



Teacher Education Programme - B. Ed. programme for primary and lower secondary schools

The objective of the B. Ed. Programme for primary and lower secondary school teachers is to train teachers for the primary and lower secondary school and to provide a basis for continued professional development

With a view to their professionally oriented function as primary and lower secondary school teachers, the training programme is to:

Provide the students with the knowledge and skills necessary to function as academically, didactically and pedagogically competent teachers in the Danish public school system (Folkeskolen).

Graduates of the teacher-training programme have the right to use the title of Bachelor of Education (B. Ed.). The education is placed at level six within the European Qualifications Framework.

The programme provides a general qualification for teaching in the primary and lower secondary school. However from 2020, the goal is for the teachers' to teach their main subjects only.

Approximately two-thirds of qualified teachers work in the primary and lower secondary school. The final third are mainly involved in other teaching such as at private schools, vocational colleges, folk high schools, adult education and social institutions. Some teachers are employed at private enterprises.

The programme opens the doors to different opportunities for continued professional development, inter alia through

- Modules leading to qualifications in main subjects
- Further training as a teaching practice teacher
- Educational diploma programmes
- The Master of Education degree
- Master's programmes

To the greatest possible extent, the teaching of the programme should include the results of national and international research and experimental and development work relevant to the teaching profession and suited to contributing to the development and application of new professional knowledge.

Where does the education take place?

The teacher education programme is institutionally situated at one of the seven university colleges in Denmark.

University colleges are non-profit institutions under public administration. University colleges offer professional bachelor programmes that ensure that the region is covered geographically, as well as in-service training and further training in connection with this.

The university colleges are encouraged to engage in cooperation with universities, academies of music and other relevant institutions of higher education regarding the implementation and development of the teacher training programme.

Structure and content of the programme

The Teacher Education is a four year programme, corresponding to 240 points in the European Credit Transfer System (ECTS points). A student's fulltime work for one year corresponds to 60 ECTS points.

The programme consists of the following four main elements:

- The teacher's foundational competences (60 ECTS points).
- Main subjects (140 ECTS points)
- Teaching practice (30 ECTS points)
- Bachelor of Education project (10 ECTS points)

The structure of the teacher programme allows for the substitution of up to 20 ECTS points from the main subjects and placing them under 'The teacher's foundational competences' and/or the Bachelor of Education project (see the table below), in order to allow for different kinds of teacher profiles or specializations. Irrespective, the total number of ECTS points in the teacher training programme is always exactly 240 ECTS points.

(In ECTS points)	Basis	Flexibility
Teacher's foundational comp.	60	Up to 80
Main subjects	140	Down to 120
Bachelor of Education project	10	Up to 20

The building blocks of the teacher programme are modules of 10 to 20 ECTS points (5 – 15 ECTS for teaching practice modules). These modules involve either: (a) specific disciplinary subjects, (b) interdisciplinary subjects or (c) cross professional subjects.

There is no standard curriculum defining the content of the teacher education program. Instead, the programme is regulated through output-based areas of competence, each constituted by a number of practice oriented skills and corresponding knowledge objectives.

The student's mastery of the teacher competences is based on a three level taxonomy:

1. At the most basic level, the student is expected to be able to reproduce and identify relevant knowledge and skills, and explain basic processes
2. At the intermediate level, the student is expected to be able to establish connections and analyse known educational situations and challenges through the application of acquired knowledge and skills, and on the basis of this, act in a pedagogical practice

3. At the advanced level, the student can reflect on and evaluate new educational situations and challenges that demand independent assessments and alternative ways of action in a pedagogical practice

The teacher's foundational competences

'The teacher's foundational competences' is subdivided into two clusters: 'Pedagogy and the teaching profession' and 'General education'. *Pedagogy and the teaching profession* prepares the student to develop the fundamental teaching competences needed to ensure the pupils' learning, development and well-being. *General education* prepares the student to implement the mission statement of the Danish public school system: to develop professional ethics and to deal with complex challenges within the teaching profession in the context of cultural, value-based and religious pluralism.

This part of the teacher education programme is mandatory for all students; however there is possibility for different kinds of profiles and specializations.

'Pedagogy and the teaching profession' consist of four areas of competence:

- Student learning and development
- Teaching proficiency
- Special needs and remedial training
- Danish as a second language

'General education' consists of one area of competence:

- Christian studies/life enlightenment/citizenship (KLM)

Main subjects

The main subjects provide the student with subject-specific knowledge and skills, and they constitute the students' primary areas of teaching competence vis-à-vis the Danish public schools.

The student is expected to qualify to teach between two and four main subjects, with three main subjects being the norm. A student with only two main subjects is expected to have significant specialized knowledge of their chosen subjects.

All main subjects in the teacher education programme directly correspond to the standard subjects taught in Danish Public schools.

The students choose their main subjects from among the following options:

- Art
- Biology
- Religious Education
- Crafts
- Danish (1st – 6th grade)
- Danish (4th – 10th grade)
- English

- French
- Geography
- German
- History
- Home economics
- Mathematics (1st – 6th grade)
- Mathematics (4th – 10th grade)
- Music
- Natural science/technology
- Physical education
- Physics/chemistry
- Social studies
- Woodwork

All main subjects are based on subject specific knowledge, didactics and pedagogy. In addition, the main subjects each include subject specific knowledge and skill objectives aimed at inclusion, information- and communication technology as a teaching tool, teaching bilingual pupils, innovation and cross-professional cooperation.

To ensure a uniformly standard, admission to modules under the main subjects is conditional on the student having adequate academic qualifications to study the specific subjects based on their upper secondary degree. A student can also be allowed admission based on an individual evaluation of other forms of qualifications.

Teaching practice

The main objective of the teaching practice is strengthen the student's understanding of and ability to link theory and practice, and for the student to acquire theoretically based practical skills for the purpose of preparing, implementing, evaluating and developing their teaching. The teaching practice also aims to develop the student's proficiency to interact with parents, teachers and other co-workers

During teaching practice, the student teaches children and participates in other teacher tasks at a primary and/or lower secondary school, a private school (private elementary school), or at a continuation school, under the guidance of one or more teaching practice teachers.

With the approval of the university college, the teaching period may take place in schools abroad, typically in connection with a study visit that is organised and approved by the educational institution.

The teaching practice is organized according to three progressively advanced competence objectives that each is divided into the following areas of competence:

- Didactics
- Class management
- Relations and cooperation

The Bachelor of Education project

The Bachelor of Education project tests the student's ability to independently research, investigate, develop and communicate as the basis for professional analysis, evaluation, and action-oriented reflection on tasks and challenges within the teaching profession.

The project is based on a concrete empirical problem from the Danish public school system or from other equivalent school programmes. The project has to include research- and development-based literature and studies.

Module evaluation, subject examinations and marking

Testing in the teacher education programme consists of (a) evaluations of modules and (b) examinations of competence objectives.

Each module within the teaching programme needs to be evaluated in order to be credited to the student. The evaluation of modules can happen in one of two ways: either based on objective participation requirements, or based on exams that need to be passed. Participation requirements could involve mandatory attendance, written assignments, student presentations, portfolio or other forms student products.

The teacher training curriculum states the minimum required modules needed for the student to become eligible for a specific subject examination.

To complete the training programme, the student needs to complete modules equal to 240 ECTS points and to pass a number of subject exams (see table below) based on the competence objectives of the subject in question.

Subject	# of exams
Teacher's foundational comp:	
- Pedagogy and the teaching profession	1
- General education	1
Main subjects:	2 per main subject
Practice training:	3
Bachelor of Education project:	1

The examinations can take on a number of different forms. The teacher training programme curriculum lists the specific examination mode(s) for each subject. All examinations (except for one of the three practice training examinations) are conducted with external censor.

All examinations of competence objectives are graded on the Danish 7-point grading scale.

A body of external examiners appointed by the Ministry of Science, Innovation and Higher Education undertakes quality supervision of the examinations.

Extracurricular courses

The teacher training programme offers the student a number of voluntary extracurricular courses that prepare the student for a number of auxiliary functions in relation to the teaching profession and the

Danish public school systems.

Courses included:

- Traffic safety and first aid
- Family, health, and sexual education
- Career and educational counselling
- Kinaesthetic and other non-verbal teaching methods
- Advanced writing and rhetoric

Educational admission prerequisites

Admission to teacher training requires that the student has completed upper secondary education in the form of one of the below:

Main avenues:

- Upper secondary school examination (stx),
- Higher preparatory examination (hf)
- Higher commercial examination (hhx)
- Higher technical examination (htx)
- Vocational education examination qualifying for access to higher education (eux)

Other avenues:

- Faeroese upper secondary school examination
- Faeroese higher preparatory examination
- Faeroese higher commercial examination
- Faeroese higher technical examination

- Vocational upper secondary education for the higher commercial examination in Greenland
- Greenland upper secondary education (GU examination)
- Vocational upper secondary education for the higher technical examination in Greenland

- The examination from Duborgskolen, Germany
- Special upper secondary programme for non-Danish speaking pupils (GIF)
- Danish/French Baccaulaureate(DFB)
- European Baccaulaureate (EB)
- International Baccaulaureate (IB)
- Option Internationale du Baccaulauréat (OIB)

- A foreign examination that ranks alongside a Danish upper secondary examination or which the institution applied to has assessed as comparable to a Danish upper secondary examination.

The institution must allow the applicant to seek admission on a basis other than the established admission

requirements if after an assessment of prior qualifications the applicant is judged to have academic qualifications that are comparable to the established requirements and assesses that the applicant will be able to complete the training programme.

Admission minimum requirements and entrance exams

Applicants that fulfil the educational prerequisites will be eligible for acceptance into the teacher training programme through one of two selection processes.

First, available training spots will be reserved for applicants, who have achieved a grade point average (GPA) of at least 7.0 ('C' on the ECTS scale) from their qualifying upper secondary education. The available training spots will be offered to applicants based on their GPA from high to low.

Second, any remaining training spots will be granted to applicants on the basis of an entrance examination. The entrance exam is based on the principle of multiple mini interviews (MMI), and the exam tests the applicants' performance on the following dimensions:

- Motivation
- Analytical ability
- Personal integrity and cooperation
- Communicative ability
- Ethical understanding
- Understanding of professional texts

The applicant is given between 1 and 7 points on each of the six dimensions, with 1 being a poor performance and 7 being an outstanding performance. The applicant is also given a number of points equal to 1.5 times the applicant's grade point average (e.g. a GPA of 4.0 equals 6.0 points). An applicant needs to score at least a total of 30 points to become eligible for an available training spot. An applicant who scores below 30 points is rejected and can apply again no earlier than the following year.

Available training spots are offered to applicants based on their total score from high to low.

Information for students

Tuition is covered by the state and is without charge for the students according to the rules governing the regular higher education system. However, the students themselves must acquire the relevant teaching material. The education programme gives the right to receive Danish Education Support (SU) in accordance with the current rules.

Students must participate actively in the training programme according to the requirements of the teacher training programme curriculum. Attendance is compulsory during all teaching practice periods.

The teaching is structured differently from institution to institution.

In addition to daytime teaching, a number of educational institutions offer flexible teaching in the form of e.g. e-learning and evening teaching.

University Colleges may offer the entire or parts of the teacher training programme in English.

Teacher educator qualifications

The B. Ed. training programme is a professional bachelor programme and the teaching staff of the programme as a whole must have a level of qualification that is higher than that of the final level of the programme.

By level of qualification is meant educational competence and documented theoretical, academic and/ or professional competence.

Teachers at the teacher-training programme will typically have a university education at Master's level that is relevant for the teaching profession or teacher training supplemented by relevant in-service training. An increasing number of teachers also have PhD qualifications.

The merit-teacher: an alternative teacher certification pathway

The merit-teacher programme is an alternative pathway to teacher certification in the Danish Public school system.

The merit-teacher programme is a two and a half year programme, corresponding to 150 ECTS points, and the programme consists of the following three main elements:

- Pedagogy and the teaching profession
- 2-4 Main subjects
- Teaching practice (level III only)

The directives concerning modules, exams and competence objectives are the same as for the ordinary teacher training programme.

The merit-teacher programme addresses students, who already have previous vocational work experience and/or a higher education degree within a different field of study. The student is to receive study credits (merit) from previous relevant work and/or studies.

The following criteria determine eligibility for the programme:

- 1) The applicant must have completed a Master's, Bachelor's or Professional Bachelor's degree

OR

- 2) The applicant fulfils the following criteria:
 - a) is at least 25 years of age
 - b) has completed a vocational training programme (at upper secondary level or above)
 - c) has at least two years of work experience

Applicants can also be accepted to the programme based on an individual evaluation of the applicant's qualifications and competences.

The merit-teacher is considered as continued professional development (CPD) and students are charged a tuition fee to attend the programme.