

Schleswig-Holsteinischer Landtag Umdruck 15/5029

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**An den
Sozialausschuss des Schleswig-Holsteinischen Landtages**

**Per E-Mail
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8. Oktober 2004

**Betr.: Stellungnahme zum Hochschulstudium im Bereich
Elementarpädagogik, Drucksache 15/3492**

Datum: Fri, 8 Oct 2004 13:44:10 +0200
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Sehr Geehrte Petra Tschanter.
Vielen Dank für ihre Zuschrift.

Hiermit schicke ich als Antwort Infos über unsere Ausbildung. Die Dänische Ausbildung zur Pädagog/in ist eine sogenannte 'Breitbandsausbildung' zur Berufsbachelor (Bachelor in Social Education). Leider haben wir das nicht in einen deutschsprachigen Text,.

Auf der Webside: www.socialeducator.dk und www.aabenraasem.dk finden Sie eine vollständige Information über unsere Ausbildung. Wir stehen weiterhin zu Ihrer Verfügung, und stehen in Kiel auch gerne zu Ihrer Verfügung sei es benötigt.

Mit freundlichem Gruss
gez. Flemming Rasmussen

*[This document is an excerpt from the Diploma Supplement that all graduating students at HPS receive as of September 1. 2002 - as stated by Danish law.
All information pertaining the student has been removed, and the names of the removed segments have been put in sharp brackets]*

Hovedstadens Pædagog-Seminarium

DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended.

[1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION]

2. INFORMATION IDENTIFYING THE QUALIFICATION
2.1. Name of qualification and title conferred (in Danish): Pædagog Name of qualification and title conferred (in English): Social Educator [2.2. Date of award] 2.3. Main fields of study: Education Studies; Psychology; Social Studies; Health Studies; Activity, Art and Culture; Communication, Organisation and Management. 2.4. Name and status of awarding institution: [Hovedstadens] National Institute for Social Educators is a state-recognised and state-financed higher education institution regulated according to the Ministry of Education Act 980 of November 1. 2000. 2.5. Language(s) of instruction/examination: Danish

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION
3.1. Level of qualification: The qualification is a professionally oriented medium-cycle Higher Education programme. 3.2. Official length of programme: 3,5 years = 210 ECTS credits. 3.3. Access requirements: An upper secondary school leaving examination or comparable qualifications: See the section <i>Admission to Higher Education</i> in <i>The Danish Higher Education System</i> (page 8)

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study: Full-time study comprising theory and practice periods. The theory periods include both individual and group work.

4.2. Programme requirements: For requirements set by the Danish Government please refer to *Extract from Ministerial Order no. 930 of 8 December 1997 issued by the Danish Ministry of Education concerning the education of social educators* (page 10).

The aims of the education are to enable students to:

1. Gain the necessary theoretical and practical knowledge to carry out educational and social work with children, young people and adults, including those with special needs of a social, physical or psychological character.
2. Gain competencies for working with people in such a way as to maintain, communicate and develop cultural values, not least in relation to people whose language and culture differs from the students' own.
3. Gain competencies for co-operating with others, e.g. both colleagues and other professionals.
4. Gain a basic framework on which to build up educational practices, and to take part in research and development within the field.
5. Gain a basis for developing their educational practice, by participating in the various forms of work and co-operation, and by taking joint responsibility for the learning process.

The details of the education are laid down in the curriculum of each individual college.

Details of the education at Hovedstadens Pædagog-Seminarium

Programme overview and organisation

The diploma programme covers seven semesters over a period of 41 months (3½ years).

Semester 1 Introduction and tuition in all disciplines Family theme	30 ECTS points
Semester 2 12 weeks' preliminary practice including 1 week's school-based activities Tuition in all disciplines, courses and thematic subjects ending with the first-year test	30 ECTS points
Semester 3 First salaried practice including 2 weeks' school-based activities	30 ECTS points
Semester 4 Theoretical subject theme and course in specialist educational skills Main subject tuition in activity and culture disciplines	30 ECTS points
Semester 5 Tuition in theoretical disciplines Main subject tuition in activity and culture disciplines	30 ECTS points
Semester 6 Second salaried practice including 2 weeks' school-based activities	30 ECTS points
Semester 7 Tuition in preparation for exams plus final exams in theoretical disciplines and activity & culture disciplines 10-week period for the writing of the special study followed by exam	30 ECTS points

Semesters 1 and 2 – Introduction to disciplines

Tuition is primarily organised as discipline tuition, the emphasis being on the students' own academic work, various exercises and assignments, and academic guidance. Tuition generally takes place in classes (lessons), in large groups comprising all students in one year of the study programme (lectures) and in project-based groups.

Within the first year of study, students must become familiar with basic theories and concepts in all disciplines included in the programme.

The objective of the discipline entitled *Education Studies* is to enable students to analyse and assess educational practice with a view to determining potential actions. Knowledge, theories and notions concerning human relations in the fields of upbringing and education must be acquired by students so as to develop their communicative skills and ability to cooperate in educational contexts. Students must keep individual written 20-page diaries in connection with their preliminary work practice.

The emphasis in the subject of *Psychology* is on giving students insight into human behaviour, perception of reality, self-understanding and possible options in various scenarios and circumstances. It is important that students acquire the competence and skills needed to make use of their psychological knowledge in their planning and execution of educational work.

Social Studies are related to *Health Studies* since social initiatives must take health and welfare aspects into account. Conversely, *Health Studies* are based on an understanding of medicine in a social context and draw on theories and concepts derived from social studies. Students must submit a 6-page individual assignment in the field of social studies and healthcare disciplines.

The objective of *Communication, Organisation and Management* is to ensure that students acquire an overview of organisational theory and communication theory. Core areas in this respect are interaction and management relations as well as the role of the individual in the institution. On the basis of these subjects, students are trained in analysing and participating in change and development processes in relation to their profession. Students must submit an individual, written 10-page assignment in this discipline.

A common feature of *Culture and Activity disciplines* is that students gain insight into cultural lifestyles and expressions. Furthermore, they must acquire the skills needed to assess and select culture-related material for the implementation of aesthetic plans and activities in educational work. Students must submit 2-page group assignments on a subject within the field of physical exercise disciplines followed up by testing of activities, a project on books for children and a workshop project.

Students will also be introduced to information technology and study methodology.

For a period of five weeks students on all levels in the study programme will work with a *family theme* relating to the theoretical disciplines and Danish. The five-week period will be concluded by a 5-page synopsis and an oral presentation.

The first year of the study programme ends with the first year-end test, the purpose of which is to evaluate the students' study aptitude and consequently whether they should be allowed to continue in the programme. A synopsis of 4-6 pages followed by an individual or a group presentation forms the basis for the external, individual evaluation of students. Grades are: passed/failed.

Semesters 4 and 5 – Main subject and theoretical disciplines

Main subject – Activity and Culture disciplines

In semesters 4 and 5 a total of four main subjects are available to students. Each student chooses one of these subjects:

1. Sports / Swimming (physical exercise disciplines)
2. Outdoor Activities (natural science and physical exercise disciplines)
3. Drama / Music (drama and music)
4. Art & Craft / Media (workshop disciplines and Danish/media)

Specific theoretical subjects are associated with each main subject.

In general, main subjects comprises two overall areas:

Semester 4 – The realisation dimension: Students work with their own experiences and perceptions in relation to the subject chosen (senses, body, emotions, experiences) through aesthetic learning processes in which the acquisition of knowledge takes place in interaction with the development of skills and cognitive realisation.

Semester 5 – The didactic dimension: Students work with projects where they plan and implement aesthetic activities for various target groups within the relevant field of educational work, partly based on understanding of theories. They subsequently prepare a report of 10-15 pages, which must include a section containing empirical data.

Theoretical disciplines

The subjects Education Studies, Psychology, Social Studies, Health Studies and COM (Communication, Organisation, and Management) are included in the interdisciplinary activities that take place in semesters 4 and 5.

Semester 4: This semester is based in the theme of *normality and deviation from normality in a cultural context*. Students basically work with problem-oriented projects, the purpose being to ensure that students work independently with educational issues and thus become more independent and better able to handle complexity and shifts in perspective in educational work. The academic focus is on social and cultural integration and exclusion mechanisms, and students are expected to acquire knowledge about and gain insight into these issues. The semester is based on lectures followed by problem-oriented project work in groups. The group work concludes with a project report and a subsequent oral presentation.

Semester 5: This semester focuses on interdisciplinary, problem-oriented project work controlled by participants, the purpose being to ensure that students acquire professional, methodological and communicative insight and develop personally and professionally in close combination with educational practice. The main focus is on the objectives of problem-based project work, which – in addition to competence in professional and methodological areas – is to develop valuable personal and social skills such as ability to cooperate, self-awareness, ability to reflect and ability to solve conflicts. The academic content, including classroom activities, is determined on the basis of problem areas defined by the students themselves.

The semester activities end with a type of communication chosen by the students themselves, supplemented by a written report and an oral exam.

Semesters 2, 3 and 6 – Practice periods

Objectives of the three practice periods

The objectives stated below have been formulated and must be met by students in each of the three practice periods. Achievement of the objectives is part of the overall assessment of what students have learned during the practice period. In the three practice periods the objectives must reflect professional and personal progress so that expectations to the students' insight, knowledge, skills and realisation will be increased and developed. This means that expectations concerning the students' learning and the guidance given to the institutions where students spend their practice periods will increase in the period from the first practice period to the last practice period. In the preliminary practice period students must write a 20-page diary assignment, which will also be used in the subject of Education Studies. During the first and second salaried practice period students must prepare a psychological observation assignment and one reflection assignment respectively, each 6-8 pages long.

Preliminary practice period

The purpose of this period is to ensure that, through active participation, students gain insight into and knowledge about educational work.

First salaried practice period

The purpose of this period is to ensure that students develop their professional skills and become acquainted with different professional roles in educational work. Another objective is that students develop independence and responsibility and, through observation and reflection, learn to analyse and evaluate experience gained from working in practice.

Second salaried practice period

The purpose of this period is to ensure that students can enter into a dynamic interplay with employees and children/young people/adults at the institution where the salaried practice takes place, so that they are able to work on a par with professional social educators at the end of the practice period. Students must develop professional and personal skills as well as independence and responsibility, and they must learn to plan and organise educational activities without supervision. In addition students must be able to put their own actions and the actions of others into perspective in their educational work.

Semester 7 – Special subject paper and final exams

The following exams are held in this semester:

- Exam based on special subject paper
- Written exam in theoretical disciplines
- Oral exam in activity and culture disciplines
- Oral exam in theoretical disciplines

During the first ten weeks of the semester, students write a special subject paper, which they subsequently defend at an oral exam. In the 2-3 weeks following this exam they may participate in a number of special courses and guidance sessions to prepare for their exams. Finally students go to a written test/exam in connection with which an assignment must be prepared and handed in within 48 hours. This is followed by an oral exam in activity and culture disciplines and an oral exam in theoretical disciplines. These two exams are based on a synopsis into which various educational aspects must be incorporated.

[4.3. Programme details and individual grades/marks/credits obtained]

4.4. Grading scheme and if applicable grade distribution information: Please refer to *The Danish Higher Education System* (page 8)

4.5. Overall classification of the qualification: Not applicable for Danish qualifications.

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Access to further study: The qualification gives access to further study within the field, to Diploma programmes, as well as Master and Candidatus programmes

5.2. Professional status: The education of Social Educator (Paedagog) qualifies to professional employment in Danish public and private state-authorized social institutions, such as:

- Ordinary pre-schools and early childhood day care.
- Ordinary after-schools, sports and play activities for youth and youngsters.
- Special therapeutic institutions and social community work.

The individuals concerned are children, young people and adults, including individuals with physical, psychological or social disabilities, or with substance abuse.

The educational and social work hold varying responsibilities and resources, such as:

Physical and mental care of individuals, building social relations and networks through organizing various forms of activities; development of, and training in personal, social and democratic skills and values; cultural and social integration and re-integration, cooperating in therapeutic teams; family counselling and preventative social guidance and street-work '

6. ADDITIONAL INFORMATION

6.1. Additional information: Hovedstadens Pædagog-Seminarium dates back from the early 1930s when a *Course for Social Educators of Young Children* was established in Copenhagen. This course was further developed, and in 1945 it became a training and education programme for kindergarten teachers as well as a training and education programme for educators at after-school centres for children. In 1959 two separate institutions of education were created: *The College for Educators of Young Children* and *The College for Youth Centre Educators*. The latter college offered a special study programme, which at the time took two years to complete.

In 1968 the College for Youth Centre Educators moved to its current address at 51-53 Linde Alle in Copenhagen. In 1992 the college changed its name to *Hovedstadens Pædagog-Seminarium* (Hovedstadens National Institute for Social Educators) when all social educator programmes in Denmark were combined in a general programme with a duration of 3½ years. The college buildings have been expanded and renovated on an ongoing basis and now form the framework of a modern institution of education.

Since January 2002, Hovedstadens Pædagog-Seminarium has been affiliated with the *Centre for Higher Education Copenhagen & North Zealand*. The college contributes to continuous development of the education and training of social educators both locally and internationally in collaboration with other institutions of medium-cycle education.

6.2. Further information sources:

Hovedstadens Pædagog-Seminarium
(Hovedstadens National Institute for Social Educators)
Lindé Alle 51-53, DK-2720 Vanløse, Denmark
Telephone: +45 38 76 55 00
Fax: +45 38 76 55 55
email: info@hovedstasem.dk
website: www.paedagogseminariet.dk
The Danish Ministry of Education: www.uvm.dk

[7. CERTIFICATION OF THE SUPPLEMENT]

8. INFORMATION ON THE DANISH HIGHER EDUCATION SYSTEM
Please refer to <i>The Danish Higher Education System</i> (page 8)

The following description has been approved by the Danish Ministry of Education and the Ministry of Science, Technology and Innovation.

Admission to higher education

General access requirements to higher education in Denmark are 12 years of education including one of the following secondary school leaving examinations or comparable qualifications: *studentereksamen* (Upper Secondary School Leaving Examination); *højere forberedelseseksamen (hf)* (Higher Preparatory Examination); *højere handelseksamen (hhx)*, (Higher Business Examination); *højere teknisk eksamen (htx)* (Higher Technical Examination). 3- to 4-year vocational education and training programmes often qualify for a short-cycle college programme within the same field.

Admission to many study programmes depends also on the fulfilment of specific requirements. These may either be a specific subject combination or requirements concerning the level of the subjects taken, the grades obtained, work experience etc. For a few study programmes there is a numerus clausus.

The higher education system

Institutions can be grouped into two different sectors:

- the university sector and
- the college sector, i.e. the professionally oriented higher education sector.

The university sector includes 11 universities, 5 of which are multi-faculty universities. The other 6 are specialised in fields such as engineering, education, veterinary science, agriculture, pharmacy or business studies. In addition, there are a number of specialist university-level institutions in architecture, art, music, etc. All university study programmes are research-based, and degrees are awarded at undergraduate and postgraduate level including doctoral degrees.

The college sector comprises more than 150 specialised institutions of higher education, about one-third offering short-cycle and two-thirds offering medium-cycle professionally oriented programmes. Many of the colleges are relatively small institutions with 400 – 600 students offering one or a few study programmes in a specific field. Colleges often cooperate closely with other colleges or with universities. Increasingly, colleges are merging into units that are more comprehensive.

Institutional recognition/accreditation procedures

Higher education institutions are publicly financed and State-regulated. The quality of higher education is assured by ministerial approval of new programmes and institutions, external examiners and an evaluation system. Although they have institutional autonomy, institutions must follow general regulations concerning teacher qualifications, award structures, study programmes and quality assurance.

While private institutions can operate without any approval, they must abide by an accreditation procedure to make their students eligible for state study grants.

University qualifications

Study programmes of the university sector are research-based, analytical and theoretical. They provide a broad academic foundation as well as specialised knowledge.

Medium-cycle research-based qualifications:

The Bachelor's degree (B.A./B.Sc.) is awarded after an

undergraduate programme of 3 years of study, normally concentrated on one or two subjects. Programmes are self-contained and qualify both for occupational functions and for studies for the *candidatus* degree.

Long-cycle research-based qualifications:

The *candidatus(a)* (*cand.* + field of study) is awarded after a total of 5-6½ years of study, normally a B.A./B.Sc. + 2 years of study. The programmes qualify students for assuming occupational functions and scientific work. Each *candidatus* programme must include one or two of the major fields of study of the Bachelor's programme. It includes the preparation of a thesis of ½-1 year's duration. Universities also offer international Master's programmes of 1-2 years' duration.

A less frequent degree, the *Mag.art.* (B.A. +3 years), is awarded following research-oriented studies in one subject and the defence of a thesis.

Doctorates:

The *Ph.D. degree* is awarded after a total of normally 8 years of higher education and research, including the preparation and public defence of a thesis. Admission requirements are normally a *candidatus* degree and the programme itself lasts 3 years. A higher doctoral degree (*dr.* + field of study) can be obtained by mature researchers after a minimum of 5-8 years of individual and original research and public defence of a dissertation. There is no formal study programme for this award.

College qualifications

College programmes are professionally oriented higher education (HE).

Short-cycle professional HE qualifications:

Diplomas are awarded after a 2-year vocational academy programme (*erhvervsakademiuddannelse*) building upon either relevant vocational education and training or general upper secondary education. These programmes qualify the student for performing practical, vocational tasks on an analytical basis. Apart from theoretical subjects, programmes are usually completed with a project.

Medium-cycle professional HE qualifications:

Diplomas are awarded after a 3- to 4-year programme at a level corresponding to that of university Bachelor's programmes. These programmes provide students with theoretical knowledge as well as knowledge of its application to professions and industries. Most programmes include periods of practical studies and require the submission of a project/project paper. Most programmes give access to further studies in the same field, i.e. a Master's programme or, on certain conditions, a specific *candidatus* programme.

Professional Bachelor's degrees (professionsbachelor) are awarded on completion of programmes that meet a number of criteria, such as links to research and development.

The adult education system

Alongside the ordinary higher education system, the adult education system offers Advanced Adult Education comparable to the level of short-cycle higher education, Diploma programmes comparable to the level of medium-cycle higher education, and Master's programmes (e.g. MBA) comparable to a long-cycle higher education level. Most programmes consist of 2 years of part-time study, equivalent to 1 year of full-time study. Admission requirements are a relevant educational qualification and at least 2 years of professional experience.

Examinations and diplomas

All examinations at Danish higher education institutions are administered not only by the teacher, but also by an examiner who, in the case of most examinations, must be external. The external examiners are responsible for assuring the same standard for all examinations and thus for their quality. After completion of a full programme, the student is awarded a diploma, transcript etc.

The grading scale

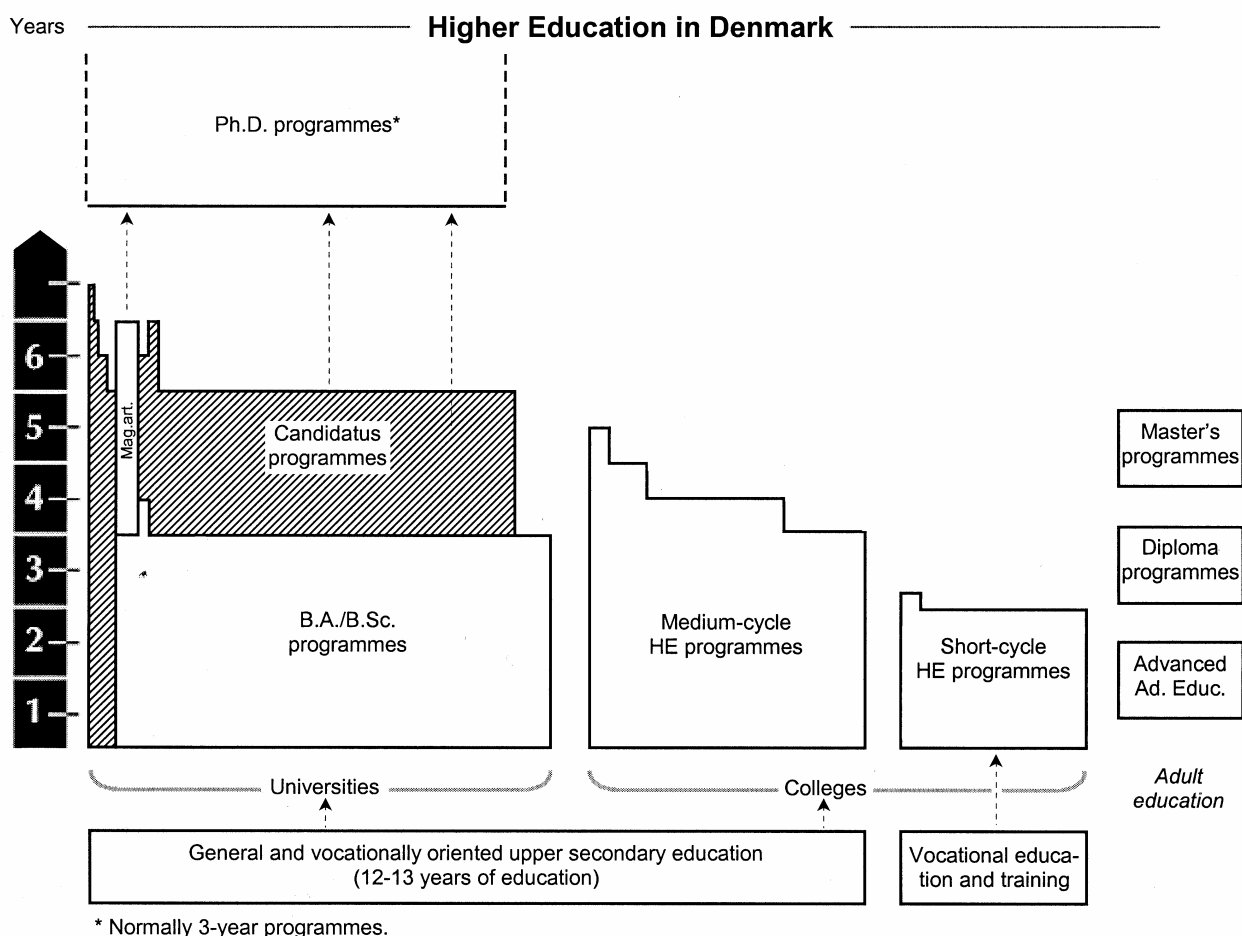
The grading scale – the 13-point scale – has been defined by the Ministry of Education, and it is intended to ensure uniformity in the evaluation of achievements at the institutions where it is used.

- 13: is given for the exceptionally independent and excellent performance *)
- 11: is given for the independent and excellent performance
- 10: is given for the excellent but not particularly independent performance
- 9: is given for the good performance, a little above average
- 8: is given for the average performance
- 7: is given for the mediocre performance, slightly below average
- 6: is given for the just acceptable performance
- 5: is given for the hesitant and not satisfactory performance
- 03: is given for the very hesitant, very insufficient and unsatisfactory performance
- 00: is given for the completely unacceptable performance

*) The grade 13 is used very seldom and then only for an extraordinary performance.

The grade 6 is the lowest pass grade for examinations where a pass grade is required. Grades awarded at higher education institutions should reflect achievements in terms of standards set by the institution.

Apart from the 13-point scale, '*bestået/ikke bestået*' (pass/fail) may be used.



Extract from Ministerial Order no. 930 of 8 December 1997 issued by the Danish Ministry of Education concerning the education of social educators.

The aim, structure and length of the education

Section 1. The aims of the education are to enable students to:

- 1) Gain the necessary theoretical and practical knowledge to carry out educational and social work with children, young people and adults, including those with special needs of a social, physical or mental character.
- 2) Gain the prerequisites for working with people in such a way as to maintain, communicate and develop cultural values, not least in relation to people whose language and culture differs from their own.
- 3) Gain the prerequisites for cooperating with others, e.g. both colleagues and other professionals.
- 4) Gain a basic framework on which to build up educational practices, and to take part in research and development within the field.
- 5) Develop on a personal level by working with the content of the training, by participating in the various forms of work and cooperation, and by taking joint responsibility for the teaching.

Section 2. The education lasts 41 months.

Subsection 2. The education includes a 12-week preliminary practice-period during the first year, and two 6-month salaried practice-periods, one in the first half of the second year, and the other in the second half of the third year.

The content and structure of the education

Section 4. The education includes the following subject-groups and subjects, and is to be structured in such a way that the student's work - in connection with the teaching offered at the college in the various subjects and subject groups - normally represents the following ratio:

1) Education / Psychology		30%
a) Education Studies	70	
b) Psychology	30	
2) Social Studies / Health Studies		20%
a) Social Studies	55	
b) Health Studies	45	
3) Activity, Art and Culture		40%
a) Danish	15	
b) Music	15	
c) Physical Education	10	
d) Art and Craft	20	
e) Drama	10	
f) Environmental Studies	10	
g) to be allocated by each college	20	
4) Communication, Organisation and Management		10%

Section 6. The education includes a special study. The special study is organised in such a way that it represents a 10-week study period for the student. The special study is to be completed in the 3rd or in the 4th year of study.

Section 13. Both the individual subjects and the placements are evaluated and marked "Pass" or "Fail".

Subsection 2. Examinations taken according to Section 16 and Section 18 are marked in accordance with the 13-point marking scale, cf Ministerial Order on marking scale and other marking. *Subsection 3.* An examination is passed when the student has obtained a mark of 6 or more. Exams already passed cannot be retaken.

Section 16. The completed special study is evaluated at an external examination.

Section 17. Before the final examination, cf Section 18, an evaluation of the student's level of attainment is to take place in the subjects in which he/she does not submit to a test according to Section 16.

The above evaluation may take place on the basis of internal examinations etc., and is furthermore carried out according to stipulations laid down in the curriculum of each college.

Subsection 2. In order to sit for an examination according to Section 18, it is a prerequisite that the student has obtained the mark "Pass" in the subjects to be evaluated, cf Subsection 1.

Section 18. The education finishes for each individual student with 3 external examinations. These examinations may be oral, written or practical. However, at least one of the examinations must be an individual, written examination. *Subsection 2.* The examinations, according to Subsection 1, are to be arranged in such a way that each student has at least three of the four subject-groups mentioned in Section 4 included, with at least 1 subject in one or more of the examinations. Each college is to ensure that all subjects making up the education are included in examinations over the space of a number of years. *Subsection 3.* The examinations are held in the 4th year of study on dates determined by each college.