

2020-2021 Degree Statute

for the bachelor degree Social Work degree format: full-time

This document is part of the Student Charter as defined in article 7.59 of the WHW (Higher Education and Research Act) in so far as it concerns the degrees mentioned in chapter 1 of the Education and Examination Regulations (Part 2 of this degree statute).

2020-2021 academic year

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Part 1 General part

1 About the degree statute

The Higher Education and Research Act (hereafter the 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 and examinations for your degree course.
- 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 course does this degree statute apply to?

This is the Degree Statute for the following HAN degree course:

Degree course	Degree format	CROHO number	Degree and title 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 course, the 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 course”, this means the above degree course.

1.2 How to 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 course at HAN. But we also mean others, such as prospective students.

1.3 How long is the degree statute valid for?

The HAN degree courses write a new degree statute for each academic year. The degree statute for a certain academic year applies to everyone enrolled in that degree 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, nor when you started. You can find the digital version of your degree statute here: OnderwijsOnline, HAN-Insite and www.han.nl.

This degree statute applies to the 2020-2021 academic year: from 1 September 2020 to 31 August 2021. For students starting their degree course on 1 February 2021, 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 course? And is the degree course 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 course 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 course's board of examiners.

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

1.5 Cohesion between degree statute and other HAN regulations

The Student Charter applies to the entire HAN. The Student Charter lists all the rights and obligations of students and HAN.

Student Charter: <https://www.han.nl/studeren/succesvol-studeren/rechten-plichten/>.

The Enrolment Regulations describe the general rules for application, admission, educational requirements, selection and enrolment. These apply to all degree courses. The degree statute only contains degree-specific additions. These additions may not contradict the general rules from the enrolment regulations.

The enrolment regulations can be found at www.han.nl.

2 Education at HAN

Your degree course is part of the HAN educational offerings. HAN has an overarching mission and vision on higher education. Your degree course embodies this vision in its own way. This chapter describes HAN's mission, vision and culture.

2.1 Mission

At HAN we educate you in a way that prepares for your future profession. But that is not our only goal. We also want you to develop your social awareness through the degree course. Also, later in your career, we want you to be able to continue contributing to innovations in a complex, dynamic and international society:

- We want to give you a good **Qualification** for your future profession.
- As a professional, you never work alone, but always in collaboration with others. We call that educating you as a **Network Professional**. As a result, you learn to work well with others and across borders. You also learn how you as a professional relate to the historical context of your field. This gives you insight into what is expected of you now and in the future.
- We want to contribute to your **Personal Development**, so that you grow as a professional and pursue lifelong learning. After all, your knowledge and skills are the basis of your profession, but who you are, your qualities and your approach make the difference.
- We want you to learn a sense of social responsibility, ethics and citizenship for your profession; to learn that you have to mean something for other people in your profession. This is often indicated with the term **Bildung**.

2.2 Vision

We achieve these four goals together. How? Read about it here:

- **You learn in context.** You gain experience in practice. That helps you to understand the complexity of your future work. Learning is not something you do on your own. Your lecturers stimulate learning with and from each other.
- **You learn in the triangle of education-research-professional practice.** You conduct research, for example on the quality of work in a professional field of your choosing, or on the possibilities for innovation. This allows you to contribute to the development of your profession. Also, in the case of new developments, you can quickly adapt to what is needed to perform your work optimally.
- HAN has a lot of **research groups**. These groups account for the research at universities of applied sciences. They also do a great deal for the degree courses. Students, for example, can get research experience within a research group in collaboration with the professional field. You can find all the research groups on our website: www.han.nl/onderzoek/kennismaken/lectoraten.
- **Study coaching and the student as partner.** You are assigned a study coach for the full duration of your studies. At HAN we want you as a student to feel acknowledged, seen and heard. We also involve you in the organisation of the degree course. This is what we call 'student as partner'. Each degree course has the freedom to organise its education in a way that it suits you as a student and the degree course. You can read more about this in Part 1, chapter 3, and Part 2, chapter 7.
- **Education with options.** Besides the regular study programme offered in your degree, we also give you various other options to choose from. The options depend on your degree course. You can read more about these options in the education and examination regulations. We stimulate you to get research experience in the HAN research groups, for example in an innovation lab or work-learning position. For advice on your choices, go to your lecturers and other HAN advisers.

- **Internationalisation @home or abroad.** During their studies, all HAN students get to experience the international context of their field. You can read more about this in section 7.3.2 under: *International Office*.

2.3 Quality culture

HAN fosters a culture of quality. A culture in which everyone contributes in some way to high-quality education and a smooth-running organisation. Below you can read how.

2.3.1 Highly qualified staff

Our lecturers are highly educated. Many of them have worked in the professional field for which they are educating students. Others have research experience relevant to the field. Over 80% of the lecturers you encounter during your studies have a master degree and some of these have a PhD. The lecturers have good teaching skills, which they have acquired through training. This means they know how to guide you properly in your learning. The examiners also have the necessary qualifications. All our support staff are also properly trained in their fields. For example, staff at the secretarial office, the internship office and the timetable office. They all perform quality work.

Because our degree courses collaborate with our research groups, researchers and professors are also involved in education. This helps you to further develop your own inquiring attitude, for example. The research group also allows you to discover the latest research results and innovations in your professional field.

2.3.2 Stimulating growth and an attitude of learning

We want you to grow so you can successfully complete your studies. This is not something we achieve just by supervising you. We also challenge you to get the most out of yourself and we train you to become ever more independent in your studies. We stimulate you to take initiative, expect you to be proactive in your studies and we help you to develop a professional work attitude. You can expect your lecturers to be available and respond to your questions quickly and clearly. You can also ask for support when you are falling behind or when you are willing and able to do more. You can read more about this in the education and examination regulations.

2.3.3 Responsible for quality

Each degree course has a quality plan. This plan, but also the education and examination regulations, describe how students evaluate the education and indicate what needs to be improved. It also outlines how students, lecturers and other staff can be directly and actively involved in improving their degree course. After all, student involvement and participation are important. It is equally important that staff members, students and professionals from the field, each in their own way, are involved in or take responsibility for the degree course and HAN. For example, for the quality of lectures, timetables, the curriculum, internship supervision, examination and other forms of renewal and improvement.

We invite you, as a student, to play an active role in this. This attitude will also be important in your work. So we also regularly ask you for your opinion on the degree course. We do this in (digital) surveys and an annual national student survey, and in evaluations at the end of a period. We also invite you to actively collaborate on renewal and quality improvement. For example, by improving the degree content and exams or improving logistical or organisational points: together with lecturers and/or support staff.

We also reflect on how we organise education and research, on who we do it for and why we do it the way we do. We check our conclusions regularly with all involved parties. This means you, but also lecturers, researchers and professionals from the field. Also, every 6 years each degree course is officially monitored by the [NVAO](#) (Accreditation Organisation of the Netherlands and Flanders).

2.3.4 Inspiring and interactive environment

We want you to be inspired by your degree course. For example, by getting the latest information on developments in your field. And we always try to create an open, interactive, safe and familiar learning environment. We encourage everyone to give each other honest feedback.

3 Information about your degree course

3.1 Mission and vision of your degree course

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 course, 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 work¹ 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 course

Content of the degree course

In the propaedeutic phase (1st year) of the Social Work degree course, 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 course is structured in levels with increasing complexity and a higher degree of independence and responsibility throughout the degree course. In the first year (propaedeutic phase), the units of study 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 and the international route. All routes pay special attention to thinking and acting creatively as well as developing an international orientation.

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

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. You can join the Euregional route from the start of your degree course, but you can also switch after the propaedeutic phase.

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. Option 2 is additional study in the form of a talent programme (see: section 5.3 Talent programme in Part 2). The selected minor will be offered as of academic year 2021-2022.

International route

Taught in English, the International Social Work route allows you to follow part or all of the Social Work degree course 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. You can join the International route from the start of your degree course, but you can also join after the propaedeutic phase. Finally, you can also follow a few parts, e.g. 1 semester programme, of the degree course 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, 3rd or 4th year you do an internship abroad, for example with an NGO focused on sustainable social change.

Thinking and acting creatively

The topic of creative thinking and acting receives special attention in the HAN Social Work degree course. 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, dance & movement, 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.

International orientation

The Social Work degree course 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. The degree course addresses internationalisation and interculturalisation in different ways: through international case studies, foreign-language literature, guest lectures and interaction with international students (e.g. the Euregional week in the 1st year and the International Week in the 2nd year, the International Classroom and Collaborative Online International Learning). Naturally, you can do part 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*).

Organisation of the degree course

The degree course 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. To graduate, you complete two specific semester programmes, one focused on working in the professional field, the other on improving current practices.

In the main phase, at level 2 or 3, you choose a minor. The minor is an education component you are 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.

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 receive lessons either 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. In the 3rd and 4th year, your cohort is again divided into groups, which this time stay together for 18 months. You also follow lessons with a different group of students following your specific profile or minor.

3.3 How we educate and supervise

Throughout the degree course, you learn through a combination of classes, practical experience, homework and online learning.

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 internship organisation 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 course you contribute to real-world practice on the basis of your current competences. You also 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, from medics, paramedics, local police officers and teachers to 'experts by experience' and other citizens or service users.

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 course gives you ample opportunity 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 course, 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

Students of the full-time, part-time and work-study degree courses are all assessed on the same exit qualifications. We aim to achieve maximum validity and reliability of assessments. An exam is *valid* if it measures what it is supposed to measure. An exam is *reliable* if you would receive the same mark in a repeat test, irrespective of the circumstances. Before the exam is assessed, your exam work must meet certain predetermined exam conditions. The assessments help you to see if you are making sufficient progress and what you can do to work towards the final goals (the exit qualifications).

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. He or she is 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 course.

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 course. 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 course yourself, or to the supervision of students in the years below you. Flexible project time is reserved for such activities in every semester programme, and ECTS 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 you choose an internship organisation. 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.

Occasionally your internship organisation will change per semester programme, but not always. 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.

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 and fourth 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 international route you do a consecutive period of internship, e.g. 3 months, during which you have the opportunity to gain experience at an internship organisation abroad.

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 course.

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 course 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 course 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 course 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 course.

HAN SOCIAAL/Social Work advisory board: This board is composed of directors of professional organisations and municipal officials. They advise the degree course 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 course 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 course. Several research groups active in the same area together form a research centre.

The research groups contribute to bachelor and master degree courses 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 course works most with the research groups of the Research Centre for Social Support and Community Care and the Research Centre for the Public Sector, but also with the Research Centre for Sustainable Care and the research groups on Rehabilitation, Work and Sports. The composition of the research groups and research centres occasionally changes in the course of the year. You can find the latest information on the websites of the research centres:

Research centre for Social Support and Community Care:

www.han.nl/onderzoek/kennismaken/han-sociaal/

Research centre for the public sector: www.han.nl/onderzoek/kennismaken/publieke-zaak/

Research centre for sustainable care: www.han.nl/onderzoek/kennismaken/duurzame-zorg/

Research groups on Rehabilitation, Work and Sports:

www.han.nl/onderzoek/kennismaken/revalidatie-arbeid-sport/

Labs and workshops

Our labs and workshops represent a special form of cooperation between research groups, degree courses, 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 Civil Society Lab, HAN Neighbourhood Networks for Education Research, Allesbinder, 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 course

You have many different options during your degree course. 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 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 Euregional route.
International route	This English-taught route prepares you to work in an international environment. See also Section 3.2 International route.
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 Section 4.4 Graduation specialisations.
Minor	The minor is a component you are completely free to choose, based on your own interests. See also Section 5.2 Major and minor and; Part 2, 4.1 Minors.
Internship organisation	In each semester programme you choose an internship organisation. See also Section 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 Thinking and acting creatively.
International orientation	You can choose to explore international options and develop an international orientation during the degree course. See also Section 3.2 International orientation.
Extra study	All students have the opportunity to do extra study in the form of an extra minor or extra units of study such as the talent programme. See also Part 2, 5.3 Talent programme.

3.8 Quality assurance of the degree course

A key aspect of quality assurance in our degree course is that we share our vision of good education with all stakeholders: lecturers, students, professionals and researchers. From this vision we extract the *aspects* on which we evaluate the degree course 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 degree committee is an essential partner in quality assurance. In consultation with the degree 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.

4 The exit qualifications for your degree course and professional requirements

4.1 The professional field²

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.

4.2 Professional requirements

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

² Text partly derived from: Vijf Landelijke Opleidingsoverleggen. (2017). *Landelijk opleidingsdocument sociaal werk*. Amsterdam: SWP. (p. 18).

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 and professional requirements

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

When you graduate you conform with the exit qualifications of the degree course. In other words, you have certain (required) knowledge, understanding, skills and (if relevant) attitude, for the profession you have been educated for. These are also entry qualifications for the professional practice. The exit qualifications for your degree course 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.
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

<i>Qualification</i>	<i>Notes</i>
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

<i>Qualification</i>	<i>Notes</i>
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 qualification is geared to the Dublin Descriptors / standard for professional bachelor degree. As a result, our degree course 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 below³:

Dublin descriptor and/or standard for professional bachelor degree	Details for the professional bachelor degree in social work
<p>Dublin Descriptor 1: knowledge and insight</p> <p>Standard for professional bachelor degree: theoretical basis</p>	<p>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.</p>
<p>Dublin Descriptor 2: applying knowledge and understanding</p>	<p>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.</p>
<p>Standard for professional bachelor degree: research capability</p>	<p>Is capable, in dialogue, of considering the various perspectives involved. Picks up on and identifies problems themselves; converts these into research questions.</p> <p>Describes complex problems using aspects from various specialisations and fields of knowledge. Can translate research results into methods of action.</p>
<p>Dublin Descriptor 3: forming opinions</p> <p>Standard for professional bachelor degree: professional expertise</p>	<p>Is capable, in dialogue, of understanding, determining, explicating and analysing the various factors involved.</p> <p>Forms an opinion based on this and produces a reasoned proposal and plan.</p>
<p>Dublin Descriptor 4: communication</p>	<p>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.</p>
<p>Dublin Descriptor 5: learning skills</p>	<p>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.</p>
<p>Standard for professional bachelor degree: professional ethics and social orientation</p>	<p>Is aware of the normative nature of the situation. Is open to other cultures and world views.</p> <p>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.</p>

³ Schema ontleend aan: Vijf Landelijke Opleidingsoverleggen. (2017). *Landelijk opleidingsdocument sociaal werk*. Amsterdam: SWP.

4.4 Graduation specialisations

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.

After a switch, you can choose from three profiles for your graduation specialisation⁴.

- Youth professional: in this profile you specialise in working with young people up to the age of 23 and their parents/carers. You handle various issues related to growing up and parenting. You contribute to stimulating and utilising young people's opportunities to develop into autonomous adults. You monitor the safety of children and young people. You work to prevent or overcome threats to their physical and psychosocial development. You strengthen the parenting skills of parents or their (temporary) replacements. Sometimes you take on part of the parenting yourself, but always in contact with the parents.
- Community development and inclusive society: in this profile you specialise in working with people and communities in their own living environment. You focus on the intersection between social and socio-cultural aspects. 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. You do this by supporting, assisting, activating and connecting people. Sometimes you work with individuals, with a focus on collective aspects; sometimes you work with communities, with a focus on individual needs and development.
- Health care: In this profile you specialise in guiding and supporting people with severe and long-term problems and their families. You do this in their homes, at day activity centres or at special residential or treatment centres. You focus on enabling people to function socially despite their conditions and limitations.

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

Specialisation mental health care

The degree course 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 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 units of study/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 – Improving practice health care + specialisation mental health care;
 - the minor 'GGZ-agoog'.

⁴ Text partly derived from: Vijf Landelijke Opleidingsoverleggen. (2017). *Landelijk opleidingsdocument sociaal werk*. Amsterdam: SWP. (p. 47).

5 Structure of a bachelor course at a university of applied sciences

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

5.1 Scope

A bachelor course at a university of applied sciences consists of a propaedeutic phase and a post-propaedeutic phase.

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

The bachelor degrees have a study load of 240 credits.

5.2 Major and minor

Bachelor degrees 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.

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

5.3 Propaedeutic and post-propaedeutic phase

The first year of your degree course 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 course.

1. It gives you insight into the course content. In that year you can decide for yourself whether the degree course 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 course. 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 course 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 known as the main phase. In the post-propaedeutic phase, you go deeper into the material and work towards the exit qualifications of your bachelor course. 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.

5.4 Degree course information

5.4.1 Examination programme in English, year 1

Examination programme semester programme *The individual*

Units of study	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
SOW-I1POI Professional development (individual)	SOW-I1POI-1	Professional attitude & flexible project individual	Performance and written material	100%	Grade: 5.5	5
SOW-I1DGA Target-group analysis	SOW-I1DGA-1	Target-group analysis XL	Choice: report or presentation	100%	Grade: 5.5	5
SOW-I1KWL Quality of life	SOW-I1KWL-1	Quality of life	Report	100%	Grade: 5.5	7.5
SOW-I1PRD Professional dilemma	SOW-I1PRD-2	Professional dilemma	Poster presentation	100%	Grade: 5.5	2.5
SOW-I1CMG Conversation skills	SOW-I1CMG-1	Conversation skills	Performance	100%	Grade: 5.5	2.5
SOW-I1CVI Creative skills (individual)	SOW-I1CVI-1	Creative skills: the individual A	Performance	50%	Grade: 5.5	2.5
	SOW-I1CVI-2	Creative skills: the individual B	Performance	50%	Grade: 5.5	
SOW-I1MTA Theories on individuals A	SOW-I1MTA-1	Theories on individuals A	Knowledge test	100%	Grade: 5.5	2.5
SOW-I1MTB Theories on individuals B	SOW-I1MTB-1	Theories on individuals B	Knowledge test	100%	Grade: 5.5	2.5

Examination programme semester programme *The community*

Units of study	Code (modular) exams	Name (modular) exams	Exam format(s)	Weight factor	Minimum result	EC
SOW-I1POG Professional development (community)	SOW-I1P0G-1	Professional attitude & flexible project community	Performance and written material	100%	Grade: 5.5	5
SOW-I1GBA Community in the picture	SOW-I1GBA-1	Community in the picture	Poster presentation	100%	Grade: 5.5	2.5
SOW-I1AKA Examining a topical issue	SOW-I1AKA-1	A topical issue	Report	100%	Grade: 5.5	7.5
SOW-I1ITV Initiative to connect	SOW-I1ITV-1	Initiative to connect	Video document	100%	Grade: 5.5	5
SOW-I1PPP Professional writing skills, presentation skills: image and impact	SOW-I1PPP-1	Presentation skills: image and impact	Performance	0	Grade: 5.5	2.5
	SOW-I1PPP-2	Professional writing skills	Written test	100%	Grade: 5.5	
SOW-I1CVG Creative skills community	SOW-I1CVG-1	Creative skills: the community A	Performance	50%	Grade: 5.5	2.5
	SOW-I1CVG-1	Creative skills: the community B	Performance	50%	Grade: 5.5	
SOW-I1STA Theories on communities A	SOW-I1STA-1	Theories on communities A	Case study test	100%	Grade: 5.5	2.5
SOW-I1STB Theories on communities B	SOW-I1STB-1	Theories on communities B	Case study test	100%	Grade: 5.5	2.5

5.4.2 Attendance rules for the degree course

Learning is an active process

In order to optimise the educational offerings of the Social Work degree course, 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 course 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 course 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 course who comes to explain the situation in the lesson.

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.

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

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 and extra opportunities for exams. Keep this in mind.

7 HAN organisation

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

7.1 Schools

At HAN, the degree courses are divided over 14 schools:

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

Your degree course belongs to the School of Social Studies

More information about the schools can be found on our website.

7.2 Management and organisation of the school

HAN Insite provides information about the set-up, organisation and staff of your degree course, and about the school they belong to: www.han.nl/insite.

7.2.1 Board of examiners and examiners

The members of the board of examiners AMM Social Work (AMMSW):

Tina Bolte (chair)

Sabri Yavuz (secretary)

Erna Bahlman

Renate Sluijs

Mick Timmermans (external member)

Iris te Paske

Lisette Buskens

Irma Aben (official secretary)

You can contact the board of examiners for your degree course 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 assessment and examination 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. You must have the required knowledge, understanding and skills. Once you do, your certificate will be issued.

The board of examiners appoints examiners for each exam. One or more appointed examiners administer that exam and determine the results.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for extra exam opportunities.
- Handling requests for modified exam formats.
- Handling requests for flexible minors.
- Handling complaints.

Your degree course has appointed (an) external supervisor(s). An external supervisor evaluates whether the quality of the final assessment of the bachelor degree is sufficient. The external supervisor is not an examiner.

You can find all the further rules on exams and final assessments that apply to you in the education and examination regulations. For rules on the organisation of exams and final assessments, please refer to 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

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

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).

Members of the degree committee Social Work:

Annemarie Ketting (teacher, chair)

Niek Maassen (teacher)

Leonie Bakker (teacher)

Yvonne van Nijnatten (teacher)

Tessa Lettink (student)

Sid Kelly (student)

Lotte Wensink (student)

Laura Velders (student)

Florentina Mion (student)

Angele Degens (student)

Nina Hanssen (student)

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

7.3.1 Support

As a student, you can rely on good coaching during your academic career. Within your degree course, 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 by your degree course, you can use the services offered by HAN Study Success. This is a team of experts who work together on one goal: your growth as a student.

HAN Study Success

As a student, you can contact HAN Study Success 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 grants, support funds and support and questions about finances.
- Studying with a functional disability, chronic illness or pregnancy.
- Choice of degree and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

I: https://www1.han.nl/insite/studiesucces/home_opl.xml?

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 a writing or spelling course. There is also a special course (in Dutch) for students with dyslexia. The courses are intended for both Dutch and international students.

T: (024) 353 03 04
E: talencentrum@han.nl
I: <https://www.han.nl/werken-en-leren/vakgebieden/talen/>

Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you as a student or staff member have 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: <https://www1.han.nl/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 personal tutor. If this does not help, you submit a 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.

E: Bureau.klachtengeschild@han.nl
T: 026-3691504
A: Verlengde Groenestraat 75 Nijmegen / Postbus 6960, 6503 CD NIJMEGEN
I: <https://www.han.nl/over-de-han/klacht-en-bezwaar/>

Ombudsman

Do you have a complaint that does not fall under the existing complaints and appeals procedures? Then you can turn to an independent ombudsman. The ombudsman has a mediatory role.

E: ombudsman@han.nl
I: <https://www1.han.nl/insite>

7.3.2 Information facilities

Student Affairs Enquiry Desk

Do you have questions about your degree course? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or the study information system (SIS)? You can ask the staff at the Student Affairs Enquiry Desk. Find out more about this on:

<https://www.han.nl/studeren>.

Study and Multimedia Centres

Here you can search for paper and digital sources, or find a quiet place to work. You also have access to DVDs, CDs, CD-ROMs, digital information sources and online videos. For more information about opening hours, phone numbers etc., visit the study and multimedia centres website:

I: www.han.nl/studiecentra.

HAN Information Centre

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

Opening hours: Monday to Friday 9.00 - 16.30 (until 15.00 during holidays)

I: www.han.nl/contact

International Office

HAN is also active internationally. The activities are extremely varied. For example, International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. International Office also coordinates HAN's efforts in three important work placement projects for community work in South Africa, India and Curacao. Finally, 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: NL: <https://www1.han.nl/insite>

I: EN: <https://www1.han.nl/insite/english/>

Your school has its own contact person in the International Office:

Yvonne van der Meijs, Internationalisation policy officer

Monique Nederhoed, process coordinator for e.g. outbound mobility

Agnes van Kalleveen, process coordinator for e.g. inbound mobility

For questions, you can email international.ggm@han.nl.

Mandatory Preparation Module for study/internship abroad

All students at the School of Social Studies; the School of Allied Health; de School of Sport and Exercise; and the School of Health Studies who go abroad as part of their studies are required to follow a preparation module. The only exception to this is students who have previously been abroad for at least 3 months as part of their studies or internship and students from abroad who are doing a full degree course at HAN and are returning to their home country for study or an internship.

There are several ways for a student to meet the mandatory preparation requirements:

- A preparation as part of one of the following minors: Internationalisation, Global Awareness, Health Professionals in International Perspective or Global Health.
- The preparation module for all other students of the schools above.

A preparation module has been developed for all students who do not have a preparation minor. This module consists of 3 mandatory sessions, often preceded and/or complemented by a course-specific component.

For more information about the material covered in the preparation programme, the dates of the sessions and registration, you can visit: I www.han.nl > Insite > themasite Internationalisering > International Office > Studie Buitenland > Procedures > Verplichte voorbereidingsmodule.

7.3.3 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.

For more information, see:

I: <https://www.han.nl/studeren/voltijd/tijdens-je-studie/naast-de-studie/sporten/index.xml>.

HAN Employment

HAN Employment mediates between employers and jobseekers doing a work-study or part-time degree course. 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 courses are offered training sessions (SollicitatieBoost) and network sessions (Meet & Match).

I: www.hanemployment.nl

Entrepreneurship (HAN Centre for Valorisation and 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.

www.han.nl/ondernemerschap

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? Go to the special page for students on Insite Arbo: <https://www1.han.nl/insite>.

PART 2 Education and Examination Regulations

1 About the education and examination regulations

These education and examination regulations are included in the degree statute that apply to your degree course. The education and examination regulations are laid down each academic year. The education and examination regulations cover the education, exams and final assessments for your degree course and your rights and obligations.

1.1 Terms and definitions

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

School (<i>academie</i>)	An organisational unit with interconnected degree courses, research and knowledge services.
Graduation specialisation (<i>afstudeerrichting</i>)	A specialisation within a degree course as defined in the education and examination regulations.
Assessment criteria (<i>beoordelingscriteria</i>)	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 (<i>beoordelingsdimensies</i>)	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.
Professional task (<i>beroepstaak</i>)	A meaningful, complete task as carried out in all its complexity by a professional practitioner in an actual professional setting with all its complexities.
Professional requirements (<i>beroepsvereisten</i>)	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.
BRIN number (<i>BRIN-nummer</i>)	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.
Examination Appeals Board (<i>College van Beroep voor de Examens</i>)	This is the board referred to in article 7.60 of the Act (Higher Education and Research Act). The board deals with appeals submitted by students against decisions made by HAN. The Regulations for the Examination Appeals Board are included in the HAN Student Charter.
CROHO (<i>Centraal Register Opleidingen Hoger Onderwijs</i>)	CROHO is the central register for degree courses in higher education.

D-stream (<i>D-stroom</i>)	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for units of study as the standard programme (A track). It allows a student to following their own study track in continuous consultation with examiners, lecturers and classmates.
Exit qualifications (<i>eindkwalificaties</i>)	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 course.
Recognition of Prior Learning (<i>Erkenning Verworven Competenties - EVC</i>)	Recognition of prior learning gained outside the degree course 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 related to the unit(s) of learning outcomes or unit(s) of study for those learning components.
External student (<i>extraneus</i>)	A person enrolled at a university or university of applied sciences who can participate in exams and final assessments but not in the education or supervision.
HAN	HAN University of Applied Sciences This abbreviation is used in internal documents to improve the readability of documents.
Honours programme (<i>honoursprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the standard study programme. An honours programme has an additional study load of 22.5 credits or more.
Head examiner (<i>hoofdexaminator</i>)	Appointed by the board of examiners as the head examiner responsible for the results of an exam and assessment in cases where more than one examiner has been appointed for an exam.
Degree format (<i>inrichtingsvorm</i>)	The manner in which a degree is organised: full-time, part-time or work-study.
Elective unit (<i>keuzeonderwijseenheid</i>)	A unit of study that can be chosen from two or more elective units. Once selected, the unit becomes part of the student's study programme and final assessment. The exams for the non-mandatory elective units that the student did not select do not need to be taken for the final assessment.
Learning outcome (<i>leeruitkomst</i>)	A measurable result of learning experiences.

Exams taken independently of the standard programme (<i>leerwegaafhankelijk tentamen</i>)	An exam or modular exam for which a student did not follow the corresponding study programme. Instead, the student is assessed on whether they possess the related competences, regardless of where the knowledge, understanding, skills and (if relevant) attitude required for the exam or modular exam were acquired.
Major	The core 210 credits of a bachelor degree. 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	The part of the post-propaedeutic phase of the bachelor degree that is aimed at specialisation or differentiation within the degree. The minor has a study load of 30 credits.
Module	An internally coherent and to some extent independent part of a work-study degree course. A module consists of one or more units of study and is aimed at a realistic cluster of qualifications derived from professional practice.
Module certificate (<i>Modulecertificaat</i>)	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study course.
Unit of study (<i>onderwijseenheid</i>)	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.
Degree committee (<i>opleidingscommissie</i>)	The statutory public participation body as referred to in art 10.3c of the Act, which is responsible for e.g. guaranteeing the quality of the degree courses listed in Part 2, chapter 1.
SIS	The HAN study information system.
Student	A person enrolled as a student in a degree course at HAN with the aim of participating in education and exams.
Study coach (<i>studieloopbaanbegeleider</i>)	A staff member responsible for the study coaching of one or more students.
Study load in hours (<i>studiebelastinguur</i>)	Study load in hours is used to express the scope (number of study hours) of each unit of study.
Academic year (<i>studiejaar</i>)	The period starting on 1 September and ending on 31 August of the following year.
Credit (<i>studiepunt</i>)	One credit is equal to 28 hours of study (this is an average indication).

Study progress requirement (<i>studievoortgangsnorm</i>)	The standard that the degree course sets and that the student must meet in order to receive positive study advice.
Talent programme (<i>talentenprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the standard study programme. A talent programme has an additional study load of less than 22.5 credits.
Exam (<i>tentamen</i>)	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 unit of study.
Track (<i>traject</i>)	A track within a degree course that has the same requirements as the degree course in terms of study load and the quality of knowledge, understanding and skills needed to complete the degree.
Exemption (<i>vrijstelling</i>)	A decision made by the board of examiners that a student does not have to take exam(s) relating to one or more specific units of study. This decision is based on the board's opinion that the student has already sufficiently mastered the required knowledge, understanding, competences and/or skills and (if relevant) attitude.
Act (<i>WHW</i>)	Higher Education and Research Act (in Dutch: <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>).

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

1.2 Which degree courses do these education and examination regulations apply to?

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

Degree course	Degree format	CROHO number	Degree and title after graduation
B Social Work	Full-time	34116	Bachelor of Social Work

The part-time and work-study degree formats bachelor degree course Social Work are participating in the experiment for enhancing flexibility in Dutch higher education (in Dutch: *Experiment Flexibilisering*) based on article 1.7a of the Act. This/these form(s) is/are not regulated in these education and examination regulations, but in *Opleidingsstatuut voor de volledig aan het experiment leeruitkomsten deelnemende deeltijdse en duale bacheloropleiding Social Work*. See: OnderwijsOnline, HAN insite and www.han.nl

These education and examination regulations do not apply to the associate degree courses.

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 study programme and organisation.

These education and examination regulations apply to the 2020-2021 academic year, so starting on 1 September 2020 and ending on 31 August 2021.

Changes made 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 transitional regulations: Part 2 chapter 11

Only in exceptional cases are changes needed to the education and examination regulations during an academic year. Changes can only be made during an academic year if this is reasonably necessary and does not disadvantage the students. Transitional regulations may also apply in these cases: see Part 2, chapter 11.

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 general HAN rules for applications, admission, educational requirements, selection and enrolment can be found in the Enrolment Regulations.

This chapter contains rules that apply specifically to the deficiency tests, the 21+ entry assessment and the extra, personal contribution required by some courses.

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

2.1.1 You have a HAVO, VWO or MBO-4 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 will include the following components and requirements:

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

2.3 Network requirements for part-time degree course(s)

Not applicable.

2.4 Work-learning contract for the work-study degree format

Not applicable.

2.5 Extra contribution

Not applicable.

3 Description of the degree course

In this chapter you can read about the format in which the degree course is offered, where it is taught and how it is organised. You can also read what the study load is for the degree course and what options there are to do a special track within the degree course. This chapter contains a general description. Part 2, chapter 9 describes the exact content of the degree course.

3.1 Structure and formats of the degree course

3.1.1 Degree course structure

The degree course consists of a coherent set of units of study.

The study load of a degree course is represented in credits. One credit is equal to 28 hours of study (this is an average indication).

The bachelor degree has a study load of 240 credits, of which 60 are in the propaedeutic phase and 180 in the post-propaedeutic phase.

The degree course 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 graduate from a university of applied sciences at a bachelor level, so you are qualified 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.

Each academic year is structured so it contains a study load of 60 credits.

You can take your degree course in the following formats:

Full-time

Part-time (is participating in the experiment for enhancing flexibility in Dutch higher education and is described in a separate education and examination regulations).

Work-study (is participating in the experiment for enhancing flexibility in Dutch higher education and is described in a separate education and examination regulations).

At location: Nijmegen

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 course is Dutch-taught. It comprises 240 credits, divided over 4 years of study, which means 60 credits each year.

The degree course is made up of units of study worth at least 2.5 credits.

3.2.2 Tracks, units of study, modules and minors in a language other than Dutch

The degree course has a bilingual Dutch/German track in addition to the main Dutch format.

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

Your degree course also offers units of study, modules and/or minors in a language other than Dutch. 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.

3.3 Tracks with special features

Tracks with special features deviate from the standard track of the university of applied sciences bachelor degree described in 3.2.1. Your degree course offers the following special degree tracks:

- An abridged track from associate degree to bachelor degree.
- Your degree course also offers a track with the special feature: 'GGZ-agoog' (Specialisation mental health care).

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

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

3.3.1 Fast track

Not applicable.

3.3.2 Abridged track

Not applicable.

3.3.3 Abridged track from associate degree to bachelor degree

The study load for the associate to bachelor track is 240 credits. The track is referred to as abridged because of 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 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 maximum 150.

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

Associate degree course	Related bachelor degree course
Ad Social Work	B Social Work

3.3.4 Track for elite athletes

Not applicable.

3.3.5 D-stream

Not applicable.

3.3.6 Combined track

Not applicable.

3.3.7 Other special track

The degree course 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.

See: Part 1, [4.4 Graduation specialisations](#).

3.4 Options in your degree course

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

- participation in the minor (see Part 2, chapter 4);
- participation in a graduation specialisation.

3.4.1 Elective units

Not applicable.

3.4.2 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 specialise in 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 specialise in 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 specialise in 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 course offers Social Work students with a 'Health care' profile the opportunity to complete the 'Specialisation mental health care'.

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 units of study *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 - Improving practice. You choose a graduation assignment in an internship organisation that is relevant to your chosen profile. The Graduation programme - Improving practice starts in 2021-2022 for students of Social Work.

3.5 If the content or structure of your degree course changes

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

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

A change cannot mean that units of study or exams/modular exams you have already passed no longer count towards your final assessment for the propaedeutic or bachelor phase. The law only allows this in highly exceptional cases.

The transitional regulations in Part 2, chapter 11, stipulate where needed how this works for each change made to the study programme.

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 units of study or units of learning outcomes.

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

The quality of all minors offered by HAN is assessed by the HAN minor committee. Not all minors are open to all students. Access depends on the target group, the entry requirements for the minor and the time at when these are offered.

The minors offered by your degree course are described in Part 2, chapter 9 and in the education and examination regulations for the degree format participating in the learning outcomes experiments.

You can also choose a minor from another HAN degree course. 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 your course's board of examiners. The board of examiners determines whether the minor is suitable for your degree course, fits within the professional profile and has the right level (differentiation/specialisation). The board also looks at whether there is any overlap between the minor and major part of your degree course. HAN minors offered by your own degree course or a different HAN degree course are listed in the minor overview on www.minoren-han.nl. The minors that are suitable for your degree course have already been approved by the board of examiners. The list of minors approved by the board of examiners for your degree course can be found at OnderwijsOnline.

You can enrol for these minors on SIS.

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

4.1.2 The flexible minor

A flexible minor is a minor that you:

- a) take at another educational institution;
- b) have composed from parts of minors or other units of study or units of learning outcomes at one or more HAN schools or at another educational institution.
- c) complete by doing a module offered in either a part-time or work-study course at HAN or another institution of higher education.

Minors from other universities of applied sciences and from the 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 course. 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 course;
- whether the minor does not overlap with the major;
- whether the minor has the correct level;
- whether the minor has sufficient specialisation and/or differentiation;
- whether the quality of the exams and assessments in the minor is sufficient;
- whether there is sufficient coherency between the separate units of study.

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: <https://www1.han.nl/insite>.

You can also do your minor by studying abroad for a period. If you choose a foreign minor, the board of examiners for your degree course 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 course or you can contact the International Office.

4.1.3 Exemption for the minor

You can also submit an application to the board of examiners for an exemption from the exams for the minor if you have successfully passed a minor elsewhere, you have earned credits for units of study 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.

5 Extra study

5.1 Possibilities for extra education

As a student you can take one or more extra programmes, modules or units of study or units of learning outcomes 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:

- an extra unit of study or unit of learning outcomes;
- an extra module;
- an extra minor;
- an honours programme or talent programme and/or;
- a bridging programme (or part of a bridging programme) for a related master degree.

Capacity limits may apply for participation in an extra unit of study or unit of learning outcomes, an extra module and an extra minor, and may mean priority is given to the students from the corresponding degree course.

If you would like to do extra study, please contact your study coach.

You do not need approval from the board of examiners to participate in an extra unit of study, an extra module or an extra minor.

5.2 Honours programme

Not applicable.

5.3 Talent programme

Your degree course has a talent programme with a study load of 10 credits.

Part 2, chapter 9, stipulates which units of study and which exams comprise the talent programme.

You need approval from the study coach to participate in the talent programme. You will only receive approval if you meet the following criteria:

- 60 credits earned from the propaedeutic phase.

If you successfully complete the talent programme, the content and results will be recorded 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 Bridging programme

A bridging programme is an extra study course that allows you to continue your studies in a related master degree at a university or university of applied sciences.

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

You can continue with a university master degree after first attending a bridging programme 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.

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 advice, your enrolment for the degree course ends and you have to stop your studies in that degree. You are allowed to enrol for a different degree course. 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 course 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 course successfully.

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

6.3 When do you receive a positive, a negative or a 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 course in which you are enrolled. You will automatically be dis-enrolled. See further sections 6.8 and 6.9.

Please note: you can only receive binding negative study advice if the degree course has met a number of conditions. These conditions are listed in section 6.6. If these conditions are not met, the degree course may 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.

Credits based on exemptions

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

Dis-enrolment before sixth month after start of degree course

If you ask to dis-enrol before the sixth month of starting your degree, you will not receive (binding) study advice. If you then re-enrol for the same degree course, your study advice will be determined in the same way as for all first-year students in that degree.

If you submit a request to dis-enrol 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 you are actually dis-enrolled.

6.4 Who issues the study advice?

Binding negative study advice is always given by the 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 course, senior study coach issues the warnings and the positive and negative advice. You may always ask for more information if you do not agree with the advice you receive. You ask the person or department who gave the advice.

You can also always ask a lecturer, study coach or mentor for 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 assessment for the propaedeutic phase.

Did you start the degree on 1 February? Then you will receive the study advice no later than the month of January.

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

6.6 Requirements for issuing binding negative advice

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

1. The senior study coach gave you an official written warning well ahead of time; this can be:
 - 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, the school manager did not only consider the number of credits you obtained and your 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 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 course that meeting is held with the senior study coach.
5. Not applicable.

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 functional 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, or a comparable organisation of some size that promotes general social interests and actively develops activities for this purpose, and 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 study advice unreasonable. They will make this consideration at your request or on the advice of your study coach. If the school manager decides that binding study advice is unreasonable, they will postpone the study advice, but not for more than one academic year.

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

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

The senior study coach will recommend another degree course that is as suitable as possible.

You are allowed to enrol in a different degree course.

Once you are dis-enrolled, the following rules apply:

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

6.9 Appeal

You can submit an appeal against binding negative advice with the 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/rondomdestudie/Bureau_Klachten_en_Geschillen.xml?sitedir=/insite/rondomdestudie

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, seen and heard during your entire time as a student. You are entitled to good study coaching. Each degree course offers support for this. If needed, HAN can also offer you academic, psychological and financial support. The HAN Study Success 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 functional disability;
2. facilities for students who are pregnant and informal care givers;
3. special support for international students;
4. special support for students from minority groups.

HAN Study Success offers support for successful study progress. Students who need this can get extra support. You can contact your study coach or HAN Study Success 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 course 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 a binding negative advice is given.

7.2 How is study coaching organized?

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 meeting. Furthermore, study coaching is integrated in the curriculum as part of the units of study.

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 course 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 course. The senior study coach finalises this individualised learning programme.

8 Exams and final assessments

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

8.1 Coherent set of units of study

The degree course consists of a coherent set of units of study. These are defined and described in Part 2, chapter 9. Each unit of study has a related exam. An exam can consist of two or more modular exams that have a predetermined weight factor and jointly determine the grade for the exam of the unit of study.

8.2 Exam

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

8.2.1 Entry requirements

Some units of study have entry requirements for participating in educational activities, exams and modular exams for that unit of study. The entry requirements are provided in the unit of study descriptions in Part 2, chapter 9. Entry requirements may be:

- You need to have passed one or more other specific exams or modular exams;
- You need to sufficiently master the language in which the unit of study is given;
- You need to have earned a certain number of credits.

You can submit a well-reasoned request to the board of examiners for permission to deviate from these entry requirements.

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 unit of study concerned. The board of examiners may deviate from this format in special cases, on request or at their own initiative.

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.

The result of an exam is expressed in one of the following numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.

You pass the exam if you earn a grade of 6 or higher.

You **fail** the exam if you earn a grade of 5 or lower.

8.3.2 When have you passed a modular exam?

The examiner gives the result of a modular exam as a grade.

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.

Contrary to the main rule above, the result of one or more modular exams can be expressed in a grade or in a 'pass' or 'fail'. The unit of study descriptions in Part 2, chapter 9, specify which modular exams are assessed with a grade and which with a 'pass' or 'fail'.

You pass a modular exam if you obtain a 5.5 or higher or the 'pass' qualification.
You fail a modular exam if obtain a 5.4 or lower or the 'fail' qualification.

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 unit of study descriptions given in Part 2, chapter 9. 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 Resit and 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.

8.3.5 When are you awarded a 'pass/fail' qualification for an exam?

Contrary to section 8.3.1, a pass/fail can be given instead of a grade in the following cases:

- a) you are exempt from one or more modular exams, so the result of that exam cannot be expressed in a grade,
 - b) the HAN conversion tables do not apply,
- you passed an exam that is part of a flexible minor at an institution of education abroad or with a different Dutch institution of education, and your results for that exam cannot be converted into a result as referred to in section 8.3.1.

8.4 Modular exams and exams in the post-propaedeutic phase

If you have a propaedeutic certificate for this degree course or for a degree course at another university of applied sciences with the same CROHO number, or you have an exemption for the propaedeutic assessment, you will be enrolled in the post-propaedeutic phase and you can participate in the education and exams for the post-propaedeutic phase.

This permission is granted automatically if you have met the study progress requirement. For the study progress requirement, see Part 2, chapter 6. The entry requirements in section 8.2.1 still fully apply.

8.5 Number of exam opportunities each academic year

You have two opportunities each year to take an exam or modular exam. The descriptions of the units of study 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 unit of study description in Part 2, chapter 9, may stipulate that only one opportunity will be given each academic year for students to take an exam or modular exam:

- if the nature of the education and assessment for the unit of study make it impossible to offer a second opportunity. In this case, the student should receive an indication sometime during the unit of study of whether their performance so far is sufficient for them to pass the exam or modular exam for that unit of study, or,
- if it is not possible to offer a second opportunity due to physical or logistic reasons 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 unit of study and, if possible, before the start of the academic year.

8.5.1 Participation in an exam opportunity

Part 2, chapter 9, describes whether, how and by what date you should register for an exam or modular exam.

8.5.2 Request for extra exam opportunity or another exam format

You can submit a request to the board of examiners for an extra exam opportunity.

You can submit a request to the board of examiners to take an exam or modular exam in a different format.

The request must include a good motivation and at least a description of the reason and importance.

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

8.6 Modified exam format due to functional disability

Do you have a functional disability or chronic illness, or is there another reason such as pregnancy that means you cannot participate in the regular format for the exam or modular exam? Then you can ask the board of examiners to conduct 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 Oral exams and modular exams

An oral exam or oral modular exam is conducted by means of a conversation between the examiner(s) and the student. Oral exams and oral modular exams are public. In special cases, the board of examiners can deviate from this rule. This decision will be announced and explained to everyone involved.

8.8 When are the exam results 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 the student information system (hereafter: SIS).
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than 5 days. This result will be recorded in SIS.
- 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 5 working days. This result will be recorded in SIS.

A result entered into SIS may only be modified in the following cases:

- If a demonstrably incorrect result has been entered into SIS.
- 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.

You will be notified if a result changes after it has been entered into SIS.

8.9 Exams: review and discussion rights

Did you think the assessment of your exam/modular exam or the discussion/group discussion were unclear? Then you can ask the lecturer for further explanation. The discussion and individual review are closely monitored to ensure no fraud takes place during this phase.

Discussion and review rights are organised as follows:

8.9.1 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.

8.9.2 Revision and discussion of individual work

After the group discussion or if there was no group discussion, you as an interested party 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.

8.9.3 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 unit of study description in Part 2, chapter 9, will specify how the review and discussion is organised. The same principles will be guaranteed as in sections 8.9.1 and 8.9.2.

8.10 Exams taken independently of the standard programme

An exam taken independently of the standard programme is an exam you can participate in without following any of the educational components for the unit of study. 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 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.

8.11 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 attitude associated 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 granting the exemption.

Instead of a grade 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 completed exams and modular exams, credits and degree certificates as entitling students to exemption from one or more 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 units of study that are part of the abridged track as referred to in Part 2, chapter 3.

8.12 The final assessments

Bachelor degrees at universities of applied sciences have two official final assessments. The final assessment of the propaedeutic phase, and the final assessment of the bachelor at the end of the degree course. You pass these if you have passed all of the exams related to that final assessment. 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 evaluation (exam). Only then will you pass the final assessment.

8.12.1 Cum laude

If you pass all the exams that count towards the final assessment with a grade of 8 or higher on your first attempt, 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. These are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 8 for the exam. One exception can be made to this rule for each final assessment. This exception is that for each exam a student may retake one modular exam and the highest grade will then count towards whether or not they receive the cum laude distinction. If an exam does not consist of several modular exams, that exam may be retaken.

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.

You may earn no more than 30 credits worth of exemptions or 'pass' qualifications in the propaedeutic phase, and earn no more than 75 credits for exemptions in the post-propaedeutic phase.

8.12.2 With merit

If you pass all the exams that count towards the bachelor assessment with a grade of 7 or higher on your first attempt, you will pass the final bachelor assessment 'with merit'. These are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 7 for the exam. One exception can be made to this rule. This exception is that a student may retake one modular exam and the highest result then counts towards determining whether they receive the with merit distinction. If an exam does not consist of several modular exams, that exam may be retaken.

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.

You may earn no more than 75 credits worth of exemptions or 'pass' qualifications in the post-propaedeutic phase.

8.13 Overview of results, supporting documents and declarations

8.13.1 How to request a – certified – overview of your study results

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

8.13.2 Exam documentation

You will receive signed evidence from the examiner for each exam or modular exam you take. This may be a digitally signed document. This document gives the name and code of the exam, the unit of study and your result. The examiner is required to provide you with this evidence. Keep this evidence in a safe place.

8.13.3 Statement

Are you dropping out of the degree course 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 course, how many credits you earned for those exams and, if applicable, the course for which the statement is being issued.

8.13.4 Module certificate

Not applicable.

8.14 Degree certificate, degree and diploma supplement

8.14.1 Propaedeutic certificate

Once the board of examiners has determined that you have passed all the exams for the propaedeutic phase, and confirmed that you are enrolled at HAN for the degree concerned and that you have met all your financial requirements towards HAN, the board of examiners will award you the propaedeutic certificate for the degree course.

8.14.2 Bachelor certificate

Once the institutional board has awarded the degree, and the institutional board has confirmed that you are enrolled for the degree at HAN and have met all your financial requirements towards HAN, the board of examiners will award you the certificate for the bachelor degree and the corresponding diploma supplement.

8.14.3 Degree and degree title

Once the board of examiners has confirmed you have passed the final bachelors assessment, the HAN Executive Board will award you a Bachelor of Social Work. This degree is also stated on your certificate.

The related official abbreviation you can place after your name in the Netherlands and abroad is: BSW

8.14.4 Extra endorsements

If you have successfully completed a 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.

8.14.5 Different issuing date for bachelor degree certificate

You can request the board of examiners to issue your degree certificate at an earlier date. The board of examiners will agree to this.

You can request the board of examiners to postpone issuing your degree certificate. This postponement can be granted for up to two years.

8.15 Appeal

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

You can find more information about which decisions you can appeal and how on HAN Insite under Complaints and Disputes Office: <https://www1.han.nl/inSITE>.

9 Description of the education (the units of study)

This chapter describes the education provided in your degree course in the form of a curriculum overview and description of the units of study, starting with the units of study in the propaedeutic phase, then those of the post-propaedeutic phase and finally those of the minors.

9.1 Units of study of the propaedeutic phase, level 1

Below is a schematic overview that gives you an overall impression of the degree course. It also gives the units of study in the degree course.

International learning track, propaedeutic phase

Semester 1			Semester 2			
Term 1		Term 2	Term 3		Term 4	
propaedeutic phase year 1, level 1	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)	Professional dilemma (2.5 EC)	Community in the picture (2.5 EC)	Examining a topical issue (7.5 EC)	Initiative to connect (5 EC)
	Conversation skills (2.5 EC)			Professional writing skills, presentation skills: image and impact (2.5 EC)		
	Creative skills (individual) (2.5 EC)			Creative skills (community) (2.5 EC)		
	Theories on individuals A (2.5 EC)	Theories on individuals B (2.5 EC)		Theories on communities A (2.5 EC)	Theories on communities B (2.5 EC)	

9.1.1 Semester programme *The individual*

General information	To: overview 1st-year study programme	
Unit of study name	Professional development (individual) <i>Professional development (individual)</i>	
Unit of study code	SOW-I1POI	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 1 and 2	
Credits	5	
Study load in hours	140	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	2
	Study hours for self-study and internship	138
	Total study hours	140

Unit of study 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	<p>As an international social work graduate you need to possess a number of essential attitude aspects: commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning, creativity and professional independence. In the Professional Development unit, you work on developing your professional attitude, especially the aspects commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning and creativity. 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.</p> <p>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.</p>
Exit qualifications	<ul style="list-style-type: none"> - 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	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	You will participate in individual and group discussions about your professional attitude during the lessons and assignments (of all units of study). You build a portfolio that contains relevant material on the development of your professional attitude.
Required literature / description of learning material	Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i> . Thousand Oaks: SAGE Publishing. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing. AND Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examinations	
Code and name (modular) exam	SOW-I1POI-1 Professional attitude & flexible project individual
Assessment dimensions	<u>Part A: flexible project</u> <u>Qualification 7: Reflecting and developing one's own professionalism</u> - Justifying <u>Part B: Professional attitude</u> <u>All qualifications</u> You choose three of the six aspects of attitude. In 'the community' semester programme, the other three attitudes will be a central focus of the assessment.
Assessment criteria	Part A: flexible project <u>Justifying</u> - You demonstrate that your choice of flexible project contributes to your professional development. - You demonstrate that you have actually spent the study hours associated with the flexible project in the year when you took the unit of study. Part B: Professional attitude 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'.
Exam and modular exam format(s)	Performance and written material
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 1 and 2
Number of examiners	1
Permitted resources	Not applicable

Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Target-group analysis <i>Target-group analysis</i>	
Unit of study code	SOW-I1DGA	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 1	
Credits	5	
Study load in hours	140	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	30
	Study hours for self-study and internship	110
	Total study hours	140
Unit of study 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 unit of study 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: <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	The focus of the theme-specific modular lessons is largely on the orientation to the individual and the knowledge, skills and attitudes you need as an international social worker. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.
Required literature / description of learning material	Howe, D. (2009). <i>A brief introduction in Social Work Theory</i> (pp. 1-8). Hampshire: Palgrave Macmillan. (Online download, see #OO). Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i> . Thousand Oaks: SAGE Publishing. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing Whittaker, A. (2012). <i>Research skills for social work</i> . Thousand Oaks: SAGE Publishing. Wilson, K. (2008). <i>Social Work, An introduction to contemporary practice</i> . London: Pearson Education.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1DGA-1 Target-group analysis XL
Assessment dimensions	<u>Qualification 1: Being actively open, making contact and picking up signals</u> - Making contact - Picking up signals - Justifying
Assessment criteria	The assessment of each dimension in this unit of study is based on the following assessment indicators: <u>Making contact</u> - 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. <u>Picking up signals</u> - You show important characteristics of the target group. - You describe possible effects of these characteristics on social functioning and quality of life. <u>Justifying</u> - 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.
Exam and modular exam format(s)	Choice: report or presentation
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 1

Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Quality of life <i>Quality of life</i>	
Unit of study code	SOW-I1KWL	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 1 and 2	
Credits	7.5	
Study load in hours	210	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	36
	Study hours for self-study and internship	174
	Total study hours	210
Unit of study 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 unit of study 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 unit of study you learn to contribute to an individual's quality of life at your internship organisation. You map capabilities 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	<ul style="list-style-type: none"> - 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 4: Working with available means in an effective, efficient and transparent manner. - Qualification 11: Thinking and acting creatively. 	

Cohesion	The following study units form a coherent semester programme: <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	The focus of the theme-specific modular lessons is largely on the orientation to the individual and the knowledge, skills and attitudes you need for this. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.
Required literature / description of learning material	<p>Baart, A. J. (2002). <i>The presence approach: an introductory sketch of a practice</i>. Utrecht: Actioma. (Online download, see #OO).</p> <p>Cox, D. (2013). <i>International Social Work</i>. Thousand Oaks: SAGE Publishing.</p> <p>Howe, D. (2009). <i>A brief introduction in Social Work Theory</i> (pp. 1-8). Hampshire: Palgrave Macmillan. (Online download, see #OO).</p> <p>Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i>. Thousand Oaks: SAGE Publishing.</p> <p>VanGundy, A. (2005). <i>101 activities for teaching creativity and problem solving</i>. San Fransisco: Pfeiffer. Book can be downloaded via http://www.biblioteca.info/biblioteca/vangoundy2005101activitiesteaching.pdf</p> <p>Whittaker, A. (2012). <i>Research skills for social work</i>. Thousand Oaks: SAGE Publishing.</p> <p>Wilson, K. (2008). <i>Social Work, An introduction to contemporary practice</i>. London: Pearson Education.</p>
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1KWL-1 Quality of life

<p>Assessment dimensions</p>	<p><u>Qualification 1: Being actively open, making contact and picking up signals</u></p> <ul style="list-style-type: none"> - Picking up signals - Justifying <p><u>Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation</u></p> <ul style="list-style-type: none"> - Analysing - Designing - Justifying <p><u>Qualification 4: Working with available means in an effective, efficient and transparent manner</u></p> <ul style="list-style-type: none"> - Justifying <p><u>Qualification 11: Thinking and acting creatively</u></p> <ul style="list-style-type: none"> - Using creative methods and (thinking) techniques - Giving significance to the value, deployment and effects of creativity
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Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Picking up signals</u></p> <ul style="list-style-type: none"> - You collect information about the actual situation and the perception of the person in question and their relevant network. - You use various sources for collecting information. <p><u>Justifying (qualification 1)</u></p> <ul style="list-style-type: none"> - You make demonstrable use of various sources for collecting information. <p><u>Analysing</u></p> <ul style="list-style-type: none"> - Together with the service user you assign meaning to capabilities and burdens. - You list the needs and wishes of the person in question and of their network. <p><u>Designing</u></p> <ul style="list-style-type: none"> - You formulate achievable goals that correspond to the identified wishes and needs. - In the action plan, you align yourself with the formulated goals and take into account the relevant capabilities and burdens identified. - You give the person in question and their network a clear voice in formulating the action plan. <p><u>Justifying (qualification 2)</u></p> <ul style="list-style-type: none"> - You substantiate the division in capabilities 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. <p><u>Justifying (qualification 4)</u></p> <ul style="list-style-type: none"> - You recommend one appropriate effective social intervention for the formulated goals. - You substantiate this recommended intervention with insight and knowledge about the person in question and your internship organisation. <p><u>Using creative methods and (thinking) techniques</u></p> <ul style="list-style-type: none"> - In at least one phase of the methodical cycle, you apply appropriate and relevant creative resources and/or (thinking) techniques. <p><u>Giving significance to the value, deployment and effects of creativity</u></p> <ul style="list-style-type: none"> - You describe the (expected) added value of these creative resources and/or (thinking) techniques for the professional assignment. - You decide on creative resources and/or (thinking) techniques based on your experience and/or theoretical concepts and/or practical insights.
Exam and modular exam format(s)	Report
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 1 and 2

Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Professional dilemma <i>Professional dilemma</i>	
Unit of study code	SOW-I1PRD	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 2	
Credits	2.5	
Study load in hours	70	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	21
	Study hours for self-study and internship	49
	Total study hours	70
Unit of study 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 international social work you sometimes encounter dilemmas when you make contact with people in vulnerable situations. A dilemma presents you with a difficult choice in your work. The dilemmas of an international social worker can, for example, concern cultural differences between you and the other, distance and proximity, prejudices you have, different interests, and differences between your own wishes and goals and those of the person you are talking to. As a social worker, this can make you uncertain about which decision is best in a given situation. For example, what do you do when the person you are talking to makes racist comments? Or when you see two people arguing in the area where you work? It is important for a social worker to recognise these dilemmas and learn to make critical considerations. In this way you learn to make reasoned choices, even when this decision is difficult.	
Exit qualifications	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (2.5 EC) - Theories on individuals A (2.5 EC) - Theories on individuals B (2.5 EC)
Maximum number of participants	
Activities and/or instructional formats	The focus of the theme-specific modular lessons is largely on the orientation to the individual and the knowledge, skills and attitudes you need for this. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.
Required literature / description of learning material	Banks, S., Nøhr, K. (ed.) (2011). <i>Practising Social Work Ethics Around the World</i> . Oxfordshire: Taylor & Francis Ltd. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing. Global social work statement of ethical principles. https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1PRD-2 Professional dilemma
Assessment dimensions	<u>Qualification 7: Reflecting and developing one's own professionalism</u> <ul style="list-style-type: none"> - Reflecting by looking back - Reflecting by looking forward <u>Qualification 10: Making critical and ethical considerations</u> <ul style="list-style-type: none"> - Substantiating critical and ethical considerations - Making critical and ethical considerations open to discussion

Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Substantiating critical and ethical considerations</u></p> <ul style="list-style-type: none"> - Your dilemma is relevant to the professional practice of social work. - Your formulated statement or question and the answers/proposals and counter-arguments are verifiable and related logically to your dilemma. - You show how your own prejudices, values and norms influence your considerations. - You demonstrate that you are aware of the influence of your own cultural background and that you act with cultural sensitivity. <p><u>Making critical and ethical considerations open to discussion</u></p> <ul style="list-style-type: none"> - You identify differences in views or opinions between you and your collaboration partners in and outside the internship organisation. - You show how others people's arguments and counter-arguments influence your assertion or question. <p><u>Reflecting by looking back</u></p> <ul style="list-style-type: none"> - You reflect more deeply on the dilemma using a self-chosen model. - You identify strengths and development points for yourself in dealing with this dilemma. <p><u>Reflecting by looking forward</u></p> <ul style="list-style-type: none"> - You discuss different alternative actions seen from the multiple perspectives which play a role in your dilemma. - You formulate at least two concrete learning objectives with regard to dealing with dilemmas in general. - The learning objectives align with your strengths and development points.
Exam and modular exam format(s)	Poster presentation
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 2
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline .
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	
Unit of study name	Conversation skills <i>Conversation skills</i>		
Unit of study code	SOW-I1CMG		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 1 and 2		
Credits	2.5		
Study load in hours	70		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	24	
	Study hours for self-study and internship	46	
	Total study hours	70	
Unit of study 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 unit of study 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	<ul style="list-style-type: none"> - 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	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	You attend lessons within the degree course with lecturer guidance and in collaboration with Social Work students and/or actors. At the beginning of the semester, you assess your current capabilities to discover which skills are most important for you. You decide which skills you already master and which you would like to and are able to develop further. Throughout the semester you learn by practising both on and off campus, watching recordings and giving feedback about others. This way you show you are actively working on skills and are becoming increasingly proficient in them.
Required literature / description of learning material	Baart, A. J. (2002). <i>The presence approach: an introductory sketch of a practice</i> . Utrecht: Actioma. (Online download, see #OO). Beesley, P., Watts, M., & Harrison, M., (2017). <i>Developing your communication skills in Social Work</i> . Thousand Oaks: SAGE Publishing. Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i> . Thousand Oaks: SAGE Publishing. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing Modest, W., & Lelijveld, R. (2018). <i>Words that matter: An unfinished guide to word choices in the cultural sector</i> . Leiden: Research Center for Material Culture. (Online download: https://www.materialculture.nl/en/publications/words-matter)
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular exam)	SOW-I1CMG-1 Conversation skills
Assessment dimensions	<u>Qualification 1: Being actively open, making contact and picking up signals</u> - Making contact - Picking up signals <u>Qualification 2: Empowering people and their direct surroundings to actively shape their own and others' wellbeing, development and social participation</u> - Analysing - Designing

Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Making contact</u></p> <ul style="list-style-type: none"> - You show interest in the perspective of the person you are talking to (you don't fill it in for them). - You ask open questions. - You clearly show you are listening to the person you are talking to. - You treat the service user with respect. - You show you are aware of cultural diversity and the sensitivities that may be involved with that. - Your verbal communication is appropriate for the interview situation and the intercultural setting. - Your non-verbal communication is appropriate for the interview situation and the intercultural setting. - Your chosen interview techniques are appropriate for the interview situation and the intercultural setting. <p><u>Picking up signals</u></p> <ul style="list-style-type: none"> - You systematically inquire about the service user's situation. - You purposefully structure the interview by ordering, summarising and pointing out connections. <p><u>Analysing</u></p> <ul style="list-style-type: none"> - You actively ask questions from the perspective of the person you are talking to. - You explore resources together with the person you are talking to (capabilities and burdens). - Together with the person you are talking to, you assign meaning to capabilities and burdens and you point out resources. - You show you are aware of cultural diversity and the sensitivities that may be involved with that. <p><u>Designing</u></p> <ul style="list-style-type: none"> - In dialogue with the service user you decide on a suitable conclusion and possible follow-up. - You make sure the conclusion is in keeping with the story and wishes of the person you are talking to. - You show you are aware of cultural diversity and the sensitivities that may be involved with that.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 1 and 2
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.

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	
Unit of study name	Creative skills (individual) <i>Creative skills (individual)</i>		
Unit of study code	SOW-I1CVI		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 1 and 2		
Credits	2.5		
Study load in hours	70		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	27	
	Study hours for self-study and internship	43	
	Total study hours	70	
Unit of study 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: Work, Visual Arts, Games & Sports, Dance & Movement, Audiovisual Arts, Music, Creative Design, Social Technology, Drama and Language & Storytelling. 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: <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	The lessons focus on the training of techniques and skills, exploring possibilities for practical application and exchanging thoughts on the meaning and value of the profession for everyone's personal and professional development. In addition to the lessons you can work independently in the various creative studios / workshops. You will have assignments for the creative subjects, but you can also work on assignments for other units of study or experiment freely with new techniques.
Required literature / description of learning material	Rohnke, K., & Butler, S. (1995). <i>Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership</i> . Iowa: Project Adventure. Available via #OO. VanGundy, A. (2005). <i>101 activities for teaching creativity and problem solving</i> . San Fransisco: Pfeiffer. Book can be downloaded via http://www.bio-nica.info/biblioteca/vangoundy2005101activitiesteaching.pdf Visser, J. (2019). <i>Working effectively with groups: practical do's and don'ts while working with groups of all ages</i> . Katwijk aan Zee: Panta Rhei. Some titles are available online. Other online resources will also make up part of the curriculum content.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1CVI-1 Creative skills: the individual A
Assessment dimensions	<u>Qualification 11: Thinking and acting creatively</u> - 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 unit of study is based on the following assessment indicators: <u>Using creative methods and (thinking) techniques</u> - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature. <u>Showing resourcefulness and imagination in way of thinking and acting</u> - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. <u>Giving significance to the value, deployment and effects of creativity</u> - You demonstrate the added value of creative methods for you as a person and as a future professional.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	50%

Minimum result	Grade: 5.5
Exam sittings	Term 1 or 2
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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.
Code and name (modular) exam	SOW-I1CVI-2 Creative skills: the individual B
Assessment dimensions	<u>Qualification 11: Thinking and acting creatively</u> - 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 unit of study is based on the following assessment indicators: <u>Using creative methods and (thinking) techniques</u> - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature. <u>Showing resourcefulness and imagination in way of thinking and acting</u> - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. <u>Giving significance to the value, deployment and effects of creativity</u> - You demonstrate the added value of creative methods for you as a person and as a future professional.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	Term 1 or 2
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Theories on individuals A <i>Theories on individuals A</i>		
Unit of study code	SOW-I1MTA		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 1		
Credits	2.5		
Study load in hours	70		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	21	
	Study hours for self-study and internship	49	
	Total study hours	70	
Unit of study 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	<p>Understanding and influencing human behaviour</p> <p>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.</p> <p>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.</p> <p>For each ability, several relevant theoretical concepts and theories are addressed. For instance, in order to correctly analyse human behaviour, knowledge of adjustment, emotions, learning and social influence and culture are necessary.</p> <p>During the first of two periods, the following constructs will be addressed: (a) the brain as the general foundation of all human functioning; (b) the psychology of adjustment; (c) effective communication (individual and groups) and (d) theories of motivation.</p>		
Exit qualifications	The psychological and pedagogical concepts and theory addressed in this course are consistent with the original Dutch curriculum and with Dutch requirements for social workers.		
Cohesion	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	Twice a week a four hour working session, alternating formal lectures and interactional application and active mastering of theory. In addition, students are expected to self-study books, articles, videos and PowerPoint presentations.
Required literature / description of learning material	Sources like online articles, for example about learning strategies, emotions, attachment theory, motivation and group dynamics, will be made available.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1MTA-1 Theories on individuals A
Assessment dimensions	Not applicable
Assessment criteria	The student shows sufficient knowledge of psychological and pedagogical theory and sufficient ability to utilise this knowledge in a social work environment.
Exam and modular exam format(s)	Knowledge test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 1
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
Discussion and review	There is a review. A lecturer will be present.

General information	To: overview 1st-year study programme	
Name of unit of study	Theories on individuals B <i>Theories on individuals B</i>	
Code for unit of study	SOW-I1MTB	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Teaching period	Term 2	
ECTS credits	2.5 EC	
Study load in hours	70 SBU	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	21
	Study hours for self-study and internship	49
	Total study hours	70
Entry requirements for unit of study	You proved sufficient English proficiency, in accordance with the applicable language requirements at Havo final examination level or equivalent.	

Content and organisation	
General description	During the second period of this semester, the following topics will be addressed: (e) human development; (f) abnormal psychology; (g) treatment; (h) positive psychology; (i) life and death and (j) the history of the science of psychology.
Exit qualifications	Similar to the first period, the psychological and pedagogical concepts and theory addressed in this course are consistent with the original Dutch curriculum and with the Dutch requirements for social workers.
Cohesion	The following study units form a coherent semester programme: <ul style="list-style-type: none"> - Professional development (individual) (5 EC) - Target-group analysis (5 EC) - Quality of life (7.5 EC) - Professional dilemma (2.5 EC) - Conversation skills (2.5 EC) - Creative skills (individual) (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	Twice a week a four hour working session, alternating formal lectures and interactional application and active mastering of theory. In addition, students are expected to self-study books, articles, videos and PowerPoint presentations.
Required literature / description of learning material	Sources like online articles, for example about learning strategies, emotions, attachment theory, motivation and group dynamics, will be made available.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1MTB-1 Theories on individuals B
Assessment dimensions	Not applicable
Assessment criteria	The student shows sufficient knowledge of psychological and pedagogical theory and sufficient ability to utilise this knowledge in a social work environment.
Exam and modular exam format(s)	Knowledge test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 2
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
Discussion and review	There is a review. A lecturer will be present.

9.1.2 Semester programme *The community*

General information		To: overview 1st-year study programme	
Unit of study name	Professional development (community) <i>Professional development (community)</i>		
Unit of study code	SOW-I1POG		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 3 and 4		
Credits	5		
Study load in hours	140		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	2	
	Study hours for self-study and internship	138	
	Total study hours	140	
Unit of study 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	<p>As a social work graduate you need to possess a number of essential attitude aspects: commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning, creativity and professional independence. In the Professional Development unit of study, you work on developing your professional attitude, especially the aspects commitment, respect, reliability & integrity, entrepreneurship, inquisitiveness & learning and creativity. 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.</p> <p>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.</p>		

Exit qualifications	<ul style="list-style-type: none"> - 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	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	You will participate in individual and group discussions about your professional attitude during the lessons and assignments (of all units of study). You build a portfolio that contains relevant material on your professional, international development.
Required literature / description of learning material	<p>Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i>. Thousand Oaks: SAGE Publishing.</p> <p>Mantell, A. (2013). <i>Skills for Social Work Practice</i>. Thousand Oaks: SAGE Publishing.</p> <p>AND</p> <p>Global Social Work Statement of Ethical Principles https://www.ifsw.org/global-social-work-statement-of-ethical-principles/</p>
Required software / required materials	Not applicable
Extra contributions	Not applicable

Examination	
Code and name (modular) exam	SOW-I1P0G-1 Professional attitude & flexible project community
Assessment dimensions	<p><u>Part A: flexible project</u> <u>Qualification 7: Reflecting and developing one's own professionalism</u> - Justifying</p> <p><u>Part B: Professional attitude</u> <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.</p>
Assessment criteria	<p>Part A: flexible project <u>Justifying</u> - You demonstrate that your choice of flexible project contributes to your professional development. - You demonstrate that you have actually spent the study hours associated with the flexible project in the year when you took the unit of study.</p> <p>Part B: Professional attitude 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'.</p>
Exam and modular exam format(s)	Performance and written material
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 3 and 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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
Unit of study name	Community in the picture <i>Community in the picture</i>
Unit of study code	SOW-I1GBA
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study
Term	Term 3

Credits	2.5	
Study load in hours	70	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	16
	Study hours for self-study and internship	54
	Total study hours	70
Unit of study 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 unit of study, you sketch a picture of the community as a whole. You orientate yourself to the environment of your internship organisation. 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: <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	The focus of the theme-specific modular lessons is largely on the orientation to the community and the knowledge, skills and attitudes you need as an international social worker. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.	

Required literature / description of learning material	<p>Green, G. P., & Haines, A. (2015). <i>Asset Building & Community Development</i>. Thousand Oaks: SAGE Publishing.</p> <p>Jansen, E., & Verharen, L. (2017). <i>Operationalizing the capability approach for social work practice and research</i>. Nijmegen: HAN University of Applied Sciences. Available online.</p> <p>Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i>. Thousand Oaks: SAGE Publishing.</p> <p>Mantell, A. (2013). <i>Skills for Social Work Practice</i>. Thousand Oaks: SAGE Publishing.</p> <p>Verharen, L. (2020). <i>Being there: Working together to strengthen social quality</i>. Nijmegen/Arnhem: HAN University of Applied Sciences.</p> <p>Whittaker, A. (2012). <i>Research skills for social work</i>. Thousand Oaks: SAGE Publishing.</p> <p>Wilson, K. (2008). <i>Social Work, An introduction to contemporary practice</i>. London: Pearson Education.</p>
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1GBA-1 Community in the picture
Assessment dimensions	<p><u>Qualification 1: Being actively open, making contact and picking up signals</u></p> <ul style="list-style-type: none"> - Making contact - Picking up signals
Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Making contact</u></p> <ul style="list-style-type: none"> - The poster presentation clearly demonstrates your active contact with the people in the community in various ways. - The poster presentation shows which contact moments yielded relevant information for getting an impression of the community. <p><u>Picking up signals</u></p> <ul style="list-style-type: none"> - You show characteristics of the physical environment, people's lives and formal and informal networks relevant to the community. - You show indicators and forces within the community that can influence the social quality.
Exam and modular exam format(s)	Poster presentation
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 3
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.

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
Unit of study name	Examining a topical issue <i>Examining a topical issue</i>	
Unit of study code	SOW-I1AKA	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 3 and 4	
Credits	7.5	
Study load in hours	210	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	48
	Study hours for self-study and internship	162
	Total study hours	210
Unit of study 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 unit of study 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	<ul style="list-style-type: none"> - 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 7: Reflecting and developing one's own professionalism. - Qualification 8: Conducting research and improving the professional field. 	
Cohesion	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	The focus of the theme-specific modular lessons is largely on the orientation to the community and the knowledge, skills and attitudes you need for this as an international social worker. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.
Required literature / description of learning material	Green, G. P., & Haines, A. (2015). <i>Asset Building & Community Development</i> . Thousand Oaks: SAGE Publishing. Jansen, E., & Verharen, L. (2017). <i>Operationalizing the capability approach for social work practice and research</i> . Nijmegen: HAN University of Applied Sciences. Available online. Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i> . Thousand Oaks: SAGE Publishing. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing. Visser, J. (2019). <i>Working effectively with groups: practical do's and don'ts while working with groups of all ages</i> . Katwijk aan Zee: Panta Rhei. Whittaker, A. (2012). <i>Research skills for social work</i> . Thousand Oaks: SAGE Publishing. Wilson, K. (2008). <i>Social Work, An introduction to contemporary practice</i> . London: Pearson Education.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1AKA-1 A topical issue
Assessment dimensions	<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> - Analysing - Justifying <u>Qualification 7: Reflecting and developing one's own professionalism</u> - Reflecting by looking forward <u>Qualification 8: Conducting research and improving the professional field</u> - Conducting practice-based research

Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Analysing</u></p> <ul style="list-style-type: none"> - You analyse and describe your findings from the practitioner research. - You analyse and describe your findings from the literature review. <p>The result of this analysis is a description of opportunities to strengthen or sustain the quality of the community.</p> <p><u>Justifying</u></p> <ul style="list-style-type: none"> - You explain your concepts from literature and relate them to the current issue. - You relate your findings from your practitioner research to the concept of 'social quality' and substantiate this with literature. <p><u>Reflecting by looking forward</u></p> <ul style="list-style-type: none"> - You describe what the examined issue means for the work of a social worker. <p><u>Conducting practice-based research</u></p> <ul style="list-style-type: none"> - The report clearly demonstrates that you conducted your research systematically and methodically. - There is a logical relationship between the different sections in your report.
Exam and modular exam format(s)	Report
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 3 and 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Initiative to connect <i>Initiative to connect</i>	
Unit of study code	SOW-I1ITV	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 4	
Credits	5	
Study load in hours	140	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	32

	Study hours for self-study and internship	108
	Total study hours	140
Unit of study 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 unit of study you connect the findings from the 'topical issue' assignment with each other and design a joint initiative that contributes to the social quality in the community.	
Exit qualifications	<ul style="list-style-type: none"> - 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 9: Cooperating from different roles. - Qualification 11: Thinking and acting creatively. 	
Cohesion	<p>The following study units form a coherent semester programme:</p> <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	The focus of the theme-specific modular lessons is largely on the orientation to the community and the knowledge, skills and attitudes you need as an international social worker. You will work on this assignment during the lessons and in self-study, and you gain the input for this in practice. Lecturers and students give shape to the lessons together.	
Required literature / description of learning material	<p>Green, G. P., Haines, A. (2015). <i>Asset Building & Community Development</i>. Thousand Oaks: SAGE Publishing.</p> <p>Liu, S., Volcic, Z., & Gallois, C. (2018). <i>Introducing intercultural communication: A Global Reader</i>. Thousand Oaks: SAGE Publishing.</p> <p>Mantell, A. (2013). <i>Skills for Social Work Practice</i>. Thousand Oaks: SAGE Publishing.</p> <p>VanGundy, A. (2005). <i>101 activities for teaching creativity and problem solving</i>. San Fransisco: Pfeiffer. Book can be downloaded via http://www.biblioteca.info/biblioteca/vangundy2005101activitiesteaching.pdf</p> <p>Wilson, K. (2008). <i>Social Work, An introduction to contemporary practice</i>. London: Pearson Education.</p>	

Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1ITV-1 Initiative to connect
Assessment dimensions	<p><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></p> <ul style="list-style-type: none"> - Designing - Justifying <p><u>Qualification 5: Working in an enterprising, strategic and policy-based manner</u></p> <ul style="list-style-type: none"> - Acting with initiative <p><u>Qualification 6: Promoting the profession</u></p> <ul style="list-style-type: none"> - Acting in a role-conscious manner <p><u>Qualification 9: Cooperating from different roles</u></p> <ul style="list-style-type: none"> - Initiating and coordinating collaboration - Initiating cooperation - Justifying <p><u>Qualification 11: Thinking and acting creatively.</u></p> <ul style="list-style-type: none"> - Showing resourcefulness and imagination in way of thinking and acting

Assessment criteria	<p>The assessment of each dimension in this unit of study is based on the following assessment indicators:</p> <p><u>Designing</u></p> <ul style="list-style-type: none"> - Your action plan is in line with the aim of the initiative: to contribute to the social quality of the community. - Your design shows that you draw on the strengths that are present in the community. <p><u>Justifying (qualification 3)</u></p> <ul style="list-style-type: none"> - You explain how the initiative contributes to the social quality of the community and substantiate this with literature. <p><u>Acting with initiative</u></p> <ul style="list-style-type: none"> - You give examples of how you have acted with initiative, proactivity and enterprise in your community. - You show what responsibilities you have taken on in your community. <p><u>Acting in a role-conscious manner</u></p> <ul style="list-style-type: none"> - You convey ideas and information clearly and in a way that makes it easy to understand the essence. - You use means of communication that suit the situation or purpose. <p><u>Initiating and coordinating collaboration</u></p> <ul style="list-style-type: none"> - It becomes clear which people in the community you have worked with and why. - You explain how and when you worked with different people in the community. <p><u>Initiating cooperation</u></p> <ul style="list-style-type: none"> - You show what part you contributed to the collaboration with those involved. <p><u>Justifying (qualification 9)</u></p> <ul style="list-style-type: none"> - You let other relevant people explain what part you contributed to the collaboration with those involved. - You use relevant literature to explain what part you contributed to the collaboration. <p><u>Showing resourcefulness and imagination in way of thinking and acting</u></p> <ul style="list-style-type: none"> - You show innovative opportunities for working together on the social quality in the community
Exam and modular exam format(s)	Video document
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.

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	
Unit of study name	Professional writing skills, presentation skills: image and impact <i>Professional writing skills, presentation skills: image and impact</i>		
Unit of study code	SOW-I1PPP		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 3 or 4		
Credits	2.5		
Study load in hours	70		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	24	
	Study hours for self-study and internship	46	
	Total study hours	70	
Unit of study 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). In this unit of study you learn to distinguish yourself 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 course and your future work life. The other half of the semester focuses on strengthening your presentation skills for image and impact.		
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.		
Cohesion	The following study units form a coherent semester programme: - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	You attend skills training aimed at acquiring skills related to strengthening your presentation skills for image and impact as well as your professional writing skills. Practice and feedback inside and outside the lessons is an important part of this. We work in the online environment #OnderwijsOnline. In self-study you brush up on <u>spelling rules and grammar and prepare for the lessons.</u>
Required literature / description of learning material	Healy, K., & Mulholland, J. (2019). <i>Writing Skills for Social Workers</i> . Thousand Oaks: SAGE Publishing. Hewings, M. (2013). <i>Advanced Grammar in Use</i> . Cambridge (England): Cambridge University Press. Mantell, A. (2013). <i>Skills for Social Work Practice</i> . Thousand Oaks: SAGE Publishing. <u>Recommended for Dutch speaking students:</u> Lachlan Mackenzie, J., & Mackenzie, J. L. (2014). <i>Principles and pitfalls of English Grammar</i> . Bussum: Coutinho.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1PPP-1 Presentation skills: image and impact
Assessment dimensions	<u>Qualification 6: Promoting the profession</u> - Acting in a role-conscious manner - Representing your professional group
Assessment criteria	The assessment of each dimension in this unit of study is based on the following assessment indicators: <u>Acting in a role-conscious manner</u> - You can professionally introduce yourself in a presentation - You use means of communication that are culturally sensitive and suitable for the situation and goal. - You know the possibilities and limitations of your voice - You make optimal use of (audio) visual support for your presentation. <u>Representing your professional group</u> - You can give a convincing 5-minute presentation on a theme relevant to social work in international context and argue your views. - You convey ideas and information clearly and in a way that makes it easy to understand the essence. - You make a connection between who you are now as a person and your future role as social worker. - You define your role as an international social worker in a culturally sensitive way. - You show you are aware of the sensitivities surrounding international social work.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	0
Minimum result	Pass
Exam sittings	Term 3 or 4

Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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.
Code and name (modular) exam	SOW-I1PPP-2 Professional writing skills
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)*. - Word level - Sentence level - Text level * Due to the nature of this exam, assessment dimensions have been chosen that deviate from the fixed dimensions that are linked to all qualifications.
Assessment criteria	<u>Word level</u> - You know the English spelling rules (e.g. spelling and verb conjugation spelling, hyphenation, word choice, linking words). <u>Sentence level</u> - You can formulate phrases correctly at sentence level (e.g. good phrasing, agreement, word order, punctuation, linking words, variation, sentence length, sentence coherence, colloquial language, verb tenses, singular/multiple, clear language use). <u>Text level</u> - You can apply structure to a longer text (e.g. logical reasoning, paragraphing, connection between paragraphs, order of arguments, sufficient detail, clear central topic).
Exam and modular exam format(s)	Written test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 3 or 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Creative skills (community) <i>Creative skills (community)</i>		
Unit of study code	SOW-I1CVG		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 3 and 4		
Credits	2.5		
Study load in hours	70		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	31.5	
	Study hours for self-study and internship	38.5	
	Total study hours	70	
Unit of study 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: Work, Visual Arts, Games & Sports, Dance & Movement, Audiovisual Arts, Music, Creative Design, Social Technology, Drama and Language & Storytelling. 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: <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	The lessons focus on the training of techniques and skills, exploring possibilities for practical application and exchanging thoughts on the meaning and value of the profession for everyone's personal and professional development. In addition to the lessons you can work independently in the various creative studios / workshops. You will have assignments for the creative subjects, but you can also work on assignments for other units of study or experiment freely with new techniques.
Required literature / description of learning material	Rohnke, K., & Butler, S. (1995). <i>Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership</i> . Iowa: Project Adventure. Available via #OO. VanGundy, A. (2005). <i>101 activities for teaching creativity and problem solving</i> . San Fransisco: Pfeiffer. Book can be downloaded via http://www.bio-nica.info/biblioteca/vangoundy2005101activitiesteaching.pdf Visser, J. (2019). <i>Working effectively with groups: practical do's and don'ts while working with groups of all ages</i> . Katwijk aan Zee: Panta Rhei. Some titles are available online. Other online resources will also make up part of the curriculum content.
Required software / required materials	Not applicable
Extra contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1CVG-1 Creative skills: the community A
Assessment dimensions	<u>Qualification 11: Thinking and acting creatively</u> - 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 unit of study is based on the following assessment indicators: <u>Using creative methods and (thinking) techniques</u> - You demonstrate that you can purposefully use creative methods for a specific target group and substantiate your choices with literature. <u>Showing resourcefulness and imagination in way of thinking and acting</u> - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. <u>Giving significance to the value, deployment and effects of creativity</u> - You demonstrate the added value of creative methods for you as a person and as a future professional.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	50%

Minimum result	Grade: 5.5
Exam sittings	Term 3 or 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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.
Code and name (modular) exam	SOW-I1CVG-3 Creative skills: the community B
Assessment dimensions	<u>Qualification 11: Thinking and acting creatively</u> - 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 unit of study is based on the following assessment indicators: <u>Using creative methods and (thinking) techniques</u> - You demonstrate you can purposefully use creative methods for a specific target group and substantiate your choices with literature. <u>Showing resourcefulness and imagination in way of thinking and acting</u> - You demonstrate courage in your open attitude towards the profession and you actively participate in the lessons. <u>Giving significance to the value, deployment and effects of creativity</u> - You demonstrate the added value of creative methods for you as a person and as a future professional.
Exam and modular exam format(s)	Performance
Weight factor of modular exam	50%
Minimum result	Grade: 5.5
Exam sittings	Term 3 or 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
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	
Unit of study name	Theories on communities A <i>Theories on communities A</i>		
Unit of study code	SOW-I1STA		
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study		
Term	Term 3		
Credits	2.5		
Study load in hours	70 SBU		
Study hours (contact hours)	Scheduled study hours	Number of clock hours	
	Contact time	24	
	Study hours for self-study and internship	46	
	Total study hours	70	
Unit of study 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, partly also historical, 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 <i>Landelijk opleidingsdocument sociaal werk</i> , the national profile for the Social Work degree.		
Cohesion	The following study units form a coherent semester programme: <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	Twice a week there are four hours of lessons dealing with theory and dilemmas. There is also time scheduled for self-study.		
Required literature / description of learning material	Macionis, J. (2015). <i>Society: the basics, global edition. 13th edition.</i> London: Pearson Education. You also 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 contributions	Not applicable		

Examination	
Code and name (modular) exam	SOW-I1STA-1 Theories on communities A
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can link insights from sociology, anthropology and history to social work.
Exam and modular exam format(s)	Case study test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 3
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	Online articles and other sources will be made available to students.
Discussion and review	There is a review. A lecturer will be present.

General information	To: overview study programme 1st year	
Unit of study name	Theories on communities B <i>Theories on communities B</i>	
Unit of study code	SOW-I1STB	
Group aimed at	Students of the bachelor degree course Social Work, full-time International, level 1, 1st year of study	
Term	Term 4	
Credits	2.5	
Study load in hours	70	
Study hours (contact hours)	Scheduled study hours	Number of clock hours
	Contact time	21
	Study hours for self-study and internship	49
	Total study hours	70
Unit of study 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 legally anchored in different contexts. This period covers philosophical, ethical and legal concepts, highlighting the values questioned by social work, how a social worker can approach dilemmas and how they can use the law, particularly treaties and human rights.	
Exit qualifications	This period covers relevant judicial, ethical and anthropological, intercultural and philosophical concepts based on the national profile document for the Social Work degree.	

Cohesion	The following study units form a coherent semester programme: <ul style="list-style-type: none"> - Professional development (community) (5 EC) - Community in the picture (2.5 EC) - Examining a topical issue (7.5 EC) - Initiative to connect (5 EC) - Professional writing skills, presentation skills: image and impact (2.5 EC) - Creative skills (community) (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	Twice a week there are four hours of lessons dealing with theory and dilemmas. There is also time scheduled for self-study.
Required literature / description of learning material	Macionis, J. (2015). <i>Society: the basics, global edition. 13th edition.</i> London: Pearson Education. You also 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 contributions	Not applicable
Examination	
Code and name (modular) exam	SOW-I1STB-1 Theories on communities B
Assessment dimensions	Not applicable
Assessment criteria	You demonstrate that you can link insights from philosophy and law to social work.
Exam and modular exam format(s)	Case study test
Weight factor of modular exam	100%
Minimum result	Grade: 5.5
Exam sittings	Term 4
Number of examiners	1
Permitted resources	Not applicable
Method of enrolment for exam / enrolment period	You do not have to register for the first and second exam opportunities. You do need to register to participate in other exam opportunities using a registration form. The link to this form can be found on OnderwijsOnline.
Discussion and review	There is a review. A lecturer will be present.

9.2 Units of study of the post-propaedeutic phase

Not applicable 2020-2021.

9.3 Minors of the degree course

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

9.4 Graduation specialisations

Not applicable 2020-2021.

9.5 Honours, talent and bridging programmes

Not applicable 2020-2021.

9.5.1 Honours programmes

Not applicable.

9.5.2 Talent programmes

Not applicable 2020-2021.

9.5.3 Bridging programmes

Not applicable see: [5.4 Bridging programme](#)

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

9.6.1 Part-time degree format

Not applicable.

9.6.2 Work-study degree format

Not applicable.

9.7 Tracks with special feature

9.7.1 Fast-track

Not applicable.

9.7.2 Abridged track

Not applicable.

9.7.3 Abridged track from associate to bachelor degree

If a student intends to switch from the associate degree course Social Work (degree format: part-time/work-study) to the full-time degree format of the bachelor degree course Social Work, an abridged track will be organised that 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.

9.7.4 Track for elite athletes

Not applicable.

9.7.5 D-stream

Not applicable.

9.7.6 Combined track

Not applicable.

9.7.7 Other track with special feature

Not applicable.

10 Evaluation of the degree course

10.1 Evaluation structure

A quality framework has been adopted for all HAN degree courses. 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 that regular evaluations must be held among students, graduates, professional field and staff.

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

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

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

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

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 course. This internal audit results in a report with improvement recommendations for those responsible for the content of the degree course, 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 course

The dean is responsible for the structure and the quality of the degree course.

Each year the dean adopts an annual quality assurance report on the degree course. This document, along with the internal audit report or review report, forms the basis for dialogue about the quality of the degree course. 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 level by means of a brief response to this. Their responses are included in the appendixes to the annual report.

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. The degree committee can also take the initiative to conduct specific evaluations or have them conducted.

10.4 Degree-specific quality assurance

Social Work is a new degree course. The starting points have been outlined for its quality assurance. This plan will be translated into a more operational plan and eventually be shaped into a quality plan and adopted in consultation with the degree committee. There is a great deal of attention for the quality culture we wish to achieve. This attention is evident in the quality plan for the degree course, where we describe how that quality culture will be measured and evaluated. To achieve this quality culture, dialogue is needed on the quality of education between colleagues, students 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.

We have teams of lecturers 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. The school manager writes an annual report and reports on the management and quality agreements that are made. This annual report describes which improvement measures will be taken for the current year. In addition, an internal audit report or inspection report is used for internal and external dialogue on the quality of the degree course.

11 Transition regulations

11.1 Effective date for changes

A change 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 change is in your favour.

This chapter sets out the rules for respecting acquired rights and legitimate expectations.

11.2 Validity propaedeutic certificate

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

11.3 Credits/study results obtained

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 passed 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.

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

A student who has participated in the education for a unit of study 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, has a right to repeat the education at least during the academic year in which the change becomes effective, and has a right to at least two opportunities to take the relevant exams.

The board of examiners can deviate from this in exceptional cases, in the favour of the student. If you like, you can directly choose the new programme structure and register for a renewed or changed unit of study. By doing so, you waive your rights concerning the transition rules.

11.5 Degree-specific transition regulations

Not applicable International Social Work 2020-2021.

PART 3 Other regulations

1 2020-2021 Exam Regulations

of HAN University of Applied Sciences

<i>Subject</i>	<i>2020-2021 Exam Regulations</i>
<i>Executive Board decision no.</i>	<i>2020/1722</i>
<i>Participation Council agreement</i>	<i>10-07-2020</i>
<i>Adopted on</i>	<i>10-07-2020</i>

These regulations stipulate the following:

1. The rules of conduct for students in written and digital exams and modular exams, insofar as these are not laid down in the Student Charter and the education and examination regulations or related regulations.
2. The rules of conduct for students in exam review and discussion sessions, insofar as these are not laid down in the Student Charter and 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. There is a code of conduct for students. In addition to general provisions, this code of conduct also 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 him/her with respect;
2. must behave in such a way that he/she does 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 a.s.a.p. if anything is unclear before and/or during the exam.

Identification and admission

The student:

1. must report to the supervisor 15 minutes before the start of the exam in the exam room;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or valid identity document. This includes:
 - a passport;
 - a European identity document;
 - a Dutch driving license;
 - a valid driving license from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area;

- a Dutch residence permit.
- 3. if a student is sitting for a national exam they may only use a valid identity document;
- 4. must place his/her valid student card or other form of identification at the top right-hand corner of the desk during the exam so the supervisor can check his/her identity;
- 5. will have their name checked off the attendance list by the supervisor to confirm his/her participation in the exam;
- 6. must immediately inform the supervisor if they are not listed on the attendance list. That student will only be given the opportunity to participate in the exam if the degree course or school has given prior approval for additions to the attendance list.

Theft/loss of identification

If the student is unable to show proof of identity due to theft or loss, they can apply for a certificate of enrolment at the exams office, which gives them admittance to the exam venue. 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 documents; The student needs to apply for this certificate well in advance of the exam.

Before the start of the exam

The student:

1. may place on/next to the table only those items needed to complete an exam;
2. may not – unless expressly stated otherwise – have any of the following in their possession during the exam: digital data carriers or equipment with an integrated digital data carrier, 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 rooms;
4. may not – unless expressly stated otherwise – use the following resources during the exam: hard-copy versions of dictionaries, law books, textbooks, etc.; if these resources are permitted, they 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 device 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 exam documents at the start of the exam. The student must also write their name 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 still allowed to enter the exam venue 30 minutes after the actual start of the exam and are allowed to sit the exam for the remainder of the exam time. The supervisor writes down which students are late. Students strictly observe instructions given by the supervisors regarding where they are allowed to sit and they do not disturb students who have already started the exam.

During the exam

The student:

1. may not take toilet breaks during exam sessions of 120 minutes or less. During an exam that lasts more 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 in accordance with a study contract or a decision to that effect by the board of examiners. These facilities apply if the student has registered for the exam well in advance;
4. may not consume any food during exams that last less 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 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 an exam or parts thereof in any way or take the exam or its contents outside the exam venues by any other means.

Resources

The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the degree course 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;

(Suspected) Irregularities

The student:

1. will be referred to Part 2 of the degree statute (the education and examination regulations), and Part 3, chapter 2, 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 a reasonable suspicion of an irregularity or fraud and will sign the "Form for suspected irregularity or fraud". The student signs this form, which is filled in by the supervisor, to confirm they have seen it.

Handing in exam documents

The student:

1. should 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 are 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 attendance list for confirmation;
3. ensures that everything is left neat and tidy before leaving the exam venue.

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

There is a code of conduct for students. In addition to general provisions, this code of conduct also contains provisions governing the conduct of students at exam venues.

These exam regulations contain additional regulations regarding the review of graded exam work, hereafter referred to as "review".

Before the review: Only students who have taken part in the exam for which review is organised may be present in the classroom.

A lecturer and a supervisor will be present during the review.

Behaviour

The student:

1. follows the instructions given by the supervisor and treats him/her with respect;
2. behaves in such a way that he/she does not disturb other students at any time during the review or when entering or leaving the room in which the review takes place (hereafter referred to as the "room");
3. contacts the supervisor a.s.a.p. if anything is unclear before and/or during the review.

Identification and admission

The student:

1. must show the supervisor a valid student card or other valid form of identification:
 - a passport;
 - a European identity document;
 - a Dutch driving license;
 - a valid driving license from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area, provided that the driving license is still valid;
 - a Dutch residence permit.

If the student cannot show a student card or a valid identification document, they will not be allowed to take part in the review/discussion.

In the case of theft or loss of ID, 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 documents.

2. writes his/her name on the attendance list provided by the supervisor to confirm they have participated in the review/discussion;
3. must place their valid student card or other form of identification at the top right-hand corner of the desk during the review/discussion so the supervisor can check their identity.

Start and resources

The student:

1. must ensure they have a copy of their answer sheet (yellow carbon copy) for a review of a multiple-choice exam with an OMR (optical mark recognition) answer sheet;
2. may only place on the table the admitted resources listed on the review cover sheet or announced by the supervisor at the start of the review;
3. may not – unless expressly stated otherwise – have any of the following in his/her possession during the review: digital data carriers or devices with integrated digital data

- carrier(s), such as mobile phone, smartphone, USB flash drive, calculator, special watch, special glasses, special earphones, etc.;
4. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any device with integrated digital data carrier(s) in the place specified by the supervisor;
 5. 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;
 6. must carefully complete all requested details on the protest form.

During the review/discussion

The student:

1. may not take a toilet break during the review;
2. may not eat anything during the review;
3. may only consume drinks from a resealable bottle/container;
4. may only place one or more of the following admitted documents on the table:
 - 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 – even if by mistake – then this is reported to the board of examiners as an irregularity;
6. may not copy 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 an exam or parts of an exam in any way or take the exam or its contents outside the exam venues by any other means.

(Suspected) Irregularities

The student will be referred to the current regulations in Part 2 of the degree statute (the education and examination regulations) and Part 3, chapter 2, of the degree statute (the Regulations of the Board of Examiners) for the current provisions concerning irregularities or fraud, penalties for irregularities or fraud and confiscation of evidence;

Submitting reviewed (graded) exam work

The student:

1. submits all the exam documents received for review to the supervisor and sign the attendance list for confirmation of this;
2. ensures everything is left neat and tidy before leaving the room.

3 Final provisions

Unforeseen circumstances

In exceptional situations and cases not provided for by these regulations and in which an immediate decision is necessary, this 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

Form for suspected irregularity or fraud
Form for suspected irregularity/fraud

Naam surveillant *Name of supervisor*

.....

Naam student *Name of student*

.....

Studentnummer *Student number*

.....

Code/naam tentamen *Code/name of exam*

.....

Datum *Date*

.....

Tijdstip van de vermoedelijke onregelmatigheid of fraude *Time of suspected irregularity/fraud*

.....

Tentamenlokaal *Exam room*

.....

Plaats *Place*

.....

Beknopt verslag door de surveillant van het gebeurde:

Brief written report of the events 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 they have read the form

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 en de flyer "Informatie voor student bij vermoedelijke onregelmatigheid of fraude tijdens het tentamen". Via het Tentamenbureau gaat het formulier vervolgens naar de examencommissie. De examencommissie neemt contact op met de student.

The supervisor intervenes immediately in case of a suspected irregularity or fraud. He or she provisionally allows the student to finish the exam, and seizes all documents that he or she suspects 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 and the flyer "Student information in case of suspected irregularity/fraud during the exam". The form is then sent to the Board of Examiners via the exams office. The Board of Examiners will contact the student.

2 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 approval from the participation council.
The board of examiners may change paragraphs, articles and sections, provided the changes do not conflict with the degree-specific education and examination regulations, the HAN Student Charter or the Higher Education and Research Act.
3. These regulations were adopted by the board of examiners and apply to the units of learning outcomes / units of study, exams and final assessments for the following Bachelor(s) degree courses:
 - Cultural and Social Development;
 - Social Work and Social Services;
 - Social Educational Care;
 - Social Work.And the following Associate degree(s) courses:
 - 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 delegated to someone else.
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.
3. The board of examiners can be supported in its activities by an official secretary.
4. The duties delegated 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 delegates to others.
5. The duties delegated by or on behalf of the institutional board to the board of examiners are listed in an overview in appendix 2.
6. The board of examiners ensures that it regularly receives written reports on the duties and powers that it has delegated to other persons or bodies.

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 and final assessments.
2. Adopting guidelines and instructions in addition to the EER about making objective, reliable, valid and transparent assessments of exams, modular exams and final assessments and grading those exams.
3. Deciding to invalidate results for exams and modular exams and the corresponding credits. Also deciding on what date the validity of these exam results expires. This is only done in cases where reasoned arguments can be given showing 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 certificates entitle a student to exemptions for one or more exams and/or modular exams. An overview of enrolment decisions for groups of students 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 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 to determine the results of those exams. The board of examiners sets guidelines about appointing and assigning tasks to examiners for each exam format.
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 course as a consequence of the student's behaviour in relation to future professional practice.
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 which HAN minors are approved as minors for the degree certificate. The overview of HAN minors approved by the board of examiners can be found on OnderwijsOnline.
17. Deciding on a student's request for an extra opportunity to take an exam or modular exam.
18. Only for the regular degree format: deciding on student requests to take an exam for

- a unit of study independently of the standard programme.
19. Deciding on a student's request to take exams and modular exams for the final bachelor assessment before they have passed the final propaedeutic assessment.
 20. Deciding on a student's request to take units and complete exams and modular exams contrary to the applicable entry requirements.
 21. 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.
 22. Deciding on a student request, based on a functional disability or chronic illness or other condition such as pregnancy, to take exams and modular exams in an adapted format.
 23. 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 to the public without the student's request in cases where there are special reasons such as company confidentiality during a graduation meeting.
 24. Issuing documentation, module certificates and declarations.
 25. Contributing to the examination policy for the degree course or group of degree courses.
 26. Advising the dean on the education and examination regulations.
 27. Issuing a certificate as proof that the final assessment has been passed after the Executive Board has declared that the procedural requirements for issuing the certificate have been met.
 28. The requirements for receiving a degree are that:
 - the student is enrolled at HAN University of Applied Sciences;
 - the tuition fees have been paid.
 29. Deciding whether or not to grant student requests for postponement of certification.
 30. 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 certificate as referred to in article 7.11 paragraph 2 of the Act cannot be issued.
 31. 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. Students affected by this are offered the opportunity to retake the exam (or part of the exam) concerned.

Article 2.3 Meetings of the board of examiners

1. The board of examiners shall meet 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 course(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 delegated 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. The report includes a list

- of decisions made during the meeting.
7. The official secretary to the board of examiners ensures that the school manager/ dean⁵ and any other members of the board of examiners receive a copy of the final report as soon as possible.
 8. 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 course 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 four 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) four times each academic year.
3. The chair of 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.
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.
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 exams. This plan can be consulted 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 based on the criteria listed in the EERs 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.
 - the administering of exams.
 - the assessment and adoption of the result of exams.

Article 3.3 Ensuring the quality of final assessments

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 inspects whether the entirety of exams test all of

⁵ This means: the person who is in charge of the degree course and who acts as direct discussion partner for the board of examiners. Due to the new HAN2020 reorganisation, we cannot yet indicate in this model which officials these should be exactly. The board of examiners can adjust this in their own regulations.

- 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 quality of final graduation projects. The board of examiners may have these reviewed by other persons, who then submit 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 and final assessments.
2. The board of examiners monitors compliance with the guidelines and instructions regarding the administering of exams as recorded in article 3.2 paragraph 3. The board of examiners meets periodically with the exams office about this and if needed also with the institutional 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. To this end, the board:

- supports degree-wide and school-wide assessment;
- uses a joint protocol for the assessment of graduation projects;
- hires external experts to assist in preparing exams and assessment procedures;
- hires external experts to inspect exam results;
- hires 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 grade exams. If there is more than one examiner for an exam or modular exam, the board of examiners also appoints a head examiner.
2. Depending on their role in the exam process, examiners and head examiners are experts in their subject field and possess the necessary knowledge and skills to prepare exams, set out methods and standards for assessing exams, organise examinations and analyse the results of exams 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 (unit of learning outcomes, unit of study, exam or modular exam, phase, specialisation) and for a specific period.
 6. The board of examiners informs examiners about their appointment and the profile used for their 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, test matrices, answer keys, assessment schemes, assessment criteria for assignments, the actual exams and/or assignments, the exam results and the analysis of the results).
 9. If an examiner does not meet – 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 contains model stipulations 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 functional 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 exemptions 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 programme), can be found in appendix 3.

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

1. A student with a functional disability may submit a request to the board of examiners to take measures for one or more special exam facilities.
2. The senior study coach/lpo staff member/learning team coach submits the request on behalf of the student, advises the degree course's board of examiners about the request and is responsible for the communication about and realisation of the required measures. They also ensure that the special facilities approved by the board of examiners are implemented effectively.
3. The board of examiners follows the prevailing HAN policy for students with a functional disability in this matter.

4. The board of examiners may request an additional statement from students if a request is made for extra facilities in addition to the special exam facilities for extra time and A3 format.
5. Students with dyslexia will 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

The board of examiners will request documentation from students for passed exams that were 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.

1. The documentation will be archived by the board of examiners.
2. After the board of examiners has received the documentation, the board will record the results of the exam or the exams for the flexible minor in the HAN student information system.

Article 5.5 Further rules regarding study advice (if delegated 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 course 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 course, 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 course, 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 course.

Article 5.6 Further rules on requesting extra exam opportunities

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 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 exams 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 unit of study. 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 Permission for students without a propaedeutic certificate to take exams or modular exams in the post-propaedeutic phase

1. A 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 student has earned 45 credits or more from the propaedeutic phase.
2. If the student has earned less than 45 credits, the 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 course 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 by an interested party in which they either intentionally or unintentionally give the wrong impression of their own or one or more other interested parties' knowledge, understanding, skills and (if relevant) attitude."
2. Fraud is defined as "any action or omission of which the interested party knew or should have known that this action or omission made it partly or wholly impossible to

form a correct judgement of their or someone else's knowledge, understanding and (if relevant) attitude. And/or intentionally influencing (components of) the exam or exemption awarding process with the purpose of influencing the results of the exam or modular exam or decision about exemption or with the purpose of obtaining a different result for the exam or modular exam or request for exemption.”

3. The following situations are in any case considered to be an irregularity or fraud:
 - a. intentionally or unintentionally submitting work in a portfolio and/or presenting or submitting work as a group's or an individual's own work (such as a thesis, project, assignment or other written piece for submission), while it was wholly or partly copied or created by the student in unauthorised collaboration with one or more other students; This also includes the following rules:
 - i. paraphrasing the content of someone else's texts with insufficient references;
 - ii. using or copying someone else's texts, data or ideas without providing the complete and correct references;
 - iii. unclearly indicating in your text, for example without quotation marks or some other formatting, that the text has literally been copied from another author, even if you have provided the right references;
 - iv. submitting text you have previously already submitted or that is comparable to what you have previously submitted for assignments or other exam components;
 - v. submitting other types of written pieces acquired from a commercial institute or that have been written by someone else (whether or not for a fee);
 - vi. not or barely contributing to a (group) assignment, but placing or having someone else place your name under the (group) work.
 - b. allowing exam questions and/or answers to be disclosed or obtaining knowledge of these during and/or before the exam sitting;
 - c. aiding or assisting another student in a way that gives an incorrect impression of that other student's knowledge, understanding and/or skills;
 - d. seeking and/or receiving aid or assistance from a fellow student or other person in a way that gives an incorrect impression of the student's knowledge, understanding and/or skills;
 - e. obtaining access to resources that are not permitted during an exam;
 - f. using permitted resources during an exam that contain unauthorised notes and/or additions (e.g. margin notes or notes or additions on separate pieces of paper);
 - g. leaving the exam venue and returning to the venue during an exam without explicit permission;
 - h. leaving the exam venue with the completed exam or part of it, also in cases when that answer sheet is subsequently handed in to the supervisor or their substitute;
 - i. making changes to a completed exam already submitted to the examiner or a written exam already assessed by the examiner;
 - j. sitting an exam under someone else's name, or having another person sit an exam for you;
 - k. violating the rules that apply to reviewing and discussing graded exams;

- i. any other matters or incidents which the board of examiners sees as constituting an irregularity.

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 on the institutional 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 during any part of an exam or modular exam:
 - a. give a written warning;
 - b. give a written reprimand;
 - c. invalidate an administered exam and the exam result if the board of examiners is unable to guarantee the quality of that exam due to the irregularity or fraud. If an exam is invalidated, this will lead to an exam result of 0;
 - d. withhold a student's degree certificate (if the irregularity or fraud is not discovered until after an exam has taken place);
 - e. decide the degree certificate can only be awarded after the student has retaken 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 took place);
 - 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 for a period not exceeding one year;
3. In the event of serious fraud, the board of examiners may recommend that the Executive Board terminate the student's enrolment for the degree course concerned.
4. If according to the board of examiners an administered exam does not meet the quality criteria for examination as the result of an irregularity or fraud committed by someone else other than the student, the board of examiners may decide to annul all or part of the exam and/or exam results. Invalidating a past exam leads to the exam results being annulled or not being awarded. Students affected by this are offered the opportunity to redo the exam (or part of the exam) concerned.

Article 6.4 Hearing the student, the reporter of the irregularity and any third parties

1. The board of examiners will notify a student immediately, if possible orally but always in writing, of any reported irregularity or fraud involving that student at an 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 or any 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 study⁶, 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 ⁷follows 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 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.

⁶ This should be read as 'units of learning outcomes' for modules that are part of the experiment and 'units of study' for modules that are not yet included in the experiment or for the full-time degree format.

⁷ Last adopted version: Executive Board decision 2019/1533. Always check if a more recent version has been adopted.

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 manager⁸ 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 chair. 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 complaints 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.

⁸ The idea here is that those who are most closely involved in the degree course receive a copy of the annual report. If there is a school manager who is responsible for (the quality of) the degree course, they should receive that report. Organise this in a way that suits the organisation of the degree course/school.

Article 9.3 Adoption, effective date and amendments

1. These regulations were adopted by the AMM Social Work Board of Examiners on 30 June 2020 and came into effect on 1 September 2020.
2. These regulations replace the Regulations of the Social Work Board of Examiners that were adopted on 28 March 2019.
3. These regulations will be made available to the students and staff of the degree course(s) as referred to in article 1.2 paragraph 3 of these regulations by inclusion in the Degree Charter.
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

30 June 2020

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

Appendix 1: Duties delegated by the board of examiners

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

	Duties delegated by the board of examiners	Mandated body ⁹ , or job title or specific duties of the mandated staff member ¹⁰
1	Entering exemptions into the student information system (SIS).	Ingrid Folmer
2	Entering exemptions into the student information system (SIS).	Frenk Bex
3	Entering exemptions into the student information system (SIS). Part-time degree course.	Femke Bögels
4	Entering sanctions imposed by the board of examiners into the student information system (SIS).	Daniela Guldemeester
5	Entering sanctions imposed by the board of examiners into the student information system (SIS). Part-time degree course.	Femke Bögels
6	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
7	The physical awarding of certificates.	Degree course
8	At a student's request, granting an exemption from the attendance requirement, and also deciding whether to attach additional conditions to that exemption.	Course coordinator or senior study coach
9	Deciding on students' applications to take a HAN minor.	Study coach

⁹For example, committee or office (managing committee, board of examiners, examination task team, exams office).

⁷The 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.

¹⁰The 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.

Duties delegated 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 masters 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 2020-2021 academic year.
4	Handling appeals relating to the issue of study advice.

Note:

- The mandate applies from 01-09-2020 and will remain valid unless revoked by the board of examiners and as long as the mandated person remains employed by HAN and performs the duties specified above.
- Unless otherwise explicitly stated, those mandated are not authorised to delegate their duties to third parties.

Nijmegen, 30 June 2020

AMM Social Work Board of Examiners

Appendix 2: Duties delegated to the board of examiners by or on behalf of the institutional board

Overview of duties delegated to the board of examiners

1	Responsibility for awarding the degree to a student.
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Note:

- The mandate applies from 01-09-2020 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 delegate their duties to third parties.

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

This appendix can be consulted via OnderwijsOnline.

3 Regulations of the Degree Committee

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 course Social Work and the bachelor degree course Social Work.
3. The definitions and provisions from the glossary in appendix 1 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 course or group of degree courses.
2. If a school has only one degree course, 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 courses, 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 course (e.g. English-taught), according to the location of the degree course or according to any other special aspect of the degree course¹¹.
6. The joint degree committee for the associate degree course Social Work and the bachelor degree course Social Work has been established for a group of degree courses. The degree committee consists one division for the part-time/work-study degree formats.

Article 3 Joint Assembly

If the degree courses 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

1. The joint degree committee for the associate degree course Social Work and the bachelor degree course Social Work consists of 8 members. Including 4 members from the division for the part-time/work-study degree formats.

¹¹ For the duties and powers of a division, see the description in article 27 paragraph 3 of the regulations.

2. Half of the members of the degree committee (or division thereof) will be students from the relevant degree course, with the other half of the members of the degree committee (or division thereof) being staff members from the relevant degree course.
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 is no longer employed at the relevant school or no longer affiliated with the relevant degree course;
 - in the event the student member has quit the degree course.
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.

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 course or group of degree

courses or employed as staff by the relevant degree course or group of degree courses 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 course or group of degree courses and staff members who are employed by the relevant degree course or group of degree courses.

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 course (or group of degree courses) will be organised within each degree course (or group of degree courses) 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

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 free 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 course 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 course 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 course (belonging to the group of degree courses) to the dean for nomination, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree course(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 course (belonging to the group of degree courses) to the institute management 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 course(s), or on behalf of the dean.
3. If no joint degree committee has been established for a school's degree courses, each separate degree committee belonging to that 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.
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 relevant degree committee or school.

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 course.
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 request information from experts during 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 recommendations;
 - the resolutions concerning recommendations, any votes taken on these recommendations and the results of the votes.
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 of the school or relevant degree course.

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 degree course(s) concerned.

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.

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 course.

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 course;
 - advising or issuing proposals to the school council and the dean on all other matters concerning education in the relevant degree course(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 course;
 - annually assessing the implementation methods of the EER of the relevant degree course;
 - advising or issuing proposals to the degree committee on all other matters concerning education in the relevant degree course(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 courses 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 course(s) 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 course in so far as they concern:
 - the manner in which education is evaluated within the relevant degree course;
 - the content of the graduation specialisations within a degree course;
 - the quality of the knowledge, understanding and skills that students should have acquired upon completion of the degree course;
 - where needed, the organisation of practical exercises;
 - the study load of the degree course 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 course 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.

Article 29 Advisory rights

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

- the content of the degree course and the exams associated with it;

- any further rules on issuing study advice for the propaedeutic phase for the bachelor degree 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 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 administered;
- the full-time, part-time or work-study structure of the degree course;
- 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 method used to administer exams, whether orally, in writing or otherwise, subject to the authority of the board of examiners to decide on a different method in special cases;
- the manner in which students with disabilities or chronic illnesses are 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, along with circumstances under which 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 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 course 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 recommendation.

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 these recommendations 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 course:

- the degree committee provides a recommendation for the self-evaluation of the degree course upon request by the dean;
- in certain cases the degree committee has advisory rights with regard to the recovery plan.

Chapter 9 Disputes

Article 36 Access to the Disputes Advisory Committee

The disputes committee for participation 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 Advisory Committee.

Article 38 Binding judgement of the Disputes Advisory Committee

The disputes committee is authorised to effect 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;
 - 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 course 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/degree 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 July and will come into effect on 1 September 2020.