

## ÄKPN13, Professional Development and Individual Learning, 30 credits

*Professionsutveckling och individuellt lärande, 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 2023-06-13 (U 2023/456) and was last revised on 2025-08-27 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2025/399). The revised syllabus comes into effect 2025-09-08 and is valid from the spring semester 2026.

### General information

The course is part of the supplementary teaching training programme offered at Lund University. The course comprises the third and final semester of the programme.

*Language of instruction:* Swedish

*Main field of  
study*

*Specialisation*

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AXX, Second cycle, in-depth level of the course cannot be classified

### Learning outcomes

On completion of the course, the students shall be able to:

#### Knowledge and understanding

- identify the different conditions for pupils and consider these in their planning (1)
- plan teaching based on good familiarity with the governing documents of the school (2),
- provide a specialised and broadened account of a chosen research field in its theoretical, methodological and empirical context,
- account for research methodology and methods relevant to the programme (4)

## Competence and skills

- independently plan and carry out teaching that is relevant to the subject and develops the knowledge of pupils (5),
- create positive learning environments that engage pupils and take pupils' different conditions into consideration (6),
- reflect on the links between their teaching placement and the pupils' learning (7),
- evaluate, select and use relevant methods and approaches to collect, process and analyse data in a scholarly manner (8),
- identify, formulate, process and analyse an independently chosen issue within teaching methodology (9),
- in speech and in writing, report on the completed work and communicate the knowledge that it generated (10).

## Judgement and approach

- evaluate learning situations in their teaching and draw conclusions from this with regard to continued teaching (11),
- identify their need for additional knowledge and skills required for teaching (12),
- critically relate to their own leadership in relation to conflict management and issues of fundamental values (13),
- be able to use different teaching materials and evaluate them based on how they function as support for teaching and student learning (14),
- informed by a scholarly approach, critically review relevant research in the subject, and, adopting a critical approach, discuss it with constructive comments (15).

## Course content

The course is comprised of the two modules Work Placement III (15 credits) and Degree Project in Subject Didactics (15 credits). The course aims to provide the students with a specialised understanding of the content and practice of the subject teacher profession, and a specialised ability to plan, conduct, evaluate and develop their own teaching, in accordance with central and local policy documents. The course also aims to provide the students with a specialised ability to participate in local quality enhancement and development work in school.

### Module 1. Work Placement III (15 credits)

The module consists of a ten-week work placement including supervision with regard to the professional role.

### Module 2. Degree Project in Subject Didactics (15 credits)

The module mainly consists of an individual assignment with content from educational sciences. In connection with the degree project, the students will search, identify and choose relevant texts in educational sciences research, in consultation with supervisor. The literature is to include both theoretical and empirical works and amount to approximately 2 000 pages.

## Course design

In module 1, placement, the student receives guidance from the supervisor on their future professional role. The student follows the supervisor's work and, as far as possible, takes responsibility for the daily planning, teaching and other tasks. Compared to placement 2, strong emphasis is placed in placement 3 on the student's ability to develop and understand their professional role in dialogue with supervisor and pupils. The student's ability to independently function as a leader in the classroom and create a good learning environment for all pupils is of great importance. Emphasis is also placed on the development of a didactic approach to teaching and the subject, in dialogue with their supervisor. Special focus is also placed on the student's ability to practise the core values of schools in teaching through socially inclusive leadership.

Module 2 includes seminars and group and individual supervision sessions.

## Assessment

The assessment of the different modules is based on:

1. Work Placement III (15 credits): The course is examined through a placement visit, i.e. a teaching session appraisal 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. In the three-party conversation and placement report, the supervisor's evaluation forms part of the basis for assessment. If the student does not pass the regular placement period, an opportunity is provided for one more placement period for the same course. If the student does not pass after two periods, no further opportunities are offered. Examines intended learning outcomes 1, 2, 5, 6, 7, 11, 12, 13 and 14.
2. Degree Project in Subject Didactics (15 credits): The assessment is based on the defence of an individually produced project and the critical review of a fellow student's project. Assessment of learning outcomes 3, 4, 8, 9, 10 and 15.

Degree projects awarded a grade of Pass at the Faculties of Humanities and Theology can be registered in the LUP Student Papers database if the student so wishes. The student is responsible for ensuring that the version of the degree project that has been assessed and approved is the one uploaded to LUP Student Papers (in PDF format).

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 on the whole course, the student must have completed and passed all assessed components on the course. For the grade of Pass with Distinction on the course, the student must have been awarded this grade on both of the modules.

## Entry requirements

For admission to the course, the student must have passed and obtained 30 credits from the course ÄKPN01 or ÄKPN11 The Subject Teacher Profession in Society and School, as well as 22.5 credits from the course ÄKPN02 or ÄKPN12 The Subject Teacher as a Reflective Practitioner, including 7.5 credits from Work Placement II.

## Further information

- The course is given at Lund University's Department of Educational Sciences.
- This course replaces ÄKPN03.
- Module names in Swedish:
  1. VFU III
  2. Ämnesdidaktiskt examensarbete