



Faculty Board for Teacher Education

Programme Study Plan

Vocational Education Programme

Programme Code	LGYRK
Programme Title	Vocational Education Programme
Credits/ECTS:	90
Programme Approval	The Programme Study Plan was approved by the Faculty Board for Teacher Education on 14 December 2010 and is valid from the autumn term of 2011 at Karlstad University.
Language of Instruction:	Swedish
Degree Level:	First cycle
Degree Type:	Professional
Prerequisites	General admission requirements and field-specific eligibility XXX

Introduction

Teacher education is an academic professional qualification. At Karlstad University this means that the whole programme is characterised by a clear professional perspective. The education comprises specific as well as general teaching knowledge, combining the critical perspective of research with the need for problem solution, subject knowledge and methodology in the daily school practice.

There are many routes to becoming a good teacher. The education aims to promote action-oriented problem awareness. An independent teacher identity requires good knowledge and an open, reflective and ethical approach. Karlstad University has

designed a teacher-training programme based on three competencies: *content competence*, *methodological competence* and *leadership competence*.

Content competence emphasises the knowledge aspect of learning. Teaching at all educational levels and areas requires advanced subject knowledge. The premise of *methodological competence* is the need to consider each individual's capacity and circumstance as well as the challenges involved in different subjects. Special efforts are made at Karlstad University to relate subject studies to the teaching profession. *Leadership competence* involves the skills to create comfortable and challenging learning environments. Teacher education must also prepare students for the task of evaluating school activities and their own learning as well as that of others.

Teacher education at Karlstad University has the ambition to meet and challenge school needs. This entails not only preparing students for specific school activities but also providing the tools and confidence needed to examine accustomed conceptions of learning and teaching. The Vocational Education Programme at Karlstad University is committed to providing students with many opportunities to prepare for a future profession that is complex, responsible, and changeable. Students are also prepared for further academic studies.

Aims and Learning Outcomes

The qualification of Higher Education Diploma in Vocational Education is awarded when students have completed 90 ECTS credits.

The following areas must be included in the degree programme: courses in subject and subject learning and teaching methodology with relevance to teaching in a school subject for which there is an adopted syllabus or curriculum, a core of general education studies totalling 60 ECTS credits, and practical placement totalling 30 ECTS credits in relevant institutions and subject.

For a Higher Education Diploma in Vocational Education, students must demonstrate the knowledge and skills required to work independently at the level of the educational system for which the qualification is awarded and for any other form of teaching that the Diploma qualifies for.

Learning outcome requirements for a Higher Education Diploma in Vocational Education

On completion of the programme, students must be able to demonstrate:

Knowledge and understanding

- the subject and subject-specific teaching methodology knowledge required for professional practice, and knowledge of adult learning,
- knowledge of the theory of science and of qualitative and quantitative research methods as well as of the relation between scientific basis and proven experience and its relevance to professional practice,
- knowledge and understanding of social relations, conflict management and leadership,

- knowledge of the organisation of the school system, relevant regulatory documents, syllabus theory and different educational and teaching and learning perspectives as well as knowledge of the history of the school system.
- specialised knowledge of assessing and grading.

Skills and abilities

On completion of the degree programme, students must be able to demonstrate:

- specialised ability to create conditions in which all students can learn and develop,
- specialised ability to critically and independently consider, systematise and reflect on their own experience and that of others and on relevant research findings, and thereby contribute to professional development and knowledge in the professional field,
- ability to build on students' knowledge and experiences to stimulate their learning and development,
- the ability to plan, implement, evaluate and develop teaching and educational activities individually and together with others in order to stimulate the learning and development of every student in the best possible way,
- the ability to identify and in cooperation with others deal with special educational needs,
- the ability to observe, document and analyse their students' development and learning in relation to educational objectives and to inform and cooperate with students and their caregivers,
- the ability to communicate and instil core educational values, including human rights and the fundamental democratic values,
- the ability to prevent and restrain discrimination and other forms of harassment of children,
- the ability to respect, communicate and instil a gender equal and equal rights perspective in educational processes,
- communicative skills in listening, speaking and writing to support educational processes,
- skills in using digital tools confidently and critically in educational processes and ability to consider the role of different media and digital environments in these processes, and
- the ability to acquire, in the educational processes, the skills that are valuable for professional practice.

Judgement and approach

On completion of the degree programme, students must be able to demonstrate:

- self-awareness and emphatic ability
- the ability to adopt a professional approach to students and their caregivers,
- the ability to make assessments of educational processes on the basis of relevant scientific, social and ethical aspects with special consideration of human rights, especially children's rights according to the Convention on the Rights of the Child, and sustainable development, and

- the ability to identify their need for further knowledge and to develop their skills in pedagogical practice.

Programme Structure and Content

The programme is based on studies in General Education and Practical Placement.

General Education Core Studies

The education core studies comprise central and general areas of teaching that are applied and related to the future profession. These areas are integrated and alternate with subject-based studies and with practical placement periods throughout the programme to form the basis of the professional identity. The general education core studies (totalling 60 ECTS cr) cover the following areas:

- history of the school system, its organisation and conditions as well as core educational values, including fundamental democratic principles and human rights
- syllabus theory and subject-specific teaching and learning
- theory of science and research methodology
- development, learning and special needs education
- social relationships, conflict management and leadership
- assessing and grading, and
- evaluation and development processes.

The education core studies at Karlstad University are organised in two thematic areas: *The teaching profession* and *pedagogical leadership*. These areas alternate with subject studies and practical placement periods (totalling 30 ECTS cr). Students may be credited for previous professional experience, subject to individual assessment.

Practical Placement

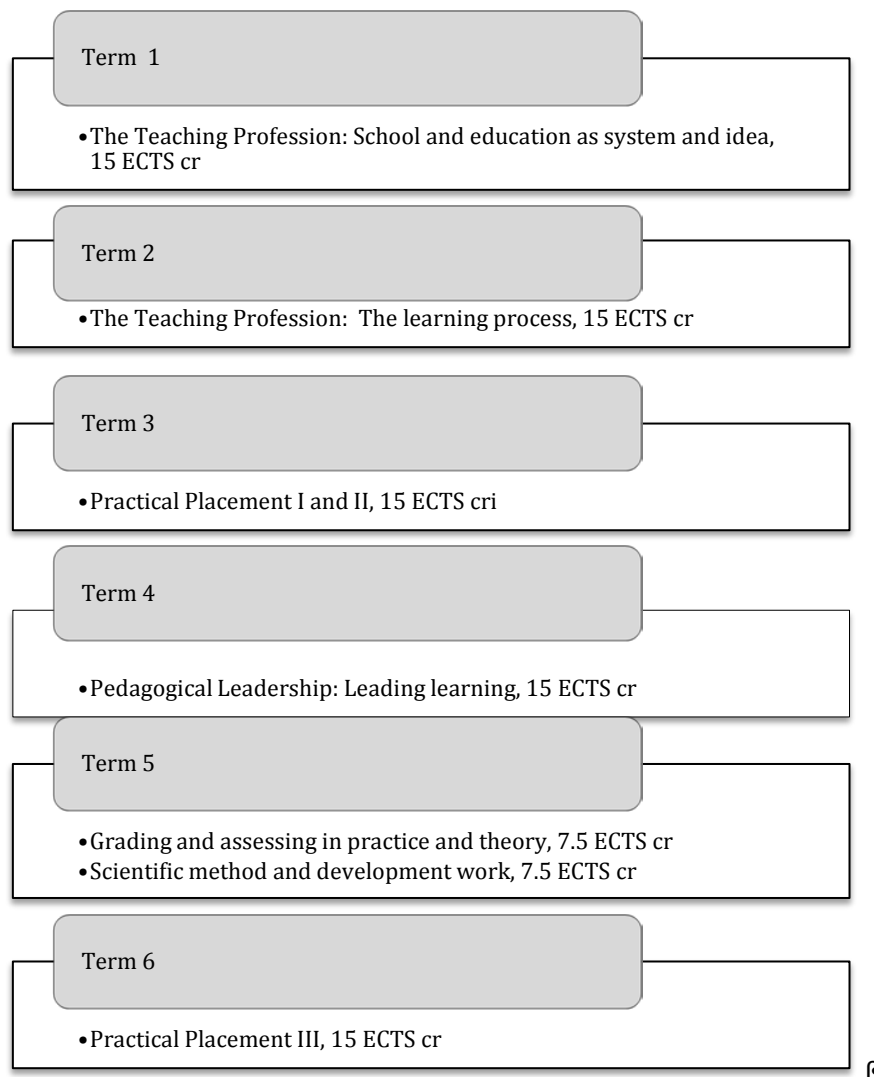
School placement is a crucial part of teacher education. In this part of the training, students problematise and transform acquired knowledge into teaching practice. Experiences gained are then included and discussed in the subject studies. The purpose of the school placement is that teacher trainees should gain an understanding of the multifaceted nature and complexity of the teaching profession and develop their teaching skills. The trainees participate in different pedagogical activities such as planning, teaching and follow-up. They are also expected to be involved in parent interaction, in development conversation, in interpreting and realizing guidelines, and in local development projects.

Teacher training at Karlstad University collaborates with a great number of municipalities in the region and beyond. Practical placement is organised in partner districts. The trainee is placed in the same partner district throughout the education to guarantee continuity and progression in the student's development towards a teacher identity.

Design and Content outline

The education is offered as full-time or part-time studies, which means that the programme duration is 1.5 year or 3 years. Students who are credited for previous professional teaching and exempted from the practical placement component study 2 terms full-time or 4 terms part-time.

Below is a survey of the Vocational Education Programme and its specialisations:



Study Abroad

Students are encouraged to study abroad towards the end of their programme, for instance, in connection with the practical placement module. More information on opportunities is available at

<http://www.kau.se/lararutbildningen/samverkan/internationalisering>.

It is important to make plans for studying abroad well in advance.

Instruction and Examination Formats

Instruction and examination formats vary. Examples of instruction formats are seminars, lectures, group and laboratory work. Examples of examination formats are written exams, take-home exams, oral presentations, aesthetic performance. Mandatory components are specified in course syllabuses.

Diploma Title

Higher Education Diploma in Vocational Education

Transfer of Credits

Students have the right to transfer credits from other universities in Sweden or abroad. The recognition of previous education as credit for part of a course is subject to approval by the examiner. The recognition of previous education as credit for an entire course is subject to approval by Student Centre officers.

Additional Information

Local regulations for the Bachelor and Master levels at Karlstad University stipulate the rights and obligations of staff and students.