

Annex 3

General regulations for the area of specialisation, including training modules

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- Unofficial version -

A. Structure of the area of specialisation, including training modules

(1) In single-subject Bachelor's degree programmes in which the chosen subject is worth 120 credit points, as well as in dual-subject degree programmes, the area of specialisation comprises:

- training modules with a workload of 15 credit points (450 hours) in professional fields relevant to the intended degree or in accordance with the requirements of the Regulations for Master's Degrees for teachers in Lower Saxony (Nds. MasterVO-Lehr) applicable to students studying to become teachers, and
- modules totalling 30 credit points.

(2) In single-subject Bachelor's degree programmes in which the chosen subject is worth 132 credit points, the area of specialisation comprises:

- training modules with a workload of 15 credit points (450 hours) in professional fields relevant to the intended degree, and
- modules totalling 18 credit points.

B Purpose of the area of specialisation

In addition to modules covering interdisciplinary core skills, the area of specialisation also comprises modules that focus on specific professional fields, thereby contributing both towards fundamental academic qualifications and to subject-related professional skills. The specialisation modules are divided into modules for students who are not studying a teaching degree and modules for students who are studying a teaching degree. The relevant regulations must be observed depending on the chosen career goal. The range of modules in the area of specialisation gives students who are not studying a teaching degree the opportunity to study beyond their degree subject, and to develop and design their own individual specialisation profile. This individual specialisation profile can be achieved by acquiring interdisciplinary competences and core skills as well as by taking advanced modules from the student's own subject or modules from other subjects. For students studying to become a teacher, the area of specialisation takes into account the requirements of the Regulations for Master's Degrees for teachers in Lower Saxony (Nds. MasterVO-Lehr).

C Purpose of the training modules

Training modules are compulsory components of the Bachelor's degree programme. They offer students the opportunity to:

- examine their career aspirations, their career choice and their competences with respect to the professional field and to gather ideas on how to further design their studies and/or subsequent professional training;
- familiarise themselves with the specific requirements and potential activities and roles in relevant professional fields;
- delve deeper into specific problems that arise in a professional field and to apply the knowledge and skills they have acquired during their studies in a theoretical and reflective manner.

*) There may be interim provisions for this version of the regulations that may also affect you during the course of your degree programme. For more information, please read the official version of the regulations/amendments (Section II) in the Official Notices at: <https://www.uni-oldenburg.de/amtliche-mitteilungen/>

D Regulations on specialisation modules and programmes

D.1 Taking modules listed in the subject-specific annexes to these regulations

As part of the area of specialisation, students may take modules listed in the subject-specific annexes to these examination regulations (subject modules) upon written request, subject to the following rules:

- a) The modules must not be part of the degree programme in which the student is enrolled.
 - Modules that are designated as compulsory modules in at least one degree programme with admission restrictions may not be chosen as specialisation modules.
 - Compulsory elective modules from degree programmes with admission restrictions that are not designated as compulsory modules in at least one degree programme with admissions restrictions may be chosen as specialisation modules (worth a total of max. 18 credit points per subject).
 - Students may only take the modules in question if they fulfil the participation requirements for the corresponding module and if there are spaces available.
- b) Students must submit their applications to take subject modules in the area of specialisation, including the written consent of the relevant module coordinator, to the Examinations Office no later than four weeks after the start of the semester.

D.2 Free attempts for specialisation modules

In accordance with Section 15 of these regulations, free attempts are only permitted in the area of specialisation to improve grades. A maximum of three free attempts are permitted in the area of specialisation. For modules included in both the subject-specific annexes and in the area of specialisation, the provisions of the subject-specific annexes of the respective subject apply.

D.3 Accreditation

D.3.1 Accreditation of courses and modules completed at foreign universities

Students have the opportunity to complete courses or modules at a foreign university. They may also have the associated examinations recognised as equivalent parts of the area of specialisation within the meaning of Section 8, subject to the following conditions.

a) Study abroad for students on dual-subject Bachelor's degree programmes who are not studying to become teachers and students on single-subject Bachelor's degree programmes in which the chosen subject is worth 120 credit points

Module name	Teaching format	Credit points	Module examination
Study abroad	In accordance with the regulations of the respective foreign university	Up to 30 (depends on the scope of the completed courses/modules)	In accordance with the regulations of the respective foreign university

b) Study abroad for students on single-subject Bachelor's degree programmes in which the chosen subject is worth 132 credit points

Module name	Teaching format	Credit points	Module examination
Study abroad	In accordance with the regulations of the respective foreign university	Up to 18 (depends on the scope of the completed courses/modules)	In accordance with the regulations of the respective foreign university

c) Study abroad for students studying to become a teacher in special needs education

Module name	Teaching format	Credit points	Module examination
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Study abroad	In accordance with the regulations of the respective foreign university	Up to 6 (depends on the scope of the completed courses/modules)	In accordance with the regulations of the respective foreign university
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d) Study abroad for students studying to become primary, secondary or grammar school teachers who began their studies before the 2020/21 winter semester.

For students who are studying to become primary, secondary or grammar school teachers, and who started their studies before the 2020/21 winter semester, the following accreditation facility applies up until and including the 2023 summer semester:

Module name	Teaching format	Credit points	Module examination
Study abroad	In accordance with the regulations of the respective foreign university	Up to 6 (depends on the scope of the completed courses/modules)	In accordance with the regulations of the respective foreign university

D.3.2 Accreditation of performances outside of university degree programmes

Subject to the approval of the respective subject, students may request to have successfully completed further and advanced training courses recognised as part of the area of specialisation, up to a total of 6 credit points, provided that these courses have not yet been accredited as part of a subject module and at least one of the following requirements is fulfilled:

- The University of Oldenburg's Accreditation department has published general recommendations for the accreditation of further and advanced training courses (www.anrechnung.uni-oldenburg.de).
- The corresponding module is offered by the University of Oldenburg's Centre for Lifelong Learning (C3L) as part of its advanced academic training programme and is worth a total of at least 3 credit points.

The module to be accredited can be used for a maximum of 6 credit points and will not be graded.

Module name	Teaching format	Credit points	Module examination
pb771 Accreditation Module – Advanced Training Course	According to the specifications of the respective advanced training course	3	According to the specifications of the respective advanced training course
pb772 Accreditation Module – Advanced Training Course	According to the specifications of the respective advanced training course	3	According to the specifications of the respective advanced training course
pb773 Accreditation Module – Advanced Training Course	According to the specifications of the respective advanced training course	6	According to the specifications of the respective advanced training course

D.4 Specialisation programmes

Modules with related content can be combined to form specialisation programmes in the area of specialisation.

D.4.1 Specialisation programmes for students who are not studying a teaching degree

(1) Specialisation programmes for students who are not studying a teaching degree comprise of between 12 and, generally, 18 credit points, and can be studied consecutively or be combined.

(2) Students who are not studying a teaching degree are awarded a certificate (see Annex 3a, E and F) for the successful completion of a specialisation programme. A certificate in English shall be issued

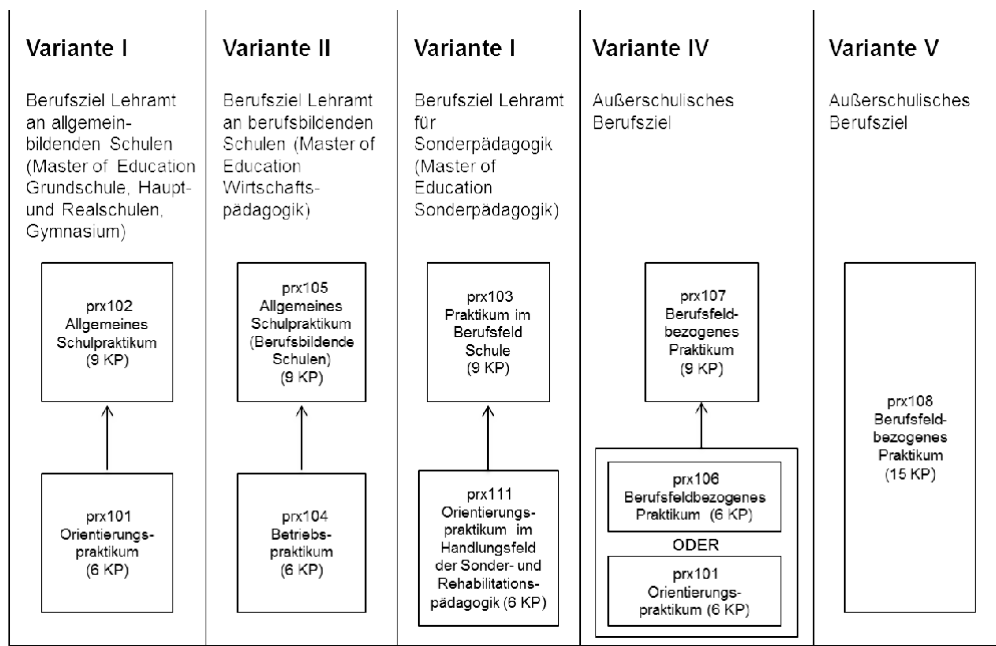
upon request. An overall certificate can be issued for modules studied consecutively as part of a specialisation programme. The overall grade noted on the certificate for the specialisation programme is calculated in accordance with Section 13.4 of these regulations.

D.4.1 2 Specialisation programmes specific to the type of school for students studying a teaching degree (all school types)

For students on dual-subject Bachelor's degree programmes who are studying to become teachers, school-type-specific specialisation programmes are offered (see Annex 3b). These programmes are mandatory, in accordance with the Regulations for Master's Degrees for teachers in Lower Saxony (Nds. MasterVO-Lehr). In order to be admitted to a Master of Education degree programme, students must be able to demonstrate that they have successfully completed the programme corresponding to their chosen school type.

E Regulations on training modules

E.1 Variants, structure, composition and supervision of the training modules



(1) In single-subject and dual-subject Bachelor's degree programmes, students who are not studying to become teachers can take one or two training modules worth a total of 15 credit points (450 hours) in professional fields relevant to the intended degree.

(2) Students training to become teachers (Master of Education) must complete two training modules. The requirements for training modules for students training to become a teachers (Master of Education) correspond to the state-wide requirements laid down in the current version of the Regulations for Master's Degrees for teachers in Lower Saxony (Nds. MaVO-Lehr).

(3) In the training modules, internships are combined with preparatory courses, accompanying courses and evaluation courses. Training modules comprise at least one accompanying course (generally worth 3 credit points) and an internship.

(4) As a rule, internships should take place outside the university. In suitable cases, they can also be completed at the university (e.g. library or laboratory). Further details are specified in the subject-specific annexes.

(5) Students should complete their internships either in the lecture-free period of the block, during the semester itself or a combination of both. The workload for a training module includes the contact hours, i.e. lectures and classes, as well as preparation and follow-up work, including time to prepare for the examination.

E.2 Assessing training modules

(1) In order for training modules to be assessed, students must regularly participate in the preparatory, follow-up and accompanying courses as well as in the internship itself, as certified by the relevant internship institution.

(2) The assessment of training modules may include the student's performance in the courses as well as their performance during internships.

(3) Students who successfully complete the training module receive a certificate from the module coordinator or the lecturer responsible for the module.

(4) The assessment is based on the student's performance in the preparatory phase and during the internship itself, and on their documentation and evaluation of the internship (internship report or portfolio). A decisive criterion for the assessment is the student's ability to reflect on their experiences in practice as compared to the skills they have acquired during their studies.

(5) Training modules with a workload of 6 credit points and the training module prx102 General School/Teaching Placement are assessed as a pass or fail. All other training modules with a workload of at least 9 credit points are graded. The subjects may stipulate different rules in the subject-specific annexes.

E.3 Accreditation of training modules and training periods

(1) Students who have completed a training programme in a state-recognised occupation that requires formal training may request to have this achievement recognised for the module prx101 Orientation Placement – internship, accompanying course and examination – for a total of 6 credit points. The subjects may stipulate different rules in the subject-specific annexes.

(2) Upon request, students may be granted a total of 6 credits for the practical component of the module prx101 Orientation internship or the module prx106 Professional Placement if they can prove one of the following:

- they have worked full-time for at least three months or have completed a three-month full-time internship at a company or another institution, or
- they have independently led a youth group (e.g. music or sports club) for at least one year or have done equivalent voluntary work, or
- they have successfully completed the federal voluntary service, or
- they have successfully completed a voluntary social year, a voluntary ecological year or a voluntary scientific year.

For these practical experiences, corresponding written work (internship report/portfolio) must be submitted and included in the accompanying course of the corresponding training module. Attendance of these courses is compulsory. The subjects may stipulate different rules in the subject-specific annexes.

(3) An achievement completed outside of the university prior to or during the degree programme can be recognised for the training module prx104 Internship in business enterprises upon request if the student:

- has completed a training programme related to business administration in a state-recognised occupation that requires formal training, or
- has completed a full-time, school-based vocational training programme related to business administration, or
- has completed at least a six-week company internship related to business administration and an internship report is submitted providing information on the working methods and structure of the internship institution as well as the activities performed.

(4) Provisions for recognising achievements for training module prx111 Practical Orientation Course in Special Needs Education and Rehabilitation are set out in Annex 3e, Section B (7).

E.4 Internships abroad

Students are advised to complete internships abroad in accordance with the conditions of individual subjects or the special provisions for the individual teaching qualifications. Students training to become primary school teachers or secondary school teachers at Haupt- und Realschulen are strongly recommended to complete internships abroad during their Bachelor's degree, as the practical phase or the practical block in the corresponding Master of Education degree programmes cannot be completed abroad.

E.5 Parties responsible for training modules

(1) The training modules

- prx101 Orientation Placement
- prx106 Professional Placement (6 credit points)
- prx107 Professional Placement (9 credit points)
- prx108 Professional Placement (15 credit points)

are coordinated and offered by the individual subjects.

(2) The training module prx104 Internship in business enterprises is coordinated and organised by the Department of Vocational and Business Education.

(3) The training module prx111 Practical Orientation Course in Special Needs Education and Rehabilitation is coordinated and organised by the Institute of Special Needs Education and Rehabilitation.

(4) The school-based training modules

- prx102 General School/Teaching Placement
- prx103 Practical Course for future School Teachers
- prx105 Internship in vocational schools

are coordinated by the Centre for Teacher Training and Didactics (DiZ).

E.6 Registration for school-based training modules and assignment of students to schools

(1) Students must register for the training modules

- prx102 General School/Teaching Placement
- prx103 Practical Course for future School Teachers
- prx105 Internship in vocational schools

via the Centre for Teacher Training and Didactics (DiZ). The registration periods and internship periods are specified in the special provisions for the individual teaching qualifications in Annexes 3c to 3e.

(2) The Centre for Teacher Training and Didactics (DiZ) is responsible for coordinating and organising the assignment of students to schools.

(3) When allocating teaching placements, priority is given to factors such as subjects, types of school and the possibility of tandem placement. Students do not have a legal right to be assigned a teaching placement in a specific location. Students with a proven case of hardship will be given priority during the assignment process. The following circumstances in particular are considered to be cases of hardship:

- Caring for a child up to the age of 14 in their own household.
- Caring for a close relative.
- The student themselves suffering from a severe disability or severe illness.
- Studying a cooperation subject at the University of Bremen.

Proof of hardship must be provided when registering for the respective teaching placement.

E.7 Special provisions for training modules

Annex 3a contains, among other things, special provisions for students not studying teaching degrees. Annex 3c contains special provisions for students studying to become a teacher in general education (Master of Education for primary education (Grundschule) and secondary education (Haupt- und Realschule, Gymnasium)). Annex 3d contains special provisions for students studying to become a teacher in vocational education (Master of Education for business education (Wirtschaftspädagogik)). Annex 3e contains special provisions for students studying to become teachers in special needs education (Master of Education for special needs education (Sonderpädagogik)). Further conditions may be stipulated in the respective subject-specific annexes.

Please note: This is an unofficial translation provided for your convenience only and does not have any legal binding effects! Only the German version is legally binding!