

Appendix 2

B.A. (Early) Childhood Education

Module Catalogue

Please note: The German version of this document is the legally binding version. The English translation provided here is for information purposes only.

Module A	Basics of Child Development	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 8 credits	Total workload: 240 h	of which contact time: 120 h (8 SCH)
		of which self-study: 120 h
Duration and frequency: one semester / each semester	Participation requirements: none	Language: German and English (2 SCH)
Qualification goals/ competences:	<p>The module aims to introduce students to the basics of children's development up to 14 years of age (especially children from 0–6 years) and of scientific thinking and working (propaedeutics).</p> <p>Students:</p> <ul style="list-style-type: none"> - have acquired basic knowledge of child development based on a bio-psycho-social model of development. - know important milestones of child development related to different functional areas. - have developed the ability to work for oneself, can formulate research topics and develop lines of argumentation. - have trained systematic and methodical thinking and are able to make the practice of childhood education accessible to a scientific view. - have practised communicative and social skills, e.g. in team and group work. - have enhanced their ability to communicate in English and to understand information from international literature, especially texts in English (English as international language of science). 	
Contents of the module:	<ul style="list-style-type: none"> - Theories and concepts about processes of child development in the functional areas of motor, linguistic, cognitive and social-emotional development - Socialisation and educational processes in their relevance for child development - Specialist English <p>Propaedeutics (4 SCH):</p> <ul style="list-style-type: none"> - Theory of knowledge and epistemology - Techniques of scientific work, computer application in studies and in the professional field 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	<p>1 preliminary examination</p> <p>1 module examination (as ungraded course assessment in propaedeutics)</p>	

Module B	Basics of (Early) Childhood Education	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 15 credits	Total workload: 450 h	of which contact time: 180 h (12 SCH)
		of which self-study: 270 h
Duration and frequency: one semester / each semester	Participation requirements: none	Language: German
Qualification goals/ competences:	<p>The module introduces students to the basics, lines of development and professional ethical principles of (early) childhood education. They gain a basic insight into theoretical approaches, methods and institutions that are significant for pedagogical work in relation to children up to 14 years of age (especially children from 0–6 years).</p> <p>Students:</p> <ul style="list-style-type: none"> - know the central theories and methods of (early) childhood education. - have knowledge about childhood and growing up in a historical and cultural context. - have basic knowledge about education and early childhood education processes. - have gained an insight into central institutions of childhood education. - know different methodical and didactical approaches for the different relevant age groups (e.g. children under the age of 3, pre-school children...). - have acquired basic skills of self-reflexivity and role clarity as well as conflict and problem-solving competences. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Introduction to educational science and pedagogical thinking - Fundamentals of educational science - Ethics of (early) childhood education and the image of the child - Theories and methods of early childhood education and child-raising - Childhood, mother, father and parenthood constructs - Organisations and fields of action in childhood education - Professional self-reflection 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	<p>1 preliminary examination, 1 course assessment</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

Module C	Basics of Child Development: In-Depth Study	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 8 credits	Total workload: 240 h	of which contact time: 90 h (6 SCH)
		of which self-study: 150 h
Duration and frequency: one semester / each semester	Participation requirements: none	Language: German and English (2 SCH)
Qualification goals/ competences:	<p>Students expand their knowledge of the development of behaviour and experience in children up to 14 years of age (especially children from 0–6 years). This includes both successful and endangered development processes and includes the aspects of physical and mental health and illness.</p> <p>In addition, students will improve their active and passive fluency in English in this module.</p> <p>Students:</p> <ul style="list-style-type: none"> - have basic knowledge in the field of developmental diagnostics. - have health-related knowledge of childhood - have acquired a basic understanding of the application of developmental diagnostic procedures and can comprehend the collection of diagnostic findings. - have strengthened their self-reflection skills. - are able to communicate in English, to understand information from international/English-language research and to apply it to practical fields of childhood education. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Differential developmental trajectories: Normal and disturbed developmental processes and their conditions - Risk and protective factor models of development - Health and illness in (early) childhood - Introduction to developmental diagnostics - Theoretical foundations of early intervention - Family-centred development support and counselling - Specialist English 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	<p>1 course assessment (English)</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

Module D	Cultural Education and Arts in (Early) Childhood Education	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 15 credits	Total workload: 450 h	of which contact time: 210 h (14 SCH)
		of which self-study: 240 h
Duration and frequency: one semester / each semester	Participation requirements: completion of module A	Language: German
Qualification goals/ competences:	<p>Within the framework of an understanding of education that is based on active appropriation of and engagement with the living environment, basic theoretical and practical knowledge and experience for planning, initiating and accompanying educational processes up to and including the age of 14 years (especially 0–6 years) are taught.</p> <p>Students:</p> <ul style="list-style-type: none"> - have knowledge of and insights into educational, cultural, arts and media science basics. - know central fields of action, forms of organisation as well as different concepts and designs of (early) childhood cultural education and arts and media education. - have an integrative understanding of basic, interconnected areas of childhood education and development. - know didactic concepts for planning and designing educational opportunities, educational spaces and learning situations and can apply them. - possess basic and exemplary in-depth knowledge of the cultures of play, design and movement in historical, social and cultural comparison. - have actively engaged with phenomena of nature and the cultural environment(s) and have become acquainted with diverse physical/movement-related, aesthetic, narrative/linguistic, exploratory, musical and creative approaches, forms of appropriation and expression in individual and joint projects. - have the ability – against the background of personal learning experiences – to document and reflect on individual and collective educational and learning processes. - have the ability to deal responsibly with nature, the environment and the media. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Educational, cultural, arts and media science basics of (early) childhood educational processes - Play, design and learning cultures - Concepts of educational, cultural, arts and media relations - Didactics and methodology of basic, interlinked educational areas - Media educational, artistic, nature and environmental education approaches to educational processes in childhood - Basic practical aesthetic (fine arts, drama, linguistic, media, music, dance) forms and techniques of expression - Concepts and forms of monitoring, documentation and reflection of educational processes 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	<p>1 preliminary examination, 1 course assessment</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

Module E	Basics of Social Sciences for (Early) Childhood Education	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 7 credits	Total workload: 210 h	of which contact time: 90 h (6 SCH)
		of which self-study: 120 h
Duration and frequency: one semester / each semester	Participation requirements: completion of module A	Language: German
Qualification goals/ competences:	<p>Students receive a basic overview of political and sociological structural elements of modern societies. They can explain the causes and contexts of social problems and apply this knowledge in relation to contexts of (early) childhood education.</p> <p>Students:</p> <ul style="list-style-type: none"> - have a basic knowledge of social sciences. - know and understand the basic vocabulary of the reference sciences sociology and political science. - can reflect on the relationships between social, economic and political phenomena and the different scientific approaches. - know central theories and debates of childhood sociology. - can transfer the theoretical societal approaches to pedagogical action with a focus on (early) childhood. - have learned to reflect on pedagogical phenomena and issues in an interdisciplinary way. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Basic questions, basic terms and theories of sociology and political science - Exemplary fields of the reference sciences - Theories and concepts of childhood sociology 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the Module:	Module B Social Work	
Conditions for the award of credit points:	<p>1 preliminary examination</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

Module F	Legal and Economic Basics for (Early) Childhood Education	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 8 credits	Total workload: 240 h	of which contact time: 90 h (6 SCH)
		of which self-study: 150 h
Duration and frequency: one semester / each semester	Participation requirements: completion of module A	Language: German
Qualification goals/ competences:	<p>In this module, students learn about the areas of law and administrative and business frameworks relevant to the theory and practice of (early) childhood education and are able to apply them.</p> <p>Students:</p> <ul style="list-style-type: none"> - survey the areas of law relevant to (early) childhood education, including administrative theory and practice. - know typical operational and administrative processes and have an insight into the importance of economic perspectives. - are able to work for themselves on common legal problems. - are familiar with basic economic processes in social organisations and can apply management tools. - are able to apply the acquired knowledge to new issues. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Selected areas of law and administration related to childhood - Basics of business administration and social management - Administrative and organisational management 	
Type of course(s)/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:	Module E Social Work	
Conditions for the award of credit points:	<p>1 preliminary examination</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

Module G	(Early) Childhood Education: In-Depth Study	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 15 credits	Total workload: 450 h	of which contact time: 180 h (12 SCH)
		of which self-study: 270 h
Duration and frequency: one semester / each semester	Participation requirements: completion of modules A + B, P1 and at least one of the modules C–F	Language: German
Qualification goals/ competences:	<p>In this module, students develop their skills for researching and knowledge about (early) childhood education. They have expanded their reflectivity by enhancing their professional knowledge.</p> <p>Students:</p> <ul style="list-style-type: none"> - have differentiated knowledge of theories and approaches of (early) childhood education and can reflect critically on them. - know the importance, the complexity and the dimensions of perception and monitoring, of understanding and explaining in educational processes in (early) childhood. - have practised and are able to implement their perception, monitoring and documentation skills. - can develop pedagogical concepts, especially in the field of elementary education. - know basic concepts and theoretical approaches of counselling. - can reflect critically on theories of knowledge and epistemological questions of childhood research. - are familiar with the methodology and methods of social and childhood research and are able to implement this in an exemplary manner. - can identify, systematise and specify practical questions to make them accessible to further analysis. - have interaction skills, hermeneutic competence and dialogue skills in contexts of (early) education and care of children up to 14 years of age (especially children from 0–6 years). 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - History of education - Theories and concepts in childhood education (e.g. Montessori, Reggio, situational approach, gender-sensitive approaches) as well as their methodology and didactics - Educational practice - Age- and institution-specific concept development (0–14 years, especially 0–6 years) - Counselling approaches and concepts - Methods of childhood research and their application - Research procedures in educational practice - Interaction, communication and dialogue - Approaches and methods of counselling (e.g. family, parenting or educational counselling) or family education 	
Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	<p>1 preliminary examination, 1 course assessment</p> <p>1 module examination (oral exam, written exam, performance exam). The respective form of examination is determined by the module coordinator after consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>	

PROFILE

A profile area is selected from modules H to J and studied continuously. The profile contents offered form a coherent unit. After completion of the first profile phase, a course assessment (15 credits) takes place, and after completion of the second phase, a module examination (15 credits) is taken. The second phase serves to create focus with regard to future career orientation.

Applies to all profile modules:

Type of courses/forms of learning:	Lecture (V), seminar lessons (SU), seminar (S), practice-based teaching (PrU)
Conditions for the award of credit points:	<p>1 course assessment</p> <p>1 module examination (oral, written or performance exam). The respective form of examination is determined by the module coordinator in consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p> <p>The module examination in Module I can be taken as an oral or written examination and alternatively as a performance examination. In this case, the respective forms of examination are determined by the module coordinator in consultation with the teaching staff involved in the module at the beginning of the semester and communicated to the chairing member of the examination board.</p>

Module H	Fostering Children's Development	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory elective
Credit points: 30 credits (2 x 15 CP)	Total workload: 900 h	of which contact time: 300 h
		of which self-study: 600 h
Duration and frequency: two semesters / each semester	Participation requirements: completion of at least 5 modules Basics, P1	Language: German
Qualification goals/ competences:	<p>The basis of this module is a holistic understanding of development. It focuses on the individual potentials and resources, risks and threats of the child and its social environment. On this basis, the module serves to deepen theoretical knowledge and to impart competences for diagnosing, stimulating, accompanying and supporting educational and developmental processes of children aged up to 14 years (in particular children aged 0–6 years).</p> <p>Students:</p> <ul style="list-style-type: none"> - have the skills for pedagogical diagnostics and for planning and implementing the resulting support measures. - have enhanced their theoretical knowledge about child development in the individual developmental areas. - have differentiated and enhanced their knowledge of early language and early motor development. - have differentiated and enhanced their knowledge of bilingualism and early multilingual development. - have differentiated and enhanced their knowledge of language in the context of psychomotor and sensorimotor development in the first years of life. - are able to diagnose developmental progress and developmental delays. - know selected concepts and methods to foster social and emotional competences and can apply them to common issues. - know core methods of early intervention, especially methods of motor and language development. - possess competences to carry out appropriate preventive measures as well as corresponding self-reflection skills. - have enhanced and applied their knowledge and skills with regard to counselling (especially family counselling). 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Motor and language development in different age groups (e.g. U3, O3, pre-school children) and under different living conditions - Bilingualism and early multilingual development - Diagnostics and support, especially in the area of linguistic and motor development - Prevention - Early intervention - Approaches and methods of pedagogical support, counselling and psychotherapy of children, especially from 0–6 years, as well as their reference systems - Selected social research and management methods and childhood research. 	
Applicability of the module:		

Module I	Cultural and Arts Education, Play and Design – Nature and Media	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory elective
Credit points: 30 credits (2 x 15 CP)	Total workload: 900 h	of which contact time: 300 h (20 SCH)
		of which self-study: 600 h
Duration and frequency: two semesters / each semester	Participation requirements: completion of at least 5 modules Basics, P1	Language: German
Qualification goals/ competences:	<p>The basis of this module is a holistic understanding of education. It enhances the professional, scientific and practical competences for processes of cultural educational (early) childhood. The conception, planning and implementation of concrete educational programmes as well as the examination of the environment, shaped by media and images, are an essential part of this module.</p> <p>Students:</p> <ul style="list-style-type: none"> - have in-depth knowledge of cultural, artistic and media conditions of educational processes of children up to 14 years of age (especially from 0–6 years). - have a deeper knowledge of the nature/culture interaction as well as the importance of media and technology in the everyday life of children. - have a professional self-concept with regard to the initiation and fostering of educational processes, especially in early childhood. - have in-depth skills in core fields of cultural education such as play and drama, music and fine arts, film and media, nature and environmental education. - know the conditions and methods of cultural education in the realms of (early) childhood education. - have media scientific and media sociological skills as well as differentiated knowledge of game theories. - are able to initiate, foster and analyse creative processes in the (early) childhood education sectors responsibly. - know methods for analysing and interpreting monitored play, design, and educational processes - have transdisciplinary skills with regard to the interaction of culture, education and nature. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Theories of culture, education, training and the media - Historical developments in education, culture and the environment. - Certain aspects of arts, culture and media - Play, design and learning cultures - Nature and environmental education - Models and concepts of cultural education - Didactics and methodology of cultural education processes - Practical aesthetic (e.g. fine arts, drama, language, media, music, dance) forms of expression and techniques - Concepts and methods of monitoring, documentation, reflection and analysis of educational processes - Self-reflection in artistic and educational processes - Relevant methods for research contexts of (early) childhood education 	
Applicability of the Module:	Module H Social Work	

Module J	Childhood and Diversity	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory elective
Credit points: 30 credits (2 x 15 CP)	Total workload: 900 h	of which contact time: 300 h (20 SCH)
		of which self-study: 600 h
Duration and frequency: two semesters / each semester	Participation requirements: completion of at least 5 modules Basics, P1	Language: German
Qualification goals/ competences:	<p>The students grasp the diversity of everyday life in globalised societies. The module explores social inequalities as well as their significance for childhood. They can apply their knowledge of childhood education by considering the children's strengths and resources.</p> <p>Students:</p> <ul style="list-style-type: none"> - have expanded their theoretical knowledge of social and political transformation processes as well as the diverse conditions of children. - are able to reflect on the connection between differences, social inequalities and (post-)colonial relations. - have theoretical knowledge of global connections of migration and the ability to analyse conditions of changing childhoods in the context of global developments and to implement them in projects. - know welfare institutions, self-organisation and state intervention processes relevant to childhood. - have knowledge about growing up in diverse, multilingual environments. - are able to reflect critically on ethnocentric and monocultural perspectives and have the ability to change perspectives. - are able to perceive and analyse the consequences of exclusion and discrimination for individuals and relevant groups. - are able to develop, implement and evaluate concepts of childhood education in diverse and intercultural contexts. - have acquired skills regarding anti-bias approaches. 	
Contents of the module:	<p>Alternating course offers from the following fields:</p> <ul style="list-style-type: none"> - Concepts of migration, trans-nationalisation and trans-culturalisation processes and their significance for children and their families - Theoretical concepts and political discourses of global societal transformations and social inequalities - Childhood internationally (e.g. elementary/pre-school education systems in international comparison, child labour, international children's organisations) - Children's rights – childhood policy - Social movements and global governance - Childhood in pluralised and diverse societies - Childhood and inequality (e.g. impact of poverty on early childhood processes) - Transcultural and differentiation-sensitive concept development in elementary education and training work - Selected social research and management methods and childhood research. 	
Applicability of the module:	Module G Social Work	

Module K	Bachelor Thesis and Colloquium	
Module coordinator:	the respective Academic Programme Director	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 15 credits	Total workload: 450 h	of which contact time: 0 h
		of which self-study: 450 h
Duration and frequency: one semester / each semester	Participation requirements: completion of modules A–G, completion of the chosen module from H–J	Language: German
Qualification goals/ competences:	<p>The students demonstrate the ability to work independently on a subject-related issue taking interdisciplinary, scientific and practical aspects into account within a time frame of no more than two months.</p> <p>The students have independently worked on a practice-relevant or theoretical topic relevant to (early) childhood education at a scientific level. The students are able to consider field-specific contexts and incorporate theoretical knowledge.</p> <p>They have shown that they can present their findings, research and methodical skills in a scientific paper.</p> <p>In the colloquium of up to 30 minutes (form of oral examination), students have demonstrated that they are able to defend their work, name strengths and weaknesses and offer appropriate answers and possible solutions.</p>	
Contents of the module:	Presentation of scientific results on a research, development or practical subject using applied methods of (early) childhood education.	
Type of courses/forms of learning:	Scientific colloquium (K)	
Applicability of the module:		
Conditions for the award of credit points:	Bachelor thesis (12 CP) with a length of 40 to 60 pages in a processing period of two months and a colloquium (oral examination; 3 CP) of up to 30 minutes duration	

PRACTICE

Module P1	Internship	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 14 credits (2 x 7 CP)	Total workload: 420 h	of which contact time: 60 h (4 SCH)
		of which self-study: 120 h
		of which internship: 240 h (30 days)
Duration and frequency: two semesters / each semester	Participation requirements: None	Language: German
Qualification goals/ competences:	<p>The students receive an overview of pedagogical contexts that focus on children up to 14 years of age (especially children from 0–6 years) and an insight into the institutional and organisational conditions in a selected facility. They reflect on their own professional interests as well as aspects of the theory-practice relationship. In addition, they receive guidance for their further course of studies.</p> <p>Students:</p> <ul style="list-style-type: none"> - have become acquainted with selected fields of practice in (early) childhood education. - have developed and clarified expectations of the internship and ideas about the process. - have acquired an overview of the fields of practice of professional social and educational action. - can recognise, formulate, process and evaluate issues and problems specific to the profession. - can perceive and develop features of biographical identity in everyday professional life. - are able to reflect on their practical experiences on the basis of theoretical foundations, institutional frameworks, personal skills and attitudes. - can write a structured internship report. 	
Contents of the module:	<ul style="list-style-type: none"> - Presentation of selected fields of practice and their theoretical foundations - Requirements and qualification profiles in (early) childhood education - Methods of professional self-reflection - Practical counselling according to case and professional specifications - Reflection on practical experiences - Preparation and evaluation of the practical reports 	
Type of courses/forms of learning:	Seminar lessons (SU), practice-based teaching (PrU)	
Applicability of the module:	Module P1 Social Work	
Conditions for the award of credit points:	Work experience for 30 working days; 1 preliminary examination and 1 course assessment (written examination)	

Module P2	Practice-Based Project	
Module coordinator:	published separately	
Qualification level: Bachelor	Semester: each	Module type: compulsory
Credit points: 45 credits (3 x 15 CP)	Total workload: 1,350 h	of which contact time: 180 h (12 SCH)
		of which self-study: 690 h
		of which internship: 480 h (60 days)
Duration and frequency: three semesters / each semester	Participation requirements: completion of modules A, P1 and at least one of the modules B–E	Language: German
Qualification goals/ competences:	<p>In this module, the students are introduced to the realities of the profession of (early) childhood education on the basis of theoretical knowledge through practical participation and/or by taking on tasks to be completed independently under guidance and supervision. The experiences made in the respective institutions with a focus on children from 0–6 years (e.g. a day-care centre, early intervention centre, in-patient residential facility or similar) are to be theoretically reflected.</p> <p>Students:</p> <ul style="list-style-type: none"> - have acquired theoretical knowledge and verified and developed it through practical experience. - can relate project-related theories to strategic concepts and methods in the practice of childhood education. - are able to design, develop and take responsibility for (innovative) practice models. - can develop and apply concepts, action and/or research methods. - have developed methodical and didactical models for the integration of theory and practice. - can develop creative and communicative potentials. - can critically examine the institutional framework conditions. - are able to reflect on their work experiences on the basis of theoretical foundations, institutional and socio-political framework conditions, personal competences and attitudes. - can document and evaluate professional experiences in written form. - have developed perspectives of a professional identity. 	
Contents of the module:	<ul style="list-style-type: none"> - Enhancing the knowledge of theories and methods related to the field of action - Enhancing creative and design work experience - Clarification of the requirements and expectations for the practical training - Practical counselling according to theoretical, case and professional specifications - Analysis of field experiences on the basis of theoretical references, societal and institutional framework conditions, methodical approaches and self-reflective debate 	
Type of courses/forms of learning:	Seminar lessons (SU), practice-based teaching (PrU)	
Applicability of the module:		
Conditions for the award of credit points:	Proof of practical experience for 60 working days, 2 course assessments within project phases I and II; module examination after completion of project phase III (project report and colloquium)	