



Programme Syllabus

For

The Subject Teacher Programme for Upper-secondary School, 300 HE credits

Programme Code:	LGÄYY
Specialisation Code:	ENGE/MATE/RELI/SVEA
Level:	Second Cycle
Valid from:	Autumn Semester 2012
Established:	2011-02-18
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Diary No:	HIG 2011/915
Established by:	The Board of Teacher Training

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:

English	Specific Entry Requirements 6c
Mathematics	Specific Entry Requirements 6c and Mathematics D
Religion	Specific Entry Requirements 6c and History A
Swedish	Specific Entry Requirements 6c

Students are admitted to an initial subject and choose the second subject later in the programme. For admission to the second subject, entry requirements apply.

Expected Learning Outcomes

General Expected Learning Outcomes According to the Higher Education Act¹

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.

¹ Chapter 1, Section 8, 9

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).

Expected Learning Outcomes for the Subject Teacher Programme for Upper-secondary School, According to the Higher Education Ordinance²

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 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,

² The Higher Education Ordinance (2010:1064), Appendix 2: Degree Ordinance

- 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.

The Contents and Arrangement of the Programme

Extent (According to the Higher Education Ordinance)

The subject teacher qualification for upper-secondary school constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 300 or, when required, 330 HE credits.

For a higher education qualification, the education must include the following fields: subject and subject-didactic studies relevant to teaching in one of the subjects of the school system, for which there is an established course or subject syllabus, educational sciences of 60 HE credits and 30 HE credits of placement, located to relevant activities and subject.

For a subject teacher qualification for upper-secondary school, the education should include subject and subject-didactic studies of 225 or, when required, 255 HE credits in two subjects. 15 HE credits of the subject and subject-didactic studies should constitute a subject-related placement. The education must include one specialisation of 120 HE credits in a relevant subject or subject area, and one specialisation of 90 HE credits. However, when Swedish, Social Studies or Music is included, 120 HE credits within the subject areas relevant to these subjects are always required.

The specialisation is given with a limited number of combinations of subjects.

The studies in educational sciences should be linked to the future professional practice and include the following:

- the history, organisation and conditions of the school system and the fundamental values of the school, including the basic democratic values and human rights,
- curriculum theory and didactics,
- theory of knowledge and research methodology,
- development, learning and special needs education,
- social relations, conflict management and leadership,
- assessment and grading, and
- evaluation and developmental work.

Arrangement of the Subject Teacher Programme for Upper-secondary School, 300 HE credits

Semester	Contents
1	Subject 1 (1-30 HE credits)

2	Subject 1 (31-60 HE credits)
3	Educational Sciences 1 (30 HE credits, including Placement, 7.5 HE credits)
4	Educational Sciences 2 (30 HE credits, including Placement, 7.5 HE credits)
5	Subject 2 (1-30 HE credits)
6	Subject 2 (31-60 HE credits)
7	Subject 1/2 (61-90 HE credits)
8	Educational Sciences 3: 15 HE credits (Second Cycle) Placement, Subject 1, 7.5 HE credits, Subject 2, 7.5 HE credits
9	Subject 1/2 (61-90 HE credits)
10	Degree Project (91-120 HE credits, one degree project of 30 HE credits or two of 15 HE credits each) (second cycle)

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.

Educational Sciences 1

Perspectives on the Teacher's Profession, 15 HE credits (including Placement, 7.5 HE credits)
Theory of Knowledge, Research Methodology and Academic Writing, 15 HE credits

Educational Sciences 2

Development, Learning and Special Needs Education, 7.5 HE credits
The Democratic Assignment and Fundamental Values of the School, 7.5 HE credits
Sustainable Development, 7.5 HE credits
Placement, 7.5 HE credits

Educational Sciences 3

Leadership, 7.5 HE credits
Assessment, Grades and Developmental Work, 7.5 HE credits

Subject Studies

Through the subject studies, the student acquires knowledge and skills in a knowledge or subject area oriented towards upper-secondary school. The subject studies are provided in combinations

according to the Higher Education Ordinance (SFS 2010:544, Appendix 4). For upper-secondary school, two subjects are usually combined. One subject out of the two for upper-secondary school must include at least 120 HE credits. If Swedish is one of the subjects, it must include 120 HE credits. The degree project of 30 HE credits, or two of 15 HE credits each, is always counted as subject credits.

Subject Courses in the Specialisation in Upper-secondary School

The list states the subject courses included in the Subject Teacher Programme for Upper-secondary School. For subject 1 and subject 2, the first 90 HE credits contains the same courses. Each subject also includes subject-didactic placement of 7.5 HE credits. Two such courses are given in semester 8.

English

English, Basic Course for Subject Teachers in Upper-secondary School, 1-30 HE credits

English, Continuation Course for Subject Teachers in Upper-secondary School, 31-60 HE credits

English, Advanced Course for Subject Teachers in Upper-secondary School, 61-90 HE credits

English: Degree Project for Subject Teachers in Upper-secondary School, 91-120 HE credits

Mathematics

1-30 HE credits

Fundamental Algebra and Mathematics Didactics, 7.5 HE credits

Geometry and the History of Mathematics, 7.5 HE credits

Calculus, 7.5 HE credits

Mathematics and Mathematics Didactics, 7.5 HE credits

31-60 HE credits

Linear Algebra, 7.5 HE credits

Mathematical Concept Development for Upper-secondary School, 7.5 HE credits

Multivariate Calculus, 7.5 HE credits

Applied Differential Equations, 7.5 HE credits

61-90 HE credits

Probability Theory and Statistics, 7.5 HE credits

Algebra, 7.5 HE credits

Complex Analysis, 7.5 HE credits

Principles of Mathematical Analysis, 7.5 HE credits

Mathematics: Degree Project for Subject Teachers in Upper-secondary School, 91-120 HE credits

Religious Studies

Religion for Teachers, 1-30 HE credits

Religion for Teachers, 31-60 HE credits

Religion for Teachers, 61-90 HE credits

Religion: Degree Project for Subject Teachers in Upper-secondary School, 91-120 HE credits

Swedish

Swedish for Subject Teachers, 1-30 HE credits

Swedish for Subject Teachers, 31-60 HE credits

Swedish for Subject Teachers, 61-90 HE credits

Swedish: Degree Project for Subject Teachers in Upper-secondary School, 91-120 HE credits

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.

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 instruction formats are field trips, study visits, laboratory sessions, group and theme 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 examination formats 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.

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.

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.

Higher Education Qualification

The subject teacher qualification with a specialisation in upper-secondary school constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 300 HE credits according to the arrangement of the programme. The student should have successfully completed one second-cycle individual 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.

Degree Certificate

Students who fulfil the requirements for a higher education qualification will receive a degree certificate on request.

Student Influence and Evaluation

The council for educational affairs should be linked to the study programme. The faculty programme director should be included in the council and be the chairman and summoner. The purpose of the council for educational affairs is to give students and representatives from the working life/society influence over the study programme. Student representatives are expected to participate in work groups for development within the programme.

The students should feel included in the regular courses and exercise influence e.g. through course and programme evaluations. The programme evaluation should be carried out through the use of an evaluation tool common for all higher education institutions. A compilation of the evaluation results should be submitted to the Faculty Board.

Other

Requirements for Continued Studies in the Programme

Previous placement periods must be approved before the next placement may begin. Additional entry requirements within the programme are stated in the course syllabi.

Dissuasion

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