

Internship

Bachelor's Degree Programme
in Diaconia and Social Pedagogy
2017

The Diaconal College in Aarhus, Denmark

DIAKONHØJSKOLEN - THE DIACONAL COLLEGE

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Introduction to The Diaconal College in Aarhus

The Diaconal College in Aarhus was established in 1920 in the second largest city in Denmark. The purpose of the college is to promote diaconia in Denmark by qualifying students who, on behalf of the community, wish to work among children and the old, the sick, the poor and the destitute.

The Diaconal College offers formal education in the area of diaconia and social work and thereby qualifies deacons to become Bachelors of Diaconia and Social Pedagogy. Furthermore, the college offers an international degree in diaconia, democracy and project management to for instance social workers from Asia, Africa and Eastern Europe.

All students at the college participate in the unique learning environment stemming from a tradition found in the Danish folk high school in which learning takes place through both formal and informal training. In accordance with this tradition, participation in the social life is an important element in the education at the Diaconal College.

The subject diaconia consists of courses like pedagogic of religion, knowledge of the Bible and the church, church history, diaconia, pastoral care, belief and interpretation of life, visiting service and various interdisciplinary projects and modules.

The subject Social Pedagogy and Psychology is concerned with the topics such as children & youngsters, marginal/vulnerable social groups, development of social work, empirical project and social education.

The Diaconal College in Aarhus combines professional skills with a Christian view of life.

Students from The Diaconal College find jobs in both private diaconal institutions and organizations as well as in public institutions. Graduates from the Diaconal College are in demand because of their ability to answer to both physical, mental, social and cultural and spiritual needs and their ability to deal with sensitive and life changing subjects in a professional way.

Since August 2012, the Diaconal College in Aarhus has been cooperating with VIA University College in Aarhus on two Bachelor's Degree Programs both situated at the Diaconal College: A Bachelor's Degree Program in Diaconia and Social Pedagogy and a Bachelor's Degree Program in Christianity, Culture and Communication. Today, the Diaconal College has more than 250 students.

VIA University College is Denmark's largest university college. It is based in Western Denmark such as the Diaconal College.

The Bachelor's Degree Programmes of VIA University College and The Diaconal College have been accredited by EVA (Danmarks Evalueringsinstitut) – a Danish evaluation institute which is a member of ENQA (the European Association for Quality Assurance in Higher Education).

Overview

The Bachelor's Degree Program in Diaconia and Social Pedagogy, which takes 3 ½ years, is constituted by the following elements including internships.

1st semester	Theory 20 weeks
2nd semester	Internship 1 10 weeks Internship in daycare or schools for children or young people. Theory 10 weeks
3rd semester	Theory 20 weeks
4th semester	Internship 2 6 months Internship in residential homes for children or young people or disabled young people or schools for maladjusted children and young people. Or internship in: Institutions with help to adult socially needy persons, who are in need of acute help in e.g. hostels, reception centers or drop-in centers.
5th semester	Theory 20 weeks
6th semester	Internship 3 6 months Internship in residential homes for children or young people or disabled young people or schools for maladjusted children and young people. Or internship in institutions that offer help to adult socially needy persons, who are in need of acute help in e.g. hostels, reception centers or drop-in centers. Or internship in institutions treating adult people with physical, mental and social needs as well as alcoholics.
7th semester	Theory 20 weeks Bachelor project

Internship as Part of the Education

The Bachelor's Degree Program in Diaconia and Social Pedagogy was established at the Diaconal College in cooperation with VIA University College in August 2012 and is under the Act on Further Education of Medium Length (MVU).

The duration of the Bachelor's Degree Program in Diaconia and Social Pedagogy is 3 ½ years (full-time), which equals 210 ECTS credits. Internship within the pedagogical and diaconal professional field constitutes 62 weeks of the entire program.

A student year is a full-time student's work for one year and equals 60 credits in the European Credit Transfer System (ECTS credits).

The study program consists of six core areas, an optional educational element and a Bachelor project:

1. Diaconia and Social Work (25 ECTS point)
2. Social Pedagogy (40 ECTS point)
3. Didactics of Culture (15 ECTS point) – for instance handicrafts, music, movement, drama, nature and technology
4. Society and the Inter-Professional Work (15 ECTS point)
5. Health and Care (10 ECTS point)
6. Internship (75 ECTS point)
7. Optional Educational element (15 ECTS point)
8. The Bachelor project (15 ECTS point)

The internship contributes to the program's goal which is to give the student the foundation of competencies, knowledge and abilities to act professionally.

The professional training is a cooperation between the student, the institution training the student and the Diaconal College.

The student's learning perspectives gradually develop throughout the internships: In the first internship, the student is expected to gain an initial knowledge of and participate in pedagogical practice as well as in the ways of working within field. In the second internship, the student is absorbed in the social pedagogical and diaconal work with respective social groups and in his or her own relational competencies, didactical

progression and ability to cooperate. Lastly, the third internship focuses on the development of pedagogical and diaconal practice, innovation and knowledge creation.

The first internship constitutes module 3 in the program, while the second and third internship constitute the third and the fifth semester, respectively starting on June 1st and December 1st. Each semester lasts six months.

Knowledge Acquisition in Professional Bachelor's Degree Programs

Knowledge Acquisition in Professional Bachelor's Degree Programs alternates between two different learning spaces: The learning space at the educational institutions and the learning space at the institution training the student. In order for the student to create coherence between the two spaces, it is vital to have a constructive exchange between them. Many students experience challenges with applying what they have learned in one space to the practical context experienced in the other space. The movement from one space to the other is not automatic and therefore it is necessary that students, supervisors and teachers all work together in this process. The teaching and the supervision should therefore continually support the student's practice in translating theory into practical action as well as the student's ability to theoretically reflect on practice. In this modern understanding of the relation between theory and practice, theory can be both "overriding" and "secondary" to practice; in this perspective, the relation between theory and practice is dynamic, and so the movement between the two can go both ways.

Knowledge Acquisition and Supervision in Communities of Practice

The internships constitute 75 ECTS points of the complete Social-diaconal education's 210 ECTS-points. This means that one third of the complete program takes place in various internship institutions.

The student participates in the work conducted by the institution's communities of practice as a student as well as a co-worker. The community of practice is the foundational condition for practical knowledge acquisition. It is through participation in practice that the student acquires and develops the knowledge, skills and competencies necessary to act in practice.

During the internship, the internship institution plays the central role in creating a space for the student to study and learn. How the supervision is thought out and organized is an important aspect in this part of the program.

The student has the primary responsibility for learning throughout the internship by a reflected and goal-oriented work with acquiring new knowledge and skills, but both at the educational institution and in the internship, the learning space is vital for the possibility of learning. Even though the community of practice at the internship institution constitutes a learning space, the student also experiences the supervision as an important part of the learning space, because this relation gives room for an explication and evaluation of the student's professional competencies. The supervision should provide the opportunity for professional

sparring, dialogue and reflection which not only creates and supports knowledge acquisition, but also explicates tacit knowledge. The goal is to both create a consciousness of what is professional and what is not and to investigate the relation between theory and practice.

Furthermore, the supervision gives the opportunity of professional and theoretical discussions and analyses, which can support the student's learning transfer.

Reflection

Reflection is vital if students' actions and experiences are to be transferred into knowledge, understanding and skills. Students' knowledge acquisition occurs through participation in practice, systematic gathering of experiences (observations, stories of practice, interviews) and reflections of practice. This means that the student's participation must be explicated and conceptualized in a systematic way – orally through supervision and in writing through use of a portfolio. The systematic gathering of experiences in a portfolio creates a basis for reflection in supervision and is the starting point for the presentation portfolio, which is handed in by the end of the internship.

During the internships, the students are obligated to critically question and reflect on the practice in which they participate. Critical reflection can create the opportunity for students to gain a deeper understanding of various situations, themselves and future possible ways of acting, avoiding that the student is simply socialized into an existing community of practice and copying the actions of more-experienced co-workers.

Inspired by Donald Schön, the reflection competency is developed by moving the reflection from knowledge and reflection in action to reflection over action. Thereby the student's tacit knowledge is codified and can become object for reflection.

Professional reflection can be defined as a movement which takes its starting point in questions such as "What is happening? Why? What is the problem/why did it work?" (the practice-based reflection), and then moves towards looking and thinking with knowledge so that professional terminologies work to qualify the analyses and reflections (the theory-based reflection). Thereby the reflection can move towards a reflection on which attitudes and values that constitute the basis for the reflections on the reflection (the ethical and value-based reflection).

In practice, it can be difficult to clearly distinguish the different steps in Schön's reflection ladder, but it is important to know different kinds of reflection and their characteristics when supporting the student's work with transforming reflections on practice into educational learning processes.

Supervision and the Role of the Supervisor

In the departmental order, it is explicated that the institution, training the student, is responsible for insuring that the student receives supervision in keeping with the competency goal of the internship.

Supervision should be in coherence with the student's current work with the acquisition of the competencies, knowledge and skills which constitute the goal for the internship in question. Thus, the competency goals can be seen as a managing tool for the content of the supervision. The Diaconal College recommends that the students have supervision at least 1-2 hours every week.

The supervision should be planned in accordance with the pedagogical everyday work. Both the supervisor and the student are responsible for the planning and content of the supervision. It is the student who is responsible for the documentation of the content of the supervision in the portfolio.

The Role of the Supervisor

- To cooperate with the student and the teacher in relation to contextualizing and personalizing the competency goals.
- To cooperate with the student in maintenance of the portfolio.
- To support the student in organizing the work with goals for acquisition of knowledge and skills and continually evaluating the student's learning processes.
- To write an evaluation in relation to the status meeting and by the end of the internship.
- To create a space of confidence and trust which enables openness, reflection and knowledge acquisition.
- To support the student's professional reflection and the connection between theory and practice.
- To give the student professional inspiration.
- To contact the teacher at the Diaconal College in cases of problems or doubt.

In our experience, it is vital to schedule supervision if both the student and the supervisor are to come prepared for the supervision. The student forms the agenda for the supervision to ensure a continuing focus on the goals of the internship. After a session of supervision, the student writes a summary of the meeting, which is to be approved and signed by both parties. It is the responsibility of the internship institution to document that supervision is given in accordance with the goals, and the drafting of a summary can be used in this relation. If the internship institution is reluctant to approve a student's internship, it is up to the institution to document that the student has been given supervision in relation to the problems raised by the institution.

Supervision

During supervision the student's work with the goals, his or her role in the institution, practical tasks and other professional relations are discussed. Supervision should be focused on the student's practice, reflection and knowledge acquisition at the professional institution. It is the task of the supervisor that the supervision encourages the student to reflect on his/her own experiences during the internship. The reflection might be a wondering at practice, conflicts, difficult tasks, personal and professional tasks in relation to the target group or working relations.

In order to qualify the reflection, knowledge and theory is incorporated. This creates the opportunity for a stronger connection between theory and practice. Creating a connection between the theory and practice encourages a consciousness about occurrences at the institution so that the student becomes aware that these do not “simply happen”.

It is expected that the supervisor continuously gives the student both positive and negative feedback in relation to the work with the goals for knowledge and skills acquisition.

Besides the supervision between the student and the supervisor, other co-workers might also take part in the supervision. The best training requires all employees at the internship institution to feel responsible for the student’s training.

If the supervisor is prevented from conducting a supervision session, it is recommended that another pedagogue or the leader of the internship institution undertake the session. If more than one student is being trained at the institution, it might be expedient to conduct supervision/teaching for all the students cross-professionally focusing on general pedagogical topics.

Tasks and Responsibility of the Diaconal College

Preparing the Internship

Prior to the internships the Diaconal College prepares the student for the internship, including methods of studying and the competency goals of the period. The preparation for the internships is organized concurrently with the teaching of the module which precede the internship. The content of the preparation for the training will be topics such as legislation, competency goals, portfolio, knowledge acquisition, reflection and systematic gathering of experiences in the training.

Incorporating Practical Experiences in the Education

Since most teaching is organized on the basis of a experience-based view on knowledge acquisition, the students’ practical experiences are incorporated in all modules of the program. Here, it is vital for the knowledge acquisition that each student’s life experience can come into play. Thus, we continuous work with the relation between theory and practice throughout the program.

Competency Goals in the Internship

Competency Goals for the second Internship: Relations and Communication

In the second internship, the student focuses on relations and communication regarding the target group and the professional collaboration. The field is oriented towards the pedagogue's relations, professional communication and pedagogical activities in pedagogical practice.

Competency Goals: The student can communicate professionally in relation to the target group and on the basis hereof implement pedagogical activities on an ethically sound foundation.

Knowledge Goals: The student has knowledge about	Proficiency Goals: The student can
communication forms and formation of relations, incl. the professional conversation,	communicate professionally, establish and take part in professional relations with people in vulnerable life situations,
professional ethics and pedagogical and diaconal values,	analyze and assess ethics, power and equality in own and other's approaches to the individual and to communities,
conflict and violence prevention, conflict resolution and aggressive behavior,	assess conflicts, prevent and handle conflicts as well as evaluate interventions in incidents of conflict and violence,
the significance of movement and musical, aesthetic and creative processes in social pedagogy practice and	plan, implement and evaluate pedagogical activities within selected areas, incl. incorporate the creativity and perspective of children, adolescents and adults and
assistive technology and technology of the profession in a perspective of learning and development.	assess and use assistive technology and technologies of the profession in collaboration with people with special needs to support development and learning.

Competency Goals for the third Internship: Collaboration and Development

The topic of the third internship is professional collaboration relations and development of social pedagogical and a diaconal practice. The focus of the practical training is supporting the target group's learning, development and care needs and perspectives.

Competency Goals: Through development of pedagogical and diaconal practice, the student can support the learning, development and care needs and perspectives of the three target groups in collaboration with relevant parties.

Knowledge Goals: The student has knowledge about	Proficiency Goals: The student can
institutional, organizational and management conditions for social pedagogy and diaconal initiatives,	act professionally within the given institutional, organizational and management conditions of the area,
various social and special pedagogy approaches and methods,	professionally evaluate the methods used at the internship institution,
adjacent professions and the conditions for cross-professional collaboration,	enter into cross-professional collaboration about the solution of specific tasks and/or challenges,
division of tasks and responsibilities between target groups, professionals, volunteers and relatives,	explain own professional background, duties and responsibilities in a job with many aspects,
processes of change and innovation,	participate in the development of pedagogical practice through innovative and experimental initiatives,
didactical and pedagogical methods for development of pedagogical practice, incl. documentation and evaluation.	set goals, apply methods of documentation and evaluation and develop knowledge through participation, systematic experience gathering and reflection on pedagogical practice.

Portfolio

During the internships, the student works on a working portfolio and a presentation portfolio. The portfolio work is a mandatory learning tool, which has the purpose of strengthening the student's self-evaluation of working with the competency goals and the goals for knowledge and skill development during the training.

The Purpose of the Portfolio

- To document processes and products throughout the internship, including evaluation in accordance with the goals of the internship.
- To create a starting point for reflection and dialogue between supervisors, teachers and students in which both evaluation and new goals can be incorporated.
- To be a tool that can help create the connection between theory and practice.
- To create reflection on own learning and processes of knowledge acquisition.
- To develop a tool and competencies for action.
- To visualize the student's acquired competencies and future development possibilities.

Working Portfolio

In the internship workshop at the Diaconal College, the student initiates his or her work with the working portfolio. The work is discussed with the teacher and the supervisor to ensure that the student meets the formal obligations of the internship.

In the working portfolio, it should be described how the student works to formulate and personalize the goals of the internship. Thus, it should be evident, in concrete terms, how the student will and do work with each of the knowledge and skill goals.

The working portfolio should document the total outcome of the student's learning in the internship, and therefore it should always reflect and document the student's work process with developing knowledge, skills and competencies in relation to the internship's goals for acquisition of competencies, skills and knowledge.

The Diaconal College lists several general requirements for the content of the work portfolio. Thus, the portfolio should include:

- Personal introduction (including the student's personal and professional background and qualifications).
- Expectations to the upcoming internship (to own knowledge acquisition and the internship collaboration).
- Formulation and personalization of the competency goals, knowledge goals and skill goals in relation to the concrete internship institution.
- Internship description (the institution's educational plan for the concrete internship and the institution's description of the internship institution).
- Reflections on practice, supervision, connection between theory and practice and own knowledge acquisition.
- Documentation (ex. Mind maps, observations, stories of practice, photos, videos etc.).
- Summaries of supervision sessions.
- Bibliography.

The working portfolio can take different form: It can be a hard copy, an electronic edition – or some parts may be digital while others are physical. There are many different options, and the form should therefore on the one hand reflect the form that the student feels confident about and the other create a starting point for dialogue and reflection on the student's educational outcome of the internship among the student, the supervisor and the college.

Presentation Portfolio

The presentation portfolio is composed prior to the concluding evaluation of the internship and should document the student's work with and acquisition of the competency goals for the internship in question. The presentation portfolio thereby gives the opportunity to evaluate the student's acquisition of the competency goal of the internship in question.

The focus of the presentation portfolio should be a reflection on practice and the student's learning outcome.

Selected products together with documentation and reflection constitute the presentation portfolio. The student can work up the presentation on the background of the working portfolio. After the internship, the students' presentation portfolios will be incorporated in the teaching at the Diaconal College.

Statusmeeting

One third (or sooner) into the second and third internship, the supervisor and the student meet to talk about the status of the internship. At the meeting the student and the supervisor discuss the work with the knowledge and skill goals and the internship institution gives their perspective on how the student can fulfill the competency goals for the rest of the period. Elements from the working portfolio should be considered.

Final Evaluation

Internship Institution Evaluation

Three weeks before the conclusion of the internship in the second and third internship, the internship institution fill out the form 'Supervisors Final Evaluation', which the student downloads from Praktikportalen. The evaluation is composed with the consideration of the student's portfolio and with the competency goals for the internship as a starting point. The supervisor must sign the form and hereafter the student uploads the signed form in Praktikportalen.

Student Internship Evaluation

The student hands in his/her presentation portfolio as documentation for having worked with the competency goals (cf. above).

The presentation portfolio in the second and third internship must not exceed 28,400 characters plus the enclosure. Furthermore, the student writes an evaluation of his/her experience as a student at the internship institution.

The student's presentation portfolio should be uploaded in Wiseflow, and the evaluation of the internship and the supervisors final evaluation should be uploaded in Praktikportalen three weeks before the conclusion of the internship, at the latest.

In Cases of Reservation in Relation to the Approval of Internship

If the internship institution has reservations in relation to approving the internship, then these reservations should be clearly stated in the conclusion of the recommendation. The evaluation should be given to and read through with the student.

The Diaconal College expects that the internship teacher is notified on an earlier point in the process if the internship institution has reservations in relation to approving the student's internship.

If the student's internship is not recommended for approval, the student has the option of commenting on the recommendation made by the internship institution. This is to be done in writing and within a week from the submission of the institution's recommendation. The Diaconal College gathers the necessary information and comments in the case and makes a decision, as to whether or not the internship can be approved, on the basis of these.

A student whose internship cannot be approved is unable to enroll in the following module, but has the option of redoing the internship once. The Diaconal College calls the student in for a clarifying conversation with the program director about the student's further progress in the program, including the option of a substitute internship program, applying for leave or potentially terminating the student's course of study.

Working Hours, Vacation and Leave

The average standard number of hours for students is 32, 5 hours per week in a period of 6 months of which 2 weeks are subtracted to study days and 2 weeks of vacation.

We know that working hours are different in your country and your institution, and the student will of course adapt to your conditions, so you can work out the details, when she/he arrives. If the student works more than 32, 5 hours in any week, he/she can earn him-/herself the right to the equivalent amount of time off to written tasks, read relevant literature or visit other institutions, schools and cultural experiences etc.

If the student wants to stop his/her internship and ask for leave, this must be discussed with the international coordinator at the Diaconal College.

Compulsory Attendance in the Internship

The student is under an obligation to attend the work as agreed during the internship.

Confidentiality

During the internship, the student is obligated to read and understand existing law, including the internship institution's rules about confidentiality.

Information about the internship institution, its employees and its target groups should be anonymous in all assignments and the like. A statement of consent is needed if the student gathers information which can be connected to specific persons.

We wish you and the student a good internship period and look forward to our forthcoming collaboration.

If you need any further information, please do not hesitate to contact our International Coordinator Susanne Kristophersen, E-mail: sk@diakonhojskolen.dk or telephone no.: + 45 4172 8605 or our Internship Secretary Maiken Eriksen, E-mail: mae@diakonhojskolen.dk

Yours sincerely



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Relevant Excerpts from the BEK no. 211 06/03/2014

Relevant Excerpts from the BEK no. 211 06/03/2014 Executive Order on the Bachelor's Degree Program in Social Education

Chapter 2

Structure and Content

§ 8. The Traineeship is to be organized in 4 periods.

s2. First practicum, equivalent to 10 ECTS points, is organized as practicum without wage on the 2nd semester with 32 work days with an average of 6 working hours per day and 3 days of study at the University College.

s3. Second and third practicum: two specialization periods, each equivalent to 30 ECTS points, are organized as practicum with wage, starting in the 3rd and 5th semesters respectively, at a practice institution with relevant ties to the specialization part. The two practicum periods are each placed over a 6 month period with an average weekly schedule of 32,5 working hours. Each of the two 6 month practicum periods contains 10 days of study at the University College. In connection with the third practicum period, a 2 day educational course in First Aid which has a certified First Aid instructor is completed at the University College.

s5. The purpose of the study days at the University College is to support the student's acquisition of the competence goals. The University College plans the study days on the basis of the student's learning in the specific practicum period through investigation and development of the relationship between theory and practice. Collected documentation from the students about experiences during practicum are an integral part of the study days.

s6. Attendance is mandatory during Practicum, incl. the study days.

§ 9. The practicum institution devises a practicum description, which must contain the following elements:

1) Description of the institution, incl. purpose, user group description and standard methods
2) Education plan for the practicum periods during which the institution may receive students. The plan must comply with the competence goals for the relevant practicum period, incl. suggestions for relevant literature, organization of practicum guidance and collaboration with the University College. The education plan is devised in joint cooperation with the University College.

s2. The practicum institution is responsible for the student receiving guidance during the practicum in accordance with the competence goals for the practicum period.

s3. No later than upon 2/3 completion of the first, second and third practicum periods, the practicum institution must conduct a meeting with the University College and the student, after which the institution must make a statement declaring how the student may fulfill the competence goals for the practicum period in question.

§ 10. Prior to each practicum period, the University College must prepare the students for the upcoming practicum period, including methods of study and relevant competence goals.

s2. During the study days of the practicum period, the student receives formal training and guidance at the University College, cf. Section 8, subsection 5.

s3. After completing the practicum period, the University College must continually include the students' practicum experiences in the education. Furthermore, the University College must include the statement from the practicum institution in the student's further guidance process.

§ 11. The University College may permit a student to complete practicum abroad, if the practicum stay is part of a formalized educational collaboration between the University College and the foreign institution. The agreement between the two colleges about accepting the student for a practicum placement abroad must be made no later than 2 months before said practicum period begins, and must comply with the competence goals for the relevant practicum period.

s2. The requirement for practicum with wage, cf. Section 8, subsection 3, may be abolished, if the foreign institution declares in writing that practicum with wage is not common practice in said country, and that it is not feasible to compensate the student during practicum.

s3. In connection with the permission to complete practicum abroad, the University College may disregard section 10, subsection 2, when the considerations underlying the requirement are met in other ways.

