



Programme Syllabus

Bridging Teacher Education, 90 HE credits

Programme Code:	LGKPY
Level:	First Cycle or Second Cycle
Valid from:	Autumn Semester 2012
Established:	2011-11-24
Diary Number:	HIG 2011/915
Established by:	The Board of Teacher Training

Entry Requirements

In addition to the general entry requirements, the following specific entry requirements are required:

Those who have subject knowledge in a subject taught in lower-secondary school, grades 7-9, that corresponds to subject studies of at least 90 HE credits, fulfil the specific entry requirements for the bridging teacher education that results in a subject teacher qualification for lower-secondary school, grades 7-9. The subject studies must include an individual assignment of at least 15 HE credits.

Those who have subject knowledge in a subject taught in upper-secondary school that corresponds to subject studies of at least 120 HE credits, fulfil the specific entry requirements for the bridging teacher education that results in a subject teacher qualification for upper-secondary school. The subject studies must include an individual assignment of at least 30 HE credits. Those who are able to successfully complete the education because they have a Swedish or foreign education, practical experience or due to another circumstance, also fulfil the specific entry requirements for the education.¹

¹ The education is regulated through the ordinance on bridging teacher education resulting in a subject teacher qualification, SFS 2011:686, which constitutes the basis for this programme syllabus.

Expected Learning Outcomes

The education aims to bridge previously acquired subject knowledge in other subjects than the vocational, so that the student is able to achieve a subject teacher qualification according to appendix 2 in the Higher Education Ordinance (1993:100). The education is called bridging teacher education.

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 (the Higher Education Ordinance 1993:100, appendix 2).

The Contents and Arrangement of the Programme

The education contains educational sciences and placement, located to relevant activities and subject. Educational sciences include subject didactics.

The studies in educational sciences are 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.

The teaching on the programme consists of a campus-based part and a placement part. In the campus-based part, the teaching is mainly given as lectures and seminars. 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.

Courses are examined in various ways according to relevant course syllabus. 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.

Previous placement periods must be approved before the next placement may begin.

Courses

Semester 1

Course Name	Level	HE credits
Perspectives on the Teaching Profession	G1N	7.5
The Democratic Assignment and Fundamental Values of the School	G1N	7.5
Subject Didactics (including Placement, 7.5 HE credits)	G1N	15

Semester 2

Course Name	Level	HE credits
Development, Learning and Special Needs Education	G1F	7.5
Assessment, Grades and Development Work (including Placement, 7.5 HE credits)	G1F	15
Sustainable Development	G1F	7.5

Semester 3

Course Name	Level	HE credits
Leadership (including Placement, 7.5 HE credits)	G2F	15
Scientific Theories and Research Methods in Educational Sciences (including Placement, 7.5 HE credits)	G2F	15

Higher Education Qualification

The higher education qualification achieved after the bridging teacher education may constitute first-cycle or second-cycle studies, depending on the extent of the subjects included in the higher education qualification.

First-cycle Qualification

A. The subject teacher qualification for lower-secondary school, grades 7-9, which includes subject studies in one subject.

Higher education qualification constitutes first-cycle studies and is achieved when the student has successfully completed course requirements of 180 HE credits. For the higher education qualification, the following is required

1. the student has successfully completed the bridging teacher education of 90 HE credits,
2. the course requirements constitute subject studies of 90 HE credits in a subject
3. within the framework of the course requirements, the student has successfully completed at least one independent assignment (degree project) of at least 15 HE credits.

B. The subject teacher qualification for lower-secondary school, grades 7-9, which includes subject studies in two subjects.

Higher education qualification constitutes first-cycle studies and is achieved when the student has successfully completed course requirements of 225 HE credits. For the higher education qualification, the following is required

1. the student has successfully completed the bridging teacher education,
2. the course requirements include subject studies of 135 HE credits in two subjects
3. the student has successfully completed at least one individual assignment (degree project) of at least 15 HE credits, within the framework of the course requirements.

C. Subject teacher qualification for upper-secondary school including subject studies in one subject.

The higher education qualification constitutes first-cycle studies and is achieved when the student has successfully completed course requirements of 210 HE credits. For the higher education qualification, the following is required

1. the student has successfully completed the bridging teacher education of 90 HE credits,
2. the course requirements include subject studies of 120 HE credits in one subject
3. the student has successfully completed at least one individual assignment (degree project) of at least 15 HE credits, within the framework of the course requirements.

Higher Education Qualification for Second-cycle Studies

D. Subject teacher qualification for lower-secondary school, grades 7-9, including subject studies in three subjects, or two of the subjects Swedish, social studies and music.

The higher education qualification constitutes second-cycle studies. For the higher education qualification, the following is required

1. the student has successfully completed the bridging teacher education.
2. the course requirements include subject studies of 180 HE credits in three subjects.

The education must include at least one advanced study of 90 HE credits in a relevant subject or subject area. For each other subject included in the higher education qualification, at least 45 HE credits are required. When Swedish is included, however, 90 HE credits are required.

3. the student has 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 in the education.

E. Subject teacher qualification for upper-secondary school including subject studies in two subjects.

The higher education qualification constitutes second-cycle studies. For the higher education qualification, the following is required

1. the student has successfully completed the bridging teacher education.
2. the course requirements include subject studies of 210 HE credits in two subjects. The education must include one specialisation of 120 HE credits in a relevant subject or subject area, and one specialisation of 90 HE credits. When Swedish is included, however, 120 HE credits are always required.
3. the student has 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 in the education.

Degree Certificate

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

The degree certificate should state which specialisation and which subjects the higher education qualification includes.

Student Influence and Evaluation

The programme is linked to the programme's council for educational affairs. 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 programmes.

The programme students should be given the opportunity to give their opinions of the study programme annually in a programme evaluation. 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.