Pedagogy for Vocational Education and Training (VET) and Learning in Vocational Subjects, part I

Programme course

7.5 credits

Bedömning och betygssättning

976G05

Valid from: 2020 Spring semester

Determined by
The Board of Educational Science

Date determined
2012-05-16

Revision date
2019-09-10

Main field of study
Didactics

Course level
First cycle

Advancement level
G1X

Course offered for
- VAL II - Professional Qualification Course for Teachers
- Programme for Vocational Teacher Education

Examination
Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

Applies to all courses regardless of grading scale.

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If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it. If the coordinator has instead recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

Grades
Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men´s and women´s experience and knowledge is made visible and developed.

Department

Institutionen för beteendevetenskap och lärande