

# Översättning av äldre examina

## 26. University Diploma in Marine Engineering (Maskinteknikerexamen)

### *Scope*

A University Diploma in Marine Engineering shall be obtained after completing course requirements totalling at least 80 credit points.

*Objectives* (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Marine Engineering, the student shall have

- acquired the knowledge required to be able, after a year or two of professional experience in the field, to manage the operation and maintenance of a ship's machinery and electrical equipment,
- acquired knowledge about and skills in handling products, processes and the work environment, taking into account people's abilities and needs and society's objectives relating to social conditions, economy of resources, the environment and the economy,
- acquired knowledge of mathematics and natural science subjects to the extent required in order to understand and be able to apply the fundamental aspects of mathematics and natural sciences in this area of engineering.

The objectives set by the institution of higher education concerned shall in addition apply.

## 31. University Diploma in Pharmacy (Receptarieexamen)

### *Scope*

A University Diploma in Pharmacy shall be obtained after completing course requirements totalling 80 credit points.

*Objectives* (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Pharmacy, the student shall have

- acquired the knowledge and skills required for professional activity in the pharmaceutical field,
- acquired a holistic view of the role of health and medical care and of pharmaceutical activities: including advice about pharmaceutical products and their use.

The objectives set by the institution of higher education concerned shall in addition apply.

## 40. University Diploma in Nautical Science (Styrmansexamen)

### *Scope*

A University Diploma in Nautical Science shall be obtained after completing course requirements totalling at least 80 credit points.

*Objectives* (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Nautical Science, the student shall have

- acquired the technical and nautical knowledge required to be able operationally to manage ships and cargo in the capacity of mate and as master of relatively small ships,
- acquired knowledge and skills in handling products, processes and the work environment, taking into account people's abilities and needs and society's objectives relating to social conditions, economy of resources, the environment and the economy,
- acquired knowledge of mathematics and natural science subjects to the extent required in order to understand and be able to apply the fundamental aspects of mathematics and natural sciences in this area of engineering.

The objectives set by the institution of higher education concerned shall in addition apply.

## 16. University Diploma in Education for the Folk High School (Folkhögskolelärareexamen)

A University Diploma in Education for the Folk High School may be issued with a folk high school specialisation or adult educational association specialisation.

### *Scope*

A University Diploma in Education for the Folk High School shall be awarded after completion of course requirements of at least 40 credit points in total.

In order to be awarded a University Diploma in Education for the Folk High School, the student shall have completed a period of supervised teaching practice.

The diploma shall state the type of activities for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Education for the Folk High School, the student shall have

- the knowledge and skills required to work as a folk high school teacher or as a leader in other forms of popular adult education and to realise the objectives of the educational activities and assist in their further development,
- knowledge of the goals set by the Government, folk high schools and popular education organisations for popular adult education, and a holistic view of the personality-developing, cultural and social functions of popular adult education.
- a good ability to lead and teach, to inspire to independent studies and to support individuals and groups in the planning of their studies,
- a good capacity for cooperation and teamwork, good communication skills and an ability to use practical and artistic means of expression,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a diploma project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 17. Bachelor of Education for the Compulsory School (Grundskollärarexamen)

##### Scope

A degree with specialisation in years 1-7 shall be awarded after completion of course requirements of 140 credit points in total.

A degree with specialisation in years 4-9 shall be awarded in accordance with the alternatives on completion of course requirements below.

##### Alternative 1

requiring a total of at least 180 credit points. At least 60 credit points in subject studies in the main subject and at least 40 credit points in other teaching subject(s) are required. When art or music is included, there is a requirement of at least 80 credit points in that subject. If domestic science, physical education, crafts or Swedish is included, there is a requirement of at least 60 credit points in that subject.

##### Alternative 2

requiring a total of 140-180 credit points mainly following the study programme syllabus for primary and secondary teacher education that was in force on 30 June 1993 (UHÄ 1988-05-31).

The theory and practice of teaching part of the programme shall always constitute at least 40 credit points.

In order to be awarded a Bachelor of Education for the Compulsory School, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education for the Compulsory School, the student shall have

- a good knowledge of the subject(s), relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of the school and participate in the development of primary and secondary school activities,
- good self-knowledge and social competence and thus the ability to teach and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems in school,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men,
- ability to use computers and other information technology aids in his or her own studies and knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working duties.

In order to be awarded a Bachelor in Education for the Compulsory School with specialisation in education in years 1-7, the student shall in addition have

- special knowledge of the acquisition of basic reading and writing skills and/or basic mathematics skills.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 18. Master of Education and Diploma in Education for the Upper Secondary School (Gymnasielärarexamen)

A Master's Degree and Diploma in Education for the Upper Secondary School shall be issued for teaching core subjects and/or subjects specific to study programmes. Subject studies and/or relevant vocational training and vocational experience, and studies in the theory and practice of teaching are required for the Diploma.

##### Scope

Degrees or Diplomas are awarded after completion of course requirements of in total at least 180, 160, 100 or 40 credit points. A theory and practice of teaching segment forms part of the course requirements and relates to the subject or subjects of the Diploma and this shall always constitute at least 40 credit points. Depending on choice of combination of subjects or subject, completion of course requirements according to one of the following alternatives is also a requirement.

##### Alternative 1 (at least 180 credit points):

Subject studies of at least 80 credit points for teaching a core subject or a subject specific to a study programme, and subject studies in a second core subject or subject specific to a study programme of at least 60 credit points.

##### Alternative 2 (at least 160/100 credit points):

Subject studies of at least 60 credit points for teaching a core subject or a subject specific to a study programme and relevant vocationally oriented higher education courses of at least 60 credit points for teaching a subject specific to a study programme. Considerable vocational experience is also a requirement. If there are no relevant vocationally oriented higher education courses, these may be substituted by some other relevant vocational training.

##### Alternative 3 (at least 100/40 credit points):

Relevant vocationally oriented higher education courses of at least 60 credit points for teaching a subject specific to a study programme. Considerable vocational experience is also a requirement. If there are no relevant vocationally oriented higher education courses, these may be substituted by some other relevant vocational training.

When modern languages, natural sciences, practical and artistic subjects, civics or Swedish are included in any of the alternatives, at least 80 credit points are required in that subject.

Advanced studies to at least the 60-credit point level are normally a requirement. In natural sciences, civics and Swedish, advanced studies are only required to a 40-credit point level in one of the subjects included.

Communication skills relevant to the teaching profession and familiarity with and experience of the culture and everyday life of the language area are an additional requirement in modern languages.

In order to be awarded a Degree or Diploma in Education for Upper Secondary School, the student shall have completed a period of supervised teaching practice.

The degree certificate or diploma shall state the type of teaching for which the course of education is intended.

##### Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to be awarded a Degree or Diploma in Education for the Upper Secondary School, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of the school and participate in the development of upper secondary school activities,
- good self-knowledge and social competence and thus the ability to teach and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems in school,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a degree or diploma project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 19. Bachelor of Education in Home Economics (Hushållslärarexamen)

## Scope

A Bachelor of Education in Home Economics is obtained after passing course requirements of at least 120 credit points in total. The theory and practice of teaching segment of the course of education always constitutes at least 40 credit points.

In order to be awarded a Bachelor of Education in Home Economics, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Home Economics, the student shall have

- a good subject knowledge, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of the school and participate in the development of school activities,
- good self-knowledge and social competence and thus the ability to teach and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems in school,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- a good ability to solve tasks in the home and to identify various alternatives for action, above all from an ecological perspective,
- an ability critically to evaluate different alternatives in housework as means to promote health and personal well-being,
- an ability to identify alternatives for action and to evaluate these, e.g. to be able to take household decisions from the perspective of economy of resources,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

## 20. Bachelor of Education in Physical Education (Idrottslärarexamen)

### Scope

A Bachelor of Education in Physical Education shall be obtained after passing course requirements of at least 120 credit points in total. The theory and practice of teaching segment of the course of education shall always constitute at least 40 credit points.

In order to be awarded a Bachelor of Education in Physical Education, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Physical Education, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of the school and participate in the development of school activities,
- good self-knowledge and social competence and thus the ability to teach and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems in school,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- a good personal ability as regards physical education and the ability to lead and stimulate others in physical activity and an ability to utilise tried and tested experience and scientific theories in interpretation and analysis of various forms of physical education and exercise, ways of exercising and different patterns of movement,
- an ability to evaluate various forms of physical education as a means of achieving health and personal well-being and as a social phenomenon,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,

- submitted a project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 29. Master of Education in Music (Musiklärarexamen)

A Master of Education in Music may be issued with a specialisation in pre-school, compulsory school and upper secondary school, a specialisation in instrumental/ensemble teaching in municipal schools of music or other voluntary organisations, or a specialisation in church music.

##### Scope

A Master of Education in Music shall be awarded after completion of course requirements of at least 160 credit points. The theory and practice of teaching segment of the course of education shall always constitute at least 40 credit points.

In order to be awarded a Master of Education in Music, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master of Education in Music, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of musical education in school or voluntary music education and to participate in the development of these activities,
- good self-knowledge and social competence and thus ability to teach and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- good personal musical skills and an ability to lead and inspire people of all ages to play and create music and actively to listen to music,
- an ability to evaluate music as a means of personal development, artistic expression, means of communication and means of influence,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 41. Bachelor of Education in Crafts (Slöjdlärarexamen)

A Bachelor of Education in Crafts may be issued with a specialisation in textile craft or a specialisation in woodwork and metal work.

##### Scope

A Bachelor of Education in Crafts shall be obtained after completion of course requirements of at least 120 credit points. The theory and practice of teaching segment of the course of education shall always constitute at least 40 credit points.

For a Bachelor of Education in Crafts to be awarded, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Crafts, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the school's objectives and to participate in the development of activities,
- good self-knowledge and social competence and thus have developed his or her ability to teach and, in cooperation with others, to perform other tasks arising in school,

- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- an ability to plan and produce a product, from idea to finished product, and to employ an artistic perspective, scientific theories and tried and tested experience in the assessment of products,
- an ability to pass on handicraft traditions and stimulate their further development,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 44. Graduate Diploma in Special Education (Specialpedagogexamen)

A Graduate Diploma in Special Education may be issued with a specialisation in complex learning situations, deafness or hearing impairment, visual impairment or mental disability.

##### Scope

A Graduate Diploma in Special Education shall be obtained after completion of course requirements of at least 40 credit points. Another previous teaching qualification is also a requirement. The diploma shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Graduate Diploma in Special Education, the student shall have

- the knowledge and skills required in order to be able actively to work with children, young persons and adults in complex learning situations, in schools, childcare and adult education as well as habilitation/rehabilitation,
- the knowledge and attitude that qualify them for teaching, supervisory and advisory educational tasks with regard to staff in childcare, schools, adult education and rehabilitation,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils, if this knowledge is not included in the previous teaching qualification,
- submitted a project that includes relating the scientific theories the student has become conversant with to the future working duties.

In order to be awarded a Graduate Diploma in Special Education specialising in complex learning situations, the student shall have

- the competence to teach people with mild mental disabilities and other functional impairments and cognitive, language and/or social and emotional problems.

In order to be awarded a Graduate Diploma in Special Education specialising in deafness or hearing impairment, the student shall have

- the knowledge and skills required in order to teach deaf people and people with impaired hearing,
- the ability to communicate without difficulty in sign language with deaf people or people with hearing impairments,
- a knowledge of social and emotional development problems associated with early total or partial hearing impairment and with loss of hearing later in life.

In order to be awarded a Graduate Diploma in Special Education specialising in impaired vision, the student shall have

- the knowledge and skills required in order to teach and supervise people with impaired vision,
- a knowledge of social and mental development problems associated with early total or partial loss of vision and with loss of vision later in life.

In order to be awarded a Graduate Diploma in Special Education specialising in mental disability, the student shall have

- the competence to work with and develop educational programmes for people with grave mental disabilities, acquired brain damage, marked mental peculiarities, autism or conditions akin to autism,
- a knowledge of multi-disability and good ability to use alternative means of communication.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 45. Bachelor of Education in Career Counselling (Studie- och yrkesvägledarexamen)

## Scope

A Bachelor of Education in Career Counselling shall be obtained after completion of course requirements of 120 credit points in total.

For a Bachelor of Education in Career Counselling to be awarded, the student shall have completed a period of supervised practical work.

Objectives (in addition to the general objectives in chapter 1 section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Career Counselling, the student shall have

- acquired the knowledge and skills required in order to counsel and inform young persons and adults in their choice of future education or work in Sweden and abroad,
- acquired the knowledge and skills required in order as career counsellor to realise the objectives and participate in the development of secondary schools, upper secondary schools and adult education,
- acquired a good knowledge of the development and learning processes of children, young persons and adults, and of the task of school in society,
- developed an ability to analyse and understand the process of selecting an education and career and also, on the basis of that knowledge, to identify the need of certain individuals and groups for support in choosing an education and career,
- achieved the competence to support other staff in their education and career guidance efforts,
- developed the ability together with others to plan and develop rehabilitation programmes for people with special difficulties in working life,
- acquired insight into the importance of the use of computers and information technology in working life and experience of information technology for information and guidance,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

## 15. University Diploma of Education in Aviation (Flyglärarexamen)

### Scope

A University Diploma of Education in Aviation shall be awarded after completion of course requirements of at least 40 credit points in total. Flying training, flying experience and psychological suitability as stipulated by the civil aviation provisions are also required.

In order to obtain a University Diploma of Education in Aviation, the student shall have completed supervised practice.

The diploma shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma of Education in Aviation, the student shall have

- acquired the knowledge and skills required in order to work professionally as an instructor in basic aviation training and other air traffic training,
- acquired a knowledge of society's objectives and regulatory systems for aviation training and air traffic operations, the roles of individuals in man-machine systems and teaching methods and didactic theories and practice,
- developed aviation safety thinking and acquired an ability in all aviation operations to observe and implement measures appropriate for aviation safety,
- delivered a course project which includes relating the scientific theories the student has become conversant with to future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

## 10. Bachelor of Education in Art and Design (Bildlärarexamen)

### Scope

A Bachelor of Education in Art and Design shall be awarded after completion of course requirements of at least 120 credit points. The theory and practice of teaching segment of the course of education shall always constitute at least 40 credit points.

In order to obtain a Bachelor of Education in Art and Design, the student shall have completed a period of supervised teaching practice.

The degree certificate shall state the type of teaching for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Art and Design, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as a teacher to realise the objectives of the school and to participate in its development,
- good self-knowledge and social competence and thus ability to work as a teacher and, in cooperation with others, to perform other tasks arising in school,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the teaching that the course of education specialises in and to solve normal pupil welfare problems at school,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- a rich and complex visual language, and experience of both manual techniques and electronic media,
- knowledge of the history of the visual image and the ability to evaluate pictures as artistic expressions, as means of communication, as means of personal development and as means of exerting influence,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working duties.

The objectives set by the institution of higher education concerned shall in addition apply.

#### 9. Bachelor of Education in Child and Youth Education (Barn- och ungdomspedagogisk examen)

A Bachelor of Education in Child and Youth Education may be awarded with a specialisation as pre-school teacher or a specialisation as recreation instructor.

##### Scope

A Bachelor of Education in Child and Youth Education shall be awarded after completion of course requirements of 120 credit points in total.

For a Bachelor of Education in Child and Youth Education to be awarded, the student shall have completed a period of supervised teaching practice or acquired corresponding practical experience.

The degree certificate shall state the working duties for which the course of education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to be awarded a Bachelor of Education in Child and Youth Education, the student shall have

- a good knowledge of the subject, relevant to the teaching duties,
- the knowledge and skills required in order as pre-school teacher or recreation instructor to realise the objectives of the activities and to participate in their development,
- good self-knowledge and social competence and thus ability to work in a team and, in cooperation with others, to solve the tasks arising,
- the insight into teaching methods, educational sociology, didactics, psychology and educational methodology required to carry out the activities that constitute the objectives of the course of education,
- an ability to elucidate matters of universal and common human interest, such as existential and ethical questions, gender issues, environmental issues and international and intercultural questions,
- acquired a knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men,
- an ability to use computers and other information technology aids in his or her own studies and a knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working duties,
- a good ability to plan, carry out, evaluate and develop work with children and young people in groups and a good knowledge of the objectives, activities and organisation of the social services and schools.

The objectives set by the institution of higher education concerned shall in addition apply.