



EVANGELISCHE HOCHSCHULE RHEINLAND-WESTFALEN-LIPPE

Protestant University of Applied Sciences

DEPARTMENT I: SOCIAL WORK, EDUCATION AND DIACONIA

M.A. study programme
Social Inclusion: Health Care and Education

Module Handbook¹

Valid for students from summer semester 2021

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1. Objective of the study programme

The *M.A. study programme in Social Inclusion: Health Care and Education* is designed as a consecutive Master's degree following on from the Bachelor degree courses in the department of Social Work, Education and Diaconia and the department of Inclusive Education and Nursing, and its aim is to qualify students for assuming responsible positions in social, healthcare-related and educationally relevant professions and/or in corresponding areas of vocational activity. The objective of the study programme is to impart skills that will equip students for the academic and/or scientific justification, conceptualisation, performance and evaluation of projects and practices aimed at reducing poverty and discrimination in the social, educational and healthcare sectors and at contributing towards a greater degree of participation for disadvantaged social groups, the basis for which is constituted by an intense interdisciplinary and multi-perspective exploration of the complex correlation between social inclusion and exclusion in various social milieus.

The programme likewise enhances students' ability to engage in critical reflection on the discipline and practice of social professions. This is one of very few M.A. study programmes in Germany to reflect on situations of poverty and other disabling, limiting or detrimental circumstances in life and on how these are interrelated to further intersectional disadvantages. In the process, the correlation between social situation, education and health is examined in students' teaching and research projects (in the sense of practice research) as a means of generating occupational competence and research skills.

2. Structure of the study programme

The four-semester study programme is subdivided into three theory semesters and one research-based semester. The aim is for students to acquire a knowledge of reception, reflection and change in each of the semesters. The Master's degree course is completed once a total of 120 credit points has been obtained within the course, i.e., 30 CP per semester (750 hours). 18 credit points are allocated for the Master's thesis. Each CP is equivalent to a workload of 25 hours (presence time plus independent study).

Semester 1: Theory and empiricism

Poverty and social inequality and their impact in the fields of health and education

The first semester deals with the key theories and concepts on the subject of social inclusion as well as with central academic and/or scientific findings and methods for gathering, analysing and measuring educational poverty and health-related discrimination. Central socio-epidemiological facts will also be taught on the significance of poverty for education and health.

In addition, contributory intervening variables towards poverty such as gender, ethnicity and disability and their specific effects will be reflected on in the sense of an intersectionality approach and imported into an ethics of inclusion. Furthermore, in order to facilitate a broader understanding of disabling life circumstances and possible forms of intervention, aesthetic and medial forms of (re-)presenting poverty and discrimination will also be reflected upon and explored.

Semester 2: Research and project development

In-depth study of the areas of quantitative and qualitative research, evaluation and project management in relation to discrimination

Deepening students' knowledge in the field of scientific theory and epistemology and enhancing their skills in qualitative and quantitative empirical research constitute the requirements not only for the teaching and research projects that will follow in the third semester, but also for the Master's thesis that is to be written and, possibly, for a subsequent doctoral thesis. Thematically, the intention is for this to be done in research projects on questions of discrimination stigmatisation and social exclusion and inclusion. Methods of quantitative data preparation and data processing will also be studied in depth, as will qualitative methods such as the reconstructive and/or biography-oriented research methods.

In addition to this, the areas of project development and project management will be explored in greater depth as a means of preparing for the research projects aimed at good practice in the third semester.

Semester 3: Teaching and research projects on “good practice”

Reducing the education gap, development risks, social and health-related inequality

The third semester is dedicated to the analysis, reflection and further development of good practice, i.e., concrete change knowledge and research-based change competence. Students will be enabled to evaluate and critically appraise systemic development concepts for the reduction of social inequality, as well as establishing and working out suggestions for improvement. The aim of this learning phase is for students to attain the conceptual knowledge and practical ability with which to reduce the impact of social poverty on education, health and other relevant circumstances in life in the context of their day-to-day vocational work.

This involves, on the one hand, innovative methods for implementing inclusion in various areas of social work activity (such as inclusive diagnostics and support planning) and, on the other, the independent implementation of a teaching and research project in cooperation with a social work body or institution that has developed or is interested in developing (or improving on) “good practice” and/or yields relevant questions in the field of inclusion. As a means of comparison, an international model of good practice should be systematically related and/or compared to local German conditions.

“Good practice” also includes an in-depth knowledge of the current legal and socio-political parameters that contribute towards the prevention of discrimination and the promotion of inclusion, or that hinder and obstruct them.

Semester 4: Master's thesis

Explaining models of good practice for reducing social inequality scientifically and facilitating their transfer into practice

The fourth semester concentrates on the writing and academic supervision of the Master's thesis; the major part of the workload is dedicated to independent research. On the basis of an exemplary question, students should demonstrate that they are capable, both in theory and in practice, of finding their own original ideas and concepts for solving concrete and complex problems. A further possibility in addition to theoretical work and independent empirical research is for students to further pursue specific questions arising out of the teaching and research projects independently.

In terms of content, the focus is on the national and international “models of good practice” with which students became acquainted in the preceding semesters, and on the opportunity for them to now transfer these in situ to the concrete conditions of some specific form of practice: in district or community work, day-care centres, family centres, educational facilities, youth welfare offices, hospitals, school social work, educational support, early learning support or

other special education facilities. In doing so, students will conclude by looking in depth at transfer possibilities to social-science metatheories of inclusion and exclusion. It is also possible to spend time abroad in the fourth semester.

“Part-time studies” variant

It is also possible to complete the Master’s study programme in “Social Inclusion: Health Care and Education” in a part-time variant (eight semesters). This accommodates the target group for the Master’s degree programme who have already completed a first degree and, in some cases, are at a point in their lives that is shaped by family and work. The four-semester full-time course is extended to eight semesters for students doing the part-time variant. A total of 120 credit points (CP) must be gained in order to complete the course. Part-time students study alongside and together with full-time students. Since the modules are not offered every semester, students will find themselves learning along with full-time students who are either one semester ahead of or behind them respectively. An integration in terms of content is assured, since the sequence of the modules (such as research modules prior to teaching and research projects) remains substantially unchanged. Full-time students acquire 30 CP per semester. By contrast, students pursuing part-time studies only acquire either 12 or 18 CP (1500 hours in one year) per semester. The Master’s thesis is rated with 18 CP. Each CP is equivalent to a workload of 25 hours (attendance time plus independent study). The individualised standard period of study for part-time students consists of eight semesters. The sequence and organisation of the part-time variant are derived from the study plan (see below). This illustrates the time involved and the organisational parameters of the part-time studies variant for students.

Since part-time students do not increase the quota of students, and since they study alongside the full-time students, the matriculation of part-time students has no resource implications for this study programme and can be managed with existing resources.

3. Module overview

Semester 1

Module 1: Poverty, social inequality and inclusion in the fields of health and education

Course	Title	SHW	CP
Course 1	Social science concepts of poverty, inequality and inclusion	2	3
Course 2	Empirical findings on poverty, inequality and social inclusion	2	3
Course 3	Health and social inequality	2	3
Course 4	Education and social inequality	2	3
Total			12

Requirement for credit points to be awarded: term paper (30,000 to 42,000 characters)

Module 2: Epistemological and ethical dimensions of intersectional discrimination

Course	Title	SHW	CP
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Course 1	Theoretical concepts and empirical findings on gender, ethnicity and disability (diversity)	2	4
Course 2	Ethical and anthropological dimensions of social inclusion	2	4
Course 3	Inclusion and exclusion as analytical, theoretical and normative categories	2	4
Total			12

Requirement for credit points to be awarded: seminar paper (45 minutes)

Module 3: Exclusion, poverty and discrimination as issues in aesthetic practice and education

Course	Title	SHW	CP
Course 1	Mass media presentation of the topics of poverty, exclusion and discrimination	2	3
Course 2	Artistic concepts and projects for promoting social inclusion	2	3
Total			6

Requirement for credit points to be awarded: presentation (30 minutes)

Semester 2

Module 4: Quantitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion

Course	Title	SHW	CP
Course 1	Empirical and statistical methods of quantitative social research	2	4
Course 2	Evaluation tools for quantitative social research	2	4
Course 3	Methods of data preparation and data processing	2	4
Total			12

Requirement for credit points to be awarded: written exam (3 hours)

Module 5: Qualitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion

Course	Title	SHW	CP
Course 1	Scientific theory and methodology	2	3
Course 2	Methods of qualitative research – intensification based on selected studies	2	3
Course 3	Developing a research design for teaching and research projects	4	6
Total			12

Requirement for credit points to be awarded: term paper (30,000 to 42,000 characters)

Module 6: Project work and quality management

Course	Title	SHW	CP
Course 1	Concept development, project work and project management	2	3
Course 2	Evaluation and quality development	2	3
Total			6

Requirement for credit points to be awarded: presentation of a project outline (45 minutes)

Semester 3

Module 7: Inclusion methods and areas of work

Course	Title	SHW	CP
Course 1	Inclusive methods, diagnostics and support planning	2	3
Course 2	Concepts for promoting health and resilience (early intervention and lines of prevention)	2	3
Course 3	Fields of inclusion work in the healthcare and social sectors	2	3
Course 4	Fields of inclusion work in the nurture and education sectors	2	3
Total			12

Requirement for credit points to be awarded: term paper (30,000 to 42,000 characters)

Module 8: Teaching and research projects on inclusive concepts and practical projects from the local to the international level

Course	Title	SHW	CP
Course 1	International, transnational and intercultural programmes and projects for reducing poverty and inequality	2	3
Course 2	Teaching and research projects on inclusive or exclusive projects and practices	2	3
Course 3	Research workshop	4	6
Total			12

Requirement for credit points to be awarded: report (30,000 to 42,000 characters)

Module 9: Legal and structural parameters and conditions of change in inclusive practice

Course	Title	SHW	CP
Course 1	Poverty policy and social legislation approaches to social inclusion	2	3
Course 2	Anti-discrimination law and policy approaches to social inclusion	2	3
Total			6

Requirement for credit points to be awarded: portfolio

Semester 4

Module 10: Meta-theoretical intensification and practice transfer

Course	Title	SHW	CP
Course 1	Social inclusion: academic colloquium and presentation of the teaching and research projects	2	6
Course 2	Social science meta-theories and their transfer to practical questions of inclusion	2	6
Total			12

Requirement for credit points to be awarded: presentation (45 minutes)

Module 11: Master's thesis and colloquium

Course	Title	SHW	CP
	Compiling the Master's thesis		12
	Contact time with teaching staff, supervision of the Master's thesis		3
	Colloquium: defence of the Master's thesis (incl. 10-minute lecture)		3
Total			18

Requirement for credit points to be awarded: Master's thesis and defence (30 minutes)

4 a Sample course of studies for the M.A. in Social Inclusion: Health Care and Education (full time)

	Module (form of assessment)	ECTS/ SHW				
		1	2	3	4	total
1	Poverty, social inequality and inclusion in the fields of health and education (term paper)	12/(8)				12/8
2	Epistemological and ethical dimensions of intersectional discrimination (seminar paper)	12/(6)				12/6
3	Exclusion, poverty and discrimination as issues in aesthetic practice and education (presentation)	6/(4)				6/4
4	Quantitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion (written exam)		12/(8)			12/6
5	Qualitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion (term paper)		12/(8)			12/8
6	Project work and quality management (presentation of a project outline)		6/(4)			6/4
7	Inclusion methods and areas of work (term paper)			12(8)		12/8
8	Teaching and research projects on inclusive concepts and practical projects from the local to the international level (report)			12/(8)		12/8
9	Legal and structural parameters and conditions of change in inclusive practice (portfolio)			6/ (4)		6/4
10	Meta-theoretical intensification and practice transfer (presentation)				12/ (4)	12/4
11	Master's thesis and colloquium				18 / 0)	18/0
	Total ECTS	30	30	30	30	120
	<i>Total SHW</i>	18	20	20	4	62
	Number of exams	3	3	3	2	10

4 b Sample course of studies for the M.A. in Social Inclusion: Health Care and Education – part-time variant

	Module (form of assessment)									ECTS/ SHW total
		1	2	3	4	5	6	7	8	
1	Poverty, social inequality and inclusion in the fields of health and education (term paper)	12/ (8)								12/8
2	Epistemological and ethical dimensions of intersectional discrimination (seminar paper)			12/ (6)						12/6
3	Exclusion, poverty and discrimination as issues in aesthetic practice and education (presentation)			6/ (4)						6/4
4	Quantitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion (written exam)		12/ (8)							12/6
5	Qualitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion (term paper)				12/ (8)					12/8
6	Project work and quality management (presentation of a project outline)		6/ (4)							6/4
7	Inclusion methods and areas of work (term paper)								12/ (8)	12/8
8	Teaching and research projects on inclusive concepts and practical projects from the local to the international level (report)					12/ (8)				12/8
9	Legal and structural parameters and conditions of change in inclusive practice (portfolio)							6/ (4)		6/4
10	Meta-theoretical intensification and practice transfer (presentation)						12/ (4)			12/4
11	Master's thesis and colloquium								18 / 0)	18/0
	Total ECTS	12	18	18	12	12	12	6	30	120
	<i>Total SHW</i>	8	12	10	8	8	4	4	8	62
	Number of exams	1	2	2	1	1	1	1	2	10

5. Forms of assessment

The forms of assessment are four term papers, two presentations, and one each of the following: seminar paper, written exam, project outline, portfolio and report.

6. Module sheets

Abbreviations:

C = compulsory course(s)

CP = credit points

h = hour(s)

S = seminar

SHW = semester hours per week

Note

1. Courses are listed by way of example in the module descriptions in order to lend transparency to the composition and inner structure of the module.
2. In order to ensure the equal treatment during their studies of students who are handicapped and/or chronically ill, students with a migration history and students in special crisis situations in their lives, it is important to make sure that, in exceptional and duly justified cases, the completion of the modules is facilitated in an appropriate form. Fuller details are laid down in §§ 11, 14 of the examination regulations.

M.A. study programme in Social Inclusion: Health Care and Education

Module 1: Poverty, social inequality and inclusion in the fields of health and education

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 1st semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

Students will be able to name, understand, differentiate and analyse the relevant definitions, concepts and methods on poverty and social inequality, educational disadvantage and health inequalities. They will identify, examine and critically appraise current theories and empirical findings within the subject area in the national context and in international comparison.

b. Practical skills:

They will undertake interdisciplinary analyses of multidimensional problems and normative implications with regard to stigmatisation processes and possible support measures. They will identify effective solution strategies for the inclusion of particularly hard-to-reach target groups.

2. Personal skills:

a. Social skills:

Students will acquire the ability to make productive decisions on the basis of what may be a contingent or controversial body of knowledge, not only in the field of theoretical disputes and discussions, but also in that of practical action.

b. Individual skills:

They will gain independence in dealing with theoretical and methodological specialist knowledge and with relevant empirical data, integrating multidimensional perspectives into the interplay of the poverty dimensions of income, education and health.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Controversial theories of social inequality
- Empirical studies on discrimination in health and education
- International research on poverty, education and health (e.g., PISA studies)
- Measures promoting inclusion for disadvantaged groups (school social work, etc.)

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Concepts of poverty, inequality, inclusion	S	C	2 SHW/30 h	45 h
Course 2: Empirical findings on poverty, inequality, inclusion	S	C	2 SHW/30 h	45 h
Course 3: Health and social inequality	S	C	2 SHW/30 h	45 h
Course 4: Education and social inequality	S	C	2 SHW/30 h	45 h

Requirements for credit points to be awarded: term paper (30,000–42,000 characters)

Selection options: none

Compensation options: none

M.A. study programme in Social Inclusion: Health Care and Education

Module 2: Epistemological and ethical dimensions of intersectional discrimination

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 1st semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

Students will acquire the latest theoretical, conceptual, methodological and empirical knowledge concerning varying epistemological and normative starting positions in the context of interdisciplinary research and prevention relating to the correlation of poverty, health and education in the sense of the intersection research approach, as well as a knowledge of the significance and effects of the categories of “gender”, “ethnicity” and “disability” in contexts of social inclusion and exclusion.

b. Practical skills:

They will analyse and integrate the basic epistemological, anthropological and ethical positions of the various academic professions involved in the context of social inclusion and acquire improved networking skills in the context of interdisciplinary and transdisciplinary cooperation.

2. Personal skills:

a. Social skills:

Students will identify similarities and differences between heterogeneous normative starting positions and empirical bodies of knowledge and effectively implement cooperation potential and/or will be able to remove possible barriers more swiftly.

b. Individual skills:

They will be able, independently, to acquire specialist theoretical knowledge and empirical insights on various basic positions and will be capable of integration with respect to diverse academic professions as a fundamental requirement for future academically-based interdisciplinary project work.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Inclusion and intersectionality in the dimensions of gender, ethnicity, social class and disability
- Theories of justice
- Diversity
- Equality and happiness

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Theoretical concepts and empirical findings on gender, ethnicity and disability (diversity)	S	C	2 SHW/30 h	70 h
Course 2: Ethical and anthropological dimensions of social inclusion	S	C	2 SHW/30 h	70 h
Course 3: Inclusion and exclusion as analytical and normative categories	S	C	2 SHW/30 h	70 h

Requirements for credit points to be awarded: seminar paper

Selection options: none

Compensation options: none

M.A. study programme in Social Inclusion: Health Care and Education

Module 3: Exclusion, poverty and discrimination as issues in aesthetic practice and education

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 1st semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

Students will engage with various historical and present-day artistic work and medial forms of expression and will extend their knowledge of aesthetic theories, art forms, specific theories (for example, expression, artist and genre theories, history of film and literature) and general cultural theories in the light of exclusion, poverty and discrimination.

b. Practical skills:

Students will expand their active and empirical knowledge in practical and experimental engagement with the arts in various disciplines and medial forms of representation.

2. Personal skills:

a. Social skills:

Students will set individual and collective forms of expression in relation to medial and artistic models or precedents. In engaging with contemporary and historic examples of artistic production, they will draw inferences to present-day social situations.

b. Individual skills:

In engaging theoretically and practically with various concepts of the self and others, students will experience and reflect on themselves as formative and creative individuals.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Exclusion, poverty and discrimination as topics for artistic theory and practice
- Artistic projects for promoting inclusion, e.g., in the fields of music, theatre, film

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: (Mass-)media presentation of the topics of poverty, exclusion and discrimination	S	C	2 SHW/30 h	45 h
Course 2: Artistic concepts and projects for promoting social inclusion	S	C	2 SHW/30 h	45 h

Requirements for credit points to be awarded: presentation

Selection options: none

Compensation options: none

M.A. study programme in Social Inclusion: Health Care and Education

Module 4: Quantitative research: theory and application in the thematic complex of discrimination, stigmatisation, social exclusion and social inclusion

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 2nd semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- Students will acquire an in-depth overview of quantitative research methods.

b. Practical skills:

- Students will acquire the skills necessary for them to independently evaluate empirical analyses in an interdisciplinary context and to devise, implement and evaluate their own research projects, as well as interpreting, describing and presenting them.
- This module equips students academically with the skills required for planning a scientific investigation independently (literature research, formulating questions, hypothesising, operationalisation, mathematical analysis, interpretation). The module thus prepares them for the possibility of conducting independent research work in the context of their Master's thesis.
- The intention is that the studies and/or surveys used should be interdisciplinary in nature.

2. Personal skills:

a. Social skills:

- The module offers the opportunity to develop the social skills (e.g., team skills, leadership skills, consulting/advisory skills) required in the fields of research, quality development and evaluation.

b. Individual skills:

- The module also offers students the opportunity to develop the individual skills (e.g., organisation, reflection) required in the field of quantitative research.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Methods of quantitative social research
- Sampling, descriptive statistics, interference statistics, bivariate methods and perspectives on multivariate methods
- Data preparation and evaluation (SPSS, etc.), interpretation of findings
- Surveys, observation, experiment

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Methods of quantitative research	S	C	2 SHW/30 h	70 h
Course 2: Evaluation tools for quantitative social research: surveys, observation, experiment	S	C	2 SHW/30 h	70 h
Course 3: Methods of data preparation and data processing (SPSS)	S	C	2 SHW/30 h	70 h

Requirements for credit points to be awarded: written exam (3 hours)

Selection options: none

Compensation options: none

M.A. study programme in Social Inclusion: Health Care and Education

Module 5: Qualitative research: theory and application in the thematic complex of discrimination, stigmatisation, social inclusion and social exclusion

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 2nd semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- Students will gain a more profound specialist knowledge of the methods and methodology (methodological basics) of empirical research in the field of qualitative social research.
- They will acquire the skills with which to reflect on the developments and status of qualitative research, especially with regard to studies on discrimination and stigmatisation and on the social participation of disadvantaged groups.

b. Practical skills:

- Students will acquire skills relating to selected qualitative survey and evaluation methods such as ethnography, narration analysis, documentary methods, grounded theory, social studies hermeneutics, and the analysis of texts, images and videos.
- They will be put in a position to develop and/or use research designs and methods appropriate to the subject matter in hand.

2. Personal skills:

a. Social skills:

- Students will be able to plan and implement concrete research projects independently.
- They will have acquired the skills required for field research and be capable of working in a research team.

b. Individual skills:

- Students will be able to plan and conduct research projects independently and in a realistic time frame.
- They will be in a position to draw up a research design.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Scientific theory
- Qualitative data collection (field research, interviews, group discussions, image and video interpretation) and evaluation methods (text, image and video interpretation)
- Teaching and research projects in the field of social inclusion

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Scientific theory and methodology	S	C	2 SHW/30 h	45 h
Course 2: Methods of qualitative research	S	C	2 SHW/30 h	45 h
Course 3: Developing a research design for teaching and research projects	S	C	4 SHW/60 h	90 h

Requirements for credit points to be awarded: term paper (30,000 to 42,000 characters)

Selection options: none

Compensation options: none

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Module 6: Project work and quality management

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 2nd semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- Students will acquire extensive knowledge of the respective methods of project management, evaluation and quality management.
- They will look in depth at the processes, tools and methods of project work and quality assurance, all in accordance with the current state of research.

They will acquire knowledge relating to the interaction and dynamics in (project) teams and how to manage and direct them.

b. Practical skills:

- Students will acquire the skills with which to apply project and quality management methods, processes and tools independently in various fields.
- They will be qualified to develop and implement project ideas.
- They will be able to develop evaluation, quality assurance and/or quality development concepts for a variety of fields and questions, and to assess EDP-supported management tools with regard to their functionality.

2. Personal skills:

a. Social skills:

- In the course of the project work, students will put project teams together and lead them. They will be in a position to recognise the team dynamics and to respond accordingly.
- As part of the quality management, they will encourage the professional development of other members of staff in social enterprises.
- They will be enabled to discuss cross-sector questions and advocate their conclusions in multi-professional teams.

b. Individual skills:

- Students will confront new complex questions that are posed in the context of project work in the field of social inclusion.
- They will learn how to apply the knowledge they have acquired and to close possible gaps in their knowledge.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Project development and project management
- Quality management and evaluation in the education, social and health sectors

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Concept development, project work and project management	S	C	2 SHW/30 h	45 h
Course 2: Evaluation and quality development	S	C	2 SHW/30 h	45 h

Requirements for credit points to be awarded: project outline or project evaluation

Selection options: none

Compensation options: none

M.A. study programme in Social Inclusion: Health Care and Education

Module 7: Inclusion methods and areas of work

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 3rd semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills.

a. Knowledge and Practical skills:

- Students will acquire conceptual and methodological knowledge in the fields of educational-psychology, clinical-psychology and inclusive methods, health-promotion measures and institutional reforms in the social, health, nurture and education sectors, viewed from inclusion and exclusion perspectives. They will be able to devise, evaluate and implement assistance processes, aware of the potentially conflicting priorities of social parameters and institutional aspects, contracting authorities and addressees. Students will be qualified to reflect critically on interventional and operational objectives when planning interventions and reforms.
- They will acquire in-depth specialist knowledge of critical life events, stress and coping processes and academic research and studies on these.
- Students will develop the ability to think through solutions in complex working and learning contexts with mutually interacting factors, and to plan expedient interventions. They will have been trained in planning and designing good practice and/or model projects and will be able to analyse the theoretical conceptions and communicate with an audience of specialists.
- They will be qualified for the addressee-oriented use of media methods for the presentation of projects.

2. Personal skills:

a. Social skills: Students will analyse and solve problems in complex work contexts, independently shaping relations to contracting authorities and addressees. They will argue, moderate and lead cooperation processes, reflect independently on the professional and ethical standards of vocational action and contribute towards resolving conflicts.

b. Individual skills: They will reflect on their own contributions in a project group (reflecting on oneself and others) and consolidate communicative practical skills in decision-making and conflict situations; they will also reflect on their professional identity and practise professional action.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Coping strategies and resilience research
- Promotion of health and early intervention
- Clinical-psychology intervention as support measures for the disadvantaged
- Reforms in the nurture and education sector

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Inclusive methods, diagnostics and support planning	S	C	2 SHW/30 h	45 h
Course 2: Concepts for promoting health and resilience (early intervention and lines of prevention)	S	C	2 SHW/30 h	45 h
Course 3: Fields of inclusion work in the healthcare and social sectors	S	C	2 SHW/30 h	45 h
Course 4: Fields of inclusion work in the nurture and education sectors	S	C	2 SHW/30 h	45 h
Requirements for credit points to be awarded: term paper (30,000 to 42,000 characters) or presentation				
Selection options: none				
Compensation options: none				

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Module 8: Teaching and research projects on inclusive concepts and practical projects from the local to the international level

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 3rd semester	Frequency Every other semester

Applicability of the module:

Course requirements: modules from semesters 1 and 2

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- The intervention knowledge to be acquired is “change knowledge” and, as such, is aimed not only at analysing observed changes, e.g., on the basis of examples of so-called good practice, but also at skills and qualifications for a practice that is constantly changing. It is the intention for this to be done with reference both to regional contexts and, by way of example, in international comparison.
- In addition, students will acquire the necessary orientational knowledge and practical know-how as well as new questions arising out of international comparisons.
- As part of the teaching and research projects, students will acquire in-depth knowledge of the state of research on specific areas of social work activity and relevant questions in this context.
- The data gathered will be reflected on, analysed and discussed together in a research workshop. In addition, special offers (such as the doctoral colloquium of the German Association of Social Work [DGSA]) will be made available here for those interested in pursuing Ph.D. studies. There is also the option here of undertaking internships in ongoing research projects at the University or in appropriate research institutes.

b. Practical skills:

- The teaching and learning formats and the content of the seminar offers opportunities for independent concept assessment and interdisciplinary concept developments on the avoidance of exclusion and the mediation of inclusion in the overlapping areas of education, health and society. The independent gathering and evaluation of data will reinforce and/or improve students’ quantitative and qualitative research skills.

- By means of cooperation with the relevant responsible agencies in the social, education and health sectors, students will acquire important field competence, skills in comparative international research and practical skills for exploring, monitoring and developing projects and the concepts behind them.

2. Personal skills:

a. Social skills:

- Students will learn how, in a team, to plan and implement projects, solve collaborative research tasks, and plan and prepare dialogue forums.

b. Individual skills:

- By means of local and international contacts, students will reflect on experiences of foreignness as well as on their own self-efficacy in change processes.
- They will be in a position to present their own material and that of others in research workshops and/or to discuss it constructively.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Teaching and research projects in the region
- International strategies to combat poverty
- Good practice

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: International, transnational and intercultural programmes and projects for reducing poverty and inequality	S	C	2 SHW/30 h	45 h
Course 2: Teaching and research projects on inclusive or exclusive projects and practices	S	C	2 SHW/30 h	45 h
Course 3: Research workshop	S	C	4 SHW/60 h	90 h

Requirements for credit points to be awarded: report (30,000 to 42,000 characters)

Selection options: none

Compensation options: none

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Module 9: Legal and structural parameters and conditions of change

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 3rd semester	Frequency Every other semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- By integrating knowledge of the political, legal, institutional, demographic and social parameters as well as of legal and social-welfare principles and key documents on social inclusion, students will become capable of diagnosing problems on the basis of research.

b. Practical skills:

- Students will acquire competence in understanding their own professional comprehension and interpretation processes in relation to institutional and social integration and disintegration processes.
- They will gain access to in-depth knowledge of legal and political instruments in personal and structural supportive action.

2. Personal skills:

a. Social skills:

- Students will discover means and measures and qualify their attitude towards how to deal with them.
- They will develop a profound orientational knowledge and practical know-how with regard to the importance of social welfare institutions, instruments and reform options pertaining to the inclusion dimensions of poverty and/or social exclusion and discrimination/antidiscrimination.

b. Individual skills:

- In doing so, students will also qualify their understanding of social relations and the systematic correlation of exclusion and inclusion processes in law as well as opportunities for inclusion via the configuration of the legal status of persons and institutions with regard to human dignity and social minimum benefit systems. In the process, the mutual interaction between private and public law support systems will come into focus.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Socio-political and legal inclusion strategies
- Anti-discrimination law

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Poverty policy and social legislation approaches to social inclusion	S	C	2 SHW/30 h	45 h
Course 2: Anti-discrimination law and policy approaches to social inclusion	S	C	2 SHW/30 h	45 h

Requirements for credit points to be awarded: portfolio

Selection options: none

Compensation options: none

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Module 10: Meta-theoretical intensification and practice transfer

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 4th semester	Frequency Every other semester

Applicability of the module:

Course requirements: modules from semesters 1 and 2

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

- In the sense of an applied academic discipline, questions in the field of the systemic, integrative and interdisciplinary shaping of social inclusion, health and education processes will be presented in detail by the students in an academic colloquium and transferred/applied to their own research questions and to the associated study and/or research designs. The aim is for them to draft their own exposés for their Master's thesis and to consolidate and discuss the findings of their own teaching and research projects, the theoretical and practical relevance of which will be further explored academically and presented and discussed in public within the university and in the presence of representative practitioners.
- Students will reflect on the practice about which they have acquired theoretical and empirical knowledge in the light of social-science metatheories on inclusion and exclusion.

b. Practical skills:

- Students will learn to employ their highly specialised theoretical and practical knowledge in the interdisciplinary development and/or application of original ideas for overcoming social exclusion processes. In doing so, they will be confronted with new fields of work in practice that also necessitate changes on the labour market and in social welfare institutions.
- They will be equipped to substantiate this in precise detail and to demonstrate ways in which it can be implemented in practice (theory-practice transfer).

2. Personal skills:

a. Social skills:

- Students will be enabled and equipped to present project ideas, project methods and the underlying principles behind them comprehensibly to audiences of specialists and non-specialists whilst deploying the appropriate techniques involved.

b. Individual skills:

- Students will acquire competence in time management and in the planning and designing of the phases of long-term, independent, project-related research work in a team.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Meta-theories on inclusion (Luhmann, Foucault, Nussbaum, etc.)
- Theory-practice transfer

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Social inclusion: academic colloquium and presentation of the teaching and research projects	S	C	2 SHW/30 h	120 h
Course 2: Social science meta-theories and their transfer to practical questions of inclusion	S	C	2 SHW/30 h	120 h

Requirements for credit points to be awarded: presentation

Selection options: none

Compensation options: none

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Module 11: Master's thesis and colloquium

Status Compulsory	Workload 450 h	Credit points 18
Duration 1 semester	Semester 4th semester	Frequency Every other semester

Applicability of the module:

Course requirements: modules from semesters 1 and 2

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

The content of the thesis is a topic taken from the practice of social work in the social, health and/or education sectors and/or contextual problems, with especial consideration being given to the intervening influential factors of gender and ethnicity. Students will work independently, applying the latest research findings, collating them in theses or propositions which they will then substantiate. The supervisor will advise students in the process of developing and formulating their own questions and providing academic answers to them. The completed Master's theses will each be presented, discussed and defended by the respective students in a 30-minute colloquy in such a way that specialists and non-specialists alike are able to comprehend the findings of the thesis and appreciate their validity.

b. Practical skills:

Students will demonstrate that they are able to reflect critically on and apply the latest academic findings in the sectors of poverty, health and education. On the basis of an exemplary question, they should demonstrate that they are capable, both in theory and in practice, of finding their own original ideas and concepts for solving concrete and complex problems. To that end, they will use the highly specialised and interdisciplinary knowledge they have gained throughout their entire period of study.

2. Personal skills:

a. Social skills:

Students will attain proficiency in defending their own academic performance in the face of critical questioning and in plausibly substantiating the knowledge gained for academic research.

b. Individual skills:

Students will demonstrate in their Master's thesis that they are able not only to present their knowledge, but also to evaluate, to reflect ethically, and to transfer their findings successfully to new contexts, issues and questions.

Teaching content:

The skills and goals listed will be achieved as the content in the Master's thesis is pursued.

Courses:	Teaching method	Status	Contact time	Independent study
Contact time with teaching staff, supervision of the Master's thesis			2 SHW/30 h	120 h
Compilation and defence of the Master's thesis (colloquium, incl. 10-minute lecture)				300 h
Requirements for credit points to be awarded: Master's thesis and defence of the Master's thesis (30 minutes)				
Selection options: none				
Compensation options: none				