

## ÄKPN11, The Subject Teacher Profession in Society and School, 30 credits

*Ämneslärarprofessionen i samhälle och skola, 30 högskolepoäng*  
Second Cycle / Avancerad nivå

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### Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2023-06-08 (U 2023/457) and was last revised on 2025-05-16 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2025/343 ). The revised syllabus comes into effect 2025-09-01 and is valid from the spring semester 2026.

### General information

The course is part of the Supplementary Teacher Training programme (KPU) at Lund University. It comprises the first of a total of three semesters.

*Language of instruction:* Swedish and English

*Main field of study*

*Specialisation*

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

### Learning outcomes

Upon completion of the course, the students shall be able to

#### Knowledge and understanding

- account for the fundamental features of the history of the teaching profession and the school system, focusing on the most important organisational and conceptual changes (1)
- explain the regulation, governance and organisation of schools and teaching at different levels (2)
- account for and critically review theories about the development and learning processes of children, youth and adults (3)

- account for key concepts of curriculum theory and didactic issues of relevance to teaching assignments (4)
- account for and discuss relevant policy documents and didactic applications (5)
- discuss their own teaching based on relevant policy documents (6)
- supported by the supervisor, plan, carry out and evaluate teaching for specific lessons (7)
- describe the professional role with regard to the activities where the student is based and relevant relationships with pupils and colleagues (8)
- describe, explain and take an analytical approach to social interaction, group processes, leadership and conflicts in schools,
- demonstrate knowledge of the living conditions, needs, development and learning of growing individuals from the perspective of class, gender and ethnicity (10)

### **Competence and skills**

- demonstrate communicative ability in listening, speaking and writing in relation to societal, historical and organisational conditions for the teaching profession while teaching during the course (11)
- problematise different pupils' approaches to school in relation to their social context and background (12)
- demonstrate communicative ability in listening, speaking and writing in relation to learning and teaching while teaching during the course (13)
- plan and develop teaching individually and with others (14)
- use subject knowledge in practical teaching work (15)
- in collaboration with the supervisor, plan and implement teaching that is of relevance to the subject and conducive to knowledge formation (16)
- communicate and interact verbally with pupils (17)
- act as a leader in the classroom (18)
- respectfully and perceptively interact with pupils (19)
- use different theoretical perspectives to identify and analyse different forms of victimisation and conflict situations (20)

### **Judgement and approach**

- assess democratic processes in the development history of schools (21)
- reflect and take a critical position on schools as an institution and the teaching task (22)
- based on their own experiences and those of others and on relevant research results, evaluate and reflect on teachers' choices of content and method in connection with teaching (23)
- take a critical position on theories related to the educational sciences and their applicability to the secondary school teacher profession (24)
- based on the core values of the Swedish school system, discuss how values and norms influence teaching and interaction with pupils (25)

- describe, evaluate and critically relate to different didactic strategies including the use of digital resources in teaching activities (26)
- account for and critically review theories on the relationship between the social background, schooling and academic performance of pupils (27)
- problematise different pupils' approaches to school in relation to their social context and background (28)
- reflect on and analyse the impact of their own attitude, values and norms on their teaching and approach to pupils (29).

## Course content

The course is divided into four modules.

Module 1. Societal, Historical and Organisational Aspects of the Teaching Profession (7.5 credits)

This module applies the perspectives of history of education and theories of professions to the compulsory and non-compulsory school types and to the secondary teacher profession in relation to their political, economic and social context.

Module 2. Learning and Teaching 7.5 credits

This module introduces theories of development and learning as a knowledge base to understand and explain the conditions for learning for adolescents and adults. From this knowledge base, the students develop professional knowledge and skills to apply in teaching.

Module 3. Work Placement 1 (7.5 credits)

The course consists of a five-week school placement including supervision with regard to the professional role.

Module 4. Leadership in the Classroom (7.5 credits)

The students are made aware of the significance of developing leadership in teaching that contributes to both individual and group learning. A part of this leadership involves observing and developing social relations that are of importance to teaching and learning. The module therefore focuses on theories of leadership, group dynamics, roles and communication.

## Course design

In modules 1, 2 and 4, the teaching consists of lectures, 2-5 compulsory seminars and other studies both individually and in groups.

In module 3, School Placement, the student receives guidance from the supervisor on their future professional role. The student follows the supervisor's daily work, plans and implements teaching activities and acts as a leader in different situations. Major emphasis is placed on the student's ability, in dialogue with the supervisor and pupils, to develop a professional teaching role. Also of importance is the student's ability, in dialogue with the supervisor, to develop a didactic approach to teaching and the subject. If possible, the student should participate in parents' evenings, parent-teacher conferences and planning days, and have discussions with the headmaster or equivalent about the organisation, budget, development and management of the school.

## Assessment

The assessment of the different modules is based on:

Module 1: Societal, Historical and Organisational Aspects of the Teaching Profession (7.5 credits). Individual written assignment assessing learning outcomes 1, 2, 11, 21 and 22.

Module 2: Learning and Teaching (7.5 credits). Individual written assignment assessing learning outcomes 3, 4, 5, 12, 13, 23 and 24.

Module 3: School Placement 1 (7.5 credits). The course is assessed through a school placement visit, i.e. a teaching session visit followed by a three-party conversation (reflective conversation between the student, supervisor and teaching staff member responsible for the placement) and a placement report. Placement visits are made by the higher education institution's teaching staff member responsible for the placement. The supervisor's evaluation emerges in the three-party conversation and the placement report and forms part of the basis for assessment. If the student does not pass the regular school placement period, an opportunity is provided for one more school placement period for the same course. If the student does not pass after two periods, no further opportunities are offered. Assessment of learning outcomes 6, 7, 8, 14, 15, 16, 17, 18, 19, 25 and 26.

Module 4: Leadership in the Classroom (7.5 credits). Individual written assignment assessing learning outcomes 9, 10, 20, 27, 28 and 29.

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.

## Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

For a grade of Pass, the students must have completed all compulsory components of the course and passed all the assessed assignments. For a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade for three of the four modules of the course.

## Entry requirements

To be admitted to the course, students must meet the general entry requirements and the specific entry requirements for Supplementary Teacher Training (KPU).

## Further information

- The course is given at Lund University's Department of Educational Sciences.
- This course replaces ÄKPND01.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- Module names in Swedish:
  1. Samhälleliga, historiska och organisatoriska villkor för lärares arbete (7.5 credits)
  2. Lärande och undervisning (7.5 credits)
  3. VFU 1 (7.5 credits)
  4. Ledarskap i klassrummet (7.5 credits)