Joint Faculties of Humanities and Theology

# ÄVGN02, Work Placement 2, VFU 2, Upper Secondary School, 7.5 credits

*Verksamhetsförlagd utbildning, VFU 2, gy, 7,5 högskolepoäng*

**Second Cycle / Avancerad nivå**

## Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2019-01-27 and was last revised on 2026-08-17 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2026/442). The revised syllabus comes into effect 2026-09-01 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* |
|---|---|
| - | A1N, Second cycle, has only first-cycle course/s as entry requirements |

## Learning outcomes

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

### Knowledge and understanding

- based on relevant knowledge, give an account of individual pupils' preconditions for development and learning (1)



This is a translation of the syllabus which was established in Swedish.

### Competence and skills

- create learning situations that develop knowledge and promote pupils' engagement and participation (2)
- identify and support pupils' development and learning based on their individual preconditions (3)
- communicate essential aspects concerning work at school in various contexts and with colleagues, pupils, caregivers and other relevant parties (4)
- lead in a trustworthy way and adapt the leadership style to a specific group of pupils (5)
- use the grading system in practical teaching work and illustrate how feedback in connection with assessment can be used to promote learning (6)

### Judgement and approach

- analyse learning situations and reflect on the outcomes of teaching (7)
- critically reflect on their own professional role with regard to subject knowledge, subject didactics expertise and teaching practice (8)
- reflect on how the core values of the Swedish school system permeate their own teaching (9).

## Course content

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

## Course design

The student receives guidance from a supervisor regarding their future professional role, with a particular focus on assessment. The student follows the supervisor’s daily work, planning and holding as well as evaluating the outcomes of teaching. Furthermore, the student assumes responsibility, as far as possible, for the supervisor’s other duties, such as parent-teacher conferences.

Compared with Teaching Placement 1 (VFU 1), Teaching Placement 2 (VFU 2) places significant emphasis on the student’s ability to further develop and understand their professional role through dialogue with both the mentor and the pupils.

Considerable importance is attached to the student’s ability to function independently as a leader, create positive learning environments for all pupils, and provide feedback that promotes pupil learning. Attention is also directed toward the student’s ability to make the school’s core values and ethical principles concrete and visible in teaching practice.

## Assessment

The course is assessed through both a Teaching Placement (VFU) report and a presentation seminar, at which the student presents an assessment task that was planned and carried out during the teaching placement. As part of the seminar, the student must explain how the task was adapted to accommodate pupils’ individual needs and circumstances, and provide examples of how feedback connected to the

assessment task was used to support and promote learning. The student is also required to reflect on the outcomes of the assessment task and relate these reflections to their own professional development. The supervisor's evaluation, documented in the VFU report, forms part of the basis for assessment.

If necessary, a higher education teacher (VFU lecturer) will conduct a placement visit to assess the student's practical teaching competence.

If the VFU lecturer determines that the student has not met the requirements for a passing grade, the student may be given the opportunity to complete an additional teaching placement period. If the student is not approved after two periods, no further opportunities will be 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

To be admitted to the course, the student must have at least 135 credits from subject studies, 22.5 credits from core courses in educational sciences and 7.5 credits from a work placement.

## 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.