



Programme Syllabus

For

The Vocational Teacher Education Programme 90 HE credits

Programme Code:	LGYRY
Level:	First Cycle
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Entry Requirements

For admission to the Vocational Teacher Education Programme, qualified and relevant professional or vocational expertise acquired through either professional experience or higher education or other post-secondary education is required, apart from the general entry requirements. For the assessments of the applicants' professional or vocational expertise in a subject to be equal, these requirements are expressed in the form of criteria provided by the National Agency for Education.

Expected Learning Outcomes

General Expected Learning Outcomes According to the Higher Education Act

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).

Expected Learning Outcomes for the Vocational Teacher Education Programme According to the Higher Education Ordinance, Appendix 2

For a vocational teacher qualification, the student should demonstrate the knowledge and abilities required to work independently as vocational 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 vocational teacher qualification, the student should

- demonstrate the didactic and subject-didactic knowledge required for the professional practice and knowledge of adults' learning,
- demonstrate knowledge of theory of knowledge and qualitative and quantitative research methods, and about the relation between disciplinary foundation and best practice and its importance for the professional practice,
- demonstrate the knowledge of the development, learning, needs and conditions of children and youths required for the professional practice,
- 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 vocational teacher qualification, the student should

- demonstrate a deeper ability to create conditions for all pupils to learn and develop,
- demonstrate the ability to critically and independently utilise and reflect on own and others' experiences and relevant research results, in order to contribute to the development of the profession and the knowledge development in the sector,
- 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 competently and critically use digital tools in the teaching 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 vocational 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 to develop the own skills both in the vocational subject and in the teaching.

The Contents and Arrangement of the Programme

The vocational teacher qualification is achieved when the student has successfully completed course requirements of 90 HE credits.

For higher education qualification, the education must include the following fields: educational sciences of 60 HE credits and placement of 30 HE credits, located to relevant activities and subject.

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.

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. 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 contents of the courses. 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.

The programme is carried out as half-time studies.

Courses

Year1

Course Name	Level	HE credits
Perspectives on the Teaching Profession	G1N	15
Development, Learning and Special Needs Education	G1F	7.5
The Democratic Assignment and Fundamental Values of the School	G1F	7.5

Year 2

Course Name	Level	HE credits
Grades and Assessment	G1F	15
Placement for Vocational Teachers	G1F	7.5
Theory of Knowledge, Research Methodology and Development Work for Vocational Teachers	G1F	15

Year 3

Course Name	Level	HE credits
Leadership for Vocational Teachers	G2F	7.5
Workplace Learning and Sustainable Development	G2F	7.5
Placement	G2F	15

Higher Education Qualification

Those who have successfully completed the all the programme courses with approved results fulfil the requirements for a vocational teacher qualification.

Student Influence and Evaluation

A council for educational affairs is linked to the programme. The faculty programme director is included in the council and is 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.

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.