

GAZETTE

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— Re-publication of Subject-Specific Appendix 7.1 General Section – Teaching at Vocational Schools – Specialization in Social Pedagogy (M.Ed.) to the Framework Examination Regulations of Leuphana University Lüneburg for Bachelor's and Master's degree programs that teach the prerequisites for a teaching career.

Re-publication of Subject-Specific Appendix 7.1 General Section – Teaching at Vocational Schools – Specialization in Social Pedagogy (M.Ed.) to the Framework Examination Regulations of Leuphana University Lüneburg for Bachelor's and Master's degree programs that teach the prerequisites for a teaching career

The Executive Board of Leuphana University Lüneburg hereby publishes the text of Subject-Specific Appendix 7.1 General Section – Teaching at Vocational Schools – Specialization in Social Pedagogy (M.Ed.) dated January 23, 2019 (Leuphana Gazette No. 22/19 - May 22, 2019) in the currently valid version, taking into account the

– 1st amendment dated November 12, 2025 (Leuphana Gazette No. 101/25 dated December 18, 2025) to the framework examination regulations for bachelor's and master's degree programs that teach the prerequisites for teaching, dated January 21, 2015 (Leuphana Gazette No. 04/15 dated March 6, 2015), last amended on April 19, 2023 (Leuphana Gazette No. 48/23 of June 16, 2023, announced).

SECTION I

The provisions of the framework examination regulations of Leuphana University Lüneburg for bachelor's and master's degree programs that teach the prerequisites for a teaching career are supplemented as follows:

Regarding RPO § 2 Qualification objectives of the program:

Qualification objectives M.Ed. in the vocational field of social pedagogy:

Graduates of the field of social pedagogy...





- are able to discuss and further develop theories, history, and concepts of social pedagogy and its didactics in a professional and appropriate manner and have in-depth knowledge of social pedagogical target groups, methods, and procedures.
- are able to deal with questions, concepts, models, theories, and empirical research methods of social pedagogy in terms of independent synthesis and assessment skills, and can apply and reflect on these in their own research projects.
- can link their own subject-related considerations and applications to international research findings.
- have in-depth knowledge of education, care, and upbringing in various social pedagogical fields of work, i.e., in child and youth welfare, and reflect on the need for professional action as well as social and organizational theoretical conditions.
- have in-depth knowledge of the connection between education and diversity, reflect on this in relation to social pedagogical practice and vocational training, and are able to convey an attitude of appreciation and recognition of diversity to children, young people, and students.
- are familiar with the higher education, technical college, vocational college, and social conditions of social education teaching and learning and reflect on the specific conditions of school and teaching development.
- are familiar with teaching methods for promoting self-directed learning and can evaluate these in terms of their applicability and appropriateness in specific situations.

- are able to plan and design learning situations in a professional and appropriate manner, taking into account the heterogeneity of the learning group.
- can use teaching methods and (digital) teaching materials with subject-related relevance in a target group-specific manner and apply them in a professionally sound way.
- are familiar with general performance assessment methods and subject-specific methods of assessing learning progress and their limitations, weigh up different performance assessment systems against each other, and can explain exemplary (individual) support options.
- have a fundamental awareness of the special requirements and social responsibility of the socio-educational practice, research, and teaching professions.

Regarding RPO § 3a (7) Structure of the program, subject combinations:

Module overview – Teaching at vocational schools – Specialization in social pedagogy (M.Ed.)

4.	Master's thesis [MEd-SozP-7]					Development of educational Institutions [MEdGHR-Prof-2]
3.	Discourses and practices of social pedagogy [MEd-SozP-9]	Social pedagogical Contemporary diagnoses [MEd-SozP-14]	Lesson design and school Practical Studies [MEd-SozP-13]			Measurement and assessment Professional learning processes [MEd-BWP-SozP-3]
2.	Teaching research project [MEd-SozP-11]	Education, Diversity, and Inequality [MEd-SozP-12]				Current Requirements for Vocational Education [MEd-BWP-SozP-2]
1.		Master's forum: Creating reviews on the state of research [MEd-SozP-8]	Communication in social pedagogical teaching [MEd-SozP-10]			Didactics and curricula in vocational education [MEd-BWP-SozP-1]

	Master's forum, teaching research project, master's thesis	}	Vocational specialization (45 CP)
	Major: Vocational Specialization in Social Pedagogy		Master's thesis (20 CP)
	Minor: Teaching subject including internship (35 CP)		
	Professionalization area: Educational sciences and vocational and business education (20 CP)		

Regarding § 3a (7):

In the master's program, a professional internship at a vocational school in the professional field and teaching subject must be completed for a total of five weeks.

Regarding § 3 (8)

Students enrolled in the Teacher Training at Vocational Schools program – Social Pedagogy (M.Ed.) can acquire additional credits from the entire range of subjects offered in the master's programs at Leuphana University in accordance with § 3 (8) RPO. When registering, students must indicate whether the corresponding module is to be credited as a compulsory or additional achievement. Subsequent crediting for the curriculum of the enrolled degree program is not possible. Students enrolled in the corresponding degree program have priority when it comes to the allocation of seminar places.

Regarding § 8:

The master's thesis is written in the professional field, in the area of professionalization (educational sciences, vocational and business education) or in the chosen teaching subject. The processing time is fourteen weeks.

Module table – Vocational field of social pedagogy
Teaching at vocational schools – specialization in social pedagogy (M.Ed.)

<i>Module</i>	<i>Content</i>	<i>Types of taught components (type and number of courses, CH)</i>	<i>Module requirements</i>	<i>CP</i>	<i>Comments</i>
1st semester					
<i>Masters Forum: Crafting Literature Reviews [MEd-SozP-8]</i>	<i>Students develop in-depth perspectives on social work research questions that are of particular interest to them. During the seminar, students become familiar with typical review methods, such as systematic, narrative, and integrated reviews, and examine selected research fields according to the current state of research, especially in terms of disciplinary approaches, methodology, and findings. Students form small groups and systematically prepare their knowledge of the research fields that are of particular interest to them and have been identified as relevant in the seminar. They also reflect on their own level of knowledge.</i>	<i>1 Seminar (2 CH)</i>	<i>1 Unsupervised written assignment or 1 Combined assessment</i>	<i>5</i>	<i>Extension Module (according to §3b RPO)</i>
<i>Communication in Teaching Social Work [MEd-SozP-10]</i>	<i>Approaches, methods, and practical exercises for didactically structuring communication in the course of teaching social work.</i>	<i>1 seminar (2 CH)</i>	<i>1 Combined assessment Or 1 oral examination</i>	<i>5</i>	
1st and 2nd semester (cross-semester module)					
<i>Collaborative research project [MEd-SozP-11]</i>	<i>Students will be included in research projects at the university. They will broaden and consolidate their research skills and methodological competence, help to develop applicable research designs and methods that fit these designs, and conduct their own parts of the research to contribute to the general research project.</i>	<i>2 seminars (each 2 CH)</i>	<i>1 Combined assessment or 1 unsupervised written assignment</i>	<i>10</i>	<i>Extension Module (according to §3b RPO)</i>
<i>Education, diversity, and inequality [MEd-SozP-12]</i>	<i>Students develop a better understanding of education and care, with regard to inequalities, such as social backgrounds, gender, age, ethnicity, performance, and disability.</i>	<i>1 seminar (2 CH)</i>	<i>1 oral examination or 1 unsupervised written assignment</i>	<i>5</i>	<i>Extension Module (according to §3b RPO)</i>

Continuation of module table – Vocational specialization in social pedagogy
Teaching at vocational schools – specialization in social pedagogy (M.Ed.)

<i>Module</i>	<i>Content</i>	<i>Types of taught components (type and number of courses, CH)</i>	<i>Module requirements</i>	<i>CP</i>	<i>Comments</i>
2nd and 3rd semester (cross-semester module)					
<i>Teaching and practical training at schools</i> [MEd-SozP-13]	<i>Students will attend a prep class for the teaching they have to do during their field placement at schools of vocational training. The field placement has to be served under the terms of § 9.7 Nds. MasterVO-Lehr at institutions devoted to vocational training in social work in Germany or abroad. After the field placement, there will be another seminar, over the course of which students reflect on their experiences for their written examination.</i>	<i>2 seminars (each 1 CH) and 1 practical training</i>	<i>1 Combined assessment or 1 unsupervised written assignment</i>	<i>10</i>	<i>Proof of placement (internship): 5 weeks, 75 hours containing 8 hours of instructional activities.</i>
3rd semester					
<i>Diagnoses of Time in Social Work</i> [MEd-SozP-14]	<i>During this module, students refer to current diagnoses of time with reference to questions of educational and social policy, and relate these diagnoses to the international state of research on social work.</i>	<i>1 seminar (2 CH)</i>	<i>1 Unsupervised written assignment or 1 oral examination</i>	<i>5</i>	<i>Extension Module (according to §3b RPO)</i>
<i>Discourses and Practices of Social Work</i> [MEd-SozP-9]	<i>Students develop a better theoretical understanding of discourses and practices of education, care, help, and support against their societal, cultural, and organizational background. Examples can be taken from early childhood education and care services, educational assistance (family assistance, residential care, etc.), youth work and after-school programs, approaches to inclusive education, or school social work.</i>	<i>1 seminar (2 CH)</i>	<i>1 unsupervised written assignment or 1 oral examination</i>	<i>5</i>	<i>Extension Module (according to §3b RPO)</i>

Continuation of module table – Vocational specialization in social pedagogy
Teaching at vocational schools – specialization in social pedagogy (M.Ed.)

<i>Module</i>	<i>Content</i>	<i>Types of taught components (type and number of courses, CH)</i>	<i>Module requirements</i>	<i>CP</i>	<i>Comments</i>
4th semester					
<i>Master's thesis</i> [MEd-SozP-7]	<i>With their master's thesis, students independently produce an argument on social work or their chosen teaching subject. The master's thesis can be an empirical study or a literature review. During class, students will receive support in developing their master's thesis.</i>	<i>1 's Colloquium (1 CH)</i>	<i>Master's Thesis</i>	<i>20</i>	

Module table – Professionalization area: Educational Sciences and Vocational and Business Education
Teaching at vocational schools – specialization in social pedagogy (M.Ed.)

<i>Module</i>	<i>Content</i>	<i>Types of taught components (type and number of courses, CH)</i>	<i>Module requirements</i>	<i>CP</i>	<i>Comments</i>
1st semester					
<i>Didactics and Curricula of Vocational Education [MEd-BWP-SozP-1]</i>	<i>Applied analysis and reflection of didactic concepts of vocational education with a special focus on the organization of full-time vocational schools of social work and their curricular structures.</i>	<i>1 seminar (2 CH)</i>	<i>1 Combined assessment or 1 Unsupervised written assignment</i>	<i>5</i>	
2nd semester					
<i>Current Requirements for Vocational Education [MEd-BWP-SozP-2]</i>	<i>Debate and didactic reflection on current requirements for vocational education (such as conscious dealing with heterogeneous groups, inclusive learning at vocational schools, digital learning, and/or interculturality in vocational learning and teaching).</i>	<i>2 seminars (each 2 CH)</i>	<i>1 combined assessment or 1 oral examination</i>	<i>5</i>	
3rd semester					
<i>Assessment and Evaluation of Vocational Learning [MEd-BWP-SozP-3]</i>	<i>Reception and critical discussion of available concepts, instruments, and practices for assessing and evaluating vocational learning.</i>	<i>1 seminar (2 CH)</i>	<i>1 Combined assessment or 1 Unsupervised written assignment</i>	<i>5</i>	
4th semester					
<i>School Development [MEdGHR-Prof-2]</i>	<i>Students will acquire knowledge of the conditions, requirements, and justifications of school development and the development of educational institutions. They will be able to understand, assess, and cope with problems in the field of education with reference to discussions in educational science and organizational theory.</i>	<i>1 lecture (2 CH) and 1 seminar (2 CH)</i>	<i>1 Unsupervised written assignment or 1 Combined assessment</i>	<i>5</i>	

SECTION II

This revised version of the subject-specific appendix shall enter into force on October 1, 2026, following approval by the Presidium and publication in the Official Gazette.

