



# Programme syllabus

[An accessible version of the syllabus can be found in the Course and programme directory.](#)

## Bridging Teacher Education Programme 90 credits

Kompletterande pedagogisk utbildning

*Valid for students admitted to the education from autumn 20 (HT - Autumn term; VT - Spring term).*

This is a translation of the Swedish, legally binding, programme syllabus.

### Programme objectives

There is an overwhelming demand at secondary and upper-secondary school level for qualified teachers within the subjects of technology, natural sciences and mathematics. With the help of the Bridging Teacher Education Programme, individuals with subject knowledge within these fields through previous education can be further trained to be teachers. The subject the student will be authorised to teach and on which level will depend on the individual's previous studies.

### Knowledge and understanding

For the degree in teacher training for secondary school years 7-9 the student must be able to do the following:

-demonstrate the subject knowledge required to practise his/her profession. This includes an overview of the main areas of the subject studies as well as in-depth knowledge within certain parts of this area and insights into current work in research and development,

For the degree in teacher training for upper-secondary level the student must be able to do the following:

-demonstrate the subject knowledge required to practise his/her profession. This includes a wide knowledge of the main areas of the subject studies as well as essential in-depth knowledge within certain parts of this area and deeper insight into current research and development work.

For the degree in teacher training the student must also:

-demonstrate knowledge of teaching and learning and subject-related teaching and learning including methodology required for teaching within the subject/ subjects related to the training and other activities therein as well as awareness of adult learning,

-demonstrate in-depth knowledge of scientific theory as well as qualitative and quantitative research methods whilst demonstrating knowledge of the relationship between scientific basis and tried and tested experience and the significance of this relationship for the profession,

-demonstrate knowledge about child and adolescent development, learning needs and abilities required for the activities that the programme is intended for,

- demonstrate knowledge and understanding of social relationships, conflict management and leadership

- demonstrate knowledge of the school system's organization, relevant policy documents, curriculum theory and different pedagogical and teaching/learning perspectives, demonstrate knowledge of the school system's history, and

- demonstrate in-depth knowledge of assessment and grading/marking.

## Skills and abilities

To obtain the degree of teacher training for secondary schools the student must:

-demonstrate in-depth ability to create conditions for all pupils to learn and develop

-demonstrate in-depth ability to critically and independently utilise, systematise and reflect upon his/her own experience and that of others as well as relevant research results in order to contribute to the development of the profession and knowledge development within the subjects, subject areas and subject-related teaching and learning,

- demonstrate the ability to take advantage of pupils' knowledge and experiences to stimulate every individual's learning and development,

- demonstrate the ability to apply teaching and learning as well as subject-related teaching and learning including methodology required for the subject or subjects for which the education is intended and for the other activities the programme is intended for,
- demonstrate the ability to plan, implement, evaluate and further develop teaching and other pedagogical activities both independently and in collaboration with others with the aim of stimulating the learning and development of each pupil in the best possible way,
- demonstrate the ability to identify and in collaboration with others, manage special education needs
- demonstrate the ability to observe, document and analyse pupils' learning and development in relation to the aims of the activity and to inform and cooperate with pupils and their parents or guardians,
- demonstrate the ability to communicate and firmly establish the ethics and values of the school, including human rights and and basic democratic values,
- demonstrate the ability to prevent and counteract discrimination and other ill-treatment of pupils,
- demonstrate the ability to observe, communicate and firmly establish a perspective of equality and equal opportunity in the pedagogical activities,
- demonstrate communicative ability in listening, speaking and writing in support of the pedagogical activities,
- demonstrate the ability to both safely and critically utilize digital tools within pedagogical activities and take into consideration the significance of the role played by different media and digital environments in these activities, and
- demonstrate the ability in the pedagogical activities to develop skills which are valuable for the profession.

## Ability to make judgements and adopt a standpoint

To obtain the degree of teacher training the student must

- demonstrate self-awareness and the ability to empathise
- demonstrate the ability to assume a professional attitude towards pupils and their parents or guardians.
- demonstrate the ability to form assessments in the pedagogical work based on relevant scientific, social and ethical aspects with particular consideration to human rights, particularly the rights of children according to the Convention on the Rights of the Child, sustainable development, and
- demonstrate the ability to identify his/her need for further knowledge and to develop his/her expertise within teaching methods

# Extent and content of the programme

The Bridging Teaching Education Programme comprises 90 ECTS credits. These consist of 60 credits dedicated to a core of educational sciences and 30 credits of pre-work placement (internships). The pre-work placement mainly takes place in the senior years of secondary school and upper-secondary school where the students are mentored by experienced teachers. The educational science core has a broad content and includes, among other things, educational history, curriculum theory, subject-teaching/learning, social relations, special pedagogical needs and assessment.

## Eligibility and selection

Basic eligibility for university entry is required including previous knowledge/qualifications in Swedish and English. Additionally, for specific eligibility for the Bridging Teacher Education programme leading to the teaching degree for grades 7-9 in secondary school, a minimum of 90 ECTS credits is required in technology. For the Bridging Teacher Education Programme leading to the teaching degree for upper-secondary school, 120 ECTS credits in one or more of the subjects physics, chemistry and mathematics is required.

Selection is based on the total points in the major and minor subjects.

For further information, please refer to KTH regulations: <http://intra.kth.se/styrning/regelverk/utbildning-forskning/grundutbildning/antagning/antagningsordning-for-utbildning-pa-grundniva-och-avancerad-niva>

## Implementation of the education

### Structure of the education

Students on the Bridging Teacher Education Programme begin their studies in June with a summer semester. This is then followed by an autumn, spring and an additional summer semester. If the programme is started in June of one year the student will become a qualified teacher in August the following year, if the programme plan is followed. A research project of 15 credits concludes the programme.

Courses are studied in part at home. Students come to Stockholm to attend seminars and similar activities a few days per month and study at their home - independently and via a web platform during other times. As far as possible internships should be placed within the student's home area.

Some of the programme courses are arranged in collaboration with Stockholm University.

## Courses

The programme is course-based. Lists of courses are included in appendix 1.

## Grading system

Courses in the first and the second cycle are graded on a scale from A to F. A-E are passing grades, A is the highest grade. The grades pass (P) and fail (F) are used for courses under certain circumstances.

For courses within the programme a seven-tier goal-related grading scale is used for final grades for courses at the undergraduate and graduate levels. A-E are pass grades where A is the highest grade. The grades pass (P) and fail (F) are used for independent research projects and courses where specific reasons exist. Courses with placement can have a three-tier scale Fail (U), Pass (G) Pass with merit (VG).

Grading scale is found in the course syllabus.

## Conditions for participation in the programme

Participation requires admission to courses within the programme and course registration.

For further studies, special eligibility for the course is required. Requirements for special eligibility are specified in the respective course syllabus.

The student is responsible for course registration at the beginning of each term, including the first term. This can be done during a limited period. Registration means that the student is active and this in turn is a prerequisite for exam registration, reporting results and for the granting of any possible student aid payments. Please note that failure to register for a course which includes internship placement may result in the loss of such placement. This in turn would lead to the loss of the possibility to be examined in courses that include internship placement.

## Degree project

The final degree project which comprises 15 credits is the final part of the education. The project work may begin when special admission requirements for the course are fulfilled.

For a degree at advanced level a project at advanced level is required. The work is about a scientific study that relates to schools and/or the teacher role. Normally it is implemented within subject teaching/learning area of the student's future teaching subjects. The supervisor is appointed by KTH. The theme and direction for the project are determined by the student, supervisor and examiner in joint consultation. The work is presented through an essay which is presented publicly with opposition. In order to pass the final degree project, an approved essay with final

presentation, approved opposition of another student's work and approved participation in seminars and tutorials are all necessary.

## Degree

This programme leads to a teaching degree from the following selection of subjects; mathematics, physics, chemistry and technology. Which subjects and at what level within the education system the student becomes authorised to teach in is determined by the total ECTS credits in the teaching subjects. Normally, the equivalent of 120 ECTS credits in one subject and 90 ECTS credits for others at upper-secondary level and 90 ECTS credits in one subject and 60 ECTS credits for others for the senior years of secondary school are required. For the degree in teaching for the senior years in secondary school, one of the subjects has to be technology.

Subject studies must have sufficient scope; they must cover a significant part of the core content of each teaching subject. For the advanced degree for upper-secondary school, students must have completed at least 90 credits at advanced level. For the advanced degree for secondary school there is a requirement for 45 credits at advanced level. For the degree at advanced level, the student must, in addition to their degree project from the Bridging Teacher Programme, have written an independent project of at least 15 credits, typically a thesis topic from previous studies.

The following degrees may be issued

- The degree for teacher training for employment in three subjects for the senior years of secondary school
- The degree for teacher training for employment in two subjects for the senior years of secondary school
- The degree for teacher training for employment in one subject for the senior years in secondary school
- The degree for teacher training for employment in two subjects for upper secondary school
- The degree for teacher training for employment in one subject for upper secondary school

Appendix 1 - Course list

Appendix 2 - Programme syllabus descriptions



# Appendix 1: Course list

## Bridging Teacher Education Programme (KPULU)

### General courses

Year 1

#### Mandatory courses (75.0 Credits)

Code	Name	Credits	Edu. level
<a href="#">LT1011</a>	Programme Integrating Course for Bridging, Teacher Education Programme	3.0 hp	First cycle
<a href="#">LT1012</a>	School Placement	12.0 hp	First cycle
<a href="#">LT1014</a>	Education, School and Society-Contemporary and Historical Perspectives	6.0 hp	First cycle
<a href="#">LT1015</a>	Planning, Assessment and Grading	6.0 hp	First cycle
<a href="#">LT1016</a>	Communication, Leadership and Learning Design	7.5 hp	First cycle
<a href="#">LT1018</a>	Subject-Based Teaching and Learning	18.0 hp	First cycle
<a href="#">LT1020</a>	Special Education and Perspectives on Learning and Development	7.5 hp	First cycle
<a href="#">LT2013</a>	School Placement 2	15.0 hp	Second cycle

### Supplementary information

The first year begins with an introduction to teaching and learning and school activities. This is then followed by in-depth studies in subject teaching/learning, educational history and theories of

learning and development during the autumn semester. The spring semester is devoted to specialised education, further teaching and learning, teaching planning, communication and leadership.

Two long internship periods take place during the year. In the first period, the student observes, and then plans and implements short-course elements. The second internship period includes assessment and communication with students, school staff and parents/guardians.

## Year 2

### Conditionally elective courses

Code	Name	Credits	Edu. level
<a href="#">LT101X</a>	Degree Project in Subject-Based Teaching and Learning, First Cycle	15.0 hp	First cycle
<a href="#">LT201X</a>	Degree Project in Subject-Based Teaching and Learning, Second Cycle	15.0 hp	Second cycle

### Supplementary information

The second year comprises just one summer semester when the student writes their final degree project .





# Appendix 2: Specialisations

## Bridging Teacher Education Programme (KPULU)

This programme has no specialisations.