercised by the school council.
3.   If a degree committee is established for two or more degree programmes, that degree committee will be referred to as a joint degree committee. The decision to establish or dissolve a joint degree committee will be taken by the dean, and it will require the consent of the school council of the relevant school. The school council consults the relevant degree committees with regard to the decision whether or not to give its consent.
4.   The provisions in these regulations also apply to joint degree committees, unless the nature of the provision precludes application.
5.   One or more divisions may be set up within a degree committee if required. A division can be set up as needed according to the degree format, according to a special feature of the degree programme (e.g. English-taught), according to the location of the degree programme or according to any other special aspect of the degree programme[1].
6.   The joint degree committee for the associate degree programme Social Work and the bachelor degree programme Social Work has been established for a group of degree programmes. The degree committee consists one division for:
       a.   the English track International Social Work;
       b.   the part-time/work-study degree formats.

Article 3 Joint Assembly
If the degree programmes of a school do not have a joint degree committee, all of the degree committees within that school will convene in a joint session at least 2 times a year to discuss shared matters. This will include at least those matters specified in article 27 paragraph 4 of these regulations.

Article 4 Composition of the degree committee

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[1] For the duties and powers of a division, see the description in article 27 paragraph 3 of the regulations.

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1. The joint degree committee for the associate degree programme Social Work and the bachelor degree programme Social Work consists of 14 members. Including 4 members from the division for the part-time/work-study degree formats and also Including 4 members from the division for the English track International Social Work.
2. Half of the members of the degree committee (or division thereof) will be students from the relevant degree programme, with the other half of the members of the degree committee (or division thereof) being staff members from the relevant degree programme.
3. No individual belonging to the school or course management or employed as a team coordinator can simultaneously be a member of the degree committee.

Article 5 Appointment term

1. The members of a degree committee, division(s) and members of the joint assembly appointed from among and by the student body serve for terms of 2 years. The members of a degree committee, division(s) and members of the joint assembly appointed from among and by staff members serve for terms of 4 years.
2. The term begins on 1 September.
3. All members step down simultaneously at the end of their terms.
4. At the end of their terms, members of a degree committee, division(s) and members of the joint assembly may be re-appointed, on the understanding that members appointed from among and by the staff may serve for two consecutive terms and may not be re-appointed again after those two terms until they have had a one-term break from serving on the committee. After stepping down, members elected from among and by the student body may be re-appointed for a maximum of four consecutive academic years.

Article 6 Termination of membership

1. Membership in a degree committee, *division* and the joint assembly will end:
   a. when the term expires, unless the member is re-appointed.
   b. before the end of the term:
      - in the event of death.
      - in the event the composition of the degree committee no longer meets the requirements specified in these regulations.
      - in the event the lecturer or employee is no longer employed at the relevant school or no longer affiliated with the relevant degree programme.
      - in the event the student member has quit the degree programme.
2. A member of the degree committee may terminate the membership at any time by withdrawing the membership in writing, stating the reason, to the relevant dean.

Article 7 Composition

1. The degree committee will be composed by nomination and appointment.
2. A review will be conducted each year to determine whether this method of composition is still appropriate.

If the degree committee has opted for elections in the preceding article, the provisions of chapter 3 will apply. If the degree committee has opted for nomination in the preceding article, the provisions of chapter 4 will apply. A choice for appointment must be reviewed each year to determine whether this method of composition is still appropriate.

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Chapter 3   Elections

Article 8 Voting Privileges

1.   The members of the degree committee will be elected directly by the students and staff who are either enrolled as students in the relevant degree programme or group of degree programmes or employed as staff by the relevant degree programme or group of degree programmes on the reference date for composing the electoral register. Each eligible voter can cast one vote.

2.   Individuals eligible for election to membership in the degree committee include students who are enrolled in the relevant degree programme or group of degree programmes and staff members who are employed by the relevant degree programme or group of degree programmes.

Article 9 Elections

1.   Elections for members elected from among and by the staff will be held every four years. Elections for members elected from among and by the student body will be held *each year/every 2 years.*

2.   Elections for all degree committees will be held simultaneously on a date to be determined by the Executive Board, in consultation with the Participation Council. This date will be included in the HAN academic calendar. Deviation from this date will be allowed only with written approval from the Executive Board.

3.   Elections will be held according to an individual candidate system.

4.   Elections for the members of a degree programme (or group of degree programmes) will be organised within each degree programme (or group of degree programmes) by an electoral committee composed by the dean in consultation with the degree committee(s).

5.   The duties of the electoral committee will include the following:
- determining the electoral registers.
- taking decisions about requests for improvement to the electoral registers.
- taking decisions on the validity of the candidacy.
- arranging all facilities needed to ensure the elections proceed smoothly.
- confirming and announcing a time frame for the elections.
- maintaining contacts with supporting service providers, such as ICT.
- documenting the results of the elections.

6.   In the event that the electoral committee identifies irregularities in the elections or results, it will submit a report of this matter to the degree committee. If the irregularities could lead to an influence on the voting results, the degree committee may opt to hold new elections, in consultation with the dean.

Article 10 Application for candidacy

1.   A list of candidates will be formulated for the election of each degree committee. The lists will include the names of the staff members and students who are eligible for election.

2.   Candidates for the elections of the part of the committee that is elected from among and by the staff may be submitted by staff members and by staff organisations.

3.   Candidates for the elections of the part of the committee that is elected from among and by the student body may be submitted by students and by student organisations.

4.   Application for candidacy will take place by submitting the appropriate form to the electoral committee. The application period for candidacy is at least 10 working days and ends at least 14 days before the opening of the elections.

Article 11 Voting

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1. The elections for each degree committee take place by secret digital ballot. Voting may occur over five working days.
2. If no more candidates have been proposed for a degree committee than there are seats to be filled, no election will be held for that degree committee, and the candidates who have been proposed will be regarded as having been elected.
3. If fewer candidates have been submitted than there are seats to be filled, new elections will be held within six weeks. The mandatory holiday weeks specified in the official HAN academic calendar will not be included in determining the six weeks.
4. Candidates applying for an unfilled vacancy after the period specified in the preceding paragraph may nonetheless be admitted to the degree committee after consultation between the chair of the degree committee and the dean.

Article 12 Election results

1. The seats in each separate degree committee and in both the staff and student divisions will be allocated to the candidates in order of the greatest number of votes received, except as described in paragraph 3 of this article.
2. In the allocation of seats to candidates for a joint degree committee, the staff members and students of each degree programme who are eligible to vote will have the right to be represented in the degree committee by at least one member from their own division.
3. If a seat is not obtained for each division and degree programme as defined in paragraph 2, the seats necessary for representation will be withdrawn from those in order of the least number of votes received. Allocation of the seats as specified in paragraph 2 will subsequently take place for each division to those who are eligible, according to the number of votes received.

Article 13 Interim vacancies

1. In the event of an interim vacancy, the seat that has become vacant will be assumed by a candidate on the list of candidates of the voting division in which the vacancy has occurred. This will be the candidate who received the greatest number of votes following the most recently elected candidate. If the seat that has become vacant is a guaranteed seat as described in article 12 paragraph 2, the vacant seat will be taken by the first eligible candidate, based on the number of votes received.
2. If an interim vacancy can no longer be filled from the list from which the vacant seat emerged, the remaining members of the relevant division will be entitled to elect a candidate on their own for the remainder of the term, with due consideration to the provisions of article 12 paragraph 2.

Article 14 Objections

Any stakeholder may file an objection to the degree committee regarding a decision of the degree committee or the electoral committee concerning the elections. If necessary, the degree committee will make the appropriate arrangements, decide on the objection within four weeks and notify those concerned of this decision.

Article 15 Voting regulations

The dean may adopt electoral regulations for the further organisation of the elections.

Chapter 4   Appointment

Article 16 Appointment
The members of the degree committee are appointed by the dean.

Article 17 Procedure
1. Before the end of term, the members of the degree committee's student division will submit students from each degree programme (belonging to the group of degree programmes) to the dean for nomination, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree programme(s), or on behalf of the dean.
2. Before the end of term, the members of the degree committee's staff division will submit staff members from each degree programme (belonging to the group of degree programmes) to the dean for nomination for the coming term, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree programme(s), or on behalf of the dean.
3. If no joint degree committee has been established for a school's degree programmes, each separate degree committee belonging to the school will choose one staff member and one student from among its members to be delegated to the joint assembly, together with the chair.

Article 18 Interim appointment
1. In the event of an interim vacancy on a degree committee or division, the dean will appoint a replacement member. The appointment procedure specified in article 17 will be followed.
2. The replacement member must be appointed within 4 weeks of the opening of the interim vacancy.
3. The interim replacement member steps down at the same time that the person being replaced would have stepped down.

Chapter 5   Positions and performance

Article 19 Positions
1. The degree committee and division elect one of their members as chair and one as secretary, in addition to electing two members as deputies.
2. A degree committee (or division thereof) will be represented by either the chair or the deputy.

Article 20 Decision-making
1. The degree committee will take decisions by a simple majority of votes. Abstentions will not be counted. Votes may be held only if a majority of the members are present at the meeting.
2. Voting takes place without the presence of management or the discussion partner.
3. The members of the degree committee advise and vote independently and unbound by any instructions.
4. In the event of absence, the absent member may vote by proxy. Proxies must be submitted in writing at the beginning of the meeting. A member may cast only one proxy vote for another member at a time. The proxy will vote independently and unbound by any instructions. Proxies are counted when determining the quorum for the meeting.

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5.   Anyone who is involved in performing the duties of the committee and who therefore has access to information that is known to be or could be reasonably expected to be of a confidential nature will be bound to confidentiality.
6.   Where applicable, the degree committee will ensure that the viewpoints represented by the minority of the votes cast are also communicated to the dean and/or the school manager.
7.   The degree committee will ensure that its resolutions, recommendations and proposals are available for inspection in a place accessible to the lecturers and students of the school or degree programme.

Article 21 Meetings

1.   The degree committee [or division thereof] will meet at least eight times a year and also at any time at least half of the members of the degree committee [or division thereof] request a meeting. Meetings are called by the chair of the degree committee. At the first meeting, a meeting schedule will be compiled in consultation with the dean and will be posted on the website of the degree programme.
2.   The members of the degree committee [or division thereof] will receive a written invitation to the meeting no later than five working days before the meeting. The invitation will be accompanied by an agenda.
3.   The meeting documents will be sent to the members of the degree committee no later than four working days before the meeting. If the documents are sent later, the members may decide by majority of votes not to address the meeting documents.
4.   The degree committee may be advised by an expert at the meeting. The secretary will be informed about the expert at least seven days before the meeting.
5.   The degree committee may compose a temporary committee from among its members in order to prepare a topic. This committee will report to the degree committee.

Article 22 Public nature of meetings

1.   The meetings of the degree committee [or division thereof] will be public unless the degree committee [or division thereof] decides otherwise. The degree committee [or division thereof] will determine whether to hold a closed meeting in preparation for a public meeting. No resolutions may be passed in closed meetings.
2.   The degree committee must hold at least two public meetings a year. The dates of the public meetings will be scheduled in consultation with the dean and in concurrence with the official HAN academic calendar.

Article 23 Reporting procedure

1.   The secretary of the degree committee [or division thereof] will prepare a report of each meeting.
2.   This report must contain at least:
    -    the date, time and location of the meeting.
    -    the names of the members who are present at and absent from the meeting.
    -    the agenda items.
    -    the main discussion points.
    -    any explanations of votes.
    -    the advice.
    -    the resolutions concerning advice, any votes taken on this advice and the results of the votes.

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3. A draft version of the report will be sent to the members of the degree committee no later than 15 working days after the meeting, after which the report will be confirmed in the subsequent meeting.

4. The reports of the public meetings of the degree committee [or division thereof] will be made available in digital format to the lecturers and students at the school or relevant degree programme.

Article 24 Contact with management

1. The dean for the relevant degree format/course with special feature will promptly and without request provide the degree committee *or* division thereof with all information they might reasonably or justly need to fulfil their duties. Upon request, they will promptly provide the degree committee *or* division thereof with all information the committee may reasonably or fairly deem necessary to fulfil its duties.

2. At least twice a year, the degree committee is authorised to invite the dean to discuss the intended policy based on the agenda that it has prepared.

3. At the opening of the academic year, the degree committee will prepare a policy plan with its key policy points for the coming academic year. The policy plan is then shared with the dean.

4. At the request of the dean, their designated deputy or at the request of the degree committee [or division thereof], the dean or their designated deputy will attend the meetings or parts of the meetings of the degree committee [or division thereof].

5. The dean will be responsible for ensuring the students and staff of the relevant school are sufficiently informed of the existence and performance of the degree committee [or division thereof].

Article 25 Annual reporting procedure

1. No later than November of each year, the chair of the degree committee will submit a written report to the dean concerning the duties and performance of the degree committee during the previous academic year. The chair will forward the report to the school council for inspection.

2. The report will contain information on at least the following points:
   - the composition of the degree committee.
   - the degree committee's vision on its duties and procedures.
   - the degree committee's policy plan and evaluation of its policy plan.
   - the recommendations and resolutions issued by the degree committee, including requests for consent.
   - the board's reaction to the recommendations and resolutions.
   - conclusions and recommendations.

3. The written report referred to in paragraphs 1 and 2 must at any rate be made available digitally and, if requested, in hard-copy format to the staff and students of the school or the relevant degree programme(s).

Article 26 Contact with school council

The chair of the degree committee will ensure that consultation with the school council (or its chair) is held as needed.

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Chapter 6   Duties and powers of the degree committee

Article 27 Duties of the degree committee

1.   The degree committee has the duty to advise on the promotion and safeguarding of the quality of the degree programme.
2.   The degree committee is also charged with the following duties:
    -    annually assessing the operational methods of the education and examination regulations (EER) of the relevant degree programme.
    -    advising or issuing proposals to the school council and the dean on all other matters concerning education in the relevant degree programme(s) when requested or on its own initiative.
3.   A division of the degree committee will be charged with advising the degree committee on the following:
    -    promoting and safeguarding the quality of the degree programme.
    -    annually assessing the implementation methods of the EER of the relevant degree programme.
    -    advising or issuing proposals to the degree committee on all other matters concerning education in the relevant degree programme(s) when requested or upon its own initiative.
4.   The joint assembly has the following duties:
    -    discussing the separate recommendations about the EER made by the degree committees belonging to a school so they can reach a joint resolution in the event the EER is adopted at school level.
    -    discussing the separate evaluations of the degree programmes concerning the implementation of the EER to reach a resolution on the implementation of the EER at the school level.
    -    advising or issuing proposals to the dean and/or school council on all other matters concerning education in the relevant degree programme(s) at school level when requested or on its own initiative.

Article 28 Right of consent

1.   The degree committee has right of consent concerning the administrative and management regulations in so far as they:
    -    specify a manner of composition other than election for the degree committee.
    -    concern the annual assessment of the appropriateness of this other method of composition.
2.   The degree committee has right of consent concerning the EER of the relevant degree programme in so far as they concern:
    -    the manner in which education is evaluated within the relevant degree programme.
    -    the content of the graduation specialisations within a degree programme.
    -    the quality of the knowledge, understanding and skills that students should have acquired upon completion of the degree programme.
    -    where needed, the organisation of practical exercises.
    -    the study load of the degree programme and each of its units of study and units of learning outcomes.
    -    if applicable, the selection procedure for students applying for a special track within a degree programme that aims at helping students attain a higher level of knowledge.
    -    if applicable, the regulation that stipulates that the study load for a fast track aimed at students with a VWO diploma is 240 instead of 180 credits.

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Article 29 Advisory rights

The degree committee has advisory rights concerning the EER of the relevant degree programme in so far as it concerns:

- the content of the degree programme and the final assessments associated with it.
- any further rules on issuing study advice for the propaedeutic phase of the bachelor course or the first year of study of an associate degree and further rules on issuing referrals in the propaedeutic phase/first year of study if a degree programme includes more than a graduation specialisation after the propaedeutic phase/first year of study.
- the number and order of exams, as well as the times at which they can be taken.
- the full-time, part-time or work-study structure of the degree programme.
- where necessary, the order in which, time frame within which and number of times each academic year that students are to be offered the opportunity to take exams and final assessments.
- where necessary, the extension of the validity term of passed exams, subject to the authority of the board of examiners.
- the way in which exams are taken, whether orally, in writing or otherwise, subject to the authority of the board of examiners to decide differently in special cases.
- the manner in which students with disabilities or chronic illnesses are reasonably to be given the opportunity to take the exams.
- the public character of exams that are to be administered orally, subject to the authority of the board of examiners to decide differently in special cases.
- the time frame within which the results of an exam are to be posted, and whether and how exceptions may be made to this time frame.
- the manner and term in which individuals who have taken a written exam will be allowed to review their work after it has been assessed.
- the manner and term in which questions and assignments made or given as part of a written exam may be reviewed, as well as the standards according to which the assessment was performed.
- the grounds upon which the board of examiners may grant exemptions for one or more exams based on previously passed exams or final assessments in higher education or based on knowledge and skills acquired outside the context of higher education.
- where necessary, the requirement to pass certain exams before admission can be granted to take other exams.
- where necessary, the requirement to participate in practical exercises for the purposes of admission to taking the relevant exam, subject to the authority of the board of examiners to grant exemptions from this requirement, whether or not that is conditional upon alternative requirements.
- the monitoring of study progress and individual study coaching.
- the actual design of the education.

Article 30 Conditions for consent and advice

1.   The dean will ensure that:
     a.   advice is requested at such a time that it can actually bear an influence on the decision-making,
     b.   the committee has the opportunity to consult with the dean before the advice is issued,
     c.   the committee is notified in writing as quickly as possible concerning the manner in

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which the advice will be acted upon.

Article 31 Procedure for consent and advice

1. The degree committee notifies the dean in writing about whether the degree committee has granted consent or what the degree committee's advice is as soon as possible, but no later than 6 weeks after consent or advice has been requested.
2. The degree committee and the dean may agree to extend the term specified in the preceding paragraph, or to shorten it due to the urgency of the decision to be taken or if the decision to be taken is required in order to comply with a legal prescription.
3. If the degree committee has not notified the dean of its advice or decision concerning the requested consent within the term referred to in paragraph 1 of this article, or within the extended or shortened term, the degree committee will be regarded as not having exercised its powers.
4. The degree committee may consult with students and/or staff members from the relevant degree programme prior to deciding on a request for consent or before issuing advice.

Article 32 Deviating from advice

1. If the dean does not wish to follow all or part of the advice given by the degree committee, the dean will notify the degree committee of this, along with the reasons, within four weeks.
2. The dean will ensure that the degree committee has the opportunity to engage in further consultation with him or her before making a definite decision.
3. The dean will suspend the execution of his or her decision for 4 weeks after the day on which the degree committee announced its decision, unless the committee has no objection to the immediate execution of the decision.
4. The dean will notify the degree committee and school council in writing of the definite decision, noting that the decision deviates from the degree committee's advice.

Article 33 Right of initiative

1. If the degree committee makes a proposal to the school council or dean as referred to in article 27 paragraph 2 of these regulations, upon request or at its own initiative, the dean will respond to the proposal within two months of receipt. The degree committee will send the advice and proposals to the participation council or the relevant school council for inspection.

Chapter 7   Quality assurance

Article 34

1. At the opening of the academic year, the degree committee and the school manager make agreements concerning the manner in which quality assurance is performed.

Chapter 8   Involvement in accreditation

Article 35

In the context and for purposes of the accreditation of the degree programme:
-   the degree committee provides a recommendation for the self-evaluation of the degree programme upon request by the dean.

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- in certain cases, the degree committee has advisory rights with regard to the recovery plan.

Chapter 9   Disputes

Article 36 Access to the Disputes Committee

The disputes committee for participation[2] will inspect disputes between the degree committee or the dean with regard to:
- a.   the application of the regulations of the degree committee.
- b.   disputes arising from articles 27 to 30 of these regulations.

Article 37 Amicable settlement

In the event of a dispute between the degree committee and dean, the Executive Board will investigate the possibility of amicable settlement. If this is not possible, the dean or the degree committee will submit the dispute to the Disputes Committee.

Article 38 Binding judgement of the Disputes Committee

The disputes committee is authorised to affect an amicable settlement between parties. If they are unable to reach an amicable settlement, the disputes committee will resolve the dispute by issuing a binding judgement after assessing whether:
- a.   the dean has adhered to the requirements of the law and the internal regulations for degree committees.
- b.   the dean could have reasonably reached the proposal or decision when considering the interests involved.
- c.   the dean has acted negligently with regard to the degree committee.

Article 39 Suspended execution of a decision

If the dispute concerns the choice whether or not to follow the advice or part of the advice given by the degree committee, the execution of that decision will be suspended for four weeks, unless the degree committee has no objection to the immediate execution of the decision.

Article 40 Permission in the absence of consent

If the dean has not received consent from the degree committee for an intended decision, the dean may request permission from the disputes committee to make the decision, contrary to the provisions of article 31. The disputes committee will only grant permission if the decision of the degree committee not to provide consent is unreasonable or if compelling organisational, economic or social reasons call for the intended decision of the dean.

Chapter 10   Facilities

Article 41 Facilities for degree committees (and their members)

1.   The dean will grant the degree committee the use of facilities that are available and that the committee could reasonably need to fulfil its duties, including at least administrative, financial and legal support.
2.   More specifically, the degree committee is entitled to:
- meeting space.
- facilities for the reproduction/distribution of meeting documents.

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[2] Landelijke Commissie voor Geschillen medezeggenschap Hoger Onderwijs (onderwijsgeschillen.nl)

- secretarial support.
- catering facilities.

3. The dean will allocate a training budget to the members of the degree committee. The training budget will be determined at the opening of the academic year, in joint consultation between the degree committee and the dean and allows the members of the degree committee to participate in the training and professional development opportunities offered by HAN Academy. The training budget for the degree committee of the Social Work degree programme amounts to €2.000, including VAT per academic year.

4. The members of the degree committee who are employed as staff members will have the opportunity to participate in this training during working hours and with retention of salary.

5. The dean will give the degree committees the opportunity to meet during working hours whenever possible. Each student and staff member of the degree committee will be facilitated for all degree committee activities for 80 hours (including 16 training hours) each academic year, with the position of chair receiving additional facilitation of 40 hours each academic year.

Chapter 11   Final provisions

Article 42 Legal protection
The Executive Board, the dean and the school manager of the relevant degree format/course with a special feature will ensure that the members of the degree committee, the division and the members of the joint assembly are not disadvantaged in their position and/or interests in relation to the university of applied sciences on account of their membership in the degree committee.

Article 43 Unforeseen circumstances
Matters that are not provided for in these regulations and for which an immediate decision is needed by the degree committee, division or joint assembly will be decided upon by the chair of the degree committee or the chair of the joint assembly. The chair must communicate this decision as soon as possible to the other members of the degree committee (or division thereof) or the other members of the joint assembly, and to the dean and the relevant school manager.

Article 44 Effective date
These regulations were adopted by the dean on 2 June 2023 and will come into effect on 1 September 2023.

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Appendix to chapter 9 description of the education

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Appendix to chapter 9

Description of the educational programme

This chapter describes your degree programme in the form of a curriculum overview and description of the courses, starting with the courses in the propaedeutic phase and then those of the post-propaedeutic phase.

9.1   Courses of the degree programme

9.1.1   Courses in the propaedeutic phase, level 1

Below is a schematic overview that gives you an overall impression of the 1st-year of the degree programme. It also gives the courses from this part of the study programme.

International Social Work, propaedeutic phase

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
propaedeutic phase year 1, level 1, Shift A	**Semester programme 'The individual'**		**Semester programme 'The community**	
	Professional development (individual) (5 EC)		Professional development (community) (5 EC)	
	Target-group analysis (5 EC)	Quality of life (7.5 EC)	Community in the picture (5 EC)	Examining a topical issue (7.5 EC)
	Conversation skills (5 EC)		Communication and argumentation (5 EC)	
	Creative skills 1 (2.5 EC)		Creative skills 2 (2.5 EC)	
	Theories on individuals 1 (2.5 EC)	Theories on individuals 2 (2.5 EC)	Theories on communities 3 (2.5 EC)	Theories on communities 4 (2.5 EC)
propaedeutic phase year 1, level 1, Shift B	**Semester programme 'The community**		**Semester programme 'The individual'**	
	Professional development (community) (5 EC)		Professional development (individual) (5 EC)	
	Community in the picture (5 EC)	Examining a topical issue (7.5 EC)	Target-group analysis (5 EC)	Quality of life (7.5 EC)
	Communication and argumentation (5 EC)		Conversation skills (5 EC)	
	Creative skills 2 (2.5 EC)		Creative skills 1 (2.5 EC)	
	Theories on communities 3 (2.5 EC)	Theories on communities 4 (2.5 EC)	Theories on individuals 1 (2.5 EC)	Theories on individuals 2 (2.5 EC)

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Students are divided into two groups, which from now on will be referred to as 'shifts' in this document. Shift A refers to the group of students who will start with 'the individual' semester programme and then follow with 'the community' semester programme. Shift B refers to the group of students who will start with 'the community' semester programme and then follow with 'the individual' semester programme.

9.1.1.1 Semester programme The individual

General information	To: overview 1st-year study programme	
Name of course long	Professional development (individual)	
Name of course short	Professional development (individual)	
Code for course	PRODEI07	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: P1N Shift B: P3N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	5	
Study load in hours	140	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	2
	Study hours for self-study and practice-based learning (PBL)	138
	Total study hours	140
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	
Content and organisation		
General description	In the Professional Development unit, you work on developing your professional attitude, especially the aspects commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning, creativity and resilience & self-care. This ensures that by the end of the year you know whether you have the ability to become a good international social worker and can continue to work on the development of qualifications in the main phase. You work on this in all education modules. This means the development of your attitude (Bildung) runs throughout the entire degree. Your study coach supports you through individual meetings and guided group activities. The contact time for this unit is based on these meetings. Of course, you not only work on the development of your attitude during these meetings, but in all education modules.	

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Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 4: Working with available means in an effective, efficient and transparent manner. - Qualification 5: Working in an enterprising, strategic and policy-based manner - Qualification 6: Promoting the profession. - Qualification 7: Reflecting and developing one's own professionalism. - Qualification 8: Conducting research and improving the professional field. - Qualification 9: Cooperating from different roles. - Qualification 10: Making critical and ethical considerations. - Qualification 11: Thinking and acting creatively.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Mantell, A. (2013). *Skills for Social Work Practice.* SAGE Publishing. AND Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Professional attitude & flexible project individual
OSIRIS code (modular) exam	TOETS-01

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Assessment dimensions	<u>All qualifications</u> You choose three of the six attitude aspects. In 'the community' semester programme, the other three attitudes will be a central focus of your assessment.
Assessment criteria	<u>Part A: Practice Based Learning</u> Substantiating - You demonstrate that your practice-based learning activities contribute to your professional development. - You demonstrate that you have spent the required number of hours in the semester you took the course. <u>Part B: Professional Attitude</u> Based on the evidence gathered, you demonstrate you have mastered three of the six following attitude aspects at level 1: 'commitment', 'respect', 'reliability & integrity', 'entrepreneurship', 'inquisitiveness & learning', and 'creative'. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: <u>overview 1ˢᵗ-year study programme</u>	
Name of course long	Target-group analysis	
Name of course short	Target-group analysis	
Code for course	TARGRA04	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: P1N Shift B: P3N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	5	
Study load in hours	140	
Contact hours	Scheduled study hours	Number of clock hours

	Contact time	32
	Study hours for self-study and practice-based learning (PBL)	108
	Total study hours	140
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	

Content and organisation		
General description	The course focuses on the first step (orientation) in the methodical cycle. In social work, you can come across a variety of target groups who call upon your knowledge and skills as an international professional in different ways. Your focus as an international social worker is always to promote social functioning and social quality. What this means exactly and what it requires from you depends on the target group and the context in which you work. We challenge you to gain in-depth knowledge of the target group you will be working with and the corresponding profile. This enables you to learn about the possibilities, opportunities and wishes, as well as the limitations, problems and impossibilities.
Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Howe, D. (2009). *A brief introduction in Social Work Theory* (pp. 1-8). Palgrave Macmillan. (Online download, see #OO). Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Mantell, A. (2013). *Skills for Social Work Practice.*: SAGE Publishing. Whittaker, A. (2012). *Research skills for social work.* SAGE Publishing. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable

Examination	
Name (modular) exam	Target-group analysis
OSIRIS code (modular) exam	TOETS-01

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Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Making contact - Identifying signals - Substantiating
Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Making contact - You describe the appropriate do's & don'ts with regard to making and maintaining contact with the target group. - You give specific examples of these do's & don'ts. Identifying signals - You show important characteristics of the target group in relation to its situation. - You describe possible effects of these characteristics on social functioning and quality of life in the context in which the target group finds itself. Substantiating - You substantiate the significance of the target group for International social work. - You substantiate your analysis with theoretical concepts and practical insights. - You substantiate your do's & don'ts for making contact using theoretical concepts and practical insights. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 1st-year study programme
Name of course long	Quality of life
Name of course short	Quality of life
Code for course	QUAOFL03
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study

Term	Shift A: P1N Shift B: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	7.5
Study load in hours	210

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	36
	Study hours for self-study and practice-based learning (PBL)	174
	Total study hours	210

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.

Content and organisation	
General description	As an international social worker, you act with purpose. This means you know what you want to achieve, and your actions are always guided by that. The course focuses on the different steps in the methodical cycle. You work together with the people involved to determine their starting situation and their wishes and goals. In this course you learn to contribute to an individual's quality of life. You map capacities and burdens for quality of life, you formulate the first steps needed to achieve that person's goals and you recommend an effective social intervention.
Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 11: Thinking and acting creatively.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)

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Required literature / description of learning material	Baart, A. J. (2002). *The presence approach: an introductory sketch of a practice.* Actioma. (Online download, see #OO). Howe, D. (2009). *A brief introduction in Social Work Theory* (pp. 1-8). Palgrave Macmillan. (Online download, see #OO). Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Whittaker, A. (2012). *Research skills for social work*. SAGE Publishing. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Quality of life
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	<u>Qualification 1: Being actively open, making contact and picking up signals</u> - Identifying signals - Substantiating <u>Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation</u> - Analysing - Designing - Substantiating <u>Qualification 11: Thinking and acting creatively</u> - Using creative methods and (thinking) techniques

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Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Identifying signals - You collect information about the actual situation of the person in question and of their perception of their situation. - You collect information about the relevant network of the person in question. - You give a short overview of the individual's past and important life-events. Substantiating (qualification 1) - You make demonstrable use of various sources for collecting information. Analysing - Together with the service user you assign meaning to the gathered information by organising the gathered information into capacities and burdens at micro, meso and macro level. - Together with the service user and their network you list the needs and wishes of the person in question. Designing - Together with the individual and their network, you formulate achievable goals that correspond with the identified wishes and needs. - In consultation with the person in question and their network you formulate an action plan. - The action plan matches with the formulated goals and take into account the relevant capacities and burdens identified. Substantiating (qualification 2) - You substantiate the division in capacities and burdens with various theoretical concepts and practical insights. - You substantiate the choices made in your action plan with various theoretical concepts and practical insights. Using creative methods and (thinking) techniques - In at least one phase of the methodical cycle, you apply appropriate and relevant creative resources and/or (thinking) techniques. - You substantiate the choice of creative resources and/or (thinking) techniques based on your experience and/or theoretical concepts and/or practical insights. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) product (PROD-O)
Exam type	Handin
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable

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Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 1st-year study programme
Name of course long	Conversation skills
Name of course short	Conversation skills
Code for course	CONVSK03
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P1N Shift B: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	5
Study load in hours	140

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	34
	Study hours for self-study and practice-based learning (PBL)	106
	Total study hours	140

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.
Content and organisation	
General description	In social work, making contact with people is an important skill. You need to have an eye for your own cultural background and for that of the other person. Establishing good contact is a prerequisite for a good conversation. In this course you practise basic skills related to establishing contact in a culturally sensitive context and intercultural interviewing. It is also important to be able to reflect and to give and receive feedback.
Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)

Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Baart, A. J. (2002). *The presence approach: an introductory sketch of a practice.* Actioma. (Online download, see #OO). Beesley, P., Watts, M., & Harrisson, M., (2017). *Developing your communication skills in Social Work.* SAGE Publishing. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Conversation skills
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Making contact - Identifying signals Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation - Analysing - Designing
Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Making contact (Your verbal and non-verbal communication are appropriate for the situation) - You are interested in the perception and experiences of the person. - You are aware of and show respect for cultural diversity and the sensitivities that may involve. Identifying signals - You systematically inquire about the service user's situation. - You purposefully structure the interview by ordering, summarising and pointing out connections. Analysing - You actively ask questions from the perspective of the service user. - You explore capacities and burdens together with the service user. - Together with the service user, you assign meaning to capacities and burdens, and you point out resources. Designing - Together with the service user you decide on a suitable conclusion and possible follow-up. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.

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Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 1st-year study programme	
Name of course long	Creative skills 1	
Name of course short	Creative skills 1	
Code for course	CREASK01	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: P1N Shift B: P3N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	2.5	
Study load in hours	70	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	27
	Study hours for self-study and practice-based learning (PBL)	43
	Total study hours	70
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	
Content and organisation		
General description	In the propaedeutic phase (first year) you explore the creative methods of: Drama & Danse (DD), Visual Storytelling (VS), Word, Art & Music (WAM) and Sport & Experience (SE). The lessons are aimed at getting to know the essence of the profession and experimenting with practising a number of basic techniques in a short period of time. This way you discover whether the profession suits you. Attention to creative methods changes your way of looking, thinking and acting. Not just for you personally, because you will also discover new professional applications. In addition, you reflect on your own attitude, presentation and the choices you have made. You demonstrate the acquired skills during your performance in each period.	
Exit qualifications	- Qualification 11: Thinking and acting creatively.	

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Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Rohnke, K., & Butler, S. (1995). *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership.* Project Adventure. Available via #OO. VanGundy, A. (2005). *101 activities for teaching creativity and problem solving.* Pfeiffer. Book can be downloaded via http://www.bio-nica.info/biblioteca/vangoundy2005101activitiesteaching.pdf Visser, J. (2020). *Working Effectively with Groups: Practical tips for what you should and not should do with groups of all ages: Including games to stimulate group cohesion.* Boekenmaker. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Creative skills 1A
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 11: Thinking and acting creatively - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in way of thinking and acting - Giving significance to the value, deployment and effects of creativity

Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Using creative methods and (thinking) techniques - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature and/or other sources. Showing resourcefulness and imagination in way of thinking and acting - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. Giving significance to the value, deployment and effects of creativity - You demonstrate the added value of creative methods for you as a person and as a future professional. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.
Name (modular) exam	Creative skills 1B
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	Qualification 11: Thinking and acting creatively - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in way of thinking and acting - Giving significance to the value, deployment and effects of creativity

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Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Using creative methods and (thinking) techniques - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature. Showing resourcefulness and imagination in way of thinking and acting - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. Giving significance to the value, deployment and effects of creativity - You demonstrate the added value of creative methods for you as a person and as a future professional. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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General information	To: overview 1st-year study programme
Name of course long	Theories on individuals 1
Name of course short	Theories on individuals 1
Code for course	THEONI01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P1N Shift B: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	16
	Study hours for self-study and practice-based learning (PBL)	54
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.

Content and organisation	
General description	Understanding and influencing human behaviour One of the fundamentals of the profession of social work is the ability to correctly analyse and influence the behaviour of people in distress – both young and old. This requires advanced knowledge of key fields of psychology and pedagogy. This semester contains an introduction into four abilities embedded in knowledge of psychology and pedagogy: (a) behaviour analysis; (b) motivating people; (c) effective communication and (d) utilising effective treatment methods. For each ability, several relevant theoretical concepts and theories are addressed. For instance, in order to correctly analyse human behaviour, knowledge of emotions, learning, human development and social and cultural influences are necessary.
Exit qualifications	The psychological and pedagogical concepts and theory addressed in this course are based on the global definition of Social Work.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.

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Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Psychology 1
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	The student can name, recognize and explain psychological and pedagogical theories and concepts, at an introduction level, and apply them in the social work context. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Knowledge exam on location/written (KENN-F)
Exam type	Multiple choice answering sheet
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	There is a review. A lecturer will be present.

General information	To:	
Name of course long	Theories on individuals 2	
Name of course short	Theories on individuals 2	
Code for course	THEONI02	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: P2N Shift B: P4N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
ECTS credits	2.5 EC	
Study load in hours	70 SBU	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	16
	Study hours for self-study and practice-based learning (PBL)	54
	Total study hours	70
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	
Content and organisation		

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General description	The second period of this course is a continuation of the topics and constructs related to the four psychological and pedagogical abilities in order to understand and influence human behaviour.
Exit qualifications	Similar to the first period, the psychological and pedagogical concepts and theory addressed in this course are based on the global definition of Social Work.
Cohesion	The following study units form a coherent semester programme: - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Conversation skills (5 EC) - Creative skills 1 (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Psychology 2
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	The student can name, recognize and explain psychological and pedagogical theories and concepts, at an introduction level, and apply them in the social work context. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Knowledge exam on location/written (KENN-F)
Exam type	Multiple choice answering sheet
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	There is a review. A lecturer will be present.

9.1.1.2 Semester programme The community

General information	To: overview 1st-year study programme
Name of course long	Professional development (community)
Name of course short	Professional development (community)
Code for course	PRODEC05
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P3N Shift B: P1N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	5
Study load in hours	140

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	2
	Study hours for self-study and practice-based learning (PBL)	138
	Total study hours	140

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.
Content and organisation	
General description	In the Professional Development course, you work on developing your professional attitude, especially the aspects commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning, creativity and resilience & self-care. This ensures that by the end of the year you know whether you have the ability to become a good social worker and can continue to work on the development of qualifications in the main phase. You work on this in all education modules. This means the development of your attitude (Bildung) runs throughout the entire degree. Your study coach supports you through individual meetings and guided group activities. The contact time for this unit is based on these meetings. Of course, you not only work on the development of your attitude during these meetings, but in all education modules.

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Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 4: Working with available means in an effective, efficient and transparent manner. - Qualification 5: Working in an enterprising, strategic and policy-based manner - Qualification 6: Promoting the profession. - Qualification 7: Reflecting and developing one's own professionalism. - Qualification 8: Conducting research and improving the professional field. - Qualification 9: Cooperating from different roles. - Qualification 10: Making critical and ethical considerations. - Qualification 11: Thinking and acting creatively.
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Mantell, A. (2013). *Skills for Social Work Practice.* SAGE Publishing. AND Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Professional attitude community
OSIRIS code (modular) exam	TOETS-01

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Assessment dimensions	<u>All qualifications</u> You choose three of the six aspects of attitude. In 'the individual' semester programme, the other three attitudes will be a central focus of the assessment.
Assessment criteria	<u>Part A: Practice Based Learning</u> Substantiating - You demonstrate that your practice-based learning activities contribute to your professional development. - You demonstrate that you have spent the required number of hours in the semester you took the course. <u>Part B: Professional Attitude</u> Based on the evidence gathered, you demonstrate you have mastered three of the six following attitude aspects at level 1: 'commitment', 'respect', 'reliability & integrity', 'entrepreneurship', 'inquisitiveness & learning', and 'creative'. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: <u>overview 1st-year study programme</u>	
Name of course long	Community in the picture	
Name of course short	Community in the picture	
Code for course	COMTHP04	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: P3N Shift B: P1N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	5	
Study load in hours	140	
Contact hours	Scheduled study hours	Number of clock hours

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	Contact time	32
	Study hours for self-study and practice-based learning (PBL)	108
	Total study hours	140
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	

Content and organisation		
General description	The goal of the semester programme is to develop sensitivity, so you are able to contribute to the improvement of social quality in a community. In this course, you sketch a picture of the community as a whole. You orientate yourself to the environment of community you have chosen to research. You do this by making contact with the people in the community and by creatively charting networks and existing initiatives.
Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals.
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Mantell, A. (2013). *Skills for Social Work Practice.* SAGE Publishing. Verharen, L. (2020). *Being there: Working together to strengthen social quality.* HAN University of Applied Sciences. Whittaker, A. (2012). *Research skills for social work.* SAGE Publishing. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable

Examination	
Name (modular) exam	Community in the picture
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Making contact - Identifying signals - Substantiating

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Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Making contact - The exam product clearly demonstrates your active contact with the people in the community in various ways. - The exam product shows which contact moments yielded relevant information for getting an impression of the community. Identifying signals - You show characteristics of the physical environment, people's lives and formal and informal networks relevant to the community. - You show needs and assets within the community that can influence the social quality. Substantiating - You substantiate the significance of the community for International social work. - You substantiate your analysis with theoretical concepts and practical insights. - You substantiate your do's & don'ts for making contact using theoretical concepts and practical insights. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 1st-year study programme
Name of course long	Examining a topical issue
Name of course short	Examining a topical issue
Code for course	EXAATA04
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P3N Shift B: P1N

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Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	7.5	
Study load in hours	210	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	48
	Study hours for self-study and practice-based learning (PBL)	162
	Total study hours	210
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	
Content and organisation		
General description	The goal of the semester programme is to develop sensitivity, so you are able to contribute to the improvement of social quality in a community. This course focuses on a topical issue that plays a central role in the community. You study the issue by making an analysis. You conduct this analysis by carrying out (various steps of) practitioner research. The result of this analysis is a description of opportunities to work together to improve or sustain social quality in the community.	
Exit qualifications	- Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 5: Working in an enterprising, strategic and policy-based manner. - Qualification 8: Conducting research and improving the professional field. - Qualification 9: Cooperating from different roles. - Qualification 11: Thinking and acting creatively.	
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)	
Maximum number of participants	Not applicable	
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)	
Required literature / description of learning material	Liu, S., Volcic, Z., & Gallois, C. (2018). *Introducing intercultural communication: A Global Reader.* SAGE Publishing. Mantell, A. (2013). *Skills for Social Work Practice.* SAGE Publishing. Whittaker, A. (2012). *Research skills for social work.* SAGE Publishing. You also study the key concepts and terms by consulting online resources.	

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Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	A topical issue
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key - Analysing - Substantiating Qualification 5: Working in an enterprising, strategic and policy-based manner - Acting with initiative Qualification 8: Conducting research and improving the professional field - Conducting practice-based research Qualification 11: Thinking and acting creatively - Showing resourcefulness and imagination in way of thinking and acting
Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Analysing - You analyse and describe your findings from the practice-based research. - You analyse and describe your findings from the literature review. - The result of this analysis is a description of opportunities to strengthen or sustain the quality of the community. Substantiating - You relate your findings from your practice-based research to the concept of 'social quality' and substantiate this with literature. Acting with initiative - You give examples of how you have acted proactively and enterprising in contact with people in the community. - You explain why these examples are relevant. Conducting practice-based research - The report clearly demonstrates that you conducted your research systematically and methodically. - There is a logical relationship between the different sections in your report. - Your report contains a clear conclusion. Showing resourcefulness and imagination in way of thinking and acting - You list your ideas for improvement of the social quality. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.

Exam and modular exam format(s)	Digital/Online (Professional) product (PROD-O)
Exam type	Handin
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 1st-year study programme
Name of course long	Communication and argumentation
Name of course short	Communication and argumentation
Code for course	COMMAR06
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P3N Shift B: P1N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	5
Study load in hours	140
Contact hours	

	Scheduled study hours	Number of clock hours
	Contact time	32
	Study hours for self-study and practice-based learning (PBL)	108
	Total study hours	140

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.
Content and organisation	
General description	Making clear what you stand for, what you do and how you make a difference as a social worker (=profile distinction) is very important. You can make this message more powerful by communicating it well (=presenting it) by using logical arguments. In this course you learn to distinguish yourself by communicating as an up-and-coming social worker, operating in an international context. One half of the semester focuses on professional writing skills and lays the foundation for all the written products you will produce in the rest of the degree programme and your future work life. The other half of the semester focuses on strengthening your presentation skills for image and impact. In both halves of the semester, the focus is on logic, critical thinking and good argumentation.

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Exit qualifications	Reading and professional writing at propaedeutic phase level at a university of applied sciences (step C1 of the European framework of reference in the context of Social Work). (Qualification 5 in combination with Dublin Descriptor 4). - Qualification 6: Promoting the profession. - Qualification 7: Reflecting and developing one's own professionalism. - Qualification 10: Making critical and ethical considerations.
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Lachlan Mackenzie, J., & Mackenzie, J. L. (2014). *Principles and pitfalls of English Grammar*. Uitgeverij Coutinho. You also study the key concepts and terms by consulting online resources. Healy, K., & Mulholland, J. (2019). *Writing Skills for Social Workers*. SAGE Publishing. Otten, J. (2020). *Clusters: the hidden logic in language*. Uitgeverij Quixot. (Open source).
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Presentation skills: image and impact
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 6: Promoting the profession - Format - Structure Qualification 7: Reflecting and developing one's own professionalism - Content (micro) Qualification 10: Making critical and ethical considerations - Content (macro) * Due to the nature of this exam, assessment dimensions have been chosen that deviate from the fixed dimensions that are linked to all qualifications.

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Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators:
	Format
	- You present yourself professionally.
	- You recognise the possibilities and limits of your voice and posture.
	- Creative means are used in an appropriate way and in line with the content.
	- You grab attention and keep it throughout the entire presentation.
	- Your presentation is culturally sensitive and suitable for the situation and goal.
	Structure
	- Your presentation has a clear introduction, core and conclusion.
	- The presentation is structured logically.
	- You present ideas and information clearly and in a way that conveys the essence.
	Content micro
	- You make a connection between who you are now as a person and the international social worker you will be in the future.
	- You define your role as an international social worker in a culturally sensitive way.
	- You can explain and substantiate how your norms and values play a role in your professional life.
	Content macro
	- You show you are aware of the sensitivities surrounding international social work.
	- You explain what social themes appeal to you.
	- You substantiate your view on what is the current status of these themes with relevant information from trustworthy sources.
	- You explain what the role of international social work can be in relation to these themes.
	If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P1N, P2N, P2N, P3N, P3N, P4N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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Name (modular) exam	Professional writing skills
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	Reading and professional writing at propaedeutic phase level at a university of applied sciences (step C1 of the European framework of reference in the context of Social Work). (Qualification 5 in combination with Dublin Descriptor 4)*. - Content - Organisation - Language * Due to the nature of this exam, assessment dimensions have been chosen that deviate from the fixed dimensions that are linked to all qualifications. <u>Qualification 10: Making critical and ethical considerations</u> - Substantiating critical and ethical considerations
Assessment criteria	<u>Content (Substantiating critical and ethical considerations)</u> - Your viewpoint is clear. - Your arguments are logical and consistent with the point of view you have chosen. - Your arguments are correct in terms of content. <u>Organisation</u> - You can apply structure to a longer text (e.g., paragraph construction, links between paragraphs). <u>Language</u> - You correctly apply the rules of spelling and grammar in the English language. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) Product (PROD-O)
Exam type	BYOD and Handin
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Your own laptop with an internet connection. Communication during the test via whatsapp/mail/other means is not permitted.
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. A review is scheduled after the grading period of 15 working days and, if applicable, before the next exam opportunity. The assessor is present at this review.

General information	To: overview 1st-year study programme	
Name of course long	Creative skills 2	
Name of course short	Creative skills 2	
Code for course	CREASK02	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study	
Term	Shift A: Term 3 and 4 Shift B: Term 1 and 2	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	2.5	
Study load in hours	70	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	27
	Study hours for self-study and practice-based learning (PBL)	43
	Total study hours	70
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	
Content and organisation		
General description	In the propaedeutic phase (first year) you explore the creative methods of: Drama & Dance (DD), Visual Storytelling (VS), Word, Art & Music (WAM) and Sports & Experience (SE). The lessons are aimed at getting to know the essence of the profession and experimenting with practising a number of basic techniques in a short period of time. This way you discover whether the profession suits you. Attention to creative methods changes your way of looking, thinking and acting. Not just for you personally, because you will also discover new professional applications. In addition, you reflect on your own attitude, presentation and the choices you have made. You demonstrate the acquired skills during your performance in each period.	
Exit qualifications	- Qualification 11: Thinking and acting creatively.	
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)	
Maximum number of participants	Not applicable	
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)	

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Required literature / description of learning material	Rohnke, K., & Butler, S. (1995). *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership.* Project Adventure. Available via #OO. VanGundy, A. (2005). *101 activities for teaching creativity and problem solving.* Pfeiffer. Book can be downloaded via http://www.bio-nica.info/biblioteca/vangoundy2005101activitiesteaching.pdf Visser, J. (2020). *Working Effectively with Groups: Practical tips for what you should and not should do with groups of all ages: Including games to stimulate group cohesion.* Boekenmaker. Some titles are available online. Other online resources will also make up part of the curriculum content. You also study the key concepts and terms by consulting online resources.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Creative skills 2A
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 11: Thinking and acting creatively - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in way of thinking and acting - Giving significance to the value, deployment and effects of creativity
Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Using creative methods and (thinking) techniques - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature and/or other sources. Showing resourcefulness and imagination in way of thinking and acting - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. Giving significance to the value, deployment and effects of creativity - You demonstrate the added value of creative methods for you as a person and as a future professional. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5

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Exam sittings	P1N, P2N, P3N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.
Name (modular) exam	Creative skills 2B
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	Qualification 11: Thinking and acting creatively - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in way of thinking and acting - Giving significance to the value, deployment and effects of creativity
Assessment criteria	The assessment of each dimension in this course is based on the following assessment indicators: Using creative methods and (thinking) techniques - You demonstrate you can purposefully use creative methods for a specific target group and substantiate your choices with literature and/or other sources. Showing resourcefulness and imagination in way of thinking and acting - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. Giving significance to the value, deployment and effects of creativity - You demonstrate the added value of creative methods for you as a person and as a future professional. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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General information	To: overview 1st-year study programme
Name of course long	Theories on communities 3
Name of course short	Theories on communities 3
Code for course	THEONC05
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P3N and P4N Shift B: P1N and P2N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70 SBU

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	16
	Study hours for self-study and practice-based learning (PBL)	54
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.

Content and organisation	
General description	Description of the national and international society in which the social worker enhances social quality. This period covers sociological and anthropological, concepts with the main focus on social quality and how it is shaped in all kinds of contexts.
Exit qualifications	This period covers relevant sociological, anthropological, intercultural and historical concepts based on the global definition of Social Work.
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Literature for this course will be shared on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable

Examination	
Name (modular) exam	Sociology
OSIRIS code (modular) exam	TOETS-01

Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can substantiate insights from sociology and anthropology to social work. - You explain the theories you use correctly. - You connect relevant theory and concepts to concrete examples in society or your personal life. - You connect relevant theories and concepts to concrete and practical examples in the international social work field. - Your contributions add to answering the central exam question, using relevant theory. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview study programme 1st year
Name of course long	Theories on communities 4
Name of course short	Theories on communities 4
Code for course	THEONC02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 1, 1st year of study
Term	Shift A: P4N and P3N Shift B: P2N and P1N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70
Contact hours	Scheduled study hours	Number of clock hours

	Scheduled study hours	Number of clock hours
	Contact time	16
	Study hours for self-study and practice-based learning (PBL)	54
	Total study hours	70

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Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.
Content and organisation	
General description	Study of the values upon which a social worker operates and how these are anchored in different cultural contexts. This period covers philosophical and ethical concepts, highlighting the values questioned by social work, how a social worker can approach dilemmas and how they can use cultural insights and philosophical concepts.
Exit qualifications	This period covers relevant judicial, ethical and anthropological, intercultural and philosophical concepts based on the global definition of Social Work, human rights and the capability approach.
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (5 EC) - Examining a topical issue (7.5 EC) - Communication and argumentation (5 EC) - Creative skills 2 (2.5 EC) - Theories on communities A (2.5 EC) - Theories on communities B (2.5 EC)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Literature for this course will be shared on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examination	
Name (modular) exam	Philosophy
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can substantiate insights from philosophy to social work. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.

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Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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9.1.2   Courses in the post-propaedeutic phase

Below is a schematic overview that gives you an overall impression of the 2nd and 3rd year of the degree programme. It also gives the courses from this part of the study programme.

International Social Work, post-propaedeutic phase

Post-propaedeutic phase year 2, level 2

	Semester 1		Semester 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
post-propaedeutic phase year 2, level 2	Theoretical approaches: Psychology (2.5 EC)	Theoretical approaches: Sociology (2.5 EC)	Theoretical approaches: Law (2.5 EC)	Theoretical approaches: Philosophy (2.5 EC)
	Skills and Methods: Motivational interviewing (5 EC)		Skills and Methods: Strengthening interviewing (5 EC)	
	Specialisation in Creative Skills 1 (2.5 EC)		Specialisation in Creative Skills 2 (2.5 EC)	
	People & Boundaries (10 EC)		Empowerment (10 EC)	
	Professional Development 2.1 (7.5 EC)		Professional Development 2.2 (7.5 EC)	

9.1.2.1 Theoretical approaches

General information	To: overview 2nd-year study programme
Name of course long	Theoretical approaches: Psychology
Name of course short	Theoretical approaches: Psychology
Code for course	THEAPL02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N, P2N, P3N, P4N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70
Contact hours	**Scheduled study hours** / **Number of clock hours**

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	18
	Study hours for self-study and practice-based learning (PBL)	52
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase
Content and organisation	

General description	In this course you will explore different theoretical approaches and gain knowledge of various relevant scientific, international perspectives. Concepts are transcendent and can be linked to society, the individual and the practice of social work. In this way you build up a theoretical foundation and learn to use and apply this foundation through an open, critical and nuanced attitude. Four scientific perspectives form the framework within which knowledge from psychology, sociology, philosophy and law is discussed. Within these four perspectives, insights from pedagogy, art and cultural anthropology are also reflected on.
Exit qualifications	This period covers relevant psychological concepts based on the international and global definition of Social Work.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Psychology
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can substantiate insights from psychology to social work. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Knowledge exam on location/written (KENN-F)
Exam type	Written test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.

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Discussion and review	You have the option to review and discuss your own work after the result. Review sessions will be announced.

General information	To: overview 2nd-year study programme
Name of course long	Theoretical approaches: Sociology
Name of course short	Theoretical approaches: Sociology
Code for course	THEAPS01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N, P2N, P3N, P4N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	18
	Study hours for self-study and practice-based learning (PBL)	52
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase
Content and organisation	
General description	In this course you will explore different theoretical approaches and gain knowledge of various relevant scientific, international perspectives. Concepts are transcendent and can be linked to society, the individual and the practice of social work. In this way you build up a theoretical foundation and learn to use and apply this foundation through an open, critical and nuanced attitude. Four scientific perspectives form the framework within which knowledge from psychology, sociology, philosophy and law is discussed. Within these four perspectives, insights from pedagogy, art and cultural anthropology are also reflected on.
Exit qualifications	This period covers relevant sociological concepts based on the international and global definition of Social Work.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)

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Required literature / description of learning material	You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Sociology
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can substantiate insights from sociology and anthropology to social work. - You explain the theories you use correctly. - You use the theories to formulate an interpretation of social work regarding the given case. - You critically analyse the given case and your interpretation of it. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 2nd-year study programme	
Name of course long	Theoretical approaches: Law	
Name of course short	Theoretical approaches: Law	
Code for course	THEAPL01	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study	
Term	P1N, P2N, P3N, P4N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	2.5	
Study load in hours	70	
Contact hours	Scheduled study hours	Number of clock hours

		Contact time	18
		Study hours for self-study and practice-based learning (PBL)	52
		Total study hours	70
Course entry requirements		You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase	
Content and organisation			
General description		In this course you will explore different theoretical approaches and gain knowledge of various relevant scientific, international perspectives. Concepts are transcendent and can be linked to society, the individual and the practice of social work. In this way you build up a theoretical foundation and learn to use and apply this foundation through an open, critical and nuanced attitude. Four scientific perspectives form the framework within which knowledge from psychology, sociology, philosophy and law is discussed. Within these four perspectives, insights from pedagogy, art and cultural anthropology are also reflected on.	
Exit qualifications		This period covers legal concepts based on the international and global definition of Social Work.	
Cohesion		The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development	
Maximum number of participants		Not applicable	
Activities and/or instructional formats		Educational activities (ZZWERKVORM15)	
Required literature / description of learning material		You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.	
Required software / required materials		Not applicable	
Extra contribution		Not applicable	
Examinations			
Name (modular) exam		Law	
OSIRIS code (modular) exam		TOETS-01	
Assessment dimensions		Not applicable	
Assessment criteria		You demonstrate that you can substantiate insights from (international) law to social work. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.	

Exam and modular exam format(s)	Knowledge exam on location/written (KENN-F)
Exam type	Written (case study) test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 2nd-year study programme
Name of course long	Theoretical approaches Philosophy
Name of course short	Theoretical approaches Philosophy
Code for course	THEAPL03
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N, P2N, P3N, P4N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	18
	Study hours for self-study and practice-based learning (PBL)	52
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase
Content and organisation	
General description	In this course you will explore different theoretical approaches and gain knowledge of various relevant scientific, international perspectives. Concepts are transcendent and can be linked to society, the individual and the practice of social work. In this way you build up a theoretical foundation and learn to use and apply this foundation through an open, critical and nuanced attitude. Four scientific perspectives form the framework within which knowledge from psychology, sociology, philosophy and law is discussed. Within these four perspectives, insights from pedagogy, art and cultural anthropology are also reflected on.

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Exit qualifications	This period covers relevant philosophical, ethical and legal concepts based on the international and global definition of Social Work.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	You study the key concepts and terms by consulting online resources. The literature you can use for each concept is listed on OnderwijsOnline.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Philosophy
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can substantiate insights from philosophy and ethics to social work - You explain the theories you use correctly. - You use the theories to formulate an interpretation of social work regarding the given case. - You critically analyse the given case and your interpretation of it. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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9.1.2.2 Skills and Methods

General information	To: overview 2nd-year study programme
Name of course long	Skills and Methods: Motivational interviewing
Name of course short	Motivational interviewing
Code for course	SKIMEM01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N, P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	5
Study load in hours	140

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	39
	Study hours for self-study and practice-based learning (PBL)	101
	Total study hours	140

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase

Content and organisation	
General description	Apart from acquiring all kinds of knowledge, as a social worker you need to develop skills (you are your own toolbox). You need to for example be able to make contact and have meaningful conversations with people and their communities. It's also important you know how to analyse cases in different contexts, in order to recognise risks and strengths and to anticipate on those. Developing skills requires practice, and that is what we will do in these classes. Motivational interviewing: You'll learn to motivate people who don't want to change, using technics of 'Motivational interviewing' Handling anger, aggression and violence: You'll learn to recognise, prevent, and handle aggression. You'll learn to work with people who do not want to change (or are ambivalent about changing). Various aspects come into play here: behaviour, disabilities, motivation and previous experiences. Sometimes people aren't aware of a problem, while others around them are suffering from their behaviour. The tension between involuntary/voluntariness is one we will find in almost every context of social work. You'll find it in community work, on the street, working with children and their parents, but also in a closed residential setting like a prison. In the second part you will learn how to recognise, prevent and handle aggression. Special attention will go out to tension building (in you and in the client) and how to keep yourself safe by setting boundaries for yourself and your colleagues.

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Exit qualifications	- Qualification 1. Being actively open, making contact and picking up signals. - Qualification 2. Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Noordink, T., Maassen, N., & Otten, J. (2021). *Connecting in voluntary and involuntary care*. HAN. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Motivational interviewing
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Making contact - Identifying signals Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation - Analysing - Designing - Performing

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Assessment criteria	**Making contact**
	- You clarify the purpose of the conversation and refer to relevant laws and regulations.
	- You demonstrate a non-judgmental attitude towards the client and put forward understanding for the cultural background of your client and for the complex situation in which the client finds himself.
	Identifying signals
	- You identify ambivalence in behaviour of the client and make this negotiable.
	- You identify resistance and make this negotiable.
	Analysing
	- You analyse behaviour and statements of the client and discern sustain-talk.
	Designing
	- You support the autonomy of the client and urge the client to exercise more influence (or to urge the client to retake himself).
	Performing
	- You demonstrate techniques from motivational interviewing and evoke change- and commitment talk.
	If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P2N, P2N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 2nd-year study programme
Name of course long	Skills and Methods: Strengthening interviewing
Name of course short	Strengthening interviewing
Code for course	SKIMEM02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N, P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.

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Credits	5	
Study load in hours	140	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	39
	Study hours for self-study and practice-based learning (PBL)	101
	Total study hours	140
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase	
Content and organisation		
General description	Apart from acquiring all kinds of knowledge, as a social worker you need to develop skills (you are your own toolbox). You need to for example be able to make contact and have meaningful conversations with people and their communities. It's also important you know how to analyse cases in different contexts, in order to recognise risks and strengths and to anticipate on those. Developing skills requires practice, and that is what we will do in these classes. Strengthening interviewing: You'll learn to empower people who feel like they cannot change, using strategy's from 'Strengthening Interviewing'.	
Exit qualifications	- Qualification 1. Being actively open, making contact and picking up signals. - Qualification 2. Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation.	
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development	
Maximum number of participants	Not applicable	
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)	
Required literature / description of learning material	Wolf, J. (2021). *Pathways to Empowerment: Methodically working on participation and self-direction*. Uitgeverij Coutinho.	
Required software / required materials	Not applicable	
Extra contribution	Not applicable	
Examinations		
Name (modular) exam	Strengthening interviewing	
OSIRIS code (modular) exam	TOETS-01	

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Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals
	- Making contact
	Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation
	- Analysing
	- Designing
	- Performing
Assessment criteria	Making contact
	- You establish an effective professional relationship by being able to ask strength-based questions, with which available resources are emphasized, that are hopeful and activating for your conversation partner.
	- You connect to the perception and level of understanding of your conversation partner.
	Analysing
	- Your conversation partner gains insight into his or her strengths or resources in at least one area of life from the strengths-inventory.
	- You stimulate your conversation partner to think about his or her personal control and self-regulation.
	Designing
	- With the consent of your conversation partner, you work towards at least one feasible action aimed at their reinforcement, empowerment or connection.
	Performing
	- You perform (creative) strength-based intervention(s) that are appropriate in the conversation and the situation of your conversation partner.
	If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P2N, P2N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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9.1.2.3 Creative Skills

General information	To: overview 2nd-year study programme
Name of course long	Specialisation in Creative Skills 1
Name of course short	Specialisation in Creative Skills 1
Code for course	SPECRS03
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	39
	Study hours for self-study and practice-based learning (PBL)	31
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase

Content and organisation	
General description	In the second year you build on the propaedeutic programme, and you are prepared for creative craftsmanship at level 3. By integrating theory, methods and practical experiences, you will achieve the professionalization of creative action. You will further professionalize the applications of two creative disciplines, by using yourself as an instrument, practicing with materials and techniques, arranging and supervising activities. This way you build a solid foundation for your creative craftsmanship. Ultimately, you will be able to use a creative medium with a predetermined goal when dealing with issues or challenges in practice. You also learn to substantiate what you do.
Exit qualifications	- Qualification 11: Thinking and acting creatively
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)

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Required literature / description of learning material	Brown, S. (2010). *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Penguin Putnam Inc. Visser, J. (2020). *Working Effectively with Groups: Practical tips for what you should and not should do with groups of all ages: Including games to stimulate group cohesion*. Boekenmaker. Bos, E. & Huss, E. (2023). *Using Art for Social Transformation: International Perspectives for Social Workers, Community Workers and Art Therapists*. New York: Routledge.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Creative craftsmanship 1
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 11: Thinking and acting creatively - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in thinking and acting - Giving significance to the value, deployment and effects of creativity
Assessment criteria	Using creative methods and (thinking) techniques -You show / let hear products / activities (partly) designed and studied by you. You can substantiate your choices with social artistic and creative agogic sources. Showing resourcefulness and imagination in thinking and acting -You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. Giving significance to the value, deployment and effects of creativity -You make it clear and plausible what added value that craftsmanship has for you as a professional. -You show that you know how to use the chosen medium meaningfully in practice. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.

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Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 2nd-year study programme
Name of course long	Specialisation in Creative Skills 2
Name of course short	Specialisation in Creative Skills 2
Code for course	SPECRS04
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	Term 1 and 2
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	2.5
Study load in hours	70

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	39
	Study hours for self-study and practice-based learning (PBL)	31
	Total study hours	70

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase

Content and organisation	
General description	In the second year you build on the propaedeutic programme, and you are prepared for creative craftsmanship at level 3. By integrating theory, methods and practical experiences, you will achieve the professionalization of creative action. You will further professionalize the applications of two creative disciplines, by using yourself as an instrument, practicing with materials and techniques, arranging and supervising activities. This way you build a solid foundation for your creative craftsmanship. Ultimately, you will be able to use a creative medium with a predetermined goal when dealing with issues or challenges in practice. You also learn to substantiate what you do.
Exit qualifications	- Qualification 11: Thinking and acting creatively
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable

Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Brown, S. (2010). *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Penguin Putnam Inc. Visser, J. (2020). *Working Effectively with Groups: Practical tips for what you should and not should do with groups of all ages: Including games to stimulate group cohesion.* Boekenmaker. Bos, E. & Huss, E. (2023). *Using Art for Social Transformation: International Perspectives for Social Workers, Community Workers and Art Therapists.* New York: Routledge.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Creative craftsmanship 2
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	<u>Qualification 11: Thinking and acting creatively</u> - Using creative methods and (thinking) techniques - Showing resourcefulness and imagination in thinking and acting - Giving significance to the value, deployment and effects of creativity
Assessment criteria	<u>Using creative methods and (thinking) techniques</u> -You show / let hear products / activities (partly) designed and studied by you. You can substantiate your choices with social artistic and creative agogic sources. <u>Showing resourcefulness and imagination in thinking and acting</u> -You show that you have enhanced your craftsmanship in the chosen profession. <u>Giving significance to the value, deployment and effects of creativity</u> -You make it clear and plausible what added value that craftsmanship has for you as a professional. -You show that you know how to use the chosen medium meaningfully in practice. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.

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Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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9.1.2.4 People and Boundaries

General information	To: overview 2nd-year study programme
Name of course long	People & Boundaries
Name of course short	People & Boundaries
Code for course	PEOPBO02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P1N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	10
Study load in hours	280

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	81
	Study hours for self-study and practice-based learning (PBL)	199
	Total study hours	280

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase.

Content and organisation	
General description	During the semester programme 'People & Boundaries' you will explore people and their place in the contemporary globalized world. Concepts that are important: globalization, power, inequality, migration, identity. We will explore how these concepts can be of value and how they give us insight in the context of our work. As an international social worker, you understand how every local context is connected to the global and vice versa. In this semester you will start by exploring and analysing one chain of this globalized world.
Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 4: Working with available means in an effective, efficient and transparent manner. - Qualification 6: Promoting the profession. - Qualification 9: Cooperating from different roles. - Qualification 10: Making critical and ethical considerations - Qualification 11: Thinking and acting creatively.

Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	No literature required.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Follow the chain: Project proposal
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Identifying signals Qualifications 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation - Analysing Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key - Analysing Qualification 4: Working with available means in an effective, efficient and transparent manner - Acting effectively and efficiently Qualification 9: Cooperating from different roles - Substantiating

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Assessment criteria	<u>Identifying signals</u> - You specify which chain you want to research during the project. <u>Analysing (qualification 2 and 3)</u> - You conduct a preliminary literature study on the chain. - You present the results of this preliminary research with the micro, meso and macro perspective taken into account. - You substantiate what questions regarding the micro, meso and macro level you want to answer during the project. <u>Acting effectively and efficiently</u> - You provide a concrete planning on what actions you're going to undertake during the project. These actions should be aimed towards answering the questions you want to answer during the project. - You also provide insight in when you're going to undertake them, which group members are going to undertake them and what resources you need to undertake them. <u>Substantiating</u> You state and substantiate which person(s) you want to collaborate with during the project, what this/these collaboration(s) should look like and what actions you need to undertake to get in contact with this/these person(s). If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) product
Exam type	Handin
Weight factor of modular exam	0
Minimum result	Pass
Exam sittings	P1N, P2N, P3N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.
Name (modular) exam	Follow the chain: Project presentation
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	<u>Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation</u> - Analysing - Substantiating <u>Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key</u>

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	- Analysing - Substantiating Qualification 4: Working with available means in an effective, efficient and transparent manner - Acting effectively and efficiently Qualification 6: Promoting the profession - Acting in a role-conscious manner Qualification 9: Cooperating from different roles - Substantiating Qualification 10: Making critical and ethical considerations - Substantiating critical and ethical considerations Qualification 11: Thinking and acting creatively - Using creative means and (thinking) techniques
Assessment criteria	Substantiating (qualification 2 and 3) - You substantiate your project by presenting your answers regarding the micro, meso and macro perspective. Analysing (qualification 2 and 3) - In relation to these answers, you conclude and substantiate which opportunities and vulnerabilities regarding the micro, meso and macro perspective exist in the chain. Acting effectively and efficiently - You explain and substantiate which theoretical and human resources were needed to obtain your answers and what actions you've undertaken in that regard. - You also explain and substantiate which resources you needed to undertake these actions. Acting in a role-conscious manner You explain and substantiate what the role of social work is regarding the opportunities and vulnerabilities you concluded. Substantiating (qualification 9) - You present and substantiate which person(s) you collaborated with during the project, what this/these collaboration(s) looked like and what actions you needed to undertake to get in contact with this/these person(s). - You describe and illustrate that you had a substantive part in this research by showing your log. Making critical and ethical considerations - You reflect on at least one important insight on global connections and substantiate this with at least three theoretical sources. Using creative means and (thinking) techniques - You show that you have used creative craftsmanship and explain the added value of this craftmanship for your project. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Presentation on location (PRES-F)

Exam type	Handin (report) and performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

9.1.2.5 Empowerment

General information	To: overview 2nd-year study programme
Name of course long	Empowerment
Name of course short	Empowerment
Code for course	EMPOWE02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	10
Study load in hours	280
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	81
	Study hours for self-study and practice-based learning (PBL)	199
	Total study hours	280
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase.
Content and organisation	
General description	Within the Thematic Lab, the concept of empowerment has a central place, in particular as a strength-oriented and connective approach. Throughout the semester program, the student develops his professional identity, based on acquired knowledge and skills. The student works on the research throughout the semester. The thematic lab consists of conducting a research viewed from the perspective of the empowerment framework at micro, meso and macro level. This will result in a proposal for improvement. The student reports and reflects on the empowerment philosophy and develops a vision on the profession of social work.

Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 5: Working in an enterprising, strategic and policy-based manner. - Qualification 6: Promoting the profession - Qualification 8: Conducting research and improving the professional field. - Qualification 9: Cooperating from different roles - Qualification 10: Making critical and ethical considerations - Qualification 11: Thinking and acting creatively.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	No literature required.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Design to empower: Project proposal
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 1: Being actively open, making contact and picking up signals - Making contact - Identifying signals Qualification 5: Working in an enterprising, strategic and policy-based manner - Substantiating Qualification 8: Conducting research and improving the professional field - Conducting practice-based research Qualification 11: Thinking and acting creatively - Giving meaning to the value, uses and effects of creativity

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Assessment criteria	<u>Making contact and identifying signals</u> - You approach a partner organization and are able to empathise with their work and identify opportunities and problems. <u>Substantiating</u> - You prioritize the perspectives of the partner organization and the end-users, and the objectives are feasible. <u>Conducting practice-based research</u> - You work out a project proposal that is well-structured and clear. - You show how you are planning to use participatory methods. <u>Giving meaning to the value, uses and effects of creativity</u> - In your project proposal you show innovative and creative ways of working out your project. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) product (PROD-O)
Exam type	Handin
Weight factor of modular exam	0
Minimum result	Pass
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.
Name (modular) exam	Design to empower: Product justification
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	<u>Qualification 1: Being actively open, making contact and picking up signals</u> - Identifying signals <u>Qualifications 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation</u> - Designing <u>Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key</u> - Substantiating - Designing <u>Qualification 8: Conducting research and improving the professional field</u> - Improving the professional practice <u>Qualification 9: Cooperating from different roles.</u> - Substantiating

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	Qualification 11: Thinking and acting creatively - Using creative means and (thinking) techniques
Assessment criteria	Identifying signals (qualification 1) - You show how you kept prioritizing the needs and perspectives of the involved parties. Designing (qualification 2) - You illustrate why your design is empowering for the involved participants. Substantiating (qualification 3) - You justify how your design is contributing to a just and inclusive society. Designing (qualification 3) - You describe how you have designed the process with the group and environment and what this contributed to the empowerment of this group. Make use of practical insights and relevant literature related to social quality. Improving the professional practice - You show knowledge and skills in design thinking. Substantiating (qualification 9) - You describe and illustrate that you had a substantive part in this research by showing your log. Using creative methods and (thinking) techniques (qualification 11) - You reflect in a creative way on at least one important insight on the development of your Design thinking skills and substantiate this with theory. Using creative methods and (thinking) techniques - You show how creativity was an intrinsic part in all phases of your designing process. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) product (PROD-O)
Exam type	Handin
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

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9.1.2.6 Professional Development Level 2

General information	To: overview 2nd-year study programme	
Name of course long	Professional Development 2.1	
Name of course short	Professional Development 2.1	
Code for course	PROFDE03	
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study	
Term	P1N	
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.	
Credits	7.5	
Study load in hours	210	
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	42
	Study hours for self-study and practice-based learning (PBL)	168
	Total study hours	210
Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase.	
Content and organisation		
General description	As a group the students will undertake a project research. During the assignment the student will learn skills such as group work, collaboration, project-based working and will develop their attitude aspects. As part of the project research, the student will investigate in what way global issues affect social work in the field. In the first semester you make an analysis of the current state of affairs with regard to your development on the attitude aspects. You will discuss the substantiation of your development with your assessor.	

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Exit qualifications	- Qualification 1: Being actively open, making contact and picking up signals. - Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualification 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualification 4: Working with available means in an effective, efficient and transparent manner. - Qualification 5: Working in an enterprising, strategic and policy-based manner. - Qualification 6: Promoting the profession. - Qualification 7: Reflecting and developing one's own professionalism. - Qualification 8: Conducting research and improving the professional field. - Qualification 9: Cooperating from different roles. - Qualification 10: Making critical and ethical considerations. - Qualification 11: Thinking and acting creatively.
Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ In addition, you also use literature that is used in other courses.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Professional Development 2.1
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	<u>All qualifications</u> The attitude aspects of social work are assessed in relation to all qualifications: 'commitment', 'respect', 'reliability & integrity', 'entrepreneurship', 'inquisitiveness & learning', 'creative', 'professionally independent', and resilience & self-care. <u>Qualification 7: Reflecting and developing one's own professionalism</u> - Reflect by looking back. - Reflect by looking ahead

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Assessment criteria	Commitment - You account for how involved you have acted and that you are able to make contact with individuals, groups and professionals in an active and outreach manner. Respect - You account for how you have acted respectfully and that you are able to act on the basis of mutual respect and trust with individuals, groups and professionals. Reliability & Integrity - You justify how you have acted reliably and with integrity and that you are able to act from a reliable and honest basic attitude, so that someone else knows where he stands. Entrepreneurship - You account for how you have acted in a venturous manner and that you are able to see opportunities, seize them and thereby create value. Inquisitiveness & learning - You account for how you have acted in an investigative and learning manner and that you are able to visualize, clarify and tackle issues from a curious, questioning and learning attitude and through an investigative mentality. Creative - You justify how you have acted creatively and that you are able to act from a creative basic attitude: looking for other ways, acting pioneering and ingenuity. Professionally independent - You account for how you have acted professionally independently and that you are able to independently form your own professional judgment, indicate the limits of your own expertise and engage cooperation with other professions when necessary or helpful. Resilience & self-care - You account for how you acted resiliently and caring for yourself and that you are able to set boundaries, care for yourself in a professional sense and bounce back from vulnerable situations and experiences. Reflect by looking back & reflect by looking ahead - You reflect on what your development in relation to the seven attitude aspects, means for your development as a social worker. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Meeting on location (GESP-F)
Exam type	Handin and meeting
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N
Permitted resources	Not applicable

Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

General information	To: overview 2nd-year study programme
Name of course long	Professional Development 2.2
Name of course short	Professional Development 2.2
Code for course	PROFDE04
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 2, 2nd year of study
Term	P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	7.5
Study load in hours	210

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	42
	Study hours for self-study and practice-based learning (PBL)	168
	Total study hours	210

Course entry requirements	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent. You meet the study progress requirement: Obtained a minimum of 45 EC from the propaedeutic phase.
Content and organisation	
General description	As a group the students will undertake a project research. During the assignment the student will learn skills such as group work, collaboration, project-based working and will develop their attitude aspects. As part of the project research, the student will investigate in what way global issues affect social work in the field. In the second semester you shape your vision on the profession of social work and you prepare for level 3.
Exit qualifications	- Qualification 5: Working in an enterprising, strategic and policy-based manner. - Qualification 6: Promoting the profession. - Qualification 7: Reflecting and developing one's own professionalism. - Qualification 10: Making critical and ethical considerations. - Qualification 11: Thinking and acting creatively.

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Cohesion	The following components form a coherent programme: - Theoretical approaches - Skills and Methods - Creative Skills - Empowerment - People & Boundaries - Professional Development
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ In addition, you also use literature that is used in other courses.
Required software / required materials	Not applicable
Extra contribution	Not applicable
Examinations	
Name (modular) exam	Professional Development 2.2
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 5: Working in an enterprising, strategic and policy-based manner - Substantiating Qualification 6: Promoting the profession. - Acting in a role-conscious manner - Representing your professional group Qualification 7: Reflecting and developing one's own professionalism - Reflecting by looking forward - Substantiating Qualification 10: Making critical and ethical considerations - Making critical and ethical considerations open to discussion Qualification 11: Thinking and acting creatively - Giving significance to the value, deployment and effects of creativity

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Assessment criteria	**Preparation level 3 part:** Substantiating (qualification 5) - You show that in your preparation for level 3 you have an eye for the organization and the context in which it operates. Reflecting by looking forward - You show from previous experiences what are important learning objectives for your professional development in year 3. - You show which skills you master or lack in working interculturally sensitive. **Essay part:** Acting in a role-conscious manner - You show that you have insight into the different roles of a social worker, and you give your opinion about this. Representing your professional group - You describe the added value of social work. Substantiating (qualification 7) - You link your vision of social work to your own professional development. Making critical and ethical considerations open to discussion - You describe an ethical dilemma in order to substantiate your vision on the profession. Giving significance to the value, deployment and effects of creativity - You describe the added value, deployment and effects of creativity for the profession. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Online/digital (Professional) product (PROD-O)
Exam type	Handin
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.
Name (modular) exam	An international perspective on the social work profession
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	Qualification 6: Promoting the profession. - Representing your professional group Qualification 7: Reflecting and developing one's own professionalism

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	- Substantiating
Assessment criteria	<u>Representing your professional group</u> You formulate a statement on the added value of an international perspective on the social work profession. <u>Substantiating</u> You reflect on what you have heard and seen during the International Week and substantiate how the insights gained will contribute to your professional development. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format(s)	Performance on location/written (PERF-F)
Exam type	Handin and performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined. In addition, you can contact the assessor (examiner) for individual discussion and review.

9.2   Minors of the degree programme

You can choose a minor from another HAN degree programme. You can find the overview of HAN minors and their entry requirements here: www.minoren-han.nl.

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9.3   Graduation specialisations

International Social Work, year 3 and 4, profile Community development and inclusive society

Semester 1 or two
The People - profile Community development and inclusive society (25 EC)
The Context - profile Community development and inclusive society (25 EC)
The Change - profile Community development and inclusive society (25 EC)
Professional development - profile Community development and inclusive society (15 EC)
(Runs parallel to other educational components in each semester in years 3 and 4)
Minor (30 EC)

9.3.1   The People - profile Community development and inclusive society

General information	
Name of course long	The People - profile Community development and inclusive society
Name of course short	The People
Code for course	THEPEP01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 3
Term	Semester 1: P1N Semester 2: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	25 EC
Study Load in hours	700

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	160
	Study hours for internship and self-study	540 (internship)
	Total study hours	700

Course entry requirements	Your knowledge, skills and attitude are sufficiently developed to take this course. This means that you must have passed all exams of the propaedeutic phase of Social Work. In addition, at level 2, you must have passed at least the exams from the following courses: • *Skills and methods: Motivational interviewing* or *Skills and methods: Strengthening interviewing*; • *Specialisation in Creative Skills* 1 or *Specialisation in Creative Skills 2*; • *People & Boundaries* or *Empowerment*; • *Professional Development 2.1* or *Professional Development 2.2*; • 2 of the following courses: *Theoretical approaches: Law*; *Theoretical approaches: Sociology*; *Theoretical approaches: Psychology*; *Theoretical approaches: Philosophy*.

Content and organization	
General description	The people is about empowering people and their environment from a holistic view on people, health and wellbeing. The internship

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	is the main driver for your learning process on empowering people. The practical internship experience is being supported by knowledge and skills-based program, the BOKS line.
Exit qualifications	- Qualifications 1: Being actively open, making contact and picking up signals. - Qualifications 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualifications 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualifications 4: Working with available means in an effective, efficient and transparent manner. - Qualifications 5: Working in an enterprising, strategic and policy-based manner. - Qualifications 8: Conducting research and improving the professional field. - Qualifications 9: Cooperating from different roles. - Qualifications 10: Making critical and ethical considerations. - Qualifications 11: Thinking and acting creatively.
Cohesion	The following modules form a coherent pregraduate program in the given sequence: - The people (Major semester 1) - The context (Major semester 2) - The change (Major semester 3) - Professional development (during the whole level 3 program, minor and major)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Payne, M. (2020). *Modern Social Work Theory*. Bloomsbury. ISBN 9781352011081. Lewrick, M. (2020). *The Design Thinking Toolbox*. John Wiley & Sons Inc. ISBN 9781119629191. All required literature used in year 1 and 2.
Required software / required materials	Will be offered on OnderwijsOnline
Extra contribution	Not applicable
Examinations	
Name (modular) exam	The People
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Based on at least two multi stakeholder evaluations between student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process, the student chooses the qualifications he/she wants to assess. The student chooses a maximum of four from the following nine qualifications. - 1: Being actively open, making contact and picking up signals. - 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation.

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	- 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - 4: Working with available means in an effective, efficient and transparent manner. - 5: Working in an enterprising, strategic and policy-based manner. - 8: Conducting research and improving the professional field. - 9: Cooperating from different roles. - 10: Making critical and ethical considerations. - 11: Thinking and acting creatively.
Assessment criteria	There have been two evaluation sessions. Each evaluation session was attended by the student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process. Three qualifications are 'on base level'. You have 540 registered internship hours. Based on the evaluation sessions and the portfolio, each qualification is rated by rubrics: Table below If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions. The portfolio has to be handed in before you can participate in the assessment. The assessment may also take place on location (if you are not abroad during the exam).

	APPRECIATION	WHEN:
1	Topic for further development	The student doesn't show this or has to practice on this topic
2	Almost sufficient	The student shows this qualification, but not on base level yet
3	On base level	The student acts like a Social Worker on base level
4	Really good	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker
5	Exemplary for others	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker The student is inspiring for colleague Social Workers

Exam and modular exam format	GESP-O, online meeting
Exam type	Handin and meeting
Weight factor of modular exam	1
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined.

9.3.2   The Context - profile Community development and inclusive society

General information	
Name of course long	The Context - profile Community development and inclusive society
Name of course short	The Context
Code for course	THECOP02
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 3
Term	Semester 1: P1N Semester 2: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	25 EC
Study Load	700

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	160
	Study hours for internship and self-study	540 (internship)
	Total study hours	700

Course entry requirements	Your knowledge, skills and attitude are sufficiently developed to take this course. This means that you must have passed all exams of the propaedeutic phase of Social Work. In addition, at level 2, you must have passed at least the exams from the following courses: • *Skills and methods: Motivational interviewing* or *Skills and methods: Strengthening interviewing*; • *Specialisation in Creative Skills* 1 or *Specialisation in Creative Skills 2*; • *People & Boundaries* or *Empowerment;* • *Professional Development 2.1* or *Professional Development 2.2*; • 2 of the following courses: *Theoretical approaches: Law*; *Theoretical approaches: Sociology*; *Theoretical approaches: Psychology*; *Theoretical approaches: Philosophy*.

Content and organization	
General description	The context is about policy, organizational structures and networks that support social work, health and wellbeing of people and social justice in general. The internship is the main driver for your learning process on empowering people. The practical internship experience is being supported by knowledge and skills-based program, the BOKS line.
Exit qualifications	- Qualifications 1: Being actively open, making contact and picking up signals.

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	- Qualifications 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualifications 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualifications 4: Working with available means in an effective, efficient and transparent manner. - Qualifications 5: Working in an enterprising, strategic and policy-based manner. - Qualifications 8: Conducting research and improving the professional field. - Qualifications 9: Cooperating from different roles. - Qualifications 10: Making critical and ethical considerations. - Qualifications 11: Thinking and acting creatively.
Cohesion	The following modules form a coherent pregraduate program in the given sequence: - The people (Major semester 1) - The context (Major semester 2) - The change (Major semester 3) - Professional development (during the whole level 3 program, minor and major)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Payne, M. (2020). *Modern Social Work Theory*. Bloomsbury. ISBN 9781352011081. Lewrick, M. (2020). *The Design Thinking Toolbox*. John Wiley & Sons Inc. ISBN 9781119629191. All required literature used in year 1 and 2.
Required software / required materials	Will be offered on OnderwijsOnline
Extra contribution	Not applicable
Examinations	
Name (modular) exam	The Context
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	In case the student has done an internship of 10 months, three multi stakeholder evaluations have taken place. In case the student has done 2 internships of 5 months, 4 evaluation sessions have taken place. Based on these multi stakeholder evaluations between student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process, the student chooses the qualifications he/she wants to assess. The student chooses a maximum of four from the following nine qualifications. - 1: Being actively open, making contact and picking up signals. - 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation.

	- 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - 4: Working with available means in an effective, efficient and transparent manner. - 5: Working in an enterprising, strategic and policy-based manner. - 8: Conducting research and improving the professional field. - 9: Cooperating from different roles. - 10: Making critical and ethical considerations. - 11: Thinking and acting creatively.
Assessment criteria	There have been two evaluation sessions. Each evaluation session was attended by the student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process. Three qualifications are 'on base level'. You have 540 registered internship hours. Based on the evaluation sessions and the portfolio, each qualification is rated by rubrics: (see table below) If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions. The portfolio has to be handed in before you can participate in the assessment. The assessment may also take place on location (if you are not abroad during the exam).

	APPRECIATION	WHEN:
1	Topic for further development	The student doesn't show this or has to practice on this topic
2	Almost sufficient	The student shows this qualification, but not on base level yet
3	On base level	The student acts like a Social Worker on base level
4	Really good	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker
5	Exemplary for others	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker The student is inspiring for colleague Social Workers

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Exam and modular exam format	GESP-O, online meeting
Exam type	Handin and meeting
Weight factor of modular exam	1
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined.

9.3.2   The Change - profile Community development and inclusive society

General information	
Name of course long	The Change - profile Community development and inclusive society
Name of course short	The Change
Code for course	THECHA01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 3
Term	Semester 1: P1N Semester 2: P3N
Registering for educational activities	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams' for more information.
Credits	25 EC
Study Load	700
Contact hours	Scheduled study hours	Number of clock hours
	Contact time	160
	Study hours for internship and self-study	540 (internship)
	Total study hours	700
Course entry requirements	Your knowledge, skills and attitude are sufficiently developed to take this course. This means that you must have passed all exams of the propaedeutic phase of Social Work. In addition, at level 2, you must have passed at least the exams from the following courses: • *Skills and methods: Motivational interviewing* or *Skills and methods: Strengthening interviewing*; • *Specialisation in Creative Skills* 1 or *Specialisation in Creative Skills 2*; • *People & Boundaries* or *Empowerment;* • *Professional Development 2.1* or *Professional Development 2.2;* • 2 of the following courses: *Theoretical approaches: Law*; *Theoretical approaches: Sociology*; *Theoretical approaches: Psychology*; *Theoretical approaches: Philosophy*.
Content and organization	
General description	The change is about working on social change for a social, economic and ecological just society for people to live in. The internship is the main driver for your learning process on empowering people. The practical

The table above spans into the Contact hours section with sub-columns.

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	internship experience is being supported by knowledge and skills-based program, the BOKS module.
Exit qualifications	- Qualifications 1: Being actively open, making contact and picking up signals. - Qualifications 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - Qualifications 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - Qualifications 4: Working with available means in an effective, efficient and transparent manner. - Qualifications 5: Working in an enterprising, strategic and policy-based manner. - Qualifications 8: Conducting research and improving the professional field. - Qualifications 9: Cooperating from different roles. - Qualifications 10: Making critical and ethical considerations. - Qualifications 11: Thinking and acting creatively.
Cohesion	The following modules form a coherent pregraduate program in the given sequence: - The people (Major semester 1) - The context (Major semester 2) - The change (Major semester 3) - Professional development (during the whole level 3 program, minor and major)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Payne, M. (2020). Modern Social Work Theory. Bloomsbury. ISBN 9781352011081. Lewrick, M. (2020). The Design Thinking Toolbox. John Wiley & Sons Inc. ISBN 9781119629191. All required literature used in year 1 and 2.
Required software / required materials	Will be offered on OnderwijsOnline
Extra contribution	Not applicable
Examinations	
Name (modular) exam	The Change
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	There have been done at least 5 evaluation sessions up until the end of this Change module semester. Based on these multi stakeholder evaluations between student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process, the student chooses the qualifications he/she wants to assess. The student chooses a maximum of four from the following nine qualifications. - 1: Being actively open, making contact and picking up signals.

	- 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation. - 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - 4: Working with available means in an effective, efficient and transparent manner. - 5: Working in an enterprising, strategic and policy-based manner. - 8: Conducting research and improving the professional field. - 9: Cooperating from different roles. - 10: Making critical and ethical considerations. - 11: Thinking and acting creatively.
Assessment criteria	There have been two evaluation sessions. Each evaluation session was attended by the student, PD lecturer, practical supervisor and a fourth person involved in the students' learning process. Three qualifications are 'on base level'. You have 540 registered internship hours. Based on the evaluation sessions and the portfolio, each qualification is rated by rubrics: *(see table below)* If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.

	APPRECIATION	WHEN:
1	Topic for further development	The student doesn't show this or has to practice on this topic
2	Almost sufficient	The student shows this qualification, but not on base level yet
3	On base level	The student acts like a Social Worker on base level
4	Really good	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker
5	Exemplary for others	The student acts like a Social Worker on base level The student integrates theory, methods and Social Work ethics in a balanced way as a Social Worker The student is inspiring for colleague Social Workers

	The portfolio has to be handed in before you can participate in the assessment. The assessment may also take place on location (if you are not abroad during the exam).
Exam and modular exam format	GESP-O, online meeting
Exam type	Handin and meeting
Weight factor of modular exam	1
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N
Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined.
Name (modular) exam	PAR
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	- 3: Empowering people and their social networks to actively contribute to an inclusive, just society in which people's wellbeing, development and social participation is key. - 4: Working with available means in an effective, efficient and transparent manner. - 5: Working in an enterprising, strategic and policy-based manner. - 8: Conducting research and improving the professional field. - 9: Cooperating from different roles. - 10: Making critical and ethical considerations. - 11: Thinking and acting creatively.
Assessment criteria	Based on the committed participation and the report, supervision is rated by rubrics: 1. The student works in co-creation on a (social) change issue and contributes to the implementation of the desired change in which people's well-being, development, and social participation are key. 2. The student analyses the change issue from a curious and critical attitude, making use of varied, relevant, and reliable sources. They conduct Participative Action Research in a methodologically responsible manner. 3. The student makes a contribution to the desired change with concrete designs that support the change (new networks, communications, services, products, procedures, etc.). 4. The student continuously provides insight into the quality of their actions in the 6 aspects of the PAR process.
Exam and modular exam format	Online/digital (professional)product
Exam type	Handin
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P3N, P4N, P5N

Permitted resources	Not applicable
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined

9.3.3 Professional Development Level 3 - profile Community development and inclusive society

General information	
Name of course long	Professional development - profile Community development and inclusive society
Name of course short	Professional development 3
Code for course	PRODEV01
Group aimed at	Students of the bachelor degree programme Social Work, full-time International, level 3
Term	Semester 1: P1N Semester 2: P3N (During the whole level 3 program, minor and major)
Credits	15 EC
Study Load	420

Contact hours	Scheduled study hours	Number of clock hours
	Contact time	90
	Study hours for internship and self-study	330
	Total study hours	420

Course entry requirements	Your knowledge, skills and attitude are sufficiently developed to take this course. This means that you must have passed all exams of the propaedeutic phase of Social Work. In addition, at level 2, you must have passed at least the exams from the following courses: • *Skills and methods: Motivational interviewing* or *Skills and methods: Strengthening interviewing*; • *Specialisation in Creative Skills* 1 or *Specialisation in Creative Skills 2;* • *People & Boundaries* or *Empowerment;* • *Professional Development 2.1* or *Professional Development 2.2;* • 2 of the following courses: *Theoretical approaches: Law*; *Theoretical approaches: Sociology*; *Theoretical approaches: Psychology*; *Theoretical approaches: Philosophy*.

Content and organization	
General description	Professional development starts during the degree program but will be a lifelong process. Critical self-reflection is a central skill for this. In this module you will learn how to reflect and use yourself as an instrument in the performance of your profession as a social worker. You develop your own professionalism and your own professional identity. Personal growth and professional selfcare are important pillars for this lifelong process. After the module you can formulate who you are as a professional and how you can promote the profession in practice.

	During PD sessions qualification 6 and 7 are of central focus with the help of the manual with several learning activities. Also, the guidance for the professional development for the other 9 qualifications within the internships are given with the help of the 'design your development' tool.
Exit qualifications	- Qualifications 6: Promoting the profession. - Qualifications 7: Reflecting and developing one's own professionalism.
Cohesion	The following components form a coherent pre-graduate program in the given sequence: - The people (Major semester 1) - The context (Major semester 2) - The change (Major semester 3) - Professional development (during the whole level 3 program, minor and major)
Maximum number of participants	Not applicable
Activities and/or instructional formats	Educational activities (ZZWERKVORM15)
Required literature / description of learning material	Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ In addition, you also use literature that is used in other courses.
Required software / required materials	Will be offered on OnderwijsOnline.
Extra contribution	Not applicable
Name (modular) exam	Supervision
OSIRIS code (modular) exam	TOETS-01
Assessment dimensions	Qualification 7: Reflecting and developing one's own professionalism. - Reflecting by looking back - Substantiating
Assessment criteria	Reflecting by looking back - Reflect on your own professional actions in relation to your own life course and experiences. Substantiating - Reflect on your own professional actions in relation to developments in the professional field, current professional knowledge and social developments. Reflect on your own professional actions in relation to your way of learning. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions.
Exam and modular exam format	PROD-O, Online/digital (professional) product
Exam type	Handin
Minimum result	Achieved
Exam sittings	P1N, P2N, P3N, P3N, P4N, P4N, P5N
Permitted resources	Everything the student prepared
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.

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Discussion and review	You receive an assessment form with an explanation of the assessment and how the result was determined.
Name (modular) exam	The Manifesto
OSIRIS code (modular) exam	TOETS-02
Assessment dimensions	Qualification 6: Promoting the profession. - Substantiating - Representing your professional group Qualification 7: Reflecting and developing one's own professionalism. - Reflecting by looking back
Assessment criteria	Substantiating (qualification 6) • You show your vision on the international social work profession: making a context for social change from the perspective of basic human needs and human rights. Reflecting by looking back (qualification 7) • You reflect on the way you developed yourself as a professional international social worker in perspective of your learning goals. Representing your professional group (qualification 6) • You show who you are as an international social worker and you show who you want to be (ideal, passion, ambition) as an international social worker. You have completed the modules People, Context and Change. If applicable, your product meets the following conditions: it is submitted on time, the form matches the test instructions (words/minutes/apa/language/other), and the completeness matches the test instructions. The report has to be handed in before you can participate in the presentation. The assessment may also take place on location (if you are not abroad during the exam).
Exam and modular exam format	PRES-O, Online/digital presentation
Exam type	Handin and presentation
Minimum result	Grade: 5.5
Exam sittings	P1N, P2N, P2N, P3N, P4N, P4N, P5N
Permitted resources	Everything the student prepared
Registering and deregistering for exam / modular exam opportunities via OSIRIS	See Part 3 'OSIRIS Regulations for Education, Exams and Modular Exams'.
Discussion and review	You receive an assessment form with an explanation of the assessment and how the grade was determined

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9.4   Honours and talent programmes and premasters

9.4.1   Honours programme
Not applicable.

9.4.2   Talent programme
See the Dutch version of this Degree Statute.

9.4.3   Premasters
Not applicable see: 5.4 Premaster

9.5   Part-time and/or work-study degree format

9.5.1   Part-time degree format
Not applicable.

9.5.2   Work-study degree format
Not applicable.

9.6   Tracks with special feature

9.6.1   Fast-track
Not applicable.

9.6.2   Abridged track
Not applicable.

9.6.3   Abridged track from associate degree to bachelor degree
If a student intends to switch from the associate degree programme 'Sociaal Werk' (degree format: part-time/work-study) to the full-time degree format of the bachelor degree programme Social Work, an abridged track will be organised than enables the student to switch from an associate degree to bachelor degree. The maximum number of credits still to be earned - after being granted exemptions - is 150 credits.

9.6.4   Track for elite athletes
Not applicable.

9.6.5   D-stream
Not applicable.

9.6.6   Combined track
Not applicable.

9.6.7   Other track with special feature
Not applicable.