



Joint Faculties of Humanities and Theology

ÄVGD21, Work Placement 1, VFU 1, Upper Secondary School, 7.5 credits

Verksamhetsförlagd utbildning, VFU 1, GY, 7,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2026-05-18 (U 2026/290). The syllabus comes into effect 2026-06-01 and is valid from the spring semester 2027.

General information

The course is included in the Secondary Education programme at Lund University. It is intended for students admitted to the programme's specialisations in upper secondary school teaching.

Language of instruction: Swedish

Main field of study *Specialisation*

- G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

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

Knowledge and understanding

- discuss their own teaching based on relevant policy documents (1)
- supported by the supervisor, plan, carry out and evaluate teaching for specific lessons (2)
- describe the professional role with regard to the activities where the student is based and current relations with pupils and colleagues (3)

Competence and skills

- use subject knowledge in practical teaching work (4)
- in collaboration with the supervisor, plan and implement teaching that is of relevance to the subject and conducive to knowledge formation (5)
- communicate and interact verbally with pupils (6)
- act as a leader in the classroom (7)
- respectfully and perceptively interact with pupils (8)

Judgement and approach

- based on the core values of the Swedish school system, discuss how values and norms influence teaching and interaction with pupils (9)
- describe, evaluate and critically relate to different didactic strategies including the use of digital resources in teaching activities (10).

Course content

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

Course design

A supervisor will guide the student with regard to the 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 a parents' evening, performance appraisals and planning days, and have discussions with the headmaster or equivalent about the organisation, budget, development and management of the school.

Assessment

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.

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 been awarded at least this grade in the assessment of the placement period.

For a grade of Pass with Distinction, the student must, in addition, have been awarded the grade of Pass with Distinction for the placement period based on the grading criteria for the course.

Entry requirements

General entry requirements, 60 credits of subject studies and 15 credits from core courses in educational sciences.

Further information

- The course is given at Lund University's Department of Educational Sciences.
- 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.
- For further details, see current registration and information material.