



EVANGELISCHE HOCHSCHULE RHEINLAND-WESTFALEN-LIPPE  
Protestant University of Applied Sciences

DEPARTMENT I: SOCIAL WORK, EDUCATION AND DIACONIA

## Bachelor of Religious Education and Diaconia study programme

### Module Handbook, 28 May 2020<sup>1</sup>

(Official public notice No. 3/2020)

This version is valid as of the winter semester 2020/2021 for all new students enrolling for the Bachelor study programme starting in the summer semester 2022 or later.

The following official amendments have been incorporated into this version:

No. 1 dated 17 May 2021	Official public notice No. 8/2021
No. 2 dated 14 October 2021	Official public notice No. 10/2021
No. 3 dated 24 June 2021	Official public notice No. 6/2022

---

<sup>1</sup> Last revision: Official public notice dated 24 June 2022

The academic discipline Diaconia explores aspects of protestant-based social welfare work in theory and practice and is a direct translation of the German word Diakonie. “Diakonie” is also the name of the non-profit social welfare organisations of Germany’s Protestant churches which provide such social welfare with a specific Christian profile.

**Contents**

- 1. Objective of the study programme ..... 3
- 2. Structure of the study programme ..... 4
- 3. Module overview..... 6
- 4. Sample study schedules..... 7
  - 4.1 Study schedule in terms of modules..... 7
  - 4.2 Study schedule in terms of semesters..... 8
- 5. Forms of assessment..... 9
- 6. Practical phases ..... 10
- 7. Module sheets..... 11

**NOTE:**  
The module handbook is legally valid only and exclusively in the original German version.  
The English translation merely serves as guidance and orientation.

# 1. Objective of the study programme

The BA study programme in Religious Education and Diaconia (RED) mediates sound academically-based skills for the various vocational fields in religious (parish) education and protestant-based social welfare work.

In line with the joint federal state structural guidelines issued by Germany’s Ministry of Education and Cultural Affairs, the objective of the study programme is for students to acquire essential academic skills, methodological competence and professional qualifications relating to their vocational field of activity that are in accordance with the profile of the study programme and of the Protestant University of Applied Sciences (EvH) Bochum.

As laid out in the Qualifications Framework for German Higher Education (HQR 2017, p. 3), opportunities for research-oriented teaching and learning will be factored into the acquisition and further development of skills within the Bachelor of Religious Education and Diaconia study programme, whereby research-oriented teaching and learning is understood as being academically sound, rooted in research methodology and largely self-regulated. Great importance is attached in the Religious Education and Diaconia study programme to the interdisciplinary nature of the disciplines involved, and this is manifested in the shape and design of the modules.

The overall religious-educational and/or social welfare competence can be classified as follows:

Overall religious-educational and/or social welfare competence			
Professional skills		Personal skills	
a. Knowledge and understanding	b. Practical skills	c. Social skills	d. Individual skills
<p><b>a1.</b> Appreciating and interpreting religious phenomena within society in their plurality</p> <p><b>a2.</b> Reflecting on the history and current status of Christian belief and of protestant-based social welfare</p> <p><b>a3.</b> Describing in overview key contents and contexts of Christian tradition, elementary key theological terminology and systematic positions and research methods in religious (parish) education and diaconal sciences</p> <p><b>a4.</b> Analysing challenges, changes and problems in the everyday vocational context with the support of religious-educational theories and with recourse to the related human and social science disciplines</p>	<p><b>b1.</b> Using appropriate didactics, independently planning, leading and evaluating learning situations in the context of the diverse forms of Christian parish, in fields of protestant-based social welfare work experience and the related social environments</p> <p><b>b2.</b> Involving people in in educational processes and offering them carefully planned opportunities to reconstruct, enact, formulate and represent questions about life</p> <p><b>b3.</b> Offering people pastoral care support in crisis situations and contributing towards shaping emancipatory processes</p> <p><b>b4.</b> Considering and using the institutional parameters of the church and of <i>Diakonie</i>, the</p>	<p><b>c1.</b> Balancing educational closeness with simultaneous professional distance in one’s own attitude and embodying a coexistence of confidence and boundary-consciousness</p> <p><b>c2.</b> Coping with the complexity and unfathomability of all manner of relationship work and appreciating and tolerating the consequent moments of powerlessness</p> <p><b>c3.</b> Reflecting on theological and ethical positioning and implications of one’s own actions and supporting them in dialogue</p> <p><b>c4.</b> Exercising educational action in a multi-professional team and networking with facilities in the social environment</p>	<p><b>d1.</b> Compensating desires for harmony and drawing energy for change from conflicts and contradictions</p> <p><b>d2.</b> Questioning and perhaps changing one’s own professional action in relation to preconceptions and their implications</p> <p><b>d3.</b> Clarifying one’s own frames of reference during varying phases of life</p> <p><b>d4.</b> Developing a vocational self-perception that is oriented on the objectives and standards of professional conduct</p> <p><b>d5.</b> Reflecting on one’s own professional action in relation to institutional and social expectations and consequences</p> <p><b>d6.</b> Attaining awareness of the need for further ed-</p>

<p>that are relevant for religious education and protestant-based social welfare work</p> <p><b>a5.</b> Understanding the economic implications and systematic budgeting parameters of activities in church and protestant-based social welfare activities</p> <p><b>a6.</b> Reflecting on and accepting the impossibility of ideological neutrality in the context of relationship work</p> <p><b>a7.</b> Critically reflecting on theories, concepts and research methods that are relevant to the degree course.</p>	<p>protestant-based social welfare work institution</p> <p><b>b5.</b> Organisationally enhancing parish and protestant-based social welfare practice and managing change processes in areas of parish and/or protestant-based social welfare activity</p> <p><b>b6.</b> Monitoring the consistency of academic religious (parish) education offers for changing practical applications</p> <p><b>b7.</b> Dealing with unknown and/or uncertain demands for action responsibly, reflectively and flexibly</p>	<p><b>c5.</b> Analysing complex problematic situations in committees of experts, developing solutions together and assertively advocating them</p>	<p>ucation in view of professional affirmation of one's own vocational role</p>
---	--	--	---

## 2. Structure of the study programme

The curriculum of the Bachelor of Religious Education and Diaconia degree course is structured on five learning levels. In accordance with the DQR's four-pillar structure (HQR 2017, p. 4; DQR 2011, p. 16), the modules of the individual learning levels are built on the skills portfolio of:

- “Professional skills – a. Knowledge and understanding” with the three levels of dissemination, consolidation and understanding of knowledge
- “Professional skills – b. Practical skills” understood as methodological competence in the use, application and generation of knowledge
- “Personal skills – a. Social skills” (communication and cooperation) and
- “Personal skills – b. Individual skills” with a focus on academic self-perception and religious-educational and/or protestant-based social welfare work professionalism.

In the broad-based **Learning level I** “Basics” (1st to 4th semester), the respective modules, each of them interdisciplinary in design, offer insights into academic work (RED 1.1) as well as the essential theories, methods and perspectives germane to and made accessible by those academic disciplines that are relevant for acquiring religious educational and diaconal skills. This includes engaging with elementary theological and ethical questions. Students will thus be acquainted at the outset of their studies with religious phenomena in their lifeworld and the manifestations of the Christian faith in its biblical, historical and systematic-theology dimensions (RED 1.2 and 1.7), and they will engage with concepts and current problems of ethical decision-making (RED 1.5). A similarly indispensable cornerstone of religious-educational and/or social welfare skills is to address fundamental aspects of the human and social sciences (sociology, educational sciences, psychology and health sciences – RED 1.3) as well as basics of (social-)politics, law and social management (RED 1.4). A broad-based grounding in artistic education and media competence is in accordance with the educational orientation of the degree course (RED 1.6). The year of study prior to the practical phases ends with a module that prepares students for their practical work from an explicitly religious-educational, group-pedagogy and pastoral-care perspective (RED 1.8).

**Learning level II** “Active professional practice” (3rd to 4th semester) focusses on specific experiences in typical areas of practice, and these are to be gained in two phases in separate practical work facilities (RED 2.1). This also offers students the option – which the University expressly encourages – of completing a practical phase abroad. To this end, it is possible for the seminar accompanying the practical experience to be taken as a block seminar, in the form of a video conference, or in contact with a local partner university in the country in question. The trilogy Practice – Person – Studies characterises the content as manifested in this learning level. The practical experience serves the purposes of consolidating the basic applied knowledge acquired up to this point, and of self-awareness and self-reflection with regard to students’ own professional activities, as well preparing them for the following course of their studies. Well-established support and supervision structures are in place within the degree course for the practical assignment.

**Learning level III** “Church commitment in society” (4th to 5th semester) accentuates skills that fall within the category of specific vocational discernment, decision-making and course-of-action challenges in fields of church and protestant-based social welfare practice. The central focus is on contents which outline traditions, challenges and dimensions of religious (parish) education work (RED 3.1), which look at work with a diverse range of target groups (RED 3.2), and which highlight fundamental issues and correlations of Diaconia in practice (RED 3.3). This also includes references back to the preceding practical semester.

**Learning level IV** “Education and counselling” (5th to 6th semester) is typified by an interdisciplinary exploration of these two central fields of activity for religious-educational and/or church social-welfare activities, both of them concretised with examples (RED 4.1 and 4.2).

**Learning level V** “Consolidation” gives students a further opportunity in their fifth and sixth semesters to explore in depth and in detail elementary theological questions in the light of the theoretical and practical skills they have hitherto acquired and to survey them in terms of their social relevance (RED 5.1). A further aspect that is of particular significance at this level is that of special questions from classical congregational and/or parish-related fields of practice (RED 5.2 Homiletics, liturgics and biblical didactics). Finally, the “Consolidation” level of students’ studies is rounded off by the Bachelor thesis and the colloquium (RED 5.3).

### 3. Module overview

Module No.	Name of module	Status	Credit points
<b>I. Basics</b>			(72)
1.1	Introduction to academic work and methods of empirical social research	required	6
1.2	Perception of religion	required	12
1.3	Basics of human and social sciences	required	12
1.4	Politics, law, social management	required	12
1.5	Ethics	required	6
1.6	Artistic education and media competence	required	12
1.7	Theological foundations	required	6
1.8	Preparing for practice	required	6
<b>II. Active professional practice</b>			(36)
2.1	Practical phase and reflection	required	36
<b>III. Church commitment in society</b>			(18)
3.1	Religious education work (approaches and concepts)	required	6
3.2	Religious education work (target groups)	required	6
3.3	Diaconia in practice	required	6
<b>IV. Education and counselling</b>			(24)
4.1	Education, training and culture	required	12
4.2	Counselling, mentoring, pastoral care	required	12
<b>V. Consolidation</b>			(30)
5.1	Elementary theology in social plurality	required	12
5.2	Homiletics, liturgics and biblical didactics	required	6
5.3	Bachelor thesis and colloquium	required	12
<b>Total credit points</b>			<b>180</b>

## 4. Sample study schedule

### 4.1 Study schedule in terms of modules

	Module (form of assessment)	Credits / semester hrs/week in each semester						Total credits / semester hrs/week
		1	2	3	4	5	6	
1.1	Introduction to academic work and methods of empirical social research (term paper)	0/4	6/2					6/6
1.2	Perception of religion (oral exam)	12/12						12/12
1.3	Basics of human and social sciences (oral exam)	12/8						12/8
1.4	Politics, law, social management (written exam)				12/10			12/10
1.5	Ethics (Term paper)	6/5						6/5
1.6	Artistic education and media competence (presentation)		12/8					12/8
1.7	Theological foundations (oral exam)		6/6					6/6
1.8	Preparing for practice (term paper)		6/6					6/6
2.1	Practical phase and reflection (reflection report)			30/2	6/0			36/2
3.1	Religious education work – approaches and concepts (oral exam)				6/6			6/6
3.2	Religious education work – target groups (term paper)				6/6			6/6
3.3	Diaconia in practice (oral exam)					6/6		6/6
4.1	Education, training and culture (portfolio)					12/8		12/8
4.2	Counselling, mentoring, pastoral care (term paper or presentation)						12/8	12/8
5.1	Elementary theology in social plurality (oral exam)					12/10		12/10
5.2	Homiletics, liturgics and biblical didactics (oral exam)						6/6	6/6
5.3	Bachelor thesis and colloquium (Bachelor thesis and colloquium)						12/1	12/1
	<b>Total ECTS points</b>	30	30	30	30	30	30	180
	<i>Total SWS</i>	29	22	2	22	24	15	114
	<b>Number of exams</b>	3	4	0	4	3	3	17

## 4.2 Study schedule in terms of semesters

Semester	MODULE				Credits	Semester hrs/week	Exams
1	RED 1.1 / SW 1.1 Introduction to academic work and methods of empirical social research (6 credits – 4+2 semester hrs/week)	RED 1.2 Perception of religion (12 credits – 12 semester hrs/week)	RED 1.3 / SW 1.3 Basics of human and social sciences (12 credits – 8 semester hrs/week)	RED 1.5 / SW 1.5 Ethics (6 credits – 5 semester hrs/week)	30	29	2
2		RED 1.6 / SW 1.6 Artistic education and media competence (12 credits – 8 semester hrs/week)	RED 1.7 Theological foundations (6 credits – 6 semester hrs/week)	RED 1.8* Preparing for practice (6 credits – 6 semester hrs/week)	30	22	5
3	RED 2.1 / SW 2.1 Practical phase and reflection (30 of 36 credits – 2 semester hrs/week)				30	2	0
4	RED 1.4 / SW 1.4 Politics, law, social management (12 credits – 10 semester hrs/week)	RED 2.1 / SW 2.1 Practical phase and reflection (6 of 36 credits)	RED 3.1 / SW 4.8 Religious education work (approaches and concepts) (6 credits – 6 semester hrs/week)	RED 3.2 / SW 4.9 Religious education work (target groups) (6 credits – 6 semester hrs/week)	30	22	4
5	RED 4.1 / SW 3.2 Education, training and culture (12 credits – 8 semester hrs/week)	RED 5.1* Elementary theology in social plurality (12 credits – 10 semester hrs/week)		RED 3.3 / SW 4.7 Diaconia in practice (6 credits – 6 semester hrs/week)	30	24	3
6	RED 4.2 / SW 3.3 Counselling, mentoring, pastoral care (12 credits – 8 semester hrs/week)	RED 5.2* Homiletics, liturgics and biblical didactics (6 credits – 6 semester hrs/week)	RED 5.3 Bachelor thesis and colloquium (12 credits – 1 semester hr/week)		30	15	3

### Note:

Course abbreviations: RED = Bachelor of Religious Education and Diaconia; SW = Bachelor of Social Work  
Light grey cells: core RED modules.

White cells: polyvalent modules.

The RED modules 3.1 to 3.3 form part of the elective section (Lifeworld-oriented areas of practice) in the Bachelor of Social Work study programme, where at least two modules have to be chosen from the module spectrum 4.1 to 4.9.

\* Modules marked with an asterisk are only offered every other semester.



## 5. Forms of assessment

Modul	Name of module	Form of assessment	Assessment seminar
<b>I. Basics</b>			
1.1	Introduction to academic work and methods of empirical social research	Term paper (22,500 – 25,000 characters, 9-10 pages) *	2
1.2	Perception of religion	Oral exam (30 min.) *	1
1.3	Basics of human and social sciences	Oral exam (20 min.) *	1
1.4	Politics, law, social management	Written exam (2 hours) *	4
1.5	Ethics	Term paper (22,500 characters, 9 pages) or portfolio*	2
1.6	Artistic education and media competence	Presentation*	2
1.7	Theological foundations	Oral exam (30 min.)	2
1.8	Preparing for practice	Term paper (25,000 – 37,500 characters, 10-15 pages)	2
<b>II. Active professional practice</b>			
2.1	Practical phase and reflection	Practical phase and reflection report (30,000 - 37,500 characters, 12-15 pages) *	4
<b>III. Church commitment in society</b>			
3.1	Religious education work (approaches and concepts)	Oral exam (20 min.) *	4
3.2	Religious education work (target groups)	Term paper (25,000 - 37,500 characters, 10-15 pages) *	4
3.3	Diaconia in practice	Oral exam (20 min.) *	5
<b>IV. Education and counselling</b>			
4.1	Education, training and culture	Portfolio *	5
4.2	Counselling, mentoring, pastoral care	Term paper (25,000 – 37,500 characters, 10-15 pages) or presentation *	6
<b>V. Consolidation</b>			
5.1	Elementary theology in social plurality	Oral exam (30 min.)	5
5.2	Homiletics, liturgics and biblical didactics	Oral exam (30 min.)	6
5.3	Bachelor thesis and colloquium	Bachelor thesis (125,000 to 175,00 characters including spaces, 50 to 70 pages); oral exam (colloquium) on the Bachelor thesis (30 min.)	6

(\* = Polyvalent module, form of assessment is determined in consultation with other study programmes)

## **6. Practical phase**

The practical phase comprises a total of at least 100 days (normally 750 hours). It is to be completed in two different practical work facilities; whereby no single part of the practical phase may be shorter than 30 working days. At least 30 working days must be completed *en bloc* and working full-time.

On account of the polyvalent nature of the practical work module, the practical phases will be accepted and/or credited in cases where students transfer (subsequently) to the Bachelor of Social Work study programme. This means that, on completion of the second Bachelor study programme, the prerequisites will have been fulfilled for recognition as a state-approved social worker and/or social education worker.

## 7. Module sheets

Abbreviations:

E = elective course(s)

h/hrs = hours

L = lecture

R = required course(s)

S = seminar

T = tutorial

### **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 the examination regulations.

## Bachelor of Religious Education and Diaconia study programme

### Module 1.1: Introduction to academic work and methods of empirical social research

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1-2 semesters	<b>Semester</b> 1st and 2nd semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the Bachelor study programmes in Social Work (Module 1.1) and Early Education (Module 12).

**Course requirements:** none

#### **Skills, qualification goals, learning achievements:**

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- of basic epistemological approaches and relevant scientific and/or academic databases
- of working in an academic context, of content and form in writing essays and Bachelor theses and of methods of empirical social research

###### b. Practical skills:

- Researching in three relevant databases (e.g., FIS-Bildung, Psyn dex, Medline, Carelit, Juris, Eric)
- Working independently with scholarly and specialist empirical literature and applying rules of composition in both content and form
- Application under guidance of basic methods of empirical social research

##### 2. Personal skills:

###### a. Social skills:

- Argumentative abilities based on academic insights

###### b. Individual skills:

- Ability to analyse and compare/collate literature on relevant practical vocational issues
- Reflecting on contradictions with regard to experiential and theoretical knowledge

#### **Teaching content:**

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

- Scientific theory and methods of working academically
- Quantitative and qualitative methods of empirical (social) research

<ul style="list-style-type: none"> <li>– Relevant scientific and/or academic databases</li> <li>– Feedback processes</li> </ul>				
<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Working academically	S/T	R	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Quantitative and qualitative methods of empirical work	S/T	R	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Continuation and sample applications of working academically (see Course 1) and empirical methods (see Course 2) based on central research points specific to the study programme	S	R	2 semester hrs/week = 30 h	20 h
<b>Requirements for credit points to be awarded:</b> essay (22,500 – 25,000 characters, 9-10 pages) with both theoretical and empirical content				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 1.2: Perception of religion

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1 semester	<b>Semester</b> 1st semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the certificate of the “Religious (parish) education foundation course” (Module GGK 1).

**Course requirements:** none

#### **Skills and qualification goals:**

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Designation of theological topics and disciplines in overview
- Providing information on the dilemmas of biblical hermeneutics
- Describing academic overview knowledge gained on denominational studies, church sociology and diaconia

###### b. Practical skills:

- Illustrating the scope of a broad and differentiated concept of religion in relation to profane phenomena
- Interpreting the diverse lifeworld forms of religion and faith/belief and locating church educational work and practised diaconia within this plurality
- Applying methods for the interpretation of biblical texts and assessing their potential

##### 2. Personal skills:

###### a. Social skills:

- Discussing one’s own underlying hermeneutical assumptions
- Enduring and utilising the heterogeneity of religious and/or biographical influences

###### b. Individual skills:

- Realisation of the underlying motivations and expectations behind their (the students’) choice of studies and/or profession and their own religious conditioning and their experience of church and protestant-based social welfare institutions (*Diakonie*)

**Teaching content:**

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

- Basics of religious (parish) education, protestant-based social welfare sciences (diaconia) and church sociology and of lifeworld forms of religion and faith
- Basic knowledge of topics and disciplines within theology and biblical hermeneutics

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Religious education and diaconia as disciplines and fields of action – an overview	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Basics of diaconia	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Reflection on personal religious conditioning and implications	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 4:</b> Introduction to understanding biblical texts	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 5:</b> Introduction to theological thought	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 6:</b> Religious and church sociology / cybernetics	S	R	2 semester hrs/week = 30 h	20 h

**Requirements for credit points to be awarded:** oral exam (30 min.)

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 1.3: Basics of human and social sciences

<b>Status required</b>	<b>Workload 300 h</b>	<b>Credit points 12</b>
<b>Duration 1 semester</b>	<b>Semester 1st semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** The module is also suitable for the Bachelor study programmes in Social Work (Module 1.3) and Early Education (Module 2).

**Course requirements:** none

#### Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge and understanding:

- Human and social science basics, key terminology, theories and images of human beings in sociology, educational sciences, psychology and health sciences (e.g., individuation/socialisation, social behaviour, development and learning, education and upbringing, health/illness, society/community, inclusion/exclusion)

b. Practical skills:

- Differentiating between the perspectives of specific disciplines: complex and differentiating analysis, distinguishing between levels and the approaches of specific disciplines to people between the poles of their social and individual reality, their formation in the course of their life and their changes
- Sensitisation for interdisciplinary and transdisciplinary thinking

2. Personal skills:

a. Social skills:

- Understanding shaped by theories can help develop empathy and the ability to assume (others') perspectives as well as a work style that is based on participation and empowerment

b. Individual skills:

- Theory-based reflexivity, analytical powers of judgement and systematic argumentation skills will all be trained



**Teaching content:**

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

- theories and methods in sociology, educational sciences, psychology and health sciences
- key concepts and terms, incl.: individual and society, education and socialisation, development and health

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Principles of sociology	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 2:</b> Principles of educational sciences	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Principles of psychology	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 4:</b> Trans-disciplinary and interdisciplinary perspectives	S	R	2 semester hrs/week = 30 h	45 h
<b>Requirements for credit points to be awarded:</b> oral exam (20 minutes)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 1.4: Politics, law, social management

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1 semester	<b>Semester</b> 4th semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the Bachelor study programmes in Social Work (Module 1.4) and Early Education (Module 3).

**Course requirements:** none

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge:

- Students will have knowledge of the economic and political basics of social professions.
- They will grasp the different spheres of activity of their profession against the background of the historical, economic, political and ethical conflicts that have found expression in the formation of the welfare state and social policy.
- They will have a profound knowledge of local self-government and have insights into the basics and operating principles of social management.
- Students will learn to perceive law as a changeable set of norms that has evolved historically and is socially determined.
- They will have a knowledge of the legal system of the Federal Republic of Germany, including essentials of its family and youth welfare law and/or social law.

###### b. Practical skills:

- Students will acquire analytical skills with which to assess social problems and conflicts as well as their institutional and administrative processing in the light of socio-political thinking.
- Students will be able to allocate simple life circumstances of a legal impact to the broad sections of the law and are able to handle the relevant norms.
- They will be able to answer their clients' legal questions in the fields of family and youth welfare law and/or social law during counselling contexts.

##### 2. Personal skills:

###### a. Social skills:

- Students will have the ability to engage in discursive interaction on socio-economic, socio-political and legal questions.
- They will be able to support and substantiate their positions in interdisciplinary teams.

**b. Individual skills:**

- Students will be in a position to respond professionally and in a structured manner to the challenges they are confronted with, and they will have the necessary orientational know-how to reflect on their professional action with reference to legal, political, institutional and administrative parameters.

**Teaching content:**

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

- Socio-economical and socio-political basics with reference to the social professions
- Corresponding fields of action and methodologies of action
- Aspects of welfare-state, legal, administrative and ethical relevance

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Social management (introduction)	L/S	R	2 semester hrs/week = 30 h	30 h
<b>Course 2:</b> Social policy (introduction)	L/S	R	2 semester hrs/week = 30 h	30 h
<b>Course 3:</b> Social policy (advanced)	L/S	R	2 semester hrs/week = 30 h	30 h
<b>Course 4:</b> Social Work Law I: Law (introduction)	L/S	E	2 semester hrs/week = 30 h	30 h
<b>Course 5:</b> Social Work Law II: Family and youth welfare law or social law	L/S	E	2 semester hrs/week = 30 h	30 h
<b>Course 6:</b> Social Work Law I+II: Block Course 4 and Course 5 (integrative)	L/S	E	4 semester hrs/week = 60 h	60 h

**Requirements for credit points to be awarded:** Written exam (2 hours)

**Selection options:** In the elective section, students have the choice of registering either for Course 4 and Course 5 or, alternately, only for Course 6.

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 1.5: Ethics

<b>Status required</b>	<b>Workload 150 h</b>	<b>Credit points 6</b>
<b>Duration 1-2 semesters</b>	<b>Semester 1st and 2nd semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** The module is also suitable for the Bachelor study programmes in Social Work (Module 1.5), Inclusive Education (Module 3), Early Education (Module 4), Nursing Science (Module 1.2), Health and Care Management (Module 1.2).

**Course requirements:** none

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Students will be conversant with basic concepts and current problems in ethical decision making.
- Students will be familiar with Christian and other contributions to historical and present-day developments in welfare care.

###### b. Practical skills:

- Students will have the hermeneutic competence to deal with historical and contemporary texts on philosophical and theological ethics and with specific cases.
- Students will be able to apply working hypotheses, working models and lines of reasoning in order to recognise and analyse the normative and anthropological dimensions of their professional praxis and of their social parameters.

##### 2. Personal skills:

###### a. Social skills:

- Students will be capable of recognising and reflecting on ethical conflicts and of effecting argumentative clarification.
- Students will be able to differentiate between various conflict levels, to assess ethical arguments and to articulate and support a qualified opinion.

###### b. Individual skills:

- Students will be able to articulate and reflect on their own motivation and personal orientation in relation to their future professional role.

**Teaching content:**

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

- Elementary terminology and basic theoretical approaches in traditional and present-day ethics
- Anthropological, theological and philosophical implications of professional social activities
- Historic lines of development in welfare care, especially in the Christian culture of helping
- Contemporary areas of conflict in social and professional ethics

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to ethics	L/S	R	3 semester hrs/week = 45 h	30 h
<b>Course 2:</b> Theological, anthropological, social and historical fundamentals of professional social activities	S	E	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Material areas of conflict in ethics	S	E	2 semester hrs/week = 30 h	45 h
<b>Requirements for credit points to be awarded:</b> term paper/essay (22,500 characters, 9 Pages) or portfolio				
<b>Selection options:</b> Selection options exist between Course 2 and Course 3.				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 1.6: Artistic education and media competence

<b>Status required</b>	<b>Workload 300 h</b>	<b>Credit points 12</b>
<b>Duration 1 semester</b>	<b>Semester 2nd semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** This module is suitable for the Bachelor of Social Work study programme (Module 1.6).

**Course requirements:** none

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills (Knowledge and understanding):

###### a. Knowledge and understanding:

Students

- will acquire a basic knowledge and basic abilities in artistically-oriented educational work in fields of social work;
- will be familiarised with terminological, theoretical, scientific and educational and socio-political basics of artistically-oriented educational work and of the arts themselves;
- will be acquainted with suitable didactic concepts, models and materials for various groups of clients and will be able to implement and/or develop them.

###### b. Practical skills:

Students

- will professionally encourage the advancement of creativity, imagination, perceptive faculties and artistic expression skills as well as media competence in children, young people and adults;
- will be in a position to initiate and supervise attractive inclusive and interdisciplinary educational activities;
- will be in a position to recognise processes of disadvantaging and exclusion in the various areas of artistic life and to develop artistically and media-oriented contributions towards resolving them;
- will be able to make a realistic assessment of the artistic education potential and media competence of people in various client groups.

##### 2. Personal skills

###### a. Social skills:

Students

- will take part in creative group processes and come to understand and be conversant with the widest possible range of forms of art;
- will participate in cultural life and play their part in shaping it responsibly with imagination, creativity and ability.

**b. Individual skills:**

**Students**

- will use their own repertoire of artistic expressions, breaking down barriers where appropriate and reflecting on the autobiographical conditions that gave rise to their development;
- will discover their artistic education potential and broaden the horizons of their cultural education;
- will develop individual perception, experience and understanding potential and increase their sensitivity for verbal and non-verbal forms of artistic expression;
- will extend their media competence in practice and theory.

**Teaching content:**

The skills and goals listed will be concretised by way of example in the following teaching content in the areas of photography/film; art/new media; literature/language; music/dance and theatre/performance:

- theoretical basics and concepts of educational work for diverse areas of social work activity
- stimulating creative (self-)educational processes
- target-group oriented mediation of artistic expressive abilities and media skills

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Workshop (creative/artistic or journalistic/documentary practice)	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 2:</b> Theory (academic basics)	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Project (planning, implementation and reflection on artistic, academic or educational projects)	S	R	4 semester hrs/week = 60 h	90 h

**Requirements for credit points to be awarded:** Presentation

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 1.7: Theological foundations

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 2nd semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the certificate of the “Religious (parish) education foundation course” (Module GGK 2).

**Course requirements:** none

#### **Skills and qualification goals:**

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge and understanding:

- Presentation of a basic understanding of biblical studies, the historic formation/development of the Bible and its key theological emphases
- Giving an account of basic knowledge in the histories of Christianity and of theology
- Acquiring insights into the emergence of Christian influences on the present day
- Knowledge of the key terminology of Christian dogmatics

b. Practical skills:

- Appraising present-day church structures; taking these structures into account and using them for their (students’) own vocational tasks
- Reflecting on and shaping change processes in church/parish and/or protestant-based social welfare fields of action

2. Personal skills:

a. Social skills:

- Reflecting on the theological conditioning and implications of their own actions and defending such conditioning in dialogue with others
- Arguing theologically for their own educational actions in a multi-professional team

b. Individual skills:

- Knowing the implicit theological influences behind their own actions; reflecting critically on these for themselves and possibly being able to implement changes



**Teaching content:**

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

- Basics of biblical studies, the formation/development of the Bible and their key issues
- Overview of the histories of Christianity and of theology, especially of the Reformation period
- Key terminology of Christian dogmatics

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Biblical sources and developments	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> History of Christianity – an overview	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Introduction to dogmatics	S	R	2 semester hrs/week = 30 h	20 h

**Requirements for credit points to be awarded:** oral exam (30 min.)

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 1.8: Preparing for practice

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 2nd semester	<b>Frequency</b> 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 understanding:

- Knowledge of target-group-oriented and person-centred forms of action in vocational fields in the parish and in protestant-based social welfare work
- Discussing the meaning/importance of subject and lifeworld orientation
- Differentiating and presenting group-educational theories

###### b. Practical skills:

- Allowing key existential problems in their complexity to find expression in learning situations within the canon of Christian tradition
- Presenting and substantiating didactical concept decisions
- Recognising pastoral care situations and being able to offer or mediate pastoral care

##### 2. Personal skills:

###### a. Social skills:

- Engaging with the needs of target groups and both encouraging and requiring them
- Interpreting religious language and religious experience
- Comprehending group processes

###### b. Individual skills:

- Enduring the complexities of relationship work
- Recognising their own communication strengths and weaknesses
- Being aware of the necessity for teamwork and supervision

**Teaching content:**

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

- Theoretical context of religious-educational methods
- Contexts and dilemmas of present-day pastoral care practice
- Group-dynamic phenomena
- The role of the placement in the tension between church practice and professional identity

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Shaping religious-educational learning processes	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 2:</b> Fundamental issues in pastoral care and counselling	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Introduction to the theory and practice of group work	S	R	1 semester hrs/week = 15 h	0
<b>Course 4:</b> Introduction to the placement	S	R	1 semester hrs/week = 15 h	0

**Requirements for credit points to be awarded:** Essay/term paper (25,000 - 37,500 characters, 10-15 pages)

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 2.1: Practical phase and reflection

<b>Status required</b>	<b>Workload</b> 900 h	<b>Credit points</b> 36
<b>Duration</b> 1-2 semesters	<b>Semester</b> 3rd and 4th semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 2.1).

**Course requirements:** 12 credits plus completion of Module 1.2 of the Social Work BA or Module 1.8 of the Religious Education and Diaconia BA

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- of organisational structures, decision-making processes, allocation of responsibilities in the practical placement facility
- of central ways of operating in selected fields of practice
- of the material, personal, social and regional problems of the addressees of the practical placement facility
- of complex parameters in the vocation practice of various social work providers

###### b. Practical skills:

- getting to know tools and methods of professional action and putting them to the test
- identifying and naming action strategies in social work
- examining scientific and/or academic theories in vocational practice
- reflecting on and documenting their own action

##### 2. Personal skills:

###### a. Social skills:

- Knowledge, practical skills and abilities facilitating situationally appropriate action in relating professionally to other people. In addition to communicative and cooperative skills, these also include empathy and the ability to deal with conflict.
- Gauging and helping shape collegial and organisational cooperation structures
- Developing operational powers of professional judgment in relation to institutional and inter-institutional contexts

###### b. Individual skills:

- Developing perceptive and reflective skills as a basis for forming a vocational habitus and developing and reflecting on one's own professional personhood in the sense of professional self-reflection and self-management

**Teaching content:**

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

- Organisation and structure of the range of social and diaconal careers
- Inter- and intra-institutional tasks, responsibilities, decision-making channels
- Addressees' conditions of life and ways of dealing with various groups of addressees
- Reflecting on one's own activities, the acquisition of skills and one's own role during the practical phase in the context of group supervision and intervention

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
Practical phase, 100 days [32 credits]	-	R	750 h	50 h
<b>Course 1:</b> practice reflection / supervision [2 credits]	S	R	2 semester hrs/week = 30 h	20 h
Practice report [2 credits]	-	R		50 h

**Requirements for credit points to be awarded:** Successfully completed practical phase (100 days / 750 h) and term paper/essay (reflection report; 30,000 – 37,500 characters, incl. spaces (12-15 pages)). Grading: The evaluation of the reflection report counts for 6 credits towards the overall assessment.

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 3.1: Religious education work (approaches and concepts)

<b>Status required</b>	<b>Workload</b> 150 h	<b>Credit points</b> 6
<b>Duration</b> 1 semester	<b>Semester</b> 4th semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 4.8).

**Course requirements:** 60 credits from the modules of the Bachelor of Religious Education and Diaconia study programme

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Comprehending the relational determinants of Christian community and civic community
- Gaining advanced knowledge of the theoretical basics of religious (parish) education and its historic derivation as a discipline
- Knowledge of the basic conceptions of religious (parish) educational work, including its didactics and cross-facility and/or facility-linking methods
- Presenting past development phases and contemporary models of work with confirmation groups

###### b. Practical skills:

- Examining the consistency of religious (parish) educational scholarship offers for various practical applications
- Classifying parish and religious education in relation to adjoining and complementary academic disciplines such as diaconia and social work, theology and religious studies
- Identifying religious educational research tasks

##### 2. Personal skills:

###### a. Social skills:

- Participating personally in shaping and designing teaching and the production of knowledge

###### b. Individual skills:

- Enduring the complexities of relationship work and the associated moments of powerlessness

#### Teaching content:

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

<ul style="list-style-type: none"> <li>– Theoretical (historically deducible) basics and conceptual phases of religious (parish) education</li> <li>– Nature and transformation of the Christian community</li> <li>– Subject and lifeworld-orientation</li> </ul>				
<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Introduction to religious education	S/L	R	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Traditions, texts and concepts of Protestant religious education (reading seminar)	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Work with confirmation classes	S	R	2 semester hrs/week = 30 h	20 h
<b>Requirements for credit points to be awarded:</b> oral exam (20 min.)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 3.2: Religious education work (target groups)

<b>Status required</b>	<b>Workload 150 h</b>	<b>Credit points 6</b>
<b>Duration 1 semester</b>	<b>Semester 4th semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 4.9).

**Course requirements:** 60 credits from the modules of the Bachelor of Religious Education and Diaconia study programme

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Being disabused about the legitimacy, range and claims of church educational responsibilities in the state-run context of the Federal Republic of Germany
- Giving an account of advanced theoretical basics of religious (parish) and diaconal education and relationship work with various target groups
- Displaying advanced didactical and methodological knowledge in relation to church educational work

###### b. Practical skills:

- Devising didactically suitable learning environments appropriate to the respective target groups; being able to lead and evaluate these independently on a scholarly basis
- Practising inclusion responsibly on the basis of a Christian understanding of relating to foreigners/strangers
- Conveying the relevance for (everyday) life of Christian heritage

##### 2. Personal skills:

###### a. Social skills:

- Planning, implementing and evaluating projects professionally and in dialogue in a multi-professional team and presenting them in a project-specific context
- Developing a professional attitude aimed at supporting target groups in the respective field of work as they develop their self-determined spirituality and religiosity

###### b. Individual skills:

- Setting social-work, social educational and basic theological knowledge in productive relation to one's own educational activities



**Teaching content:**

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

- Specific age-related methods of approach and differentiated didactical concepts
- Formal and informal learning
- Implementation exercises for professional practice

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Working with children and young people in educational and after-school contexts	S	P	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Working with adults	S	P	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Working with the elderly	S	P	2 semester hrs/week = 30 h	20 h
<b>Requirements for credit points to be awarded:</b> essay (25,000 – 37,500 characters, 10-15 pages)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 3.3: Diaconia in practice

<b>Status required</b>	<b>Workload 150 h</b>	<b>Credit points 6</b>
<b>Duration 1 semester</b>	<b>Semester 5th semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 4.7).

**Course requirements:** 60 credits from the modules of the Bachelor of Religious Education and Diaconia study programme

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge:

- Replicating the biblical and/or theological contexts and justifications and the historic derivation of diaconia / protestant-based social welfare work
- Knowledge of basic conceptions and positions in protestant-based social welfare
- A command of advanced knowledge in generic and essential contemporary fields of action in protestant-based social welfare, including methods of social area analysis and practice

###### b. Practical skills:

- Presenting current strategies for repositioning and profiling diaconia / protestant-based social welfare
- Identifying research tasks in diaconia studies
- Applying social area analysis

##### 2. Personal skills:

###### a. Social skills:

- Representing diaconia as a field of action in social and church discourses
- Developing and testing new diaconia formats as specialists with mid-level managerial functions and in professional teams

###### b. Individual skills:

- Confidently and self-critically practising using one's own personality as the most important instrument in relationship work

**Teaching content:**

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

- Biblical and/or theological derivation and justification of diaconia
- Classic and contemporary conceptions and positions of diaconia
- Analysis of historical and current problems and profiling needs of protestant-based social welfare

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Diaconia in present-day areas of tension	S	P	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Biblical, systematic-theology and historical orientations of diaconia	S	P	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Religious (parish) education and protestant-based social welfare action in the social sphere	S	P	2 semester hrs/week = 30 h	20 h

**Requirements for credit points to be awarded:** oral examination (20 min.)

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 4.1: Education, training and culture

<b>Status required</b>	<b>Workload 300 h</b>	<b>Credit points 12</b>
<b>Duration 1-2 semesters</b>	<b>Semester 5th semester</b>	<b>Frequency every semester</b>

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 3.2).

**Course requirements:** 84 credits from the modules of the Bachelor of Religious Education and Diaconia study programme. Module 1.1 of the programme must have been successfully completed.

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

Students

- will have advanced theoretical and empirical knowledge of education, training and socialisation at their disposal;
- will know and understand approaches in gender studies;
- will consider questions of age, biography and identity;
- will differentiate between cultural-theory, milieu-specific and aesthetic approaches.

###### b. Practical skills:

Students

- will have a differentiated appreciation of artistic forms of expression and aesthetic phenomena;
- will regard these as a constituent part of life in society;
- will be familiar with addressee-related approaches and lifeworld-oriented assistance;
- will be able to apply gender-sensitive and biographically oriented methods;
- will acquire advanced and broad-based research and active skills in relation to prospective cultural and socio-educational practice (e.g., in the areas of working with children and young people, cultural and leisure education, youth education, and school social work, as well as in intergenerational projects, and in social work in cultural projects).

##### 2. Personal skills:

###### a. Social skills

Students

- will be in a position to defend the interests of clients convincingly in multidisciplinary teams.

b. Individual skills

Students

- will acquire self-reflection skills as well as powers of judgement with regard to prospective cultural and socio-educational practice.

**Teaching content:**

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

- Interdisciplinary spheres of action in education, training, art, culture, aesthetics
- Multiple application methods in the light of diversity, e.g., with regard to age, gender, milieu

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Education, training and socialisation	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 2:</b> Life, biography and identity	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Advanced examples of theories, methods or institutions of education, training and culture	S	R	2 semester hrs/week = 30 h	45 h
<b>Course 4:</b> Culture, aesthetics and media: expression, composition, analysis, reflection	S	R	2 semester hrs/week = 30 h	45 h

**Requirements for credit points to be awarded:** Portfolio

**Selection options:** none

**Compensation options:** none

## Bachelor of Religious Education and Diaconia study programme

### Module 4.2: Counselling, mentoring, pastoral care

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1-2 semesters	<b>Semester</b> 6th semester	<b>Frequency</b> every semester

**Applicability of the module:** The module is also suitable for the Bachelor of Social Work study programme (Module 3.3).

**Course requirements:** 84 credits from the modules of the Bachelor of Religious Education and Diaconia study programme. Module 1.1 of the programme must have been successfully completed.

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills

###### a. Knowledge and understanding

- Knowledge of basic concepts and parameters of counselling, mentoring, pastoral care
- Knowledge of specific problems and processing sequences with people in special circumstances
- Generic knowledge of fields of action in counselling, mentoring, pastoral care
- Generic knowledge of counselling approaches, their methods and process models

###### b. Practical skills

- Gathering, analysing and interpreting information (anamnesis, interview, behavioural observation and test diagnostic data)
- Generic competence in applying methods of counselling, mentoring and pastoral care
- Generic intervention skills in an in-house or ambulant social work setting

##### 2. Personal skills

###### a. Social skills

- Students will be qualified to shape and form counselling interviews professionally
- Students will be qualified for the professional structuring of relationships in a social-work counselling context

###### b. Individual skills

- Students will be qualified to reflect systematically on their own counselling role and attitude in counselling, mentoring and pastoral care
- They will reflect on relevant professional ethics aspects of the field of action

**Teaching content:**

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

- structural and processual conditions in counselling, mentoring and pastoral care;
- generic consideration of specific in-house and ambulant fields of action;
- counselling settings as subject to clients' specific circumstances in life;
- reflection on counselling processes from anamnesis to structuring relationships and final interviews.

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Basic questions and parameters of counselling, mentoring, pastoral care; professional ethics	S/T	R	2 semester hrs/week = 30 h	45 h
<b>Course 2:</b> People with particular behavioural attitudes and/or specific circumstances in life	S/T	R	2 semester hrs/week = 30 h	45 h
<b>Course 3:</b> Information gathering and diagnostics in social work	S/T	R	2 semester hrs/week = 30 h	45 h
<b>Course 4:</b> Concepts, fields of action and methods of social work in in-house and ambulant settings	S/T	R	2 semester hrs/week = 30 h	45 h
<b>Requirements for credit points to be awarded:</b> Term paper/essay (25,000 - 37,500 characters, 10-15 pages) or presentation				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 5.1: Elementary theology in social plurality

<b>Status required</b>	<b>Workload</b> 300 h	<b>Credit points</b> 12
<b>Duration</b> 1 semester	<b>Semester</b> 5th semester	<b>Frequency</b> every other semester

#### Applicability of the module:

**Course requirements:** 84 credits from the modules of the Bachelor of Religious Education and Diaconia study programme. Module 1.1 of the programme must have been successfully completed.

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Access to an elementary theological knowledge with social relevance
- Identifying essential aspects of denominational and/or religious studies

###### b. Practical skills:

- Structured presentation of diverse theologies, including the question of their relevance for vocational practice
- Interpreting the diverse lifeworld forms of religion and their faith practice and practising their mediation in the context of church educational work
- Appreciation/awareness of one's own theological mandate

##### 2. Personal skills:

###### a. Social skills:

- Reflecting on theological and ethical implications of one's own actions and substantiating them in dialogue
- Questioning customary procedures by means of interventions, thereby giving fresh impetus for change

###### b. Individual skills:

- Reflecting on one's own system of reference in the tension between tradition and the actuality of specific phases in life



**Teaching content:**

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

- Diverse theologies and their relevance for vocational practice
- Elementary theological and protestant-based social welfare science (diaconia) concepts, issues and questions

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Fundamental questions in biblical theology	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 2:</b> Faith topics in a historical theological and protestant-based social welfare work perspective	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 3:</b> Theology in the plural	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 4:</b> Religious diversity: Christian denominations / Islam / Judaism	S	R	2 semester hrs/week = 30 h	20 h
<b>Course 5:</b> Elementary theology in a religious (parish) educational and protestant social-welfare perspective (with practical project)	S	R	2 semester hrs/week = 30 h	70 h
<b>Requirements for credit points to be awarded:</b> oral exam (30 min.)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 5.2: Homiletics, liturgics and biblical didactics

<b>Status required</b>	<b>Workload 150 h</b>	<b>Credit points 6</b>
<b>Duration 1 semester</b>	<b>Semester 6th semester</b>	<b>Frequency every other semester</b>

#### Applicability of the module:

**Course requirements:** 84 credits from the modules of the Bachelor of Religious Education and Diaconia study programme. Module 1.1 of the programme must have been successfully completed.

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Presenting profound knowledge of exemplary theoretical approaches, concepts, methods, areas and questions of practical-theology subdisciplines, especially homiletics and liturgics
- Elucidating specialised knowledge of one method of biblical didactics education and training

###### b. Practical skills:

- Shaping rituals, worship services and Christian proclamation in religious (parish) educational and protestant-based social welfare work contexts
- Applying a contemporary working model of biblical didactics Arbeit in outline

##### 2. Personal skills:

###### a. Social skills:

- Justifying one's own professional activities in classical fields of pastoral-theology action viz-à-viz employers and in a multi-professional team

###### b. Individual skills:

- Reflecting on the theological implications of one's own actions and raising awareness of one's own approaches to biblical and Christian tradition
- Recognising their (students') own communication strengths and weaknesses
- Finding opportunities for further education in fields of practical-theology action with a view to professionally affirming one's own vocational role

#### Teaching content:

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

- Relevant religious (parish) education and protestant-based social welfare work questions relating to practical theology subdisciplines, especially liturgics and homiletics
- Rituals, worship services and Christian proclamation in religious-educational and protestant-based social welfare work fields of action
- Present-day models of biblical didactics

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Proclaiming the Word	S	R	2 semester hrs/week = 30 h	30 h
<b>Course 2:</b> Preparing worship	S	R	2 semester hrs/week = 30 h	30 h
<b>Course 3:</b> Concrete biblical didactics (Bibliodrama / Bibliologue / story workshop)	S	R	2 semester hrs/week = 30 h	0
<b>Requirements for credit points to be awarded:</b> oral exam (30 minutes)				
<b>Selection options:</b> none				
<b>Compensation options:</b> none				

## Bachelor of Religious Education and Diaconia study programme

### Module 5.3: Bachelor thesis and colloquium

<b>Status required</b>	<b>Workload 300 h</b>	<b>Credit points 12</b>
<b>Duration 1 semester</b>	<b>Semester 6th semester</b>	<b>Frequency every semester</b>

#### Applicability of the module:

**Course requirements:** 108 credits from the modules of the BA study programme in Religious Education and Diaconia (RED). The RED modules 1.1 and 2.1 must have been successfully completed.

#### Skills and qualification goals:

The following learning achievements are expected of students:

##### 1. Professional skills:

###### a. Knowledge and understanding:

- Recognising the relevant theories, concepts and research methods for dealing with a prescribed topic
- Knowledge of the social, institutional and personal conditions for professional religious (parish) educational and protestant-based social welfare work action

###### b. Practical skills:

on an academic basis, independently processing a question of practical relevance in the area of religious (parish) education and/or protestant-based social welfare sciences (diaconia), in particular:

- Developing theoretical, empirical and/or practice-related questions
- Presenting an overview of the present-day status of research
- Analysing, comparing and evaluating theoretical and practice-oriented approaches
- Handling a topic in accordance with formal and content-related academic standards
- Developing a topic independently, in detail, discriminatingly, precisely and stringently
- Classifying a topic within the perspective of a potential employer's problems and questions
- Formulating further follow-on questions

##### 2. Personal skills:

###### a. Social skills:

- Assessing the significance of a topic for research in the fields of religious (parish) education or protestant-based social welfare
- Dealing constructively with critical questions
- (Possibly) processing an academic question in a team

###### b. Individual skills:

- Explaining and reflecting on one's own professional identity
- Working independently and punctually
- Assessing one's own performance

**Teaching content:**

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

- Central religious (parish) education and protestant-based social welfare science (diaconia) concepts, methods and research approaches
- Strategies for developing topic-related research questions of an interdisciplinary nature
- Fashioning a sound and workable research design in the form of an academic publication

<b>Courses:</b>	<b>Teaching method</b>	<b>Status</b>	<b>Contact time</b>	<b>Independent study</b>
<b>Course 1:</b> Academic supervision	T	R	1 semester hrs/week = 15 h	
Bachelor thesis				265 h
Colloquium on the Bachelor thesis				20 h

**Requirements for credit points to be awarded:** Bachelor thesis (125,000 to 175,000 characters including spaces, roughly equivalent to 50 - 70 pages); oral exam (colloquium) on the Bachelor thesis (30 min.).

**Selection options:** none

**Compensation options:** none