TEMPLATE: 1. ABOUT THE DEGREE PROGRAMME – BACHELOR’S DEGREE

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| Degree programme |
| State which degree programme the course belongs to. For instance: “Bachelor’s degree programme in history” |

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| [1.1 Academic direction and primary subject areas of the programme 🛈](#Uddannelsens) |
| For instance, you could write: “The aim of the Bachelor’s degree programme in \_\_\_\_\_ is to develop the student’s knowledge, skills and competences in \_\_\_\_\_ with a view to preparing them for professions within \_\_\_\_\_.”For instance: “The Bachelor’s degree programme in \_\_\_ includes studies in \_\_\_, \_\_\_ and \_\_\_. The degree programme gives the student the opportunity to choose \_\_\_ and also includes a course introducing theories and methods within the humanities (Studium Generale, 10 ECTS) and a cross-disciplinary course within general humanities (Internationalisation elective, 10 ECTS).” |

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| 1.2 [Learning outcomes 🛈](#Kompetenceprofil) |
| [Qualification framework for Higher Education – Bachelor’s degree level: 🛈](#Kvalifikationsramme) | [Students acquire the following knowledge, skills and competences during the Bachelor’s degree programme in \_\_\_\_:](#viden_færdigheder_kompetencer)  |
| **Knowledge:** |
| Research-based knowledge of theory, methodology and practice within one or more subject areas. | -  |
| The ability to understand and reflect on theories, scientific methodologies and practice. | -  |
| **Skills:** |
| The ability to apply the scientific methodologies and tools of one or more subject areas as well as apply general skills related to work within the subject area(s). | -  |
| The ability to evaluate theoretical and practical issues as well as explain the reasons for and choose relevant analysis and solution models. | -  |
| The ability to communicate academic issues and solution models to both peers and non-specialists. | -  |
| **Competences:** |
| The ability to handle complex and development-oriented situations in study or work contexts. | -  |
| The ability to independently participate in discipline-specific and interdisciplinary collaboration with a professional approach. | -  |
| The ability to identify their own learning needs and organise their own learning in different learning environments. | -  |