

Module Overview

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

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Research-Based Health-Related Action Concepts								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	1st sem.	Annual	Winter	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition, exercise		6 SCH (90 h)	180 h	Lecture, PBL		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • apply their broad, detailed and critical understanding of current therapy-related concepts to highly complex pathologies based on the current state of science. • analyse patient phenomena against the background of pathophysiological knowledge, derive substantiated alternative courses of action and deal critically with the different levels of evidence in the area of therapy recommendations. • develop theory-based action-guiding concepts to support the organisation of lifestyle under the conditions of illness and old age, evaluate them and reflect on them critically with regard to patient orientation and ethical aspects. • justify their own role within the framework of therapy management and case management in an interdisciplinary context, with theoretical reflection, and develop them independently in order to be involved in the interdisciplinary discussion on a case-by-case basis. • implement the education, counselling and guidance of the chronically ill in a professional manner, develop corresponding concepts based on theory, and reflect on them critically. • contribute to evidence-based therapeutic and nursing procedures by meeting requirements for the planning and documentation of procedures, which can serve as a basis for research work. • develop their own study components within the framework of interdisciplinary research projects, and implement these independently. 							
3	Contents Dealing with diagnostics and therapy, as well as counselling and support for the chronically ill, e.g. prevention, therapy and rehabilitation of disorders in the nervous system and psychiatry (e.g. multiple sclerosis, Parkinson's disease, apoplexy), anatomy, physiology and pathology, as well as therapy options for addiction, depression and dementia)							
4	Participation requirements None							
5	Form of assessment Oral examination							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Annette Nauerth							
9	Other information							

Research in Nursing and Therapy								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, textual analysis, group work, project work		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> take a well-founded position on the subject areas of the disciplines on the basis of scientific findings and in-depth knowledge of the design of research projects in the nursing and therapeutic science context and articulate them in dialogue with a research team. independently apply for small research projects as part of an exercise, taking into account current scientific knowledge, practice-oriented questions and appropriate research methodology. analyse and evaluate research work with regard to its quality and relevance, and engage constructively in dialogue with researchers. 							
3	Contents Research process and research ethics, quantitative and qualitative research designs and methods, nursing research, therapy research, health research, evaluation research and effectiveness studies, scientific theories, research funding, research proposals and research projects, knowledge circulation in action sciences (including research utilisation)							
4	Participation requirements None							
5	Form of assessment Term paper, written examination or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Prof. Dr. Anne-Dörte Latteck							
9	Other information							

Professionalisation in Vocational Education								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, seminar lesson		4 SCH (60 h)	120 h	Lecture, activity methods		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • have in-depth disciplinary knowledge of vocational education as an educational sub-discipline and can critically reflect on current research questions and integrate them into the (inter-)disciplinary context. • are able to analyse the profession and the role of vocational training staff and their professionalisation in the context of current interdisciplinary research findings and reflect critically on their own professional pedagogical development. • have in-depth knowledge and understanding of the need for professionalisation, including its special features with a view to the healthcare professions. • are able to critically reflect on developments within the vocational education system in an international or European comparison with regard to different learning locations and cooperation between learning locations. have detailed knowledge and understanding of vocational education systems and the basic academisation of the healthcare professions. • are also able to apply their knowledge in unfamiliar situations and effectively apply their skills for analysis, problem-solving and independent concept development, even in complex vocational education situations under new learning location-specific conditions. • are able to acquire and integrate new professional pedagogical knowledge themselves, deal with the complexity of international, national and German federal education systems, and make well-founded professional pedagogical decisions under the requirements of diversity. 							
3	Contents Current developments in vocational and business education, the profession and role of the teacher; professionalisation in the context of teacher training and adult education; theories/concepts of pre-vocational education and vocational training, further and continuing education and vocational retraining; developments in the vocational education system in an international/European comparison; systems of vocational healthcare education; academisation of health professions; adult education							
4	Participation requirements None							
5	Form of assessment Term paper							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Prof. Dr. Marisa Kaufhold							
9	Other information							

Science-Based Intervention Concepts for Nursing								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory elective	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> reflect, while taking settings into account, on the reserved tasks of nursing staff (in accordance with the Nursing Professions Act) and draw conclusions for the design of professional fields of action in nursing against the background of a professional understanding of the vocation, analyse scientific findings in nursing in relation to interventions in selected professional fields of activity in nursing, reflect on nursing practice against this background, and derive a need for nursing concepts, deal with existing nursing science concepts and assess their setting or target group-specific application, are familiar with models of concept development in nursing and differentiate between the individual development phases, ascertain the need for a target group-specific concept as an example and, against this background, develop a concept sketch based on theory and methods, take ethical nursing principles and quality criteria into account when developing the concept sketch and describe framework conditions for a possible implementation process, derive an educational need for nurses from their concept sketch and develop content-related teaching ideas for a corresponding educational process. 							
3	Contents Fields of action in nursing (examples: nursing counselling, case management, prevention and health promotion, patient education); nursing intervention concepts and their scope; expert standards; field-related nursing interventions (EBN); models of concept development in nursing; quality criteria and ethical principles in concept development and implementation; target group-specific needs analysis and development of a concept sketch, legitimization of the concept content on the basis of knowledge of nursing and related science							
4	Participation requirements None							
5	Form of assessment Term paper							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Prof. Dr. Patrizia Raschper							
9	Other information							

Professionalisation Processes in Therapy and Teaching								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	1st sem.	Annual	Winter	1 sem.	Compulsory elective	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, personal experience, text work		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> know the roles and tasks of their own professional group in the healthcare system. In doing so, they can define the relevant pool competences and core competences of the various healthcare professions from one another, and thus participate in the interdisciplinary discourse on shaping and defining the areas of activity of the healthcare professions. are able to recognise new fields of action and activity for their own professional group, in the changing healthcare system and against the background of changing needs for health services, and develop creative ideas for their development and implementation against the background of the current framework conditions. arrange their own professional development and socialisation in the overarching development of their own professional group in Germany. reflect on their own academisation process, particularly with a view to the changes in professional socialisation from therapist to facilitator of teaching and learning processes. In doing so, they experience professionalisation and a changed professional identity formation in their own biography, both in terms of professionalism (occupational or physiotherapy) and in terms of their development to become professional educators. have a well-founded position on efforts to achieve autonomy ('first contact') in the therapeutic professions in Germany. They reflect here on efforts against the background of social, political, professional and liability law aspects. 							
3	Contents The therapeutic professions in the context of society, the healthcare system, occupational policy and educational policy, change in the fields of action and tasks in the therapeutic professions, professional organisation in therapy as a problem area, academisation of the therapeutic professions in Germany, autonomy and dependency in therapeutic action, direct access, subject discussion in the therapy professions, professional ethics, development of the professional identity of students, from therapists to professional educators							
4	Participation requirements None							
5	Form of assessment Term paper or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Beate Klemme							
9	Other information							

Epidemiology and Health Services Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		6 SCH (90 h)	180 h	Lecture, group work, discussion, learning through teaching, PBL		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • know essential procedures, methods and study designs in epidemiology and health services research. • Search for literature, read, understand, interpret and evaluate the quality of epidemiological and care-related studies published in journals, books and research reports. • are able to apply relevant results from epidemiology and health services research to questions from nursing and therapy and examine the consequences of this healthcare for different population groups. • derive their own ideas for problem solutions and focus on social inequality, gender and migration aspects, as well as diversity. • transfer their knowledge of research methods to research questions from nursing and therapy. 							
3	Contents Health monitoring, epidemiological data sources, statistics, concepts and study design, quantitative and qualitative research methods and their significance for health services research, statistical parameters and measured values, evidence-based public health, critical examination of individual studies from epidemiology and health services research, development of one's own relevant research questions.							
4	Participation requirements None							
5	Form of assessment Written examination or oral examination (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	Condition for the award of credit points Module examination pass and two non-graded academic outputs							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Michaela Brause							
9	Other information							

Interdisciplinary Fields of Research in Psychology and Social Science								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		6 SCH (90 h)	180 h	Lecture, discussion, group work		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • are able to reflect on the influence of individual dispositions and needs on the perception of social reality and to take it into account in the sense of a perspective assumption or behaviour prediction in various educational, therapeutic or nursing situations. • have acquired a deeper understanding of human development as a lifelong process and are able to independently establish connections to aspects of health or illness. • are able to update their knowledge of psychological and social science independently and use it in educational, nursing and therapeutic contexts to promote cognitive, emotional and social skills. • have a broad and in-depth knowledge of psychological core theories and methods and can assess their advantages and limits with regard to specific questions. • are able to analyse current research results in psychology and participate in research processes with psychological questions in their professional field. 							
3	Contents Identity, self-worth and self-affirmation, development as a lifelong process, construction of social reality: social cognition, attitudes, prejudices, attitude changes, conformity and power, aggressive and prosocial behaviour, social groups and social change, deviance and diversity							
4	Participation requirements None							
5	Form of assessment Oral examination or term paper (the form of assessment is determined in mutual agreement with teaching staff at the beginning of the semester)							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Ute Hartmann							
9	Other information							

Competence-Oriented Design of Professional Teaching/Learning Processes								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	360 h	12	1st/2nd sem.	Annual	Winter & Summer	2 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, seminar lesson		8 SCH (120 h)	240 h	Lecture, activity methods		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • have an in-depth, disciplinary and critical understanding of the latest teaching methodologies for vocational learning and teaching, as well as current competence-oriented and curricular teaching concepts within vocational teaching/learning arrangements. • have in-depth knowledge and understanding of the requirements for concepts for professionally and competence-oriented examinations and reflect on the associated special requirements of ensuring scholarly sound examination procedures. In this context, they also reflect on their own competence development with a view to the teaching diagnostic competence of teachers. • are able to acquire new teaching knowledge and, in particular, methodological, media and examination-related skills, or develop them further. They are also able to deal with the complexity and tension between theoretical and practical professional learning and teaching and to make well-founded, competence-oriented, teaching decisions based on incomplete/limited information. • are able to use the current status of teaching research and professional practice to justify their conclusions to specialist representatives and laypeople, exchange opinions in a scholarly way on teaching ideas, problems and solutions, and take on prominent responsibility in a team. In doing so, they reflect on the development of their own teaching competence. 							
3	Contents Research-related developments in the didactics of professional teaching/learning; professional didactic teacher action; current and competence-oriented teaching concepts (action-oriented teaching, PBL etc.); planning and analysis of professional, competence-oriented teaching/learning arrangements, taking into account current curriculum approaches (field-oriented didactics); teaching methods and teaching concepts related to learning locations for action-oriented learning processes; diagnostic competence of teachers; competence-oriented examinations							
4	Requirements for participation None							
5	Form of assessment Oral examination							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Marisa Kaufhold							
9	Other information							

Subject-Specific Teaching Methodology I – Theories and Models of Lesson Planning								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	2nd sem.	Annual	Summer	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		6 SCH (90 h)	180 h	Lecture Writing seminar		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • based on theory and methods, identify current requirements of nursing and therapeutic care, as well as their influencing factors, and derive consequences for educational processes in the nursing and therapeutic professions, • reflect on the interests, strategies, resources and decisions of professional and educational policy actors and analyse their importance for education in the nursing and therapeutic professions, • develop a position on vocational and educational policy issues, which they advocate through the use of arguments against the background of a professional understanding of teaching, • analyse and evaluate scientific discourses on subject-related teaching methodology topics and develop further questions, • assess the teaching and learning potential of different learning locations and are able to plan cross-institutional educational concepts, • when preparing teaching-learning situations, refer to subject-specific teaching methodology theories and models and critically reflect on their potential and scope, • have knowledge of teaching method concepts and analogue/digital teaching and learning media, which they assess in terms of their appropriateness with regard to educational goals and educational content, • develop a sensitivity for the diversity of learners and are able to analyse learning requirements and take them into account when designing teaching and learning situations. 							
3	Contents Consolidation of teaching theories and models; teaching research and knowledge stocks; current vocational and educational policy discourse debates and their influence on the education system in the nursing and therapeutic professions; identity development as a teacher; profession-specific competence profiles; design of learning location cooperation; analysis of target group-specific learning requirements and learning location-related, institutional framework conditions; analysis of teaching methods and simplifications for teaching purposes of profession-relevant knowledge; selection of subject-related methods and media; articulation of teaching and learning situations, learning advice, written planning, and reflection on a teaching and learning situation							
4	Requirements for participation None							
5	Form of assessment Oral examination							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Patrizia Raschper							

9	Other information
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Practical Semester								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	480 h	16	3rd sem.	Annual	Winter	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Sem. tuition Internship		4 SCH (60 h) 340 h	80 h	Collegial advice, practical advice, practical support, lecture		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> are able to plan, implement and evaluate a selected and limited sequence of lessons on the basis of the scientific, subject-specific teaching methodology and educational or professional pedagogical knowledge that they have acquired so far. apply concepts and procedures of performance assessment and individual support using examples, while taking into account educational diagnostics. imbue their own practical teaching training in new and unfamiliar situations with a theoretical-conceptual perspective and with a view to the so-called "double theory-practice problem" in order to develop the resulting questions with regard to further studies and their own professionalisation process. participate in school life as individuals, but also as a team in a professional educational manner and classify requirements from the perspective of social, political and individual demands, as well as with regard to the special features of schools in the healthcare system. reflect on their experiences and derive practice-relevant research subjects from them. use the instrument of collegial advice for specific learning processes and analyse it for its relevance for their own development process. 							
3	Contents Objectives of the practical semester, tasks of the actors involved in the practical semester, access to study and teaching projects, initiation of professional teacher action in practical phases, school and teaching practice requirements in schools of the health care system, role of school management, school life and organisational structures, recording of learning requirements, teaching disruptions, lesson planning - Implementation, evaluation, in-depth access to the role of teacher and pupil in the practical semester, selected subject-related teaching methodology and educational-science or professional pedagogical references/theories, course work (e.g. learning field references) and team development, collegial advice.							
4	Participation requirements Proof of twelve credits in educational science							
5	Form of assessment Performance examination (see handout)							
6	Condition for the award of credit points Module examination passes							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Dipl.-Päd. Karin Böhmker; Danica Flottmann M.A.							
9	Other information							

Educational Research								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	3rd sem.	Annual	Winter	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, seminar lesson		4 SCH (60 h)	120 h	Lecture, activity methods		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • have a broad, detailed and critical understanding of educational research, including vocational training research, and an in-depth understanding of the research subjects and questions in educational sciences and vocational education. • can classify studies on educational research with a focus on vocational training research – including selected studies on teaching research or teaching/learning research – paradigmatically, analyse them systematically, and reflect critically with regard to the methodology, the meaningfulness of the results, and their transferability. In the context of empirical teaching research, they reflect on the importance of teaching research as an empirical complement to teaching theories and approaches. • are able to develop, both independently and in a team, topic-specific research questions that are relevant for vocational pedagogical research and concepts with regard to further vocational pedagogical projects (also in the context of master theses), and apply these on the research field of their own professional practice in the areas of training, further and continuing education to be used in schools, training institutions and companies. • are able to come to an understanding in the context of technical arguments with specialist representatives on issues relating to education and vocational training research at a scholarly level and take responsibility for the conceptualisation of research projects in educational institutions and companies. 							
3	Contents Paradigms, objects of research, research questions and research methods in education or vocational training research; principles of empirical education and training Vocational training research; principles of empirical teaching research; development of research designs; management of application-oriented projects for educational and vocational training research; objectives and tasks of evaluation procedures in educational institutions and companies; application for and control and publication of application-oriented projects for education and vocational training research							
4	Participation requirements None							
5	Form of assessment Oral examination							
6	Condition for the award of credit points Module examination passes							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Prof. Dr. Marisa Kaufhold							
9	Other information							

Practice-Related Studies in the Context of School Development								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	270 h	9	4th sem.	Annual	Summer	1 sem.	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, seminar lesson Internship		4 SCH (60 h) 2 SCH (30 h)	120 h	Lecture, collegial advice, research-based learning, project work		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • have a broad and critical understanding of school organisation and are able to develop school organisational objectives in a team-oriented manner, justify decisions, and initiate and manage appropriate measures in the relevant fields of action. • are able to independently apply the principles of quality management to the areas of school development and school organisation in a targeted manner and implement school organisational measures while taking both legal and curricular framework conditions and human resources into account. • are able to systematically plan, implement and evaluate research questions based on a selected approach to research-based learning against the background of their own school and teaching experience in the work semester. • reflect on the importance of research activity and theory-based reflection on existing school practice and can adapt to necessary change processes. In this context, they also reflect on their own subjective theories. • are able to advocate research-based learning in a professional exchange with representatives of school practice from the point of view of benefit to vocational schools or schools in the healthcare system, as well as with regard to the initiation of a scholarly, reflective and research-oriented habitus. 							
3	Contents Theory of school development; fields of action/actors in school development; innovation as an area of competence for teachers; school development-related and organisational objectives, decisions and measures; quality management in the field of further and continuing education; role of school administrations, school life and organisational structures of vocational schools/schools in healthcare; research-based learning; objectives of practice-related studies; access to study and teaching projects; initiation of professional teacher action; school and teaching practice requirements of vocational schools or schools of the healthcare system; collegial advice.							
4	Participation requirements None							
5	Form of assessment Oral examination							
6	Condition for the award of credit points Module examination passes							
7	Application of the module (in the following study programmes) -							
8	Module coordinator Prof. Dr. Marisa Kaufhold, Dipl.-Päd. Karin Böhmker, Danica Flottmann M.A.							
9	Other information							

Subject-Specific Teaching Methodology II – Curriculum Development – Therapy								
No. 14	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory elective	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, text work, concept development		35	German
2	Learning outcomes/competences Students: <ul style="list-style-type: none"> • have the competence to acquire an up-to-date overview of curricular developments in the vocational education of their own profession in Germany, as well as their federal state-specific differences and use existing research results. • critically analyse curricula and syllabuses based on their in-depth knowledge and understanding. • have differentiated knowledge of theories of curriculum development and the learning field concept and are able to reflect on these critically and design competence-oriented sub-curricula for training or further and continuing education. • have differentiated knowledge of theories/models of curriculum development and the learning field concept, are able to reflect on these critically and design competence-oriented sub-curricula as well as school-specific curricula for training or further and continuing education, and plan their implementation autonomously. • are able to critically analyse curricula and syllabuses on the basis of their academic qualifications and evaluate their importance for professionalisation efforts in the therapeutic professions, as well as justify their position in dialogue with the teams in educational institutions. • are aware that the design of a curriculum implicitly conveys an understanding of the profession, and take this into account when developing curricula. 							
3	Contents Theories on curriculum development (curricula, training guidelines and syllabuses), evaluation criteria for curriculum analysis, evaluation of curricula, development of sub-curricula, professional identity and professional understanding as an object and implication of curricula, EQF (European Qualifications Framework), DQR (Deutsche Qualifikationsrahmen – German Qualifications Framework), specialist qualifications framework							
4	Participation requirements None							
5	Form of assessment Term paper							
6	Condition for the award of credit points Module examination pass							
7	Application of the module (in the following study programmes)							
8	Module coordinator Prof. Dr. Beate Klemme							
9	Other information							

Subject-Specific Teaching Methodology – Curriculum Development – Nursing								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	180 h	6	4th sem.	Annual	Summer	1 sem.	Compulsory elective	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Lecture, sem. tuition		4 SCH (60 h)	120 h	Lecture, group work		35	German
2	<p>Learning outcome/competences Students</p> <ul style="list-style-type: none"> discuss curricula as a central management instrument of vocational educational processes and show interrelationships (e.g. with processes of school development) differentiate between different curriculum forms (e.g. open vs. closed curricula) and curriculum concepts (e.g. tiered vs. spiral curricula), and are able to assess the relevant opportunities and limits. examine the importance and scope of an understanding of education anchored in curricula and derive consequences for educational processes at different learning locations. analyse existing (framework) curricula and syllabuses with regard to their structure, anchored educational goals and content, as well as teaching requirements, and derive curricular development needs against the background of statutory provisions and a professional understanding of the vocation. have knowledge of general and nursing teaching theories and models of curriculum development and are able to apply this knowledge in the conception of a curricular component (e.g. module, learning area). their definition of competences is based on theoretically sound competence models and on German and international standards (e.g. European qualifications framework, German qualifications framework). have knowledge of curriculum implementation and evaluation and are able to contribute to shaping this at different learning locations. 							
3	<p>Contents Understanding/differentiation of curriculum and (framework) syllabuses in nursing education, as well as responsibilities at federal, state level and institutional level; legal basis and training and examination regulations in the nursing profession; European and German Qualifications Frameworks; competence models; curriculum forms and concepts; exemplary: generalist curricula (e.g. from model experiments); coordination of learning location-related curricula; curriculum theory; curriculum construction; nursing teaching theories and models for curriculum development; localisation of curriculum development in the process of school development, framework conditions and criteria for curriculum implementation and evaluation, nursing teaching knowledge of curriculum research</p>							
4	<p>Requirements for participation None</p>							
5	<p>Form of assessment Term paper</p>							
6	<p>Condition for the award of credit points Examination pass</p>							
7	<p>Application of the module (in the following study programmes)</p>							
8	<p>Module coordinator Prof. Dr. Patrizia Raschper</p>							
9	<p>Other information</p>							

Master Thesis/Master Colloquium								
No.	Workload	Credit points	Study semester	Frequency	Sem.	Duration	Type	Q level
	510 h	17	4th sem.	Annual	Summer	one semester	Compulsory	M.A.
1	Course type		Contact hours	Self-study	Forms of teaching (learning methods)		Planned group size	Language
	Exercise		2 SCH	480 h	Partner and group work			German
2	<p>Learning outcome/competences Students</p> <ul style="list-style-type: none"> • can work independently on a scientific question from a theoretical, empirical or conceptual perspective within a given period, • justify the relevance of their self-chosen question on the basis of the current state of science, • independently carry out all the necessary steps, from literature research to structuring and discussion, • are able to critically discuss their results from different perspectives, reflect their importance both for the respective subject area and in an interdisciplinary context, and derive consequences for an academic professional activity in education and/or healthcare, • are able to use appropriate scientific language and comply with formal requirements for written scientific papers, • are able to present the central intention, the methodology and the results of their master thesis and advocate them to colleagues and laypeople. 							
3	<p>Contents The master colloquium supports students in the preparation of their master theses. Content is tailored to the needs of the colloquium participants at the beginning of the course.</p>							
4	<p>Participation requirements None</p>							
5	<p>Form of assessment Term paper (the scope of the master thesis should not exceed 80 pages of text, cf. Section 27(1) SPO clause)</p>							
6	<p>Condition for the award of credit points Participation in the colloquium and passed examination</p>							
7	<p>Application of the module (in the following study programmes)</p>							
8	<p>Module coordinator Every examiner who meets the requirements under Section 18 (1) clause 2.</p>							
9	<p>Other information The time allowed (period from issuing to submission of the master thesis) is a maximum of four months, a maximum of five months for an empirical topic.</p>							