



Faculty of Fine & Performing Arts

## MULM54, Internship: Secondary School, 7.5 credits

*VFU: Grundskola, 7,5 högskolepoäng*  
Second Cycle / Avancerad nivå

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### Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-06-08 to be valid from 2024-01-15, spring semester 2024.

### General Information

Course type and place in education system: The course is included in the second cycle degree in music teaching with a specialisation in upper-secondary school. The course is given semester 8 within subject 1.

Included subjects: Placement (VFU): Primary and lower-secondary school

*Language of instruction:* Swedish

*Main field of studies*

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*Depth of study relative to the degree requirements*

A1N, Second cycle, has only first-cycle course/s as entry requirements

### Learning outcomes

After completing this course, the student should be able to:

- formulate aims, plan, carry out and evaluate teaching according to the school's steering documents on the basis of relevant subject knowledge and didactics
- lead and organise musical activities and choose working methods and strategies that promote each pupil's needs and learning
- give clear instructions and show good communicative ability in their dealings with pupils and adults
- establish a positive and democratic leadership by consciously making each pupil feel seen and allowing all pupils to express themselves
- reflect on their leadership, analyse and draw relevant conclusions and identify patterns in their own teaching

### Course content

During the course, the student shall carry out their placement at a primary and lower-secondary level and participate in the workings of the school on the basis of the conditions in that school.

In this course, the student is expected to take responsibility for developing their educational leadership and deepening their knowledge of how schools operate and their values. One of the focuses of the course is to plan, carry out and document teaching, as well as evaluating teaching supported by a supervisor. Another focus is how children and adolescents learn from special education perspectives, e.g. to observe and make necessary adaptations to teaching.

The student should reflect on their placement and professional development continuously through the course, both independently and supported by a supervisor. In addition, opportunity will be given to discuss themes taken from courses in core education subjects, subject studies and didactics.

A special assignment in the course "Special needs education, evaluation and development work" is connected to the placement course.

## Course design

The course consists of VFU in primary and lower-secondary school. VFU is carried out full-time for five weeks, about 35 scheduled hours/week of which about 15 hours/week is in the form of own teaching and auscultation. The placement school should offer time and a place for planning, supervision and individual reflection.

Working methods are developed based on the aim of the course in collaboration between the student and VFU supervisor. The student takes active part in the continuous workings of the school regarding planning, teaching, assessment and grading, mentorship, evaluation, team meetings and continuing professional development days. The student should also make use of the digital learning environments of the placement school.

During the course, the student carries out teaching observed by university lecturers. In a subsequent discussion, the student should reflect on their professional development together with university lecturers and the supervisor in order to evaluate the student's progression against the intended learning outcomes. During the placement, the student should reflect every week on their experiences in writing.

A more comprehensive description of the course can be found in the study guide.

## Assessment

Assessment of the learning outcomes is based on:

- observations made by the university lecturer's during their teaching sessions
- the student's own reflections over their teaching and professional development
- a written statement by the supervisor based on observations of completed teaching and in addition to supervision discussions that have taken place over the course of the whole placement period
- completed VFU placement (see the course description), documented by the student

The university lecturer can with immediate effect discontinue a student's placement if the student shows serious deficiencies in knowledge, skills or approaches to children/pupils safety and integrity, or if trust in the school is jeopardised. Should a placement be discontinued in this manner, the student will receive the grade Fail on the course.

The number of examinations is limited to three.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, Pass, Pass with distinction.

For the grade of Pass, a student must satisfy all the learning outcomes. For the grade of Pass with Distinction, the student should in addition be able to:

- independently choose working methods and strategies and through flexibility and creativity handle different teaching situations
- enthuse and inspire the pupils' in their learning by choosing and applying different ways to communicate in musical, verbal and non-verbal ways
- independently evaluate professional development with connection to earlier experiences in teaching relevant to their future professional role

## Entry requirements

Grade of Pass in all courses semester 1-4 in the upper-secondary teacher training programme in music (LAMGY INEN).

## Further information

### *Course evaluation*

The course evaluation includes formative (oral) evaluation where results can directly influence ongoing teaching and lead to discussions on learning between teachers and students, as well as a written evaluation that is carried out anonymously on completion of the course. The results of the written evaluation are to be made available to the students. The focus is on learning outcomes, contents and types of instruction. Important views and experiences from the course evaluations are passed on at the end of the course. The teachers are responsible for ensuring that the evaluations are carried out. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

### *Required reading:*

Reading list and other study resources are presented in a separate list.

## Subcourses in MULM54, Internship: Secondary School

Applies from V24

2401 Internship: Secondary School, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction