



TRANS**SO**DIA

Innovative training formats in the field of social diagnostics.

Report on the project result R2 of the Erasmus+
Project TransSoDia.

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Contents

1	Introduction	3
2	Development process of the training formats	4
3	Documentation of the trial	7
	3.1 Online seminar series "Network diagnostics and biographical diagnostics" (March - April 2023).....	7
	3.2 Online lecture series "In a Nutshell: Network diagnostics and biographical diagnostics" (June 2024).....	10
4	Summary analysis of the trial	13
	4.1 Insights into the target group and needs	13
	4.2 Requirements for future formats	14
	4.3 Expansion of the product range through micro-credentials	15
5	Concepts of micro-credentials	16
	5.1 Micro-credential "Social diagnostics"	17
	5.2 Micro-credential "Biographical work in social work"	20
6	Conclusion and prospects for implementation	23
7	Sources	25
8	Illustrations	25
9	Annex	26
	TransSoDia project	26
	Disclaimer	26



1 Introduction

This report documents the development and testing of innovative continuing education formats as part of the Erasmus+ project, 'TransSoDia: Teaching and Learning Cooperative Social Diagnostics Transnationally and Digitally'. It focuses on project result R2, which was developed during the three-year project period from April 2022 to March 2025. This outcome deals with continuing education in higher education. The aim is to strengthen the diagnostic skills of social work professionals in a sustainable way through practical, digitally supported training courses. Saxion University of Applied Sciences in Enschede (the Netherlands) coordinated the project's overall outcome R1 as the 'Result Leading Organisation'. St. Pölten University of Applied Sciences (Austria) acted as a continuous development partner, while Kiel University of Applied Sciences (Germany) was involved on a selective basis.

This report is intended for lecturers and social work professionals interested in innovative didactic concepts for teaching social diagnostics, or wishing to use or further develop the formats created for teaching, further education, or professional practice. It is also intended for representatives of universities interested in collaborating in the field of social diagnostics, as well as funding institutions interested in the results and long-term impact of the measures developed during the project.

The report is available in both German and English.

The individual chapters offer a systematic overview of the project work.

- **Chapter 2** describes the development and testing process of the training formats presented.
- **Chapter 3** documents the experience of the two pilot formats, including their objectives, processes, content and feedback.
- Based on these trials, **Chapter 4** analyses key target groups, their needs, and the factors that contribute to successful continuing education in the field of social diagnostics.
- **Chapter 5** presents concepts for two micro-credentials based on the trials.
- **Chapter 6** draws a conclusion and outlines current and next steps for the long-term anchoring of the developed formats.



2 Development process of the training formats

Diagnostics in social work is a complex area. Professionals face the challenge of systematically identifying clients' life situations and social networks in order to develop bespoke support services. Until now, these skills have primarily been taught as part of a university education. However, there is also a growing need for high-quality, flexible, practical in-service training in various areas, such as child protection, social psychiatry, and working with people with complex issues.

The TransSoDia project addressed this gap: Building on the experience of St. Pölten University of Applied Sciences and Saxion University of Applied Sciences in Enschede, the project aimed to develop new further education formats explicitly targeting professionals with and without prior academic qualifications. These programmes should be modular and digitally supported, and able to be implemented on a part-time basis, applicable to various fields of activity.

Specifically, two training formats were piloted from June 2022 to August 2024:

- An **online seminar series** in spring 2023 focusing on network and biography diagnostics;
- A **digital lecture series** in summer 2024 (Ilse Arlt Lectures), which made central concepts and digital tools of social diagnostics publicly accessible.

These formats were used to test teaching concepts, digital tools (including easyNWK and easyBiograph) and didactic materials in practice, and to gather feedback on them. They also formed the basis for developing two micro-credentials (5 ECTS each), which were designed later in the project.

The following overview illustrates the key steps in the development process, from the initial needs analysis and piloting to the final design of the micro-credentials.



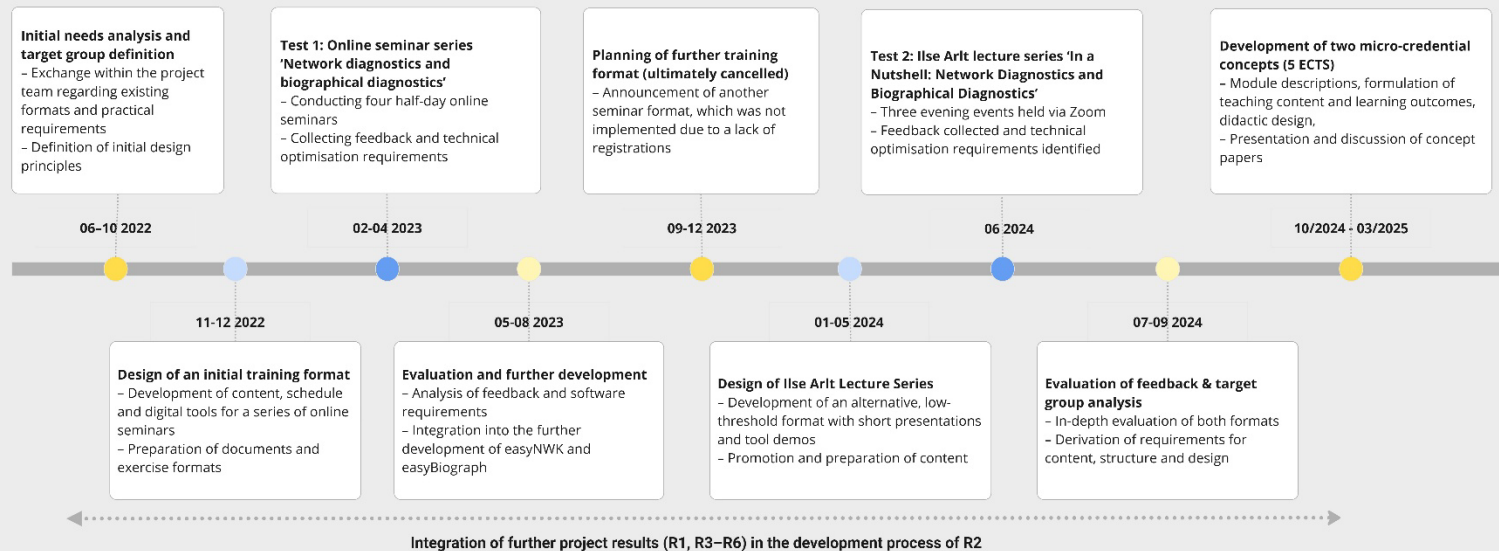
DEVELOPMENT PROCESS R2



TransSoDia - Teaching and Learning Cooperative Social Diagnostics Transnationally and Digitally is an Erasmus+ funded cooperation project (2022–2025), implemented by three universities: UAS St. Pölten (Austria), UAS Kiel (Germany) and UAS Saxion (the Netherlands).

The project aimed to further develop social work diagnostics from professional and didactic perspectives through international cooperation, digital innovations, and the development of practical teaching formats. The focus was on collaborative social diagnostic procedures to support professionals in analysing clients' life situations and planning targeted support measures.

Development process R2



The development and testing of the continuing education formats (R2) was closely interlinked with other project results. For example, the digital tools easyNWK (R3) and easyBiograph (R5) were tested in the continuing education courses, which provided valuable feedback on user-friendliness, functionality and practical suitability. This feedback was incorporated directly into the further development of the software. The associated toolkits (R4 and R6) were also used in practice as part of the training formats. R2 thus served not only as a stand-alone product, but also as a test field and catalyst for other project results.

Figure 1 : Development process R2 over time. Own illustration.



The diagram also illustrates the close integration of R2 with the other results of the TransSoDia project. This means that the design and implementation of continuing education at universities was not carried out in isolation, but in conjunction with other areas of the project:

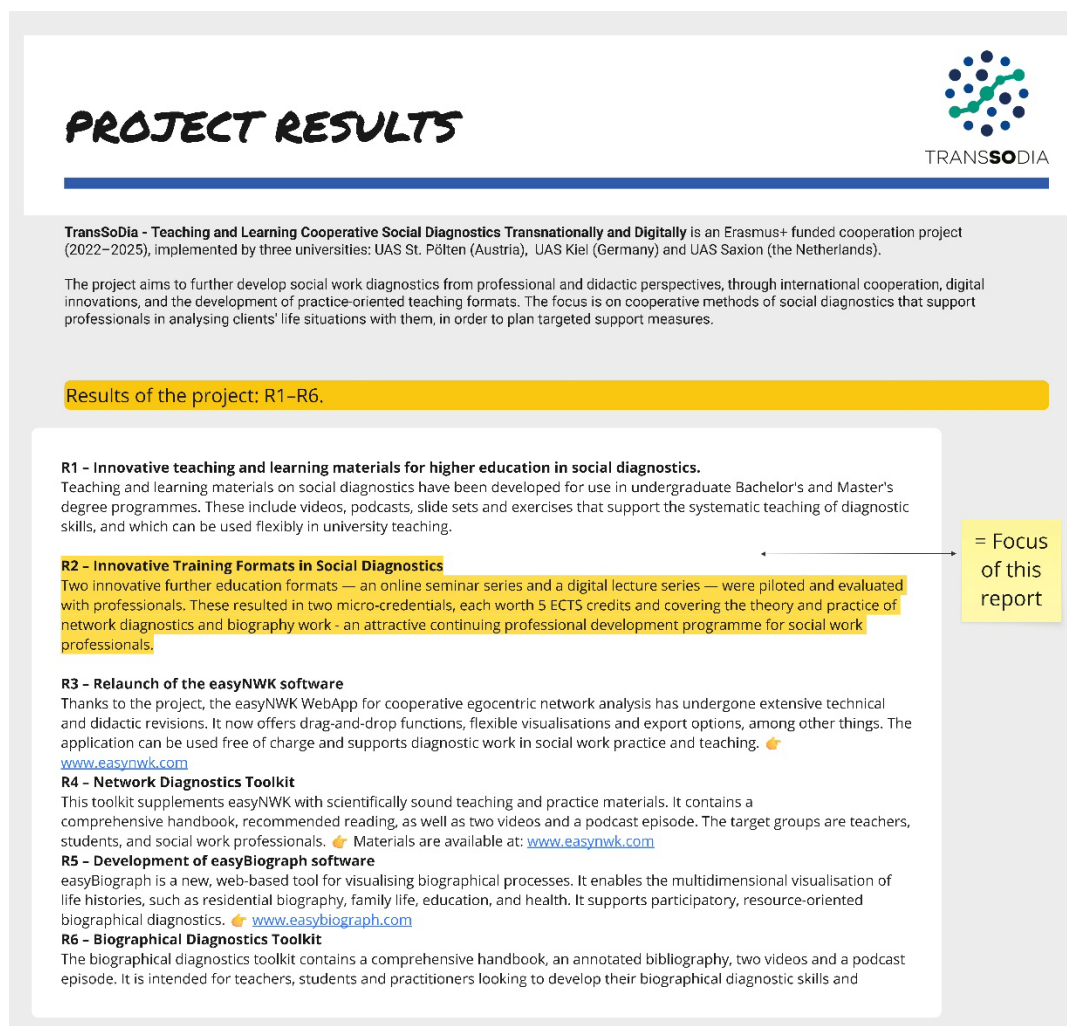


Figure 2 : TransSoDia project results at a glance and focus of this report. Own illustration.

For example, basic materials, teaching videos, exercises and slide sets from R1 – University Teaching were used in continuing education formats, and were further developed during this process. Diagnostic tools such as easyNWK and easyBiograph from R3 and R5 – Software Development – were tested in the further education courses and improved based on the feedback received. The in-depth materials developed in R4 and R6 (Toolkits) also support lecturers and specialists with practical content, representing an important resource for further education formats.

This report focuses on specific results from continuing education in higher education (R2). However, the teaching and learning materials developed during the project are described in the report on project result 1 (Engel-Unterberger, 2025).

3 Documentation of the trial

As part of the TransSoDia project, two pilot formats were designed, implemented and systematically evaluated in order to develop sustainable training formats in the field of social diagnostics. As well as expanding participants' skills, the aim of both formats was to trial newly developed teaching/learning materials and didactic concepts with professionals from the field. These two trials thus provided key insights into the needs of the target group, the conditions for success, and the technical and didactic requirements for future offerings. The trials also served as a testing ground for the project's central digital innovations, particularly the two web-based applications: easyNWK (network diagnostics) and easyBiograph (biographical diagnostics).

While the first trial in spring 2023 was a structured seminar series with a limited number of participants and in-depth practical work, the second trial in summer 2024 was a low-threshold public online lecture series. Together, these two formats covered a broad spectrum of target groups, participation requirements and didactic settings.

The experience and evaluation results gathered during these training courses formed the basis for developing the two micro-credential concepts, which were elaborated on further during the course of the project.

3.1 Online seminar series "Network diagnostics and biographical diagnostics" (March - April 2023)

The online seminar series covered key concepts in social diagnostics, focusing particularly on network and biographical diagnostics. Practical procedures and digital tools developed or further developed as part of the cooperation between St. Pölten University of Applied Sciences (Austria), Saxion University of Applied Sciences (Enschede, Netherlands) and Kiel University of Applied Sciences (Germany) were covered. As this online training format was not eligible for Erasmus+ funding as part of a 'Learning, Teaching and Training Activity', a participation fee of €200 per person was charged.

Originally limited to 30 people, demand significantly exceeded expectations. The number of participants was therefore increased to 35. A total of 35 social work professionals from Austria and Germany took part: 30 from Austria and five from Germany. Other interested parties were placed on a waiting list and informed that there would be another offer.

The four online sessions took place via MS Teams in the afternoons, from 13:00 to 17:00, on the following days: 6 and 20 March and 3 and 24 April 2023. The seminars were held in German. They were led by Christian Schwital (Saxion University of Applied Sciences, Enschede) and Karin Goger (St. Pölten University of Applied Sciences).



Contents of the series

- Principles of social diagnostics
- Overview of social diagnostics procedures
- Network diagnostics:
- Purposes and objectives of network diagnostics
- Notation method: Social atom, sociogram,
- Self-centered network map: Interviewing, visualization and evaluation of networks
- Notes on the digital application using the new easyNWK 3.0
- Biographical diagnostics
- Purposes and goals of work
- Opportunities and risks of biographical diagnostics
- Techniques for reconstructing biographies
- Biographical time bar: conducting interviews, visualizing and evaluating biographies
- Notes on the digital application using the new easyBiograph 2.0
- Practical testing of the instruments
- Discussion of application experience

Implementation and didactics

The training was designed as an interactive, blended learning format that allowed for a high level of theory-practice transfer. The didactic structure combined technical input with practical exercises, reflection phases, and peer-to-peer exchanges. Methods used included presentations, breakout rooms, shared OneNote notebooks, reflection questions, and the digital application of easyNWK and easyBiograph.

The four seminar blocks at a glance:

Block 1: Introduction to social diagnostics, presentation of easyNWK, technical introduction and sociometric exercise

Objectives according to the seminar documentation: The participants

- have found their way around the group and made their first contacts with each other;
- know about the subject and principles of social diagnostics;
- know what the easyNWK can be used for and how;
- can use the easyNWK independently;
- know the evaluation options of easyNWK.

Block 2: Network diagnostics - exchange of experience and in-depth methods, practical exercises with easyNWK, transition to genogram

Objectives according to the seminar documentation: The participants

- have shared their application experiences with each other;
- have gained confidence in using and evaluating the easyNWK;
- know how to evaluate a network map;
- know alternative methods of network diagnostics;

- can apply alternative methods of network diagnostics;
- are familiar with various digital options for creating genograms.

Block 3: Biographical diagnostics - theoretical basics, exercise with time bar and genogram, reflection on opportunities and risks

Objectives according to the seminar documentation: The participants

- exchanged experiences from the last event (genogram);
- have theoretical knowledge of biographical diagnostics;
- know the easyBiograph and its technical possibilities;
- can use the easyBiograph independently.

Block 4: Integration of diagnostic approaches into case work, collegial reflection, final round with feedback

Objectives according to the seminar documentation: The participants

- shared their experiences from the last event (easyBiograph);
- have theoretical knowledge of narrative work;
- can apply narrative techniques;
- can evaluate biographical presentations (easyBiograph);
- have theoretical knowledge of intervention planning;
- can outline network- and biography-oriented interventions;
- conclude the training.

Requirements for software development

The feedback from participants resulted in several specific requests for the further development of digital tools. In particular, improvements in user-friendliness were suggested for easyNWK, such as drag-and-drop functions and better mobile optimisation. Users also requested enhanced visualisation options and additional export formats, such as PDF, PNG and CSV, as well as a differentiated display of the directions of support relationships. For easyBiograph, suggestions included more intuitive handling of biographical time courses, improved visualisation of critical life events, helpful hints for interpretation, and import and export functions. This feedback was systematically documented and incorporated as development requirements for R3 and R5.

Reflection on implementation and lessons learned

The first online training course on social diagnostics, which was organised jointly by Christian Schwital and Karin Goger, was rated as successful by the lecturers. The main learning objectives were achieved. Participants were given sound insights into the concepts and instruments of network and biographical diagnostics, and were able to try them out in practice using examples. Due to the ongoing development of the new biographical timeline, the genogram was added to the programme as a supplementary tool at short notice.

The training programme comprised synchronous online seminars and self-organised study phases. The combination of content, practical exercises and discussion phases was well received.

The different professional backgrounds of the speakers proved particularly enriching with regard to perspectives on social diagnostics and possible intervention strategies. While the overall outcome was positive, there was also room for improvement.

- **Technical challenges:** Many participants struggled with unstable internet connections and limited options for using MS Teams. Some were unable to install the app, while others used mobile or shared devices, which limited interactivity. It was recommended that alternative video conferencing platforms with fewer access barriers be used instead.
- **Didactic limitations of the online format:** Although the content can generally be conveyed online, it became clear that the training objectives could be achieved more effectively through face-to-face events, given the limited opportunities for non-verbal communication and impromptu questions.
- **Need for more theoretical reference and discourse:** There was an expressed desire for a stronger theoretical foundation. It would appear to make sense to combine theoretical input with self-study, for example by reading texts. There should also be greater focus on discourse on intervention strategies in the future.
- **Collaborative tools:** OneNote was rated as helpful and effective for collaborative work.
- **Need for information:** Clear, easy-to-understand preliminary information on the technology and process was needed.

Based on this experience, a revised training format was designed for early 2024. This comprised 16 units, 12 of which were synchronous online seminars and four asynchronous self-study units. The new structure aimed to offer greater flexibility, in-depth content and technical accessibility.

 A detailed description of the didactic implementation, the materials used and the feedback from the participants can be found in the seminar documentation by Goger & Schwital (2023).

3.2 Online lecture series "In a Nutshell: Network diagnostics and biographical diagnostics" (June 2024)

The revised training programme, which was originally planned for early 2024, could not be carried out due to insufficient registrations. Therefore, an alternative third variant was developed and implemented in June 2024 in the form of a free online lecture series. The aim was to make the key concepts of social diagnostics publicly accessible in a concise format and to reach new target groups.

The three events took place on 11, 18 and 25 June 2024, from 18:00 to 20:00 each day via Zoom. The working language was German. A total of 42 people registered, with between 11 and 16 attending each session. Christian Schwital (Saxion University of Applied Sciences, Enschede) and Karin Goger (St. Pölten University of Applied Sciences) were responsible for the technical management and implementation once again.

Contents, implementation and didactics

According to the tender text, the lecture series was intended to focus on current developments in network and biographical diagnostics instruments. The series was designed to combine professional input, live demonstrations and interactive elements in a meaningful way. Participants were given access to the easyNWK and easyBiograph web apps, which they could try out for themselves. The focus was on reflection on one's own practice and exchange of ideas with colleagues. Central didactic elements included the practical application of digital tools, targeted reflection questions on specific case contexts, and joint dialogue on the potential and limitations of social diagnostic approaches.

The content of the evenings was structured as follows:

Date 1: Introduction to the TransSoDia project and the basics of social diagnostics

From the announcement: *"In the first lecture on June 11, 2024, Christian Schwital from Saxion University of Applied Sciences in Enschede (Netherlands) and Karin Goger from the Department of Social Affairs at St. Pölten UAS will jointly provide insights into their cooperation project "TransSoDia - Kooperative Diagnostik Soziale Diagnostik transnational und digital lehren und lernen". Current controversial discourses on the subject and the principles of social diagnostics will be discussed. The basic concepts of network and biographical diagnostics will be explored to raise awareness of the potential of a multidimensional examination of social relationships and the 'history' of clients."*

Objectives according to the documentation of the lecture series: The participants

- know the TransSoDia project;
- know about the subject and principles of social diagnostics;
- know relevant terms of network and biographical diagnostics.

Date 2: Biographical diagnostics with practical application of the easyBiograph tool

From the announcement: *"The lecture on June 18, 2024 (with Christian Schwital) is dedicated to the special features of biographical diagnostics: methods for reconstructing the course of life and the biographical narrative will be outlined and practical experiences with the analysis of biographies will be discussed. The current version of the new WebApp easyBiograph will be presented and assessed with regard to its applicability in the participants' fields of practice."*

Objectives according to the documentation of the lecture series: The participants

- know the purpose and goals of biographical work;
- know the opportunities and risks of biographical diagnostics;
- know techniques for reconstructing biographies;
- know easyBiograph and can use it;
- know evaluation approaches.

Date 3: Network diagnostics and use of the easyNWK WebApp.

From the announcement: *"On June 25, 2024 (with Karin Goger) the focus will be on the diagnostics of network relationships. We will test the new WebApp easyNWK as a tool for the visualization and analysis of egocentric networks. Particular attention will be paid to current enhancements for the visualization of relationship qualities and changes in network structures. Selected research findings on*

the significance of social network relationships are intended to stimulate ideas for the cooperative analysis of network structures and content."

Objectives according to the documentation of the lecture series: The participants

- know about the version history and the current status of easyNWK;
- know about the structure and application of easyNWK;
- know essential analysis criteria and key figures;
- have ideas about how network structures can vary in the context of biography and life situation.

Reflection on implementation and lessons learned

Overall, the implementation of the lecture series was rated very positively. The practical relevance and interactivity of the format, the lecturers' professional expertise, and the relevance of the content to professional practice were particularly emphasised. The average overall rating was 4.58 out of 5.

At the same time, a number of challenges and areas for optimisation became apparent:

- **Time frame and depth:** The limited duration of the individual events made it difficult to discuss the content in depth. In particular, a more structured exchange and a more intensive discussion of critical aspects were desired in order to avoid the impression of a purely positive product presentation.
- **Didactic design:** Although the interactivity was appreciated, it was also noted that the exchange between participants could be better moderated and supported, for example by allocating a "coaching" role to the lecturers.
- **Technology and timing:** Zoom proved to be a well-suited platform and was clearly preferred over previous experiences with MS Teams. Working participants considered the evening time slot (18:00–20:00) to be ideal.
- **Accompanying materials and embedding:** A structured guide to the theoretical principles was requested. It was also suggested that individual events should be more clearly embedded in the overall context of the TransSoDia project, particularly by establishing systematic links to toolkits such as videos, podcasts and guidelines, and by creating a central product website.

Overall, the format was an accessible introduction to the topic of social diagnostics. However, formats that are more in-depth, with clear objectives and structured transfer assurance, such as the micro-credentials developed in the project, appear to be more suitable for achieving long-term learning success.

 Additional information on the implementation and feedback from participants can be found in the documentation of the lecture series by Goger & Schwital (2024).

4 Summary analysis of the trial

Key findings on target groups and needs, as well as specific requirements for future training formats in the field of social diagnostics, can be derived from the analysis of the two pilot formats: the online seminar series in spring 2023 and the lecture series in summer 2024.

4.1 Insights into the target group and needs

Both formats were aimed at social work professionals from a variety of backgrounds. Participants mainly came from child and youth welfare services, but also from areas such as disability services, homelessness services, and psychosocial counselling. This demonstrates that social diagnostics is a **cross-sectoral topic** that plays a central role in many fields of practice.

The target group was **heterogeneous** in terms of professional qualifications, previous methodological knowledge, institutional affiliation and regional origin.

Key findings:

- **Social diagnostics is part of everyday working life for many participants.** There is clear interest in both methodological advancement and well-prepared didactic approaches.
- **Formats must be compatible with different levels of qualification and experience.** The high level of heterogeneity among the target groups requires a range of different offers.
- **Great need for well-founded, practical diagnostic approaches.**
- **Mainly participants from Austria;** the reach in Germany was limited, participants from the Netherlands could hardly be reached even with targeted advertising. This highlights the need for regionally adapted dissemination strategies.
- The first training course (fee-based) was **in high demand** and quickly booked out. The second (free) lecture series, on the other hand, had a **low actual participation rate** despite numerous registrations. This underlines the importance of **binding registration structures - even for free courses.**



4.2 Requirements for future formats

The following requirements for future further training courses in the field of social diagnostics can be derived from the experiences of the pilot formats and the feedback received:

1. contents and didactics

- The combination of **theoretical foundation** and **practical application** is appreciated by the participants.
- The **combination of network diagnostics and biographical diagnostics** is perceived as interesting.
- There is a desire for **space for critical discussions** and **theoretical consolidation** - e.g. via accompanying guidelines, further texts or self-study modules.
- **Structured exchange and moderated interaction** (e.g. through a "coaching role" of the teacher) are seen as central to learning success.

2. setting, format and structure

- **Zoom** was rated as significantly more suitable than MS Teams.
- **Low-barrier, technically easily accessible solutions** with clear advance information and optional testing options are needed.
- **Collaborative tools** (e.g. OneNote) were found to be helpful, but require **technical support**.
- There is a certain **ambivalence towards digital tools and online formats**: On the one hand, they are seen as innovative and helpful, but on the other hand, they represent a hurdle if the infrastructure or IT skills are inadequate.
- **Personal encounters** are desired, especially to deepen the content; **interactive, application-oriented forms of learning** such as case work, exercises and collegial exchange are preferred.
- **Evening appointments (18:00-20:00)** are well suited for working target groups in the case of short formats.
- **Blended learning formats with self-study phases** (e.g. with texts, podcasts, videos) promote flexibility and sustainability.
- **Compact formats** offer low-threshold entry points, while **modularized offerings** enable differentiated learning paths.
- With a view to deepening the subject matter, there is **interest in further formats** that may also **be credited** within the framework of study programs (e.g. through ECTS credits).

4.3 Expansion of the product range through micro-credentials

The findings presented so far have led to an in-depth discussion of various development options, ranging from individual events and modular course formats to digital offerings such as MOOCs and mentoring programmes. It became clear that a variety of formats are required to cater for the diverse needs of a heterogeneous target group. With this in mind, it was decided that the available project resources would be used specifically to develop two comprehensive continuing education concepts. Both concepts have been designed so that they can be awarded ECTS credits and offered as micro-credentials, in line with European educational standards. They combine scientific rigour with practical relevance, have a modular structure, and are highly application-oriented.

An overview of the micro-credentials developed:

1. Micro-credential "Social diagnostics"

- Provides in-depth knowledge and application-related skills in network and life situation diagnostics (incl. inclusion chart, ICF) and introduces the digital tool *easyNWK*. In a supervised practical phase, diagnostic tasks are implemented and reflected upon in professional practice.
- Formats: Classroom seminars, practical phase with transfer task, final reflection
- Target group: Professionals in the social, health and education sectors

2. Micro-credential "Biographical work in social work"

- Provides a sound introduction to central concepts and methods of biographical work - including biographical interviews, narrative methods, biographical time bars and the use of the digital tool *easyBiograph*. The focus is on resource-oriented and dialogical working methods as well as critical reflection on one's own attitude and practice.
- Formats: Blended learning with online kick-off, face-to-face seminars, online fireside chats, workshop weekends and portfolio work
- Target group: Professionals who want to integrate biographically oriented perspectives into counseling, care or support

Both concepts were developed within the project and prepared for approval. Suitable implementation and financing models are currently being discussed by the participating universities, as the internal cost calculation for micro-credentials in the social sector in both Austria and the Netherlands is significantly higher than usual market prices. Therefore, implementation in the form of certified short seminars is still being considered as an alternative. The content of the two training concepts is presented in more detail in the following chapter.

5 Concepts of micro-credentials

The two micro-credentials designed as part of the project are intended for professionals working in social work and related disciplines, regardless of their formal qualifications or institutional affiliation.

TWO TRAINING FORMATS



TRANSSODIA

TransSoDia - Teaching and Learning Cooperative Social Diagnostics Transnationally and Digitally is an Erasmus+ funded cooperation project (2022–2025), implemented by three universities: UAS St. Pölten (Austria), UAS Kiel (Germany) and UAS Saxion (the Netherlands).

As part of the project, two continuing professional development programmes in social work diagnostics were developed. Both programmes combine scientific principles with practical applications and provide a blended learning experience, combining face-to-face seminars with digital teaching and learning formats.

MICRO-CREDENTIAL „SOCIAL DIAGNOSTICS“	MICRO-CREDENTIAL „BIOGRAPHY WORK“
Scope and format 5 ECTS, approx. 125 hours of workload Blended learning format with face-to-face seminars, self-study and accompanied practical phase Admission requirements: Professional experience in the social, educational or health sector is required. Professional experience in direct work with clients is an advantage but not essential. A fundamental interest in resource-oriented and digital methods of social diagnostics is also expected. Structure Seminar 1: Introduction to network diagnostics Seminar 2: Life situation diagnostics using the inclusion chart (IC4) Practical phase: Independent application in your own professional practice Seminar 3: Introduction to the ICF, use of easyNWK, final reflection Further information Goger, Schwital & Engel-Unterberger (2024a)	Scope and format 5 ECTS, approx. 125 hours workload Blended learning format with online kick-off, face-to-face seminars, workshop weekend, online fireside chats and portfolio work Admission requirements: Professional experience in the social, educational or health sector is expected. Practical experience in biographical counselling or support is an advantage. An interest in dialogical, resource-oriented approaches and in reflecting on one's own professional practice is required. Structure Online kick-off: Introduction Seminars 1 & 2: Fundamentals of biographical diagnostics, resource and strength orientation Online fireside chats & portfolio work: In-depth technical knowledge, collegial exchange and practical transfer Workshop weekend: In-depth analysis and broadening of perspectives Online conclusion: Lessons learned Further information Goger, Schwital & Engel-Unterberger (2024b)

Figure 3 : Overview of two further training concepts. Own illustration.

5.1 Micro-credential "Social diagnostics"

The Micro-Credential in Social Diagnostics provides a solid foundation and the practical skills necessary for the professional implementation of social diagnostics in a variety of fields. The focus is on resource- and participation-oriented methods, particularly in network and life situation diagnostics. Participants will learn how to use the easyNWK digital application and tools such as the Inclusion Chart (IC4) and the ICF to record and analyse clients' social networks and life situations, taking them into account in their professional casework.

The micro-credential's modular structure combines attendance phases with self-study and a supervised practical phase. Diagnostic approaches are tested in real case contexts, documented, and reflected upon in a transfer task. This micro-credential is aimed at professionals in the social, educational and health sectors who already work with clients and wish to enhance their diagnostic skills.

Teaching content according to concept:

Basics of diagnostics

- Introduction to network diagnostics as a method of social work.
- Theoretical and practice-oriented approaches to analyzing and evaluating social networks.
- Sociometric exercises to illustrate network structures and dynamics.
- Application of network interviews and egocentric network analyses to record support resources and social relationships.
- Introduction to the *easyNWK* digital platform to support network analyses.

Life situation diagnostics, inclusion chart (IC4) and International Classification of Functioning, Disability and Health (ICF)

- Introduction to life situation diagnostics for recording and analyzing the life situations of clients.
- Application of the inclusion chart (IC4) as a diagnostic tool for determining inclusion and exclusion processes.
- Diagnosis of basic needs protection, social participation and quality of life.
- Specific application possibilities in various social work contexts, e.g. in child protection.
- Introduction to the background of the classification system developed by the WHO
- Analysis of the interactions between environmental and personal factors against the background of a bio-psycho-social concept of health.

Practical application of diagnostic

- Conducting and analyzing network interviews and life situation diagnoses (inclusion chart) as a practice-oriented transfer task.
- Application of diagnostic instruments in the practical phase to test and consolidate the acquired knowledge and methodological skills.
- Practical examples for the documentation and interpretation of diagnostic results.

Reflection and transfer of diagnostic

- Continuous reflection on learning experiences and diagnostic practice as part of portfolio work.

- Final reflection in the online meeting on "Lessons Learned" and ensuring transfer into professional practice.
- Discussion on the positioning of the profession of social work in the context of social diagnostics and interprofessional cooperation.

Future prospects for social

- Reflection on the role of diagnostics in social work and its future development.
- Discussion on the positioning of social diagnostics in the interprofessional team and the further development of diagnostic methods and tools.

Learning outcomes according to the concept: Graduates of the module are able to:

- **apply network diagnostics:** Participants master the basics of network diagnostics and are able to use them specifically to analyze and assess clients' social networks, including the identification of support resources and needs.
- **carry out life situation diagnostics with the inclusion chart (IC4):** They are able to use the inclusion chart as an instrument for recording life situations and inclusion/exclusion processes and to integrate diagnostic results on clients' life situations into their counseling and support strategies.
- **Integrate the ICF as a systemic model:** They apply the *International Classification of Functioning, Disability and Health (ICF)* as a model to analyze the interactions between individual, social and environmental factors
- **Use digital tools for diagnostics:** You will be able to use digital tools such as easyNWK for egocentric network analysis to efficiently and visually support network diagnostics.
- **Transfer diagnostic results into professional practice:** Participants can apply the diagnostic findings gained in a targeted manner in practice and use them for case work, counseling and intervention planning.
- **Reflect on and further develop diagnostic approaches:** They are able to continuously reflect on their own diagnostic practice, expand it with insights from the seminars and portfolio work and improve the quality of their diagnostics when working with clients.
- **work interprofessionally and position the profession of social work:** Graduates are able to communicate diagnostic results clearly and incorporate them into collaboration with other professional groups. They are able to position the specific contribution of social work to diagnostics in an interprofessional context.

Director: FH-Prof. DSA Mag. Karin Goger, MSc

Teaching staff: Qualified teachers from German-speaking countries (partner universities from Austria, Germany, the Netherlands and possibly Switzerland).

The modular structure of the Micro-Credential *in Social Diagnostics* is geared towards the systematic development of skills in the field of resource-oriented, participative diagnostic procedures. Theoretical principles, methodological application and practical implementation are

closely interlinked. The structure of the program supports a step-by-step approach to central concepts of social diagnostics and their integration into one's own professional practice.

The format comprises the following central components:

- a **face-to-face seminar on network diagnostics** with an introduction to socio-spatial diagnostics and digital tools (in particular *easyNWK*),
- a **second classroom seminar on life situation diagnostics** with a focus on the *inclusion chart (IC4)* tool and systematic recording of life situations,
- a **practical phase** in which participants implement and document a specific diagnostic project in their professional practice,
- a concluding **face-to-face seminar with an introduction to the ICF**, in-depth exploration of digital tools and joint reflection on implementation experiences.

The following illustration shows the structure and timeframe of the micro-credential.

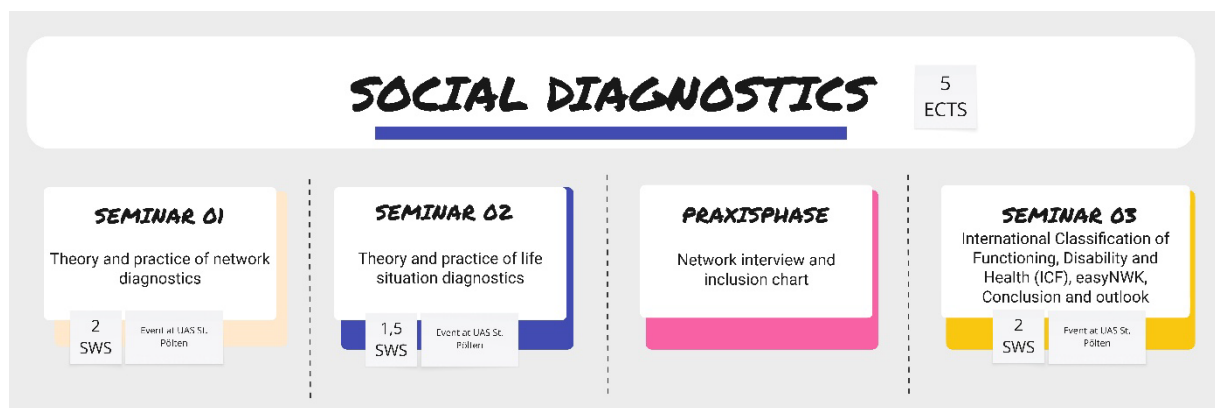


Figure 4 : Structuring of the microcredential "Social diagnostics". Own representation.

If you are further interested, the complete concept provides more in-depth insights into the specific learning outcomes, the thematic design of the individual face-to-face courses and the specialist literature used.

 Goger, K., Schwital, C. & Engel-Unterberger, C. (2024a). *Micro-Credential-Konzept: Soziale Diagnostik (5 ECTS)*. Unveröffentlichtes internes Weiterbildungscurriculum. Projekt TransSoDia.

5.2 Micro-credential "Biographical work in social work"

The Micro-Credential in Biographical Work in Social Work is aimed at professionals who wish to adopt or incorporate biographical approaches into their practice. The programme provides an in-depth exploration of narrative, reflexive, and resource-oriented methods of biographical work. Participants will engage with the theoretical principles, application areas and ethical considerations of biographical work, while also learning about the professional use of digital tools such as easyBiograph.

Designed as a blended learning programme, it comprises online modules, face-to-face seminars, a workshop weekend, fireside chats, and work on a personal portfolio. The focus is on combining theory and practice: participants apply biographical methods to their own case contexts, reflect on their attitudes, and develop specific action plans.

Teaching content according to concept:

- Introduction to central theoretical concepts such as biography vs. life course, autobiographical narrative, experiencing and remembering, narrative identity, developmental psychology.
- Introduction to biographical interviews and narrative interviewing.
- Use of methods and tools such as the biographical timeline and (creative) lifelines to visualize and reflect on the life story.
- Use of biographical approaches for resource- and strength-oriented work with clients.
- In-depth study of specific topics such as migration, traumatization and institutionalization.
- Sensitization for the application of biographical methods in the context of lifeworld, social time and social space.
- Further development of your own biographical work practice through continuous reflection and exchange in the group.
- Documentation and reflection of own learning experiences as part of the portfolio work.
- Transfer of the methods and concepts learned to different fields of work in the social, health and education sectors.
- Discussion of case studies and practical experiences on the targeted application of biography work in a professional context.

Learning outcomes according to the concept: Graduates of the module are able to:

- differentiate between biography and life course and explain sociological and psychological perspectives on biography work in a well-founded manner and transfer them to professional practice.
- conduct biographical-narrative interviews professionally, analyze biographical narratives multidimensionally and recognize characteristic patterns of a biographical narrative.
- Use tools such as the biographical timeline and (creative) lifeline work to visualize and reflect on the life story.
- use biographical approaches in a resource-oriented way when working with clients in order to identify and promote their individual strengths and resources.
- the significance of migration, traumatization and institutionalization for the biographical experience and the autobiographical narrative.

- to continuously reflect on their own biographical work practice and develop it further through findings from portfolio work and group discussions.
- apply the biographical approaches and methods learned in an individualized way with clients
- flexibly in various fields of work in the social, health and education sectors.
- analyze practical case studies and experiences from professional practice and tailor biographical diagnostics to individual support needs.

Director: FH-Prof. DSA Mag. Karin Goger, MSc

Teaching staff: Qualified teachers from German-speaking countries (partner universities from Austria, Germany, the Netherlands and possibly Switzerland).

The modular structure of the Micro-Credential *Biographical Work in Social Work* follows a clearly structured learning logic that combines theory-based groundwork, methodological consolidation and practice-oriented reflection. Different learning formats - from synchronous online elements to individual self-study and an intensive workshop weekend - enable varied and in-depth learning.

Specifically, the format comprises the following components:

- An **online** introduction to the aims, content and principles of biography work,
- **Introductory seminars** on methods of biographical work, conducting interviews and lifeline work,
- Accompanying **self-study and portfolio work** for individual consolidation and documentation,
- interactive **fireside chats** with experts on special topics such as migration or trauma,
- a practical **workshop weekend** for methodical application and collegial reflection,
- as well as a **final meeting** for joint transfer planning and securing the learning experiences ("lessons learned").

The following illustration provides an overview of the structure and timeframe of the micro-credential.

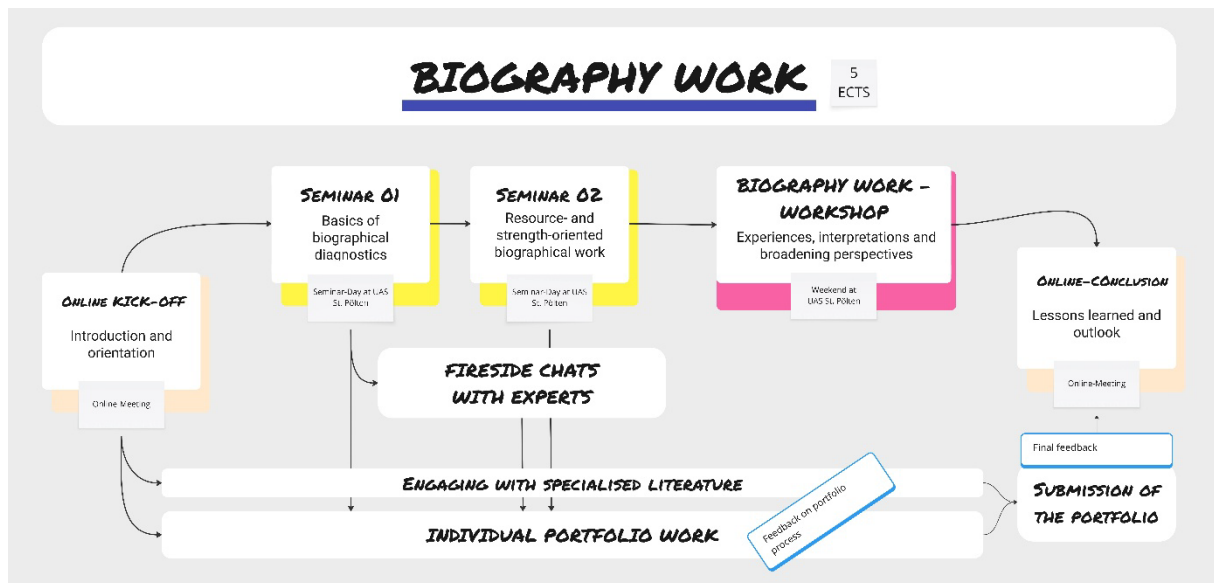


Figure 5 : Structuring of the microcredential "Biographical work". Own illustration.

If you are more interested, the complete concept provides more in-depth insights into the specific learning outcomes, the thematic design of the individual face-to-face courses and the specialist literature used.

 Goger, K., Schwital, C. & Engel-Unterberger, C. (2024a). *Micro-Credential-Konzept: Biografiearbeit in der Sozialen Arbeit (5 ECTS)*. Unveröffentlichtes internes Weiterbildungscurriculum. Projekt TransSoDia.

6 Conclusion and prospects for implementation

The R2 project outcome was dedicated to developing innovative training formats in social diagnostics. The aim was to strengthen the diagnostic skills of professionals in a sustainable way through practical, theoretically sound training courses supported by digital technology. The formats developed and tested during the project — a structured online seminar series and a public lecture series — provided valuable insights into the needs of the target group, the didactic requirements, and the technical conditions for success.

Based on these insights, two comprehensive micro-credentials were designed: 'Social Diagnostics' and 'Biographical Work in Social Work'. Both were fully developed in terms of content and awarded five ECTS credits each in the curriculum. They were also prepared for implementation in close cooperation with the participating universities (St. Pölten University of Applied Sciences and Saxion University of Applied Sciences in Enschede).

However, a key hurdle became apparent during the approval process. The university's internal calculation models resulted in participation fees that were significantly higher than usual market prices for comparable further education courses in social work, making them difficult to afford, particularly for target groups in the non-profit sector. The project thus revealed a structural problem that is now being addressed with university decision-makers.

As a pragmatic interim step, a short seminar based on one of the micro-credentials is planned for 2026, offering a certificate of attendance but no ECTS credits. This format enables the content to be put into practice quickly and affordably. It is the most realistic implementation option under the current conditions. Following internal approval, the offer will be published on <https://weiterbildung.fhstp.ac.at> and bookable.

From a professional standpoint, the project participants' goal remains to anchor the developed micro-credentials as fully-fledged continuing education courses with ECTS credits in the European Higher Education Area in the long term. This would require either an adjustment to the universities' internal calculation logic or, alternatively, the acquisition of suitable co-financing through third-party funds.

During the project, it became clear that content-related and didactic maturity alone are insufficient to ensure immediate implementation. Structural framework conditions are crucial in determining whether innovative concepts can be implemented – or not.

This finding can be interpreted in a number of ways:

- **In terms of higher education policy and at an institutional level**, it is clear that structural reforms are needed to establish micro-credentials as a viable and independent format within the higher education sector.
- **In terms of social and educational policy**, it is clear that financial barriers must be specifically removed in order to give professionals in the social, educational and healthcare sectors access to high-quality further training.

- **The project** confirms that *TransSoDia* can provide impetus for the further development of university structures beyond direct product development.

Therefore, the further development of the courses created in the project is not only a question of operational implementation, but also a contribution to shaping fair, future-oriented continuing education in the European Higher Education Area.

Erasmus+ funding has proven effective: It has enabled cooperative development work across national borders, promoted the development of common quality standards, and strengthened the sustainable use of products and concepts developed in a European context.

The discussion about affordable, practical and innovative further training, which was initiated in the project, will continue beyond the project period. The aim is to effectively anchor the developed concepts in the long term and strengthen the professionalisation of social diagnostics throughout Europe.



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8 Illustrations

Figure 1 : Development process R2 over time. Own illustration.....	5
Figure 2 : TransSoDia project results at a glance and focus of this report. Own illustration.....	6
Figure 3 : Overview of two further training concepts. Own illustration.	16
Figure 4 : Structuring of the microcredential "Social diagnostics". Own representation.	19
Figure 5 : Structuring of the microcredential "Biographical work". Own illustration.	22



9 Annex

TransSoDia project

Social work is a profession and discipline dedicated to combating poverty, promoting people's well-being and social justice. Social work is dedicated to social integration in living environments and the social inclusion of disadvantaged groups of people. It is committed to fundamental democratic values and human rights. It focuses on working with people affected by and at risk of poverty, offenders, addicts, the chronically and/or mentally ill, children and young people at risk, people with disabilities, etc. In the [TransSoDia - Cooperative Social Diagnostics - Transnational and Digital Teaching and Learning](#) project, co-funded by the EU Erasmus+ program, three universities from Austria, the Netherlands and Germany have intensified their cooperation in order to strengthen the diagnostic skills of students and practitioners of social work. The project partners are dedicated to the professional and content-related further development of instruments for cooperative social diagnostics as well as innovative didactic methods. This product is part of the information and learning materials developed in the project.

Term: 01.04.2022 - 31.03.2025

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