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(Working Group Qualifications Framework Social Work of the BSWD/Body of Social Work Departments)

with the co-operation of

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## **Qualifications Framework Social Work** **(QF SWork)**

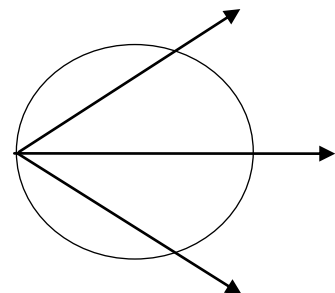
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Adopted by

Body of Social Work Departments

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The Voice of the Universities

Elaborated by

the Working Group Qualifications Framework of the Body of Social Work  
Departments (´Fachbereichstag´)

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Foreword of the vice president of the German rector's conference on the revised version of the qualifications framework social work (QF Swork)

**Unauthorized engl.Version**

## **HRK German Rectors' Conference**

The Voice of the Universities

On the recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, the German Rectors' Conference and the German Federal Ministry of Education and Research, the discipline Social Work took on the task to develop a subject-specific qualifications framework based on the German qualifications framework for degrees of higher education. I am very pleased that the assembly of the social work departments (Fachbereichstag) was the first to develop the paper "Qualifications framework for Social Work" which was mandatorily approved in 2006. It is now available in version 5.1 with a formulation for all three academic degrees – BA, MA, PhD. This further development confirms its original concept.

The qualifications framework for a specific subject should be a guideline. At the same time it is always a compromise which is precisely shown by its particular legitimacy. Such a subject-specific qualifications framework is supposed to be seen as a starting point for the organisation and re-organisation of degree programmes and curricula. It provides support for a precise definition of the qualification targets of a specific degree programme, for keeping an eye on different knowledge and abilities of a subject and for achieving the appropriate qualification level. It is a matter of course that it is possible to deviate from the subject-specific qualifications framework. Due to the given framework, divergences can easier be discussed. The qualifications framework for Social Work has early implemented these principles. Thus giving important impulses which exceed the boundaries of its own subject.

The German Rectors' Conference appreciates the activities of the social work departments and has already supported the development process with pleasure. The qualifications framework for Social Work is a milestone in the implementation of the Bologna Process.

I hope that this version will be critically and constructively accepted for its further development.

Prof. Dr. Winfried Müller

Vice president of the German Rectors' Conference (HRK)

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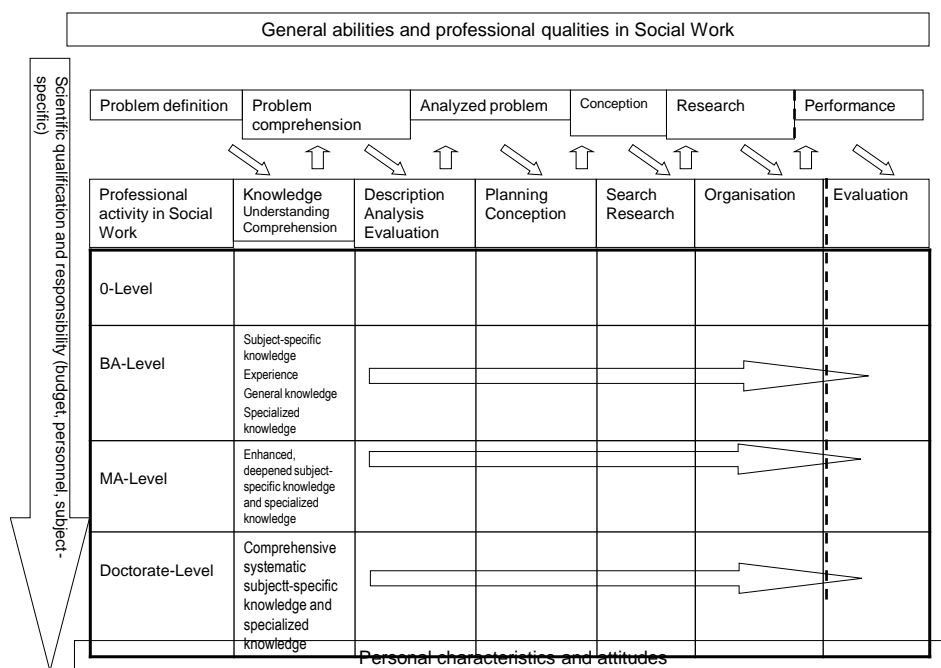
# **1. Preamble**

## **1.1 Logic and Commitment**

The QF SWork pursues a process logic for the implementation resp. execution of professional Social Work, based on a problem definition which can/shall/must be dealt with and solved by experts of Social Work.

It is presumed that experts of Social Work do not only operate on their own but that they assume a professional and social responsibility. They do not only respond to existing and recognized problem definitions but also manage 'problem situations considered as relevant in the social **and/or** professional sense'. On the one hand, the general abilities and professional qualities required for the solution of such problem definitions depend on individual prerequisites. On the other hand, they form part of the collective canon of knowledge and skills and of a fundamentally shared self-conception the members of the profession have. The members of the profession are able to operate on this basis, being aware of the consequences of their activity to clients, in consideration of different complex social correlations and in critical reflection of social functional relationships.

Presuming a basic decision in favour of a fundamental generic study the QF pursues the train of thought comprising the enhancement and deepening of knowledge, abilities, skills, competences and attitudes with the opportunity to specialize in the field of work and research of Social Work. The enhancement and deepening of scientific qualification and experience is a compulsory prerequisite. In this context the preparation of additional scientific qualification and professional orientation is a key task of the Master level study. All this, however, does not affect the differentiation between application- or research-oriented MA degree programmes. Each Master level study must offer scientific qualifications, and each Bachelor level study must establish and prepare these ways of qualification, too.



The QF SWork refers to the comparable frameworks without explicitly and completely keeping to one framework.<sup>1</sup> Therefore it manages e. g. without a competence discussion and the like. The pragmatic reason for this procedure is founded in the particular situation of the Social Work departments in Germany. First, the level for Master qualifications must securely be defined as it is true that each department claims for itself to have procured complete qualifications for Social Work up to date. The QF SWork opens up possibilities to define the MA level without having to make distinctions between „more or less competent“ graduates. Each department is quite at liberty (and this is appropriate) to state e. g. the competences procured in the self-description of the degree programmes for the accreditation. This also includes the reference to any other framework.

The QF SWork is compatible with the existing international frameworks and is surely committed to the references of international (European and non-European) Social Work.

<sup>1</sup> Comparable Frameworks: *International Initiatives*: Joint Quality Initiative “Dublin Descriptors”, European Consortium for Accreditation, Tuning Project 2001 – 2004, Bachelor-Master Generic Qualification Initiatives, EUA Master degrees Survey, MARIC-ENIC Meeting, Jan. 2003, Transnational, European Evaluation Project (TEEP), *Additional Qualifications Frameworks*: Qualifikationsrahmen für Deutsche Hochschulen (Qualifications Framework for German Universities/HE Institutions), (KMK Resolution 21/04/2005), Danish Qualifications Framework, Irish Qualifications Framework, UK Qualifications Framework, Scottish Credit and Qualifications Framework Australian Qualifications Framework advisory board ([www.aqf.edu.au](http://www.aqf.edu.au)), *Subject-specific Qualifications Frameworks*: EUR-ACE Framework Standards for the Accreditation of Engineering Programmes, Requirements for Social Work Training. Departments of Health (UK), esp. the Keyroles of the „National Standards Occupational Standards for Social Work.

## **1.2 Claim**

The QF SWork claims for itself to be a practicable experiment to answer the question of level definition for Social Work in Germany, and with it to be in compatibility with European and non-European frameworks. It has been designed necessarily and consciously as a compromise which does not and must not stipulate contents or subject-specific policy. As a frame it must outline the limits of subject-related communication within the scope of which the competition of ideas, conceptions and programmes is all the more desired and required. After all it has to take into account and recognize the distinct orientation interests of teachers at universities, students at universities or practitioners with continuing individual study planning and finally of the employers. The differentiated educational promise for BA and MA levels is made within the reference framework of the Bologna process and with the self-confident claim of the scientific education and research levels by the Social Work departments at the German universities.

## **1.3 State Recognition**

The State Recognition figures in a separate appendix of this QF SWork. The State Recognition corresponds to a minimum consensus which is formulated in direct conformity with the QF SWork. At the same time the State Recognition is treated as an independent question which may be answered in different ways.

## 2. Definition

### A Knowledge and Understanding/Comprehension

#### In general the following applies to graduates of Social Work:

A-0 The knowledge and understanding of the graduates is based on different access criteria for HE institutions, in connection with practical and subject-specific previous experiences of varying depth. They possess fundamental secure knowledge and comprehension of the theoretical and applied Social Work sciences and at least the relevant knowledge of the corresponding scientific disciplines. This is the basis to achieve the other qualification targets of the Social Work study. Graduates may establish their knowledge and understanding either in a specialized field of Social Work or over the whole spectrum of the subject.

#### BA-Level Graduates possess

- A-BA-1 knowledge and comprehension of the general scientific foundations and methods of Social Work and of an exemplary field of learning.
- A-BA-2 systematic knowledge of important theories, models and methods of Social Work in the national and international context.
- A-BA-3 critical comprehension of the key problems, conceptions and best practice examples of a specialized field and Social Work in general.
- A-BA-4 an integrated comprehension of the methods, procedures and occupational ethics of Social Work, where reflected experience forms the background for methodical action in certain fields of Social Work, and by making use of the up-to-date technical literature.
- A-BA-5 an exemplary understanding and selected in-depth actual knowledge in a field of research and development of Social Work.
- A-BA-6 critical awareness of the comprehensive multi-disciplinary context of Social Work.

#### MA-Level Graduates possess

- A-MA-1 comprehensive knowledge and comprehension of the scientific foundations of Social Work and of an exemplary field of learning, including selected methods of qualitative and quantitative social research.
- A-MA-2 in-depth knowledge and comprehension of theories, models and methods of Social Work in the national and international context corresponding to the actual subject-related scientific discussion.
- A-MA-3 the overall view as to the actual national and international research and development in Social Work.



### **PhD/Dr-Level- Graduates**

- A-PhD-1 possess comprehensive, systematic knowledge and understanding of interdisciplinary and disciplinary scientific foundations of Social Work.
- A-PhD-2 possess a systematic overview of current international research<sup>2</sup> in the context of their specialized field in Social Work
- A-PhD-3 have shown a systematic understanding of their (inter)disciplinary research of Social Work and its skills and methods, which are used in research in this subject.<sup>3</sup>

## **B Description, Analysis and Evaluation**

### **In general the following applies to graduates of Social Work:**

- B-0 Graduates are able to define problem definitions in Social Work in accordance with their professional knowledge and understanding and, if possible, assign them to defined tasks sets or problem fields. Description, analysis and evaluation include the identification of the task and the clarification of the specific problem definition.

### **BA-Level Graduates possess**

- B-BA-1 the ability to apply their knowledge and comprehension deliberately to identify and formulate typical problem definitions taking into account secured scientific findings and methods of Social Work.
- B-BA-2 the ability to identify new, unclear and extraordinary problem definitions as such and to call on further assistance to handle these problems.
- B-BA-3 the ability to apply their knowledge and comprehension deliberately for the critical analysis of services, processes and methods of Social Work and its basic conditions.
- B-BA-4 the ability to select reliably analytical methods and their instruments.

### **MA-Level Graduates possess**

- B-MA-1 the ability to acquire autonomously the actual scientific discussion and to verify to what extent it is helpful for description and analysis.
- B-MA-2 the ability to apply scientific methods to describe and analyze autonomously even new, unclear and untypical problem definitions in

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<sup>2</sup> The word "research" is used according to the glossary of the Dublin Descriptors: "The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'." (ibid.)

<sup>3</sup> Cf. QR DH

- Social Work, with the actual scientific discussion forming the background.
- B-MA-3 the ability to instruct colleagues subject-specifically as to the analysis of new, unclear and untypical problem definitions.
- B-MA-4 the ability to perform a comprehensive analysis of internal and external interacting factors and a responsible integration of other specialized disciplines into their own subject-specific analytical work.

### **PhD/Dr-Level- Graduates**

- B-PhD-1 have the ability to identify and describe scientific questions of social work on their own.<sup>4</sup>
- B-PhD-2 possess the scientific critical analysis, development and synthesis of new and complex ideas in Social Work.<sup>5</sup>
- B-PhD-3 are able to analyse complex situations and processes scientifically, to identify problems, as a consequence to deduce clearly defined targets for scientific procedures, to show and to assess possible solutions.<sup>6</sup>

## **C Planning and Conception of Social Work**

### **In general the following applies to graduates of Social Work:**

- C-0 Graduates are able, in agreement with their professional knowledge and understanding, to plan specific processes, help systems and services of Social Work and to develop professional conceptions for their interdisciplinary execution, if necessary. This includes the consideration of possible strategies and methods for solving a problem and the critical selection of the most appropriate strategies and methods. Planning and conceptions take into account individual and social requirements considering the individual way of living, the respective basic conditions and the consequences of the intended implementation.

They possess the abilities to operate/work in interdisciplinary contexts.

### **BA-Level- Graduates possess**

- C-BA 1 the ability to apply their knowledge and skills to develop planning and conceptions for requirements of Social Work corresponding to the subject-specific and professional standards. These can be critically reflected and justified.
- C- BA 2 the knowledge of planning and conception methods and the ability to apply them even to complex problem definitions not yet completely defined.

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<sup>4</sup> Cf. QR DH,

<sup>5</sup> Cf. QR EHEA

<sup>6</sup> Cf. draft QR 4Ing

- C-BA 3 the knowledge of relevant other disciplines and the competences to make use of them to solve/handle the problem. They are able to plan, conceive and control their own activity in this context.
- C-BA-4 the ability to realize conceptions in a team.

### **MA-Level Graduates possess**

- C-MA-1 the knowledge and skill to develop and reflect complex strategies for solving a problem for new unknown problem definitions on the basis of scientific methodology and actual/in part the latest research results, and to justify them towards relevant target groups.
- C-MA 2 the ability to integrate interprofessional/interdisciplinary research and development processes into planning and conceptions.
- C-MA 3 the ability to determine autonomously the requirements to overall responsible control and management of complex processes within the scope of planning and conceptions in the field of action of Social Work.

### **PhD/Dr-Level- Graduates**

- C-PhD-1 are able to independently plan important research and development projects in Social Work with scientific integrity.<sup>7</sup>
- C-PhD-2 are qualified for the acquisition and cost planning of research and development projects.

## **D Search and Research in Social Work**

### **In general the following applies to graduates of Social Work:**

- D-0 Graduates should be able, in agreement with their professional knowledge and understanding and by applying appropriate methods, to handle research issues and to apply other methods of subject-specific information gathering. The information gathering may e. g. consist of literary evaluation, practical research with quantitative and/or qualitative methods, interpretation of empirical data or electronic media search. They take care that the data base and the facts collected are taken into account in the practical work, preserving the professional and subject-specific standards.

### **BA-Level- Graduates possess**

- D-BA-1 the ability to identify, interpret and integrate subject-specific literature and data bases by means of scientific search.

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<sup>7</sup> Cf. QR DH

- D-BA-2 the knowledge of subject-specific handbooks, periodicals, data bases and subject-specific forums and the ability to make use of classical and modern search methods.
- D-BA-3 the ability to do practical research work under direction and to use qualitative and quantitative methods to generate and interpret empirical data bases.

### **MA-Level- Graduates possess**

- D-MA-1 the ability to identify the information and data required, to determine their sources and to collect these data.
- D-MA-2 the ability to develop research designs and to do (practical) research work.
- D-MA-3 the ability to perform a critical analysis and evaluation of proper and external research results resp. information.
- D-MA-4 the ability to develop innovative methods and strategies on the basis of scientific analysis.
- D-MA-5 the ability to take part in and to pursue the practical, methodical and scientific theoretical development of the subject.

### **PhD/Dr-Level- Graduates**

- D-PhD-1 have made a contribution to Social Work based on the presentation of their academic work which extends the frontier of knowledge and which bears a critical examination of national and international experts.<sup>8</sup>
- D-PhD-2 have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field.
- D-PhD-3 are able to conceive substantial research projects in Social Work and to implement these in research or practice of Social Work.<sup>9</sup>
- D-PhD-4 can guarantee the quality of their research and development project.
- D-PhD-5 are able to lead interdisciplinary and international research and development teams on their own.
- D-PhD-6 can responsibly manage and control the personal, financial and material resources of research and development projects in Social Work in consideration of academic standards and economic basic conditions.
- D-PhD-7 can instruct other persons and help them with their further academic qualification within the context of research and development projects.
- D-PhD-8 are able to communicate knowledge from their area of expertise with colleagues in an international discourse.

## **E Organisation, Performance and Evaluation in Social Work**

**In general the following applies to graduates of Social Work:**

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<sup>8</sup> Cf. QR DH, Dublin Descriptors, QR EHEA

<sup>9</sup> Cf. Dublin-Descriptors

E-0 On the basis of their knowledge and skill the graduates are qualified for organising, implementing and evaluating conceptions and planning. For this they have knowledge and skills in the fields of search, research, didactics and methodology as well as evaluation.

They are qualified for assessing material and personal resources and for employing and controlling them responsibly. They are able to reflect critically and to take into account the individual requirements related to the way of living and the social requirements, the basic conditions and the proximate and indirect consequences of their activity. They have proven, reflected and evaluated their knowledge and skill in practice.

### **BA-Level- Graduates possess**

- E-BA 1 the ability to organise, implement and evaluate conceptions and planning in a constructive and innovative way, theoretically well-funded and reflected.
- E-BA 2 the ability to develop resources and to bring them in.
- E-BA 3 theory-directed reflected experience of relevant practical activity in Social Work.
- E-BA 4 reflected experiences with different methods and their application range in varying settings.
- E-BA-5 the ability to employ different methods to evaluate Social Work.

### **MA-Level- Graduates possess**

- E-MA 1 the abilities and skills to test and elaborate methods in Social Work and to examine the efficiency and application range of these methods.
- E-MA 2 the ability and skills to establish, maintain and elaborate comprehensive quality management systems on the basis of scientific methodology.
- E-MA 3 the knowledge of relevant scientific discourses in other scientific disciplines and critical reflection of the interwoven dependencies and effects of Social Work.
- E-MA 4 the abilities and skills to organise, perform and evaluate autonomously.

### **PhD/Dr-Level- Absolventinnen und Absolventen besitzen**

- E-PhD-1 are qualified to complete the organisation, carrying out and evaluation through explicit academic processes.

## **F Professional General Abilities and Attitudes in Social Work**

### **In general the following applies to graduates of Social Work:**

- F-0 Graduates possess further non-subject-specific abilities which must be considered as a prerequisite for the successful professional Social Work. They possess competences which must be considered as the result of the academic study and are usually demonstrated by

formulation and substantiation of arguments and the solution of problems in their subject of study.

### **BA-Level- Graduates possess**

- F-BA-1 the proven ability to act on their own initiative and to work on their own and within a team.
- F-BA-2 the distinct ability to communicate and interact with all subject-specific and non-subject-specific actors of the field of activity and their social environment by making use of different media.
- F-BA-3 responsibility and distinct awareness of the risks of their activity as to themselves and others.
- F-BA-4 the ability to identify and assess the interests of clients<sup>10</sup>, client groups or systems as well as the different social requirements and interests.
- F-BA-5 the ability to develop and justify strategies for solving problems taking into account professional and ethical standards and the occupational role.
- F-BA-6 the ability to collaborate creatively and responsibly in project management, personnel management and overall management.
- F-BA-7 the understanding of the *necessity of* and *willingness to* continuing advanced vocational training and the ability to update their own subject-specific knowledge and skill.

### **MA-Level-Graduates possess**

- F-MA-1 in-depth knowledge and abilities of the BA level.
- F-MA-2 abilities required for the efficient guidance of teams in research and practice emanating from different disciplines and providing different vocational training standards.
- F-MA-3 the ability to be solely responsible for management and guidance.
- F-MA-4 the ability to do research work and to operate in national and international contexts.

### **PhD/Dr-Level- Absolventinnen und Absolventen besitzen**

- F-PhD-1 are qualified to participate in the international academic discourse in Social Work.
- F-PhD-2 can communicate knowledge of their own research or research of others to an academic public or to laymen.<sup>11</sup>
- F-PhD-3 are able to critically reflect on and discuss the results of their research and the consequences of scientific understanding for Social Work with individuals, groups and society in general.
- F-PhD-4 can promote social, technological and/or social advancement of a knowledge based society within the academic, developmental and professional context of Social Work.<sup>12</sup>

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<sup>10</sup> Accordingly: addressees, participants, customers.

<sup>11</sup> QRDH,

<sup>12</sup> Cf. Dublin Descriptors, QR EHEA

F-PhD-5 feel obliged to the ethos of academic work concerning independent planning, realizing, assessing and applying of scientific research and knowledge.

## **G Personal Characteristics and Attitudes**

### **In general the following applies to graduates of Social Work:**

G-0 They shall possess a strong well-balanced personality with distinct empathy for social problem definitions and the persons involved. Their self-critical and reflected attitude allows them to adopt a professional distant occupational role, taking into account their own personal qualities, and on the basis of a reflected conception both of life and man. They are independent enough to define limits and opportunities of their activity.

## Appendix 1

### State Recognition

The State Recognition certifies qualifications which are the prerequisites for a sovereign activity in Social Work, especially the following:

- proven knowledge of the relevant German fields of law with exemplary deepening at the federal state level
- knowledge of administrative structures and administrative procedures
- evidence of subject competence and occupational ability.

The award of the State Recognition can be applied for, verified and stipulated within the scope of the accreditation of the degree programme.

### Prerequisites for the Award of the State Recognition:

The prerequisites for the State Recognition can be acquired during the course of the study or after the graduation.

The prerequisites for the award of the State Recognition are as follows:

- (1) Bachelor graduation in a study programme of Social Work
- (2) Proven knowledge of the relevant German fields of law with exemplary deepening at the federal state level
- (3) Practical activity under direction in subject-specific institutions of Social Work acknowledged by the university/appropriate authority, to an extent of at least 100 days
- (4) A critical reflection of subject-specific knowledge acquired under the conditions of practical activity under direction.

The university verifies if the requirements for the award of the State Recognition are satisfied, and the appropriate authority will award the state recognition.<sup>13</sup>

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<sup>13</sup> Note: This may be the university, but also the ministry.



## Appendix 2

### ***The third study cycle in the QF SWork:*** **General considerations**

By Ulrich Bartosch

#### **Systematic assignment to QF SWork**

The QF Swork follows systematically an orientation towards professional action in Social Work. Through this it should be taken into account that distinguishable previous academic qualifications do not immediately create competences in the context of single professional processes. Competence assignments can rather be distinguished; these assignments concern the range of total responsibility which can be substantiated by an extended resp. specialised academic expertise.

For the PhD-level this means that almost exclusively academic, specialised additional expertise must be understood as a complement of the qualification profile. At this point it is necessary to clearly explain the word „employability“ – within the bounds of an academic qualification framework. "The qualification for a profession" – which is the intended meaning – can only indirectly be understood as a complement of the individual qualification framework concerning the concrete implementation at a concrete workplace. Rather it can be claimed that here opinions differ about that which in the qualification frameworks because of the different logic of academic work and general qualifications of academics for the job market on all levels in principle can be distinguished:

- A) Academic education prepares for academic action through successive independent participation and thus conveys the ability to generate new knowledge which is gained with academic methods. Furthermore, academic education enables to understand such knowledge and again to examine and judge this from an academical point of view.
- B) Professional action, in general employment system, is if necessary based on academic understanding and methods and therefore it needs the ability to understand, examine and judge relevant knowledge from an academical point of view. Deliberate, demand-oriented extension of current knowledge must be gained through academic methods. The closer this specific professional action is to academic action, the better it fits the academic qualification profile (QR EHA) and general qualification profile of life-oriented learning (EQR LLL).

Logically, the specific academic qualification elements within the QF Swork – distinguishable from general professional elements – can be assigned especially to the category "Investigation and research" as ‚learning outcomes‘. At the same time it should be noted that the professional qualification in the phase of BA/MA studies

differs from PhD-studies not only in a gradual way. Furthermore, the difference between the specific character of university academic education and the learning possibilities of other qualifications becomes clearly distinguishable. It seems possible that an extended qualification e.g. for the "planning and conception of Social Work" can be gained through experience based or work based learning, i.e. through informal, non-formal but also institutional learning processes at another place. Therefore, it is planned that these Q-elements can be assigned and taken into account qualitatively. However, at the same time it should be avoided that these ways of learning and their specific learning results profiles are seen as identical too hastily.

The specific academic obligation of the QF SWork concerning PhD-level can especially be seen in category E. Organisation, performance and evaluation in Social Work are not treated separately. This means:

- A) The qualification for the organisation, performance and evaluation in Social Work is completely reached with the Master-level.
- B) The extension of this qualification takes places corresponding with academic requirements.
- C) As far as these academic qualifications are needed in professional action, they complete the qualification profile in category E.
- D) The QF SWork allows for the reality of the working world by strictly separating the academic qualification level "PhD" from the work-related assignment to very important areas of responsibility. (The title "Dr." has no immediate qualifying importance on the job market – at least beyond the university system. The other way round, having a very responsible position in the general employment system has no immediate qualifying relevance for academic education / work.)
- E) Within the boundaries of appropriately planned Phd-levels it is of course possible to strive for qualification elements, which extend e.g. category E through appropriate training or schooling and because of that they treat specific requirements of the general employment system separately.

## Appendix 3

# Zusammenfassender Bericht zum Expertenworkshop „3rd-Cycle Soziale Arbeit“

FAKULTÄT FÜR SOZIALE ARBEIT

Prof. Dr. Ulrich Bartosch



## Zusammenfassender Bericht zum Expertenworkshop „3rd-Cycle Soziale Arbeit“ vom 19. – 20. März 2007

### Teilnehmer/innen

Prof. Dr. Flößer, Universität Dortmund  
Prof. Dr. Hamburger, Universität Main  
Prof. Dr. Otto, Universität Bielefeld  
Prof. Dr. Schaar, Universität Wuppertal  
Prof. Dr. Schröer, Universität Hildesheim  
Prof. Dr. Meder, Universität Duisburg,  
Prof. Dr. Bartosch, KU Eichstätt  
Prof. Dr. Buttner, FH München  
Prof. Dr. Knauer, FH Kiel  
Prof. Dr. Knösel, FH Potsdam  
Prof. Dr. Kreuzer, FH Nürnberg  
Lysann Bohatzsch, KU Eichstätt  
Christine Speth, KU Eichstätt  
Prof. Dr. Thole, Universität Kassel  
Prof. Dr. Stuewe, FH Frankfurt  
Prof. Dr. Mergner, FH Köln  
Prof. Dr. Pollak, Universität Passau  
Prof. Dr. Karsten, Universität Lüneburg  
Anita Maile, FH Frankfurt

### Tagesordnung

<b>19.3.2007</b>	Expertenworkshop I:
Ab 12.00 Uhr	Ankunft und Mittagsimbiss
	Begrüßung und Vorstellung
13.00 - 15.00 Uhr	Stand der Bologna-Reform. Wo stehen wir nach der Münsteraner „V“Erklärung?
	Kerncurriculum der DgFE/Curriculum Arbeitspapier der Kommission 4
	Qualifikationsrahmen Soziale Arbeit 4.0

15.00 - 15.30 Uhr	Kaffeepause
15.30 - 18.00 Uhr	Gemeinsame Basis für ein drittes Level? Diskussion eines Graduierten- und Promotionsprofils
Ab 20.00 Uhr	Gemeinsames Abendessen im Restaurant „EXIL“ Mercatorstraße 26, 60316 Frankfurt am Main
<b>20.3.2007</b>	Expertenworkshop II
9.00 - 10.30 Uhr	Gemeinsame Konstruktion des dritten Levels?
10.30 - 11.00 Uhr	Kaffeepause mit Imbiss
11.00 - 12.30 Uhr	Mögliche nächste Schritte
12.30 Uhr	Ende des Expertenworkshops und Abreise der Teilnehmer

## Zusammenfassung

Der Workshop hatte zur Zielsetzung, die Möglichkeiten einer gemeinsamen Formulierung des Promotionslevels im Anschluss an den QR SArb 4.0 durch Universitätsprofessoren und Fachhochschulprofessoren zu prüfen.

Die Runde der Teilnehmerinnen und Teilnehmer setzte sich im Kern aus Vertreterinnen und Vertretern der Kommission für Sozialpädagogik der Deutschen Gesellschaft für Erziehungswissenschaft (im folgenden UNI-Gruppe) sowie Mitgliedern des Fachbereichstages Soziale Arbeit (im folgenden FH-Gruppe) zusammen.

Die UNI-Gruppe nahm an den Beratungen mit grundsätzlicher Offenheit gegenüber dem Vorhaben einer engeren gemeinsamen Abstimmung teil. Es wurde zugleich deutlich, dass die Formulierung des QR SArb als gesondertes Vorgehen der FH-Gruppe gewertet wird, das auch disziplin- und hochschulpolitische Implikationen erzeugt. So wurde z.B. eine affirmative Zuordnung der Sozialen Arbeit zur „Sozialarbeitswissenschaft“ kritisiert.

Die FH-Gruppe unterstrich ebenfalls die grundsätzliche Bereitschaft zu einer übergreifenden Kooperation zwischen den Hochschulen. Gerade die Bologna-Strukturen ermöglichen zumindest formal eine bessere Zusammenarbeit. Das Vorgehen zur Formulierung des QR SArb wurde bekräftigt, wobei auf die gegenwärtige Zusammenkunft als Beleg für den Willen zum fachlichen Austausch hingewiesen wurde. Die grundsätzliche Eigenständigkeit der Sozialen Arbeit wurde mehrfach unterstrichen.

Im Ergebnis konnte man sich nicht auf eine gemeinsame Formulierung des dritten Levels einigen. Die Differenzen und grundsätzlichen Diskussionsbedarfe sind aktuell noch zu groß. Allerdings war doch auch eine gewisse Annäherung spürbar, die zumindest in ausgewählten Fällen künftige Kooperationen einfacher machen sollte.

Ein wichtiges konkretes Arbeitsergebnis dürfte in der Diskussion der grundsätzlichen Schwierigkeiten für die Formulierung eines 3d Level gegeben sein. Diese Anregungen werden in einer konkreten Ausarbeitung sicher Berücksichtigung finden.

### Konsensfähige Aspekte

Die Diskussion ergab einige grundsätzliche Sichtweisen, die konsensfähig sein könnten. Eine gemeinsame Erklärung oder Abstimmung wurde allerdings nicht vorgenommen. Sie wäre zum gegebenen Zeitpunkt auch nicht möglich gewesen. Die Zusammenfassung gibt - mit dem Wunsch eine tragfähige Formulierung für den allgemeinen Verlauf zu finden – den individuellen Standpunkt des Berichterstatters wieder:

1. Durch die MA-Studienprogramme an Fachhochschulen ergeben sich neue Bedingungen und Möglichkeiten der Kooperation zwischen Uni und FH. Besonders für die künftigen Absolventinnen und Absolventen von MA-Studiengängen an FHs sollte der Übergang vom FH-Studium in ein Promotionsstudium an der Universität deutlich erleichtert werden. Die Frage einer Direktpromotion nach erfolgreichem FH-Diplomstudium tritt somit mittelfristig in den Hintergrund.
2. Zur künftigen Sicherstellung von entsprechend qualifiziertem Nachwuchs zur Besetzung von Professuren an den Fachhochschulen ist die Eröffnung von Promotionswegen im fachlichen Kontext der Sozialen Arbeit wünschenswert.
3. Die berufliche Praxis der Sozialen Arbeit muss die Befähigung zu wissenschaftlicher Forschung und Entwicklung als notwendigen Bestandteil des Qualifikationsprofils ihrer Mitarbeiterinnen und Mitarbeiter annehmen und entsprechende Arbeitsbedingungen realisieren, die dieser Fähigkeiten zur Geltung bringen.
4. Gemeinsame Promotionswege - zumindest unter Beteiligung der anwesenden Gruppierungen von Hochschullehrerinnen und –lehrern - bedeuten eine Vernetzung der Sozialen Arbeit in die Erziehungswissenschaft durch die entsprechenden Forschungsfragen.
5. Eine Formulierung des 3rd Level in der Sprache von learning-outcome erscheint sinnvoll aber durchaus konfliktgeladen.

6. Gemeinsame Promotionswege auf der Basis von Kooperationsverträgen könnten exemplarische Wege (best practice) aufzeigen.
7. Die Qualifizierungswege und ggf. die Anforderungen für Nachqualifizierungen müssen offen gelegt werden.
8. Die hochschul- und professionspolitischen Zielsetzungen müssen diskutiert und beschrieben werden.

#### Einzelne Fragestellungen

1. Ein nächster Schritt sollte durch die Aufnahme gemeinsamer Arbeitsgespräche durch den Erziehungswissenschaftlichen Fakultätentag und den Fachbereichstag Soziale Arbeit erfolgen.
2. Ein Netzwerk von möglichen/konkreten Promotionswegen und –partnern sollte entwickelt werden.
3. Eine Beschreibung des 3rd Level als Ergänzung des QR SArb wird erfolgen – ggf. ohne Beteiligung der UNI-Gruppe.
4. Welche Vorteile ergeben sich durch eine kooperative Promotion für die Universität. Könnte eine verbesserte Unterfütterung der BA-MA-Programme erreicht werden?
5. Wie differenziert sollte das 3rd Level ausformuliert werden. Reicht u. U. die Präzisierung des Deutschen QR Nationaler Hochschulabschlüsse aus?
6. Welche Auswirkungen sollte/könnte der QR dann auf die Akkreditierung haben, bzw. welche Rolle könnte/sollte die Akkreditierung überhaupt in diesen Fragen spielen?
7. Die Arbeitsanforderungen für die Professoren müssen präzisiert werden.

#### Einzelne problematische Aspekte

1. Es gilt die Differenz zwischen wissenschaftlicher Qualifizierung und beruflicher Ausbildung genau zu beachten. Beispielhafte Fragen sind z.B.: Worin liegt der Überschuss wissenschaftlicher Qualifizierung gegenüber beruflicher Ausbildung? Kann die wissenschaftliche Arbeit in der Promotionsphase mit besonderen Qualifikationen für berufliche Anforderungen verbunden werden?
2. Die Durchführung von Promotionen an den (ggf.) erziehungswissenschaftlichen / philosophischen Fakultäten erzwingt eine Formulierung der Forschungsfragen im disziplinären Kontext von Sozialpädagogik. Wie weit oder wie eng diese Formulierung geführt werden kann, wäre genau zu prüfen.
3. Worin liegt der effektive Nutzen für die Universitäten?
4. Muss eine generelle Nachqualifizierung vorgesehen werden?
5. Welche Qualifikation muss auf Seiten der potentiellen FH-Betreuer nachgewiesen werden und ggf. wie würde eine Betreuung institutionalisiert.