

Curriculum Plan	
Course Title	Social Work from an International Perspective
Course Code	VC1
Credits	5 ECTS
Qualification Level	EQF Level 6
Language	English English Language Requirement: CEFR B2; no formal language certificate is required.
Study Period	Mid / End September to Mid / End November For current dates, please consult VirCamp course calender
Responsibility	The course is offered and developed within the SW-VirCamp Consortium. Teaching is provided by an international team of lecturers from participating higher education institutions. The VirCamp Leading Institution coordinates the Consortium's administrative processes. Each partner institution is responsible for student admission, recognition of ECTS credits and integration of the course into its own study programmes. Further information is available at www.vircamp.net.
Course Description	Social Work from an International Perspective introduces students to social work in different national, social and welfare contexts. The course focuses on how social conditions, welfare systems, social policies and professional practices shape the role and everyday work of social workers. Particular emphasis is placed on comparative and international perspectives. Students examine similarities and differences between countries and explore how social problems and responses to them are influenced by legal, institutional, economic and cultural contexts. Through case-based learning, comparative assignments and collaboration with other students, participants develop skills in analysing social work across national contexts. They also reflect on how international and intercultural perspectives can contribute to their own professional development.
Learning Outcomes	By the end of the course, students will be able to: • describe and analyse key features of social work, welfare systems and social policy in different national contexts; • apply comparative approaches to identify similarities and differences between social work systems, services and professional practices; • identify and analyse social work challenges in relation to different social, legal and policy contexts;

	• locate, select and use relevant information and sources for comparative analysis in an international social work context; • present a comparative analysis in accordance with appropriate academic standards; • collaborate constructively in an international and intercultural learning environment and engage respectfully with different perspectives; • reflect critically on their own learning, assumptions and professional development in relation to international social work.
Content	The course addresses the following main topics: • social work in different national contexts; • welfare systems and their relationship to social work practice; • social policy and legal frameworks relevant to social work; • comparative approaches and methods in international social work; • social challenges and living conditions in different countries; • international and intercultural perspectives on professional social work. Students apply these topics in comparative case-based activities and analyses. Detailed weekly content, learning materials and activities are provided in the learning management system.
Learning and Teaching Approach	VirCamp courses combine asynchronous online learning with collaborative and interactive learning activities. Students engage with academic literature, digital learning materials and applied tasks and work both individually and collaboratively. International and intercultural comparison is an important element of the VirCamp learning experience. Students are encouraged to exchange perspectives, compare professional and societal contexts and learn with and from peers. In VC1, particular emphasis is placed on comparative case analysis. Students investigate social work challenges, welfare systems and professional practices in different countries and use comparative approaches to identify similarities and differences. Learning activities may include written case analyses, comparative exercises, discussions, collaborative activities, peer exchange and synchronous online sessions. Students receive formative feedback during the learning process. Detailed schedules, learning activities and feedback procedures are provided in the learning management system.
International and Intercultural Learning	VirCamp aims to create opportunities for international and intercultural learning through collaboration among students and teachers from different educational, professional and national contexts. Students are expected to engage respectfully with different perspectives and to critically reflect on the influence of cultural, institutional and societal contexts on social work. In VC1, international comparison is a core element of the course. Students examine social work and welfare contexts in different countries and use these comparisons to develop a broader understanding of professional social work.

	The composition of each course cohort may vary between course runs. International and intercultural learning outcomes are therefore supported through both direct student collaboration and structured comparative learning activities.
Learning Reflection	Critical reflection on learning and professional development is an integral element of all VirCamp courses. In VC1, students reflect on how their understanding of social work changes through international comparison, collaboration and engagement with different welfare and professional contexts. Reflection activities encourage students to examine: • changes in their understanding of social work in an international context; • assumptions they held at the beginning of the course; • insights gained from comparison and collaboration; • implications of their learning for their future professional practice. The assessed format and weighting of the learning reflection are specified in the assessment section.
Assessment	Assessment is aligned with the learning outcomes of the course or course unit. Assessment Components: • Comparative paper on Social Work • Reflection on learning and professional development Comparative Paper Students produce a comparative academic paper on social work in different national contexts. The paper should demonstrate the ability to: • apply a comparative approach; • analyse relevant aspects of social work, social policy and/or welfare systems; • identify similarities and differences across national contexts; • use appropriate academic sources; • draw conclusions relevant to professional social work. length: approximately 2,500 words $\pm 10\%$. Learning Reflection Students critically reflect on their learning process and professional development during the course. length: approximately 1,000 words $\pm 10\%$. Assessment and Grading Assessment is based on course-specific assessment criteria set out in a rubric. The overall result is calculated on a scale of 0–100 points. Where required, the final score may be converted into an A–F grade or the grading system of the student’s home institution according to the applicable conversion scheme.

	Pass requirements The following activities are required for successful completion but do not contribute directly to the final grade: • completion of required preparatory and formative assignments; • participation in required comparative and collaborative learning activities; • completion of required reflective learning activities. Detailed tasks, submission requirements and deadlines are provided in the learning management system. Re-Examination For VC1, re-examination is currently possible through a separate submission opportunity after the regular course period. The re-examination deadline is announced for each academic year. Current practice: the deadline is normally set by the end of January. Detailed procedures are communicated to students through the course and the VirCamp course calendar.
Admission Requirements	Students should: • be enrolled in Social Work; • normally study at second-year Bachelor level or above; • have English language competence at approximately CEFR B2 level; no formal certificate is required; • have reliable internet access and the technical capacity to participate in online learning activities.
Literature	Core literature Castles, F. G., Leibfried, S., Lewis, J., Obinger, H., & Pierson, C. (Eds.). (2010). <i>The Oxford Handbook of the Welfare State</i>. Oxford University Press. Lyons, K., Hokenstad, T., Pawar, M., Huegler, N., & Hall, N. (Eds.). (2012). <i>The SAGE Handbook of International Social Work</i>. SAGE. Payne, M. (2014). <i>Modern Social Work Theory</i> (4th ed.). Oxford University Press. Ter Horst, J., & Zierer, B. (2009). The need for an international and comparative social work perspective. In J. ter Horst (Ed.), <i>Social Work in Europe</i>. Additional and updated readings, policy documents and digital resources will be provided through the learning management system. Academic work should follow APA 7 referencing conventions unless otherwise specified.