



**HÖGSKOLAN I GÄVLE**

**PROGRAMME SYLLABUS**

**FIRST CYCLE**

**STUDY PROGRAMME IN HUMANS NATURE  
RELIGION**

Programme Code: RGMNK

Established by the Board of Humanities, Care and  
Social Sciences 2006-10-26

## **Programme Syllabus**

# **Study Programme in Humans Nature Religion, 180 HE credits**

*(Människa – natur – religionsprogrammet, 180 hp)*

**This programme syllabus applies to students admitted  
to the autumn semester of 2007 or later.**

# **STUDY PROGRAMME IN HUMANS NATURE RELIGION at Högskolan i Gävle**

## **1 General Arrangement**

A study programme is a combination of courses that together intend to provide knowledge and skills necessary on the labour market. The programme results in a bachelor's degree with a major in Religious Studies. For receiving a bachelor's degree, 180 HE credits are required, including 90 HE credits in the main field of study.

Within the education, the students should, in relation to society, acquire knowledge of humans from different perspectives, acquire knowledge and skills in religious studies and process issues concerning how such knowledge and skills may be used for personal development and in different professional roles. The student should then specify the own intended learning outcomes and study path and reflect on how the completed education realises the stated and continuously developing personal intended learning outcomes.

Within the programme, students may make course selections that prepare for different professional roles, where knowledge and skills in religious studies may be used, but they may also make course selections which are more directed towards general knowledge and personal development, or as a complement to another vocational education. The religious studies are supplemented with studies in biology and other subjects, mainly within the scientific field.

## **2 Expected Learning Outcomes**

### **2.1 Expected Learning Outcomes According to the Higher Education Act<sup>1</sup>**

First-cycle studies should essentially expand upon the knowledge acquired by pupils in national or specially designed programmes in upper-secondary school, or equivalent knowledge. However, the government may make exemptions concerning programmes in fine, applied and performing arts.

First-cycle studies should develop the students

- ability to make independent and critical assessments,
- ability to independently discern, formulate and solve problems, and
- readiness to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills,

- develop the ability to search for and evaluate knowledge on an academic level,
- follow the knowledge development, and
- exchange knowledge also with individuals without expertise in the area.

---

<sup>1</sup> Chapter 1, section 7, 8 (SFS 1992:1434)

## **2.2 Expected Learning Outcomes According to the Higher Education Ordinance, Appendix 2**

### ***Knowledge and Understanding***

For a bachelor's degree, the student should

- demonstrate knowledge and understanding of the main field of study of the education, including knowledge of the disciplinary foundation of the field, knowledge of applicable methods in the area, specialisation in some part of the field and orientation in current research.

### ***Skills and Abilities***

For a bachelor's degree, the student should

- demonstrate the ability to search, collect, evaluate and critically interpret relevant information in a problem, and to discuss phenomena, issues and situations,
- demonstrate the ability to independently identify, formulate and solve problems and to carry out assignments within given periods of time,
- demonstrate the ability to account for and discuss information, problems and solutions in dialogue with different groups, orally and in writing, and
- demonstrate the skills required to work independently within the field of the education.

### ***Judgement and Approach***

For a bachelor's degree, the student should

- demonstrate the ability to make assessments with consideration to relevant scientific, social and ethical aspects, within the programme's main field of study
- demonstrate an understanding of the role of knowledge in society and of people's responsibility for how it is used, and
- demonstrate the ability to identify the own need of additional knowledge and to develop the own skills.

## **2.3 Specific Expected Learning Outcomes for the Programme**

The programme should provide the students with the knowledge and skills required for personal development and in different professional roles.

After the programme, the student should

- have acquired knowledge of different religious and cultural environments in order to be familiar with and have the ability to analyse complex cultural encounters, and thereby be able to relate to a pluralistic society,
- be able to bridge cultural differences so that mutual understanding is promoted and cultural confrontations are avoided
- have acquired psychological and ethical knowledge, and by reflection on this knowledge, alone and with others, have grown and matured as a human,
- be capable of being active in professions where support and guidance are given regarding existential matters, ethical and religious questions,
- have acquired such knowledge of humans as cultural and natural beings, so that work in nursing, teaching and cultural professions are facilitated,

- have acquired knowledge of both religious and scientific views of humanity and the world, and in a distanced and reflecting way, be able to relate to these conceptions of the world,
- be able to understand and relate to religious knowledge that facilitates working independently in communions, churches and other idea-driven organisations
- have developed the ability to independently problematise and have the ability to identify and discern different problems.

### **3 Description of the Programme**

#### **3.1.1 Main Field of Study**

Religious Studies A, B, C

The courses Religious Studies A and B provide an introduction to the subject of religion. The studies are thematic based on a here-perspective and a now-perspective. In Religious Studies C, the religious studies are developed through method studies and thesis work.

Humans, Nature, Religion

The courses provide basic knowledge in Biology, Chemistry, Physics, Environment and Health Studies. Basic scientific concepts are introduced on a general level. The courses will further give an introduction to the human as a biological being. Finally, religious phenomena in relation to a scientific world view are discussed.

Human Biology

The courses provide a deeper understanding of humans as biological beings. Different human organ systems are presented. Questions about reproduction and sexuality are discussed. In connection with this, ethical questions and questions concerning views of humanity are discussed.

#### **3.1.2 Knowledge Perspectives**

A. Religious

In our society, religious faith and philosophy of life are expressed in many different ways, which often have been formulated by individuals. It is important to be able to meet and understand these different expressions and approaches. A broad introduction is given to the all different fields of religious studies.

B. Scientific/technical

Humans are both natural and cultural beings. For a deeper understanding of religion and philosophy of life, the programme provides scientific and technical perspectives on humans, culture, religion and society.

C. Cultural Encounters

In a multicultural and global society, issues concerning cultural encounters are becoming more important. The programme intends to provide general knowledge of issues concerning cultural encounters and values, adapted to today's society.

#### D. Communication

The communication technology of today and their possibilities influence lifestyles, language, use of symbols and the social structure. The programme aims at the ability to use and understand new communication media and to analyse their influence on both individual values and social organisational structures.

### **3.2 Teaching and Examination**

A didactic approach realises basic questions of what is important knowledge in a subject area and why, and how this knowledge is used and useful in a specific context, regardless if this context is society, school, company or communion. In this way, the programme also becomes a professional or vocational education. Examples of educational working methods used within the programme are distance education, flexible learning, reflection groups, problem-based learning and learning through transfer. Therefore, all courses of the programme include information and communication technology to a large extent. Different examination formats will be used in the courses on the programme, e.g. examination through take-home exams, written assignments and oral presentations.

### **3.3 Placement**

It is important for the student to connect the theoretical knowledge acquired in the programme to concrete situations in the working life. Therefore, placement is included as a part of the education. Within the framework of this part, the student is given the opportunity to try different professions and through field studies, study and map different workplaces.

### **3.4 Student Influence**

On the programme, there is a programme council/business council, which consists of representatives from the working life, teachers and students. The programme council/business council is advisory, and the programme coordinator is the chairman. Geffe Student Union appoints student representatives.

### **3.5 Internationalisation**

Internationalisation and international perspectives are important within the programme. There is opportunity to participate in one of the higher education institution's student exchange programmes and locate part of the studies to a higher education institution abroad.

### **3.6 Sustainable Development**

In some of the programme courses, environmental issues and questions regarding sustainable development are covered. It mainly applies to courses covering existential matters, ethics, view of humanity and the world.

### **3.7 Lifelong Learning**

The programme is a distance education based on flexible learning. It makes the programme particularly suited for students from different age groups and with different circumstances of life.

## 4 Courses in the Programme

F = First Cycle

### Year 1.

Period	Course Code	Course Name	HE credits	Level	Main Field of Study
1:1-3	5RV12A	Religious Studies A	30	F	Religious Studies
1:1-2	3DV31A	Computer Usage for Humanists A	7.5	F	Computer Science
1:3	3NN01A	Basic Science with Focus on Biology A	7.5	F	Biology
1:4	3NZ11A	Physics for Humanists A	7.5	F	Physics
1:4	3NN02A	Evolution and Organism Biology for Humanistic Studies A	7.5	F	Biology

### Year 2.

Period	Course Code	Course Name	HE credits	Level	Main Field of Study
2:1-2	5RV12B	Religious Studies B	22.5	F	Religious Studies
2:1-2	3DV29A	Internet and Web Design for Humanists A	7.5	F	Computer Science
2:3-4		Elective courses	15	F	
2:3-4		Placement and Workplace-related Field Studies A	15	F	Religious Studies

### Year 3.

Period	Course Code	Course Name	HE credits	Level	Main Field of Study
3:1	3NN03A	Ecology for Humanists	7.5	F	Biology
3:1	3NN04A	From Cell to Human Body - Structure, Function and Physiology A	7.5	F	Biology
3:2	3NZ07A	Reaching Adulthood A	7.5	F	Biology
3:2	5RV12B	Religious Studies B cont.	7.5	F	Religious Studies
3:3-4	5RV00C	Religious Studies C <u>or</u> other religious studies course on C or D level.	30	F	Religious Studies

## 5 Entry Requirements

Qualified to the Study Programme in Humans Nature Religion are those who fulfil the conditions for general entry requirements for higher education first-cycle studies stated in the Higher Education Ordinance.

## **6 Grades**

Grades are given for courses included in the programme, according to the current course syllabus.

## **7 Examination Regulations**

### **7.1 Title of Qualification**

Bachelor of Arts

*Filosofie kandidatexamen*

### **7.2 Qualification Criteria**

Bachelor's degree is achieved when the student has successfully completed required courses of 180 HE credits with certain specialisation decided by each higher education institution, including at least 90 HE credits of progressive specialisation in the main field of study of the programme.

For a bachelor's degree, the student must have successfully completed an individual assignment (degree project) of at least 15 HE credits within the framework of the required courses and the programme's main field of study.

Higher education qualification is achieved when the student has successfully completed required courses of 120 HE credits with a certain specialisation decided by each higher education institution.

For higher education qualification, the student must have successfully completed an individual assignment (degree project) within the framework of the required courses, in the main field of study of the programme.

### **7.3 Degree Certificates**

Students who fulfil the requirements for higher education qualification will receive degree certificates on request.

## **8 Further Instructions**

Students admitted to the programme according to previous programme syllabus have the opportunity to complete the studies according to the current programme syllabus in consultation with the programme coordinator