Curriculum organisation

For every post-secondary vocational education programme there should be an education plan (utbildningsplan [1]) which is regulated by the Higher Vocational Education Ordinance (Förordning om yrkeshögskolan, SFS 2009:130). The education providers develop the education plan for the proposed programme in cooperation with employers and representatives from industries. What the education plan should contain is presented in instructions issued by the The Swedish National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan [2]) in connection to the yearly application round to start or continue to run a programme. The education plan is a general document which sets out the objectives, main content, admission requirements, selection process, scope of the education, education provider and quality control. The objectives and content of the education programme is then defined in the syllabus (kursplan [3]) which contain information about the specific course such as number of HVE-credits (YH-poäng [4]) that the course covers, goals, main content, principles for grading and forms of knowledge control to be applied. The syllabuses are implemented by the education management team.

The programmes steering comitte (ledningsgruppen [5]) is to participate in the education providers work with developing and determining course plans, any changes in the course plan have to be determined by the steering comitte.

Subjects offered

Education within higher vocational education is organised into 16 educational areas where there are several hundreds of different professions to choose as specialization. The supply of education programmes offered does match the demand for competence in the labour market and the selection of available programmes can therefore differ between years. The 16 general educational areas are:

- Construction, plant and property
- Computer/IT
- Animal care, agriculture, forest and garden
- Economy, administration and sales
- Healthcare and body care
- Hotel, restaurant and tourism
- Healthcare and social work
- Journalism and information
- Law
- Culture, Media and Design
- Environmental protection and environmental protection
- Educational work
- Security
Technology, manufacturing, operation and maintenance
Transportation
Other

Numbers of hours allowed for each subject

The time extent of education programmes within higher vocational education (Yrkeshögskolan [4]) is measured with HVE-credits (YH-poäng [4]). 5 HVE-credits correspond to one week of full-time studies. The development of the programme and syllabus is done in cooperation with representatives from the labour market and their demands regarding what subjects to focus on for the role are taken into consideration when developing the course extent.

Specialisation of studies

The concept of higher vocational education (Yrkeshögskolan [4]) is supposed to cater to the demands of the labour market, therefore most of the education programmes result in a specific profession. Some programmes have a choice of specialisation within the studied profession but specialisation is often dependant on the work placement that the student chooses. Regarding the level of specialisation see 6.6- Assessment [6]

Teaching methods and materials used

Teaching method

Higher Vocational Education combines theoretical studies with a strong practical approach embedded in the workplace. By combining theory and practice the workplace training forms an integral part of the programmes. The programmes are divided into courses which are taught by teachers recruited directly from the labour market. The teaching can for example be done in the form of lectures, seminars, assignments and group work. A large part generally 1/3 of the programmes consist of workplace based learning courses (lärande i arbete, LIA [5]) where the student has a supervisor at the workplace in which they do their training. The students exam work is generally done in cooperation with the labour market.

Material

The education provider can decide if books or other material that the student needs is to be bought by the students themselves or be offered at a cost which at a maximum corresponds to the education providers acquisition cost. Teaching tools which are used in the education otherwise have to be provided free of charge for the student. The programmes are developed so that all students qualify for financial aid from the Swedish Board of Study Support (Centrala Studiestödsnämnden, CSN [7]). Some programmes charge tuition fees although most of them are free of charge for the student.

The Swedish Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan [2])

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