

# About special needs upper secondary school, 2013





## Programmes at special needs upper secondary school

Special needs upper secondary schools offer national and individual programmes. The national programmes are

### **The administration, commerce and logistics programme**

Students acquire basic skills in the areas of administration, commerce and logistics. The course prepares students to work with, for example, basic administrative tasks, practical marketing and basic documentation. During the course, students also develop a service-oriented approach and an ability to communicate and interact with customers.

### **The art programme**

Students acquire basic skills in the areas of art and forms of expression. The programme allows students to try communicating using image, text and sound. The tuition in the programme has no specific vocational direction, but could possibly result in the student being able to take part in various artistic projects and to continue studying or working in the field of art. These skills may also be useful in pre-school or various leisure activities for children.

### **The property, installation and construction programme**

Students acquire basic skills in the areas of property, installation and construction. The course prepares the students to be able to work, for example, with repairs and maintenance of properties or ground works and maintenance in park environments.

### **The vehicle care and freight handling programme**

Students acquire basic skills in the areas of vehicle care and freight handling. The course prepares students to be able to perform tasks such as repairing vehicles and machines, washing and reconditioning cars or driving a forklift truck. During the course, students also develop a service-oriented approach and an ability to communicate and interact with customers.

## **The handicraft and production programme**

Students acquire basic skills in the areas of the history of handicraft, handicraft techniques and production. During the course, students also learn how to handle tools and manufacturing methods, and to develop knowledge of materials used in the programme's vocational areas.

## **The hotel, restaurant and bakery programme**

Students acquire basic skills in the areas of hotels, restaurants and bakeries. The course prepares students to be able to work with, for example, baking and confectionary products, food hygiene, setting tables, cooking and hotel service. During the course, students also learn to develop a service-oriented approach and an ability to communicate and interact with customers.

## **The health, healthcare and nursing programme**

Students acquire basic skills in service and care in the leisure and healthcare sector. The course prepares students to be able to work with, for example, diet and health, nursing and healthcare. During the course, students also learn to develop a service-oriented approach and an ability to communicate and interact with other people.

## **The society, nature and language programme**

This programme educates students primarily in the areas of social science and language. There is also an opportunity to study in greater depth or breadth in the areas of media and the environment.

## **The forest, land and animal programme**

Students acquire basic skills in the areas of nature, the environment and countryside skills. The course prepares students to work in areas such as land and external environments, plants, plant environments and animals. During the course, students also learn to develop a service-oriented approach and an ability to communicate and interact with other people.



## Grades

Grades are awarded for each course completed in the national programmes. If a student passes, he/she is awarded grade E, D, C, B or A. The highest grade is A and the lowest is E.

If a student does not achieve the standard required for grade E, he/she receives no grade.

## Special needs upper secondary school work placement shows whether the student can manage normal tasks at work

All students on national programmes do a special needs upper secondary school work placement (gymnasiesärskolearbete). This should be in line with the programme's objectives and the student's education.

The special needs upper secondary school work placement aims to show that students can manage normal tasks at work in a vocational area. This is why they do their special needs upper secondary school work placement at the end of the course.

The teacher assesses the special needs upper secondary school work placement and decides whether or not the student has passed. Grade E represents a pass in the special needs upper secondary school work placement. If the student fails to achieve the objectives, the teacher does not award a grade.



## The individual programmes

Students who cannot pursue a course in a national programme have to follow an individual programme. The individual programmes contain these subject areas (ämnesområden):

- art
- home and consumer studies
- sport and health
- nature and the environment
- the individual and society
- language and communication.

The student can also go on a placement if it benefits the student.

A subject area can include elements from more than one subject. For each subject area there is a subject area syllabus (ämnesområdesplan). This describes the purpose of the course and the objectives specifying what students should learn.

Instead of grades, the teacher assesses and evaluates the student's skills on the basis of requirements of basic skills and advanced skills. This enables the teacher to adapt the requirements according to each student's situation.

An individual programme allows students to combine subjects from national programmes and subject areas. The head teacher decides what a student may combine.

## A syllabus for each student

All students at special needs upper secondary school have their own syllabus. This contains information about

- which programme the student is pursuing
- courses or subject areas that the student has to study
- whether the programme is complete, reduced or extended
- which courses are included in the complete programme
- which courses are outside the complete programme
- which courses are included in the reduced programme and which courses have been removed.





## Upper secondary education introduction programmes (IM)

Students who have completed their special needs primary and lower secondary education can pursue one of the introduction programmes: vocational introduction, individual option and language introduction. The intention is that the introduction programmes will offer new opportunities to students who do not qualify.

### Vocational introduction

The vocational introduction is there for any young people who do not have sufficient grades to qualify for a vocational programme. The students are given a vocation-based education that helps them to move into the labour market or that leads to studies in a vocational programme.

### Individual option

The individual option prepares students for another course or for the labour market. This course is structured on the basis of each student's needs and is aimed at young people who are not qualified for a national vocational programme.

### Language introduction

Language introduction is a course with a lot of Swedish content for young people who have recently arrived in Sweden. After the language introduction, students can proceed to another course, for example another introduction programme.





The information in this brochure has also been translated into the minority languages, and a number of immigrant languages. Translations are available as PDF files from [www.skolverket.se](http://www.skolverket.se) in the publications database.

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