



**HÖGSKOLAN I GÄVLE**

**PROGRAMME SYLLABUS**  
Second Cycle

The Subject Teacher Programme  
Programme Code: LGÄGY  
Specialisation Code:  
biol/enge/hist/mate/reli/tekn  
Established by the Board of Teacher  
Training 2011-02-18

## **The Subject Teacher Programme, 270 HE credits**

**- for Lower-secondary School, Grades 7-9**

**This programme syllabus applies to students  
admitted in 2011 or later**

# 1 General Arrangement

The subject teacher qualification constitutes second-cycle studies and is given with two specialisations. Specialisation in lower-secondary school, grades 7-9, 270 HE credits and specialisation in upper-secondary school, 300 HE credits. This programme syllabus applies for the specialisation in lower-secondary school, grades 7-9.

The education contains 60 HE credits of educational sciences and 30 HE credits of placement. Subject studies for the specialisation in lower-secondary school constitute 180 HE credits and for the specialisation in upper-secondary school, 210 HE credits.

## 2 Expected Learning Outcomes

### 2.1 General Expected Learning Outcomes According to the Higher Education Act<sup>1</sup>

First-cycle studies should essentially expand upon the knowledge that pupils acquire on national programmes in upper-secondary school or equivalent knowledge. However, the government may grant exemptions concerning programmes in fine, applied and performing arts.

First-cycle studies should develop the students

- ability to make independent and critical assessments
- ability to independently discern, formulate and solve problems, and
- preparedness to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills, develop the ability to

- search and evaluate knowledge at a scholarly level
- follow the knowledge development, and
- exchange knowledge also with individuals without expertise in the area. Law (2009:1037).

Second-cycle studies should essentially expand upon the knowledge that students acquire in first-cycle studies or equivalent knowledge.

Second-cycle studies should imply a development of knowledge, skills and abilities in relation to first-cycle studies and should, in addition to the expected learning outcomes of first-cycle studies,

- further develop the students' ability to independently integrate and use knowledge,
- develop the students' ability to handle complex phenomena, issues and situations, and
- improve students' conditions for work with high demands on independence or for research and development. Law (2006:173).

---

<sup>1</sup> Chapter 1, Section 8, 9

## **2.2 Expected Learning Outcomes for the Subject Teacher Programme According to the Higher Education Ordinance, Appendix 2**

### *Expected Learning Outcomes*

For a subject teacher qualification, the student should demonstrate the knowledge and abilities required to work independently as a subject teacher in the activities intended by the education. The student should also demonstrate knowledge and skills in other kinds of teaching, for which the higher education qualification may fulfil the entry requirements, according to current regulations.

### *Knowledge and Understanding*

For a subject teacher qualification with a specialisation in grades 7-9, the student should

- demonstrate the subject knowledge required for the professional practice, including both an overview of the main field of study and advanced knowledge of certain parts of this field, and understanding of current research and development.
- For a subject teacher qualification with a specialisation in upper-secondary school, the student should
- demonstrate the subject knowledge required for the professional practice, including both a broad expertise in the main field of the subject studies and considerably advanced knowledge in certain parts of this field, and a deeper understanding of current research and development.
- For a subject teacher qualification, the student should also
- demonstrate the subject didactic and didactic knowledge required for the activities intended by the education, and demonstrate knowledge of adults' learning,
- demonstrate advanced knowledge of scientific theory and qualitative and quantitative research methods, and demonstrate knowledge of the relation between the disciplinary foundation and best practice and its importance for the professional practice,
- demonstrate the knowledge about the development, learning, needs and conditions of children and youths that is required for the intended activities of the education,
- demonstrate knowledge and understanding of social relations, conflict management and leadership,
- demonstrate knowledge of the organisation, relevant control documents, the curriculum theory and different educational perspectives of the school system, and demonstrate knowledge of the history of the school system, and
- demonstrate advanced knowledge of assessment and grading.

### *Skills and abilities*

For a subject teacher qualification, the student should

- demonstrate a deeper ability to create conditions for all pupils to learn and develop,
- demonstrate a deeper ability to critically and independently utilise, systematise and reflect on the own and others' experiences and relevant research results, and thereby contribute to the development of the profession and the knowledge development within subjects, subject areas and subject didactics,
- demonstrate the ability to use pupils' knowledge and experiences to stimulate each pupil's learning and development,
- demonstrate the ability to independently and together with others, plan, carry out, evaluate and develop teaching and educational activities in general, with the purpose of stimulating each pupil's learning and development in the best possible way,
- demonstrate the ability to identify and handle special educational needs, in collaboration with others,
- demonstrate the ability to observe, document and analyse pupils' learning and development in relation to the aims of the activities, and to inform and cooperate with pupils and their guardians,
- demonstrate the ability to communicate and apply the fundamental values of the school, including human rights and basic democratic values,
- demonstrate the ability to prevent and counteract discrimination and other insulting treatment of pupils,
- demonstrate the ability to observe, communicate and apply a gender equality and equality perspective in the educational activities,
- demonstrate communicative skills in listening, talking and writing, as support in the educational activities,
- demonstrate the ability to skilfully and critically use digital tools in the educational activities, and to observe the importance of the role of different media and digital environments for this, and
- demonstrate the ability to develop skills in the educational activities that are valuable for the professional practice.

#### *Judgement and Approach*

For a subject teacher qualification, the student should

- show self-knowledge and empathy,
- adopt a professional approach towards pupils and their guardians,
- demonstrate the ability to make assessments based on relevant scientific, social and ethical aspects in the educational work, with specific consideration to human rights, and children's rights according to the Convention on the Rights of the Child in particular, and a sustainable development, and
- demonstrate the ability to identify the own need of additional knowledge and develop the own skills in the educational work.

#### *Thesis (degree project)*

For a subject teacher qualification, the student must have successfully completed at least one individual assignment (degree project) of at least 30 HE

credits within the framework of the course requirements, or at least two such projects of at least 15 HE credits each, in one or two of the subjects studied on the programme.

### 3 Description of the Programme

#### Arrangements for the Subject Teacher Programme for grades 7-9, 270 HE credits

Semester	Contents
1	Subject 1 (22.5 HE credits) and Placement (7.5 HE credits)
2	Educational Sciences 1 (30 HE credits)
3	Subject 2 (22.5 HE credits) and Placement (7.5 HE credits)
4	Subject 1 (30 HE credits)
5	Subject 3 (30 HE credits)
6	Subject 2 (30 HE credits)
7	Educational Sciences 2 (15 HE credits) Subject 3 (15 HE credits)
8	Educational Sciences 3 (15 HE credits) and placement (15 HE credits)
9	Degree Project (30 HE credits, Subject 1 or subject 2)

#### 3.1 Educational Sciences

The courses in Educational Sciences should together constitute 60 HE credits. The contents include both the knowledge fields that are common and relevant to all teacher students regardless of specialisation, and those that are specific for secondary school and upper-secondary school. The courses in educational sciences are arranged so that a clear knowledge development occurs throughout the education. The courses are therefore given in a specific order with a gradually increasing level of difficulty.

##### 3.1.1 Courses in Educational Sciences

###### Educational Sciences 1

Perspectives on the Teacher's Profession, 7.5 HE credits

Theory of Knowledge, Research Methodology and Academic Writing, 15 HE credits

Development, Learning and Special Needs Education, 7.5 HE credits

###### Educational Sciences 2

Assessment, Grades and Developmental Work, 7.5 HE credits

The Democratic Assignment and Fundamental Values of the School, 7.5 HE credits

### **Educational Sciences 3**

Leadership, 7.5 HE credits

Sustainable Development, 7.5 HE credits

Placement in Educational Sciences, 15 HE credits

## **3.2 Subject Studies**

Through the subject studies, the student will acquire knowledge and skills in one knowledge or subject area oriented towards activities in lower-secondary school, grades 7-9, or upper-secondary school, depending on the amount of credits and subjects.

The subject studies are provided in combinations according to the Higher Education Ordinance (SFS 2010:544, Appendix 4). For primary and lower-secondary school, three subjects are usually combined, and for upper-secondary school, two subjects.

One of the three subjects for primary and lower-secondary school must always include at least 90 HE credits. If Swedish is included in the combination, Swedish must include at least 90 HE credits.

### **3.2.1 Subject Courses for Grades 7-9**

The list states the subject courses included in the Subject Teacher Programme for Lower-secondary School, Grades 7-9. For subject 1 and subject 2, first 60 HE credits contain the same courses. For subject three, separate courses apply.

#### **Biology**

##### *Subject 1 and 2*

Organism Biology and Evolution for Teachers, 7.5 HE credits

Placement in Biology, Grades 7-9, 7.5 HE credits

Cell Biology for Teachers, 7.5 HE credits

Human Physiology for Teachers, 7.5 HE credits

Organism Biology and Cell Biology II for Teachers, 15 HE credits

Ecology for Secondary School Teachers, 15 HE credits

##### *Subject 3*

Organism Biology and Evolution for Teachers, 7.5 HE credits

Nature around Us/Ecology for Teachers, 7.5 HE credits

Cell Biology for Teachers, 7.5 HE credits

Human Physiology for Teachers, 7.5 HE credits

Cell Biology II for Teachers, 7.5 HE credits

Comparative Physiology for Teachers, 7.5 HE credits

##### *Degree Project*

Biology: Degree Project for Subject Teachers, Grades 7-9, 30 HE credits

#### **English**

##### *Subject 1 and 2*

English, Basic Course for Subject Teachers, Grades 7-9, with Placement, 30 HE credits  
English, Continuation Course for Subject Teachers, Grades 7-9, 30 HE credits  
Subject 3  
English, Basic Course for Subject Teachers, Grades 7-9, 30 HE credits  
English, Continuation Course for Subject Teachers, Grades 7-9, 15 HE credits

*Degree Project*

English, Degree Project for Subject Teachers, Grades 7-9, 30 HE credits

**History**

*Subject 1 and 2*

History for Teachers (VFU) A, 7-9, 30 HE credits

History for Teachers B, 7-9, 30 HE credits

*Subject 3*

History for Teachers A3, 7-9, 30 HE credits

History for Teachers B3, 7-9, 15 HE credits

*Degree Project*

Degree Project in History for Teachers, 7-9, 30 HE credits

**Mathematics**

Mathematics and Mathematics Didactics and Placement, 15 HE credits

Fundamental Algebra and Mathematics Didactics, 7.5 HE credits

Calculus, 7.5 HE credits

Linear Algebra, 7.5 HE credits

Advanced Learning in Mathematics, 15 HE credits

The History of Mathematics, 7.5 HE credits

*Degree Project*

Mathematics: Degree Project for Subject Teachers, Grades 7-9, 30 HE credits

**Religious Studies**

*Subject 1 and 2*

Religion for Teachers (VFU) A, 30 HE credits

Religion for Teachers B, 30 HE credits

*Subject 3*

Religion for Teachers A3, 30 HE credits

Religion for Teachers B3, 15 HE credits

*Degree Project*

Religion: Degree Project for Subject Teachers, Grades 7-9, 30 HE credits

**Technology**

*Subject 1 and 2*

Technology I for Subject Teachers, Grades 7-9, 30 HE credits, including Placement

Technology II for Subject Teachers, Grades 7-9, 30 HE credits

### *Subject 3*

Technology I for Subject Teachers, Grades 7-9, subject 3, 30 HE credits

Technology II for Subject Teachers, Grades 7-9, subject 3, 15 HE credits

### *Degree Project*

Technology: Degree Project for Subject Teachers, Grades 7-9, 30 HE credits

## **3.3 Placement**

The placement includes a total of 30 HE credits, of which 15 HE credits are linked to the educational sciences and 15 HE credits to subject studies. The higher education institution's cooperation with schools is regulated by a specific agreement.

## **3.4 Teaching and Examination**

The teaching on the programme consists of a campus-based part and a placement part. In the campus-based part, the teaching is carried out as lectures and seminars. Other occurring forms of teaching are field trips, study visits, laboratory sessions, group and team work. The teaching is supported by using IT, such as digital learning management systems, open learning resources and distance-spanning technology. During the placement, the student should lead educational activities with a higher degree of independence and participate in the collective teaching, with support from the local teacher educator. Throughout the education, a progression occurs through a scholarly work, where both educational sciences and teaching are included.

Courses are examined in various ways according to relevant course syllabus. The forms of examination vary and are chosen based on the course contents. Examination of courses that include placement is carried out by examiners at the higher education institution. The local teacher educator will give an assessment of the student's performance during the placement period as a basis for examination.

An important part of the examination is the final degree project, where the student may defend an individual work and publicly discuss another work at a seminar.

## **3.5 Requirements for Continued Studies within the Programme**

Previous placement periods must be approved before the next placement may begin. Additional requirements for continued studies are stated in the course syllabus.

## **3.7 Dissuasion**

A student may be dissuaded from further studies if the person concerned is assessed to be unsuited for the teaching profession. If dissuaded, the student concerned should be given the opportunity to discuss alternative educations with the study adviser.

### **3.8 Degree Project**

The degree project may either be carried out in one subject of 30 HE credits, or in two subjects of 15 HE credits each. The degree project/projects are carried out as second-cycle studies.

The degree project should have a clear professional relevance and be carried out in a subject with subject-didactic specialisation. It may be carried out with connection to a theme group, which works with both research and development issues and supervision of degree projects. Themes and issues of a theme group are developed in collaboration with the schools in the region.

### **3.9 Student Influence**

Students participate with representatives in the work of the Board of Teacher Training and in the Council for Educational Affairs linked to the programme. The students should feel included in the regular courses and exercise influence, e.g. through course and programme evaluations. Student representatives are expected to participate in work groups for development within the programme.

## **4 Entry Requirements**

Qualified for the Subject Teacher Programme are those who both fulfil the conditions for general entry requirements for higher education stated in the Higher Education Ordinance, and fulfil the following specific subject-based entry requirements:

Biology	Specific entry requirements 6c and Biology B, Physics A, Chemistry A, Mathematics D
English	Specific Entry Requirements 6c
History	Specific Entry Requirements 6c and History A
Mathematics	Specific Entry Requirements 6c and Mathematics D
Religion	Specific Entry Requirements 6c and History A
Technology	Specific entry requirements 6c and Biology B, Physics A, Chemistry A, Mathematics C

Students are admitted to an initial subject with a number of possible combinations of subjects according to the Higher Education Ordinance (SFS 2010:544 Appendix 4). For admission to the programme, the lowest requirement level for all subjects in the combination must be fulfilled.

## **5 Grades**

Grades are given for programme courses according to relevant course syllabus.

## **6 Examination Regulations**

### **6.1 Title of Qualification**

Subject Teacher Qualification

### **6.2 Examination Criteria**

The subject teacher qualification is achieved when the student has successfully completed course requirements of 270 HE credits according to the arrangements of the programme. The student must have successfully completed one individual second-cycle assignment (degree project), of 30 HE credits within the framework of the course requirements, or two second-cycle degree projects of 15 HE credits each. Furthermore, at least 30 HE credits of other second-cycle courses should be given for the course requirements of 60 HE credits to be fulfilled.

### **6.3 Degree Certificates**

Students who fulfil the requirements for a higher education qualification will receive a degree certificate *on request*. The degree certificate should state clearly which specialisation the student has completed.

## **7 Further Instructions**

See instructions for Placement.