



**Zealand Institute**  
of Business and Technology

# CURRICULUM

Academy Profession Degree Programme  
in Service-, Hospitality- and Tourism  
Management

2018-2020 Summer Edition

A blue ink signature of Ulla Skaarup, written in a cursive style, enclosed within a white circular background.

ULLA SKAARUP  
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## Framework for the curriculum

### 1.1 Instructions

The curriculum comprises a national (common) part (blue letters), adopted by educational programme-specific network of the Danish business academies, and an institution-specific part (black letters), defined by the educational institutions individually. The national part has been prepared jointly by the institutions mentioned below, which have undertaken to safeguard national levels of competence uniform exemptions. The national part of this curriculum was prepared by the following institutions:

ZIBAT – Institute of Business and Technology

University College Nordjylland

Erhvervsakademiet Lillebælt

Erhvervsakademi Dania

Erhvervsakademiet Copenhagen Business

Erhvervsakademi MidtVest

Erhvervsakademiet Sydvest

Erhvervsakademi Aarhus

### 1.2 The Programme is Governed by the Following Acts and Orders

- Executive Order no. 1147 of 23 October 2014 on Academy Profession and Professional Bachelor's Degree Programmes
- Consolidated Act no. 986 of 18 August 2017 on Academy Profession and Professional Bachelor's degree Programmes (the LEP Act)
- Executive Order no. 841 of 24 June 2018 Executive Order on Academy Profession and Professional Bachelor's degree Programmes (the LEP Order)
- Executive Order no. 1500 of 2 December 2016 on Tests and Exams in Vocational Programmes (The Examination Order)
- Executive Order no. 1495 of 11 December 2017 on Admission to Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 262 of 20 March 2017 on the Grading Scale and Other Forms of Assessment for Course Programmes under the Ministry of Education

The above may be subject to changes. Applicable acts and executive orders can be found at [www.retsinfo.dk](http://www.retsinfo.dk)

### 1.3 Titles of programmes and candidates

The degree programme is called the AP Degree Programme in Service, Hospitality and Tourism Management. Having completed the programme, students are entitled to call themselves "serviceøkonom" in Danish. The English title is Academy Profession Degree in Service, Hospitality and Tourism Management

### 1.4 ECTS credits

The programme is a full-time education programme estimated at 24 months of full-time study. A student year is equivalent to one year of full-time study. One year of full-time study is equivalent to 60 ECTS credits (European Credit Transfer System). The programme is thus estimated at a total of 120 ECTS credits.

### 1.5 Programme objective

Objectives for learning achieved for an AP graduate in Service, Hospitality and Tourism Management
Objectives for learning achieved: The learning objectives comprise the knowledge, skills and competencies which a Academy Profession in Service, Hospitality and Tourism Management must acquire during the programme.
<p><b>End targets Knowledge</b></p> <p>The students should have acquired knowledge of:</p> <ul style="list-style-type: none"><li>• The terminology and concepts used by the service industry as well as its use of theory and method in practice, in Denmark as well as internationally</li><li>• The company's potential for cooperating with business partners and users on developing services and experiences</li><li>• Relevant sectors within business and holiday tourism, hotel and travel life as well as other service and experience industries, their structure, development and organisation as well as interdependence</li><li>• Basic strategic concepts and tools of influence to the service company's choice of strategy and models</li><li>• The potential for internationalisation through collaboration as well as understanding of the influence of the internationalisation process on the service company.</li></ul>
<p><b>Skills</b></p> <p>The students should be able to:</p> <ul style="list-style-type: none"><li>• Assess the conditions relating to costs for the service and experience company with a view to financial calculations and budgeting</li><li>• Assess the connection between the company's service concept, supply system and competition system as well as assess relevant development trends for the company</li><li>• Apply knowledge about cultures in negotiation situations as well as set up and communicate practical possible solutions to business partners and users in Denmark and internationally</li><li>• Apply portfolio models to describe the service and experience company's products</li><li>• Assess practical management situations with a view to choosing appropriate solutions</li></ul>
<p><b>Competences</b></p> <p>The students should be able to:</p> <ul style="list-style-type: none"><li>• Handle different national and international development and sales situations within the service and experience industry</li><li>• Acquire new skills, knowledge and competences in relation to the service and experience industry in a structured manner</li></ul>

- Handle structural and cultural issues within their own professional field based on an overall assessment of the specific service and experience company
- Take part in discipline-specific and interdisciplinary intercultural collaboration at an operational and tactical level, including collaboration on the service and experience company's managerial functions and staff assignments

## 1.6 Level according to the Qualifications Framework

This programme meets the requirements of level 5 of the Qualifications Framework.

## 1.7 Effective date and transitional provisions

The national part of the curriculum takes effect on 1 September 2018 and applies to all students enrolled with the programme from that date.

Students enrolled in 2017 have the right to complete the programme in accordance with the 2017-curriculum. If the student is unable to complete the programme within the standard time limit and the immediate re-exam term, she/he is they are transferred to this curriculum.

When you are transferred, an action plan will be made in co-operation with the student counsellor.

Students transferred to the 2018-curriculum can apply to complete the programme including elements from the curriculum that they originally enrolled on in accordance with that curriculum. This will be subject to if it is possible within the maximum numbers of ECTS and the rules about maximum time of study described in paragraph 1.2. An application for this must be handed in no later than 4 months prior the exam term.

In the event of future issues of a new curriculum or significant modifications to this curriculum, a transitional agreement will be included in the new curriculum.

The institution-specific part of the curriculum takes effect on 1 September 2017 and applies to all students enrolled with the programme on that date or later and to all exams initiated on that date or later.

The differences between the national and the institution-specific parts are explained in section 1.1 of the curriculum.

## 2. Admission to the degree programme

Students are admitted to this programme according to provisions of the Executive Order on Admission to Academy Profession and Professional Bachelor's degree Programmes (see reference concerning the applicable Order in section 1.2):

### Admission

12. Pursuant to subsection (2), the educational institution determines how many applicants can be admitted to the individual degree programme, unless the admission capacity has been laid down by the Danish Agency for Higher Education.

(2) For degree programmes with open admissions, the institution must set an admission capacity which safeguards satisfactory educational conditions.

13. Applicants with a Master's degree [kandidatuddannelse] may only be admitted to a degree programme if there are vacant places.

(2) Under special circumstances, the educational institution may grant exemptions from subsection (1).

#### Quotas

14. In the event that there are more qualified applicants than study places in the individual admission area, see section 12(1), the study places may be divided into quota 1 and quota 2 and, if necessary, quota 3. Surplus places from quota 1 are transferred to quota 2, and surplus places from quota 2 are transferred to quota 1. Quota 3 may only be established for degree programmes offered in English.

(2) Each year, the Danish Agency for Higher Education lays down the size of the quotas, including quota 3, upon recommendation from the educational institutions.

(3) The Agency may approve that institutions offering a degree programme apply a different admission system than the quota system.

(4) The institution publishes the distribution of study places determined pursuant to subsections (1) and (2) and a different admission system, if any, pursuant to subsection (3) on its website.

### 3. Programme elements and modules

#### 3.2 National subject elementes

Service and Experiences
Contents: The Services & Experiences subject area includes analyses of the hospitality concept and the understanding of the concept of guests, including customer behaviour in relation to the company's services.
ECTS: 15
Learning objectives Knowledge The students should have acquired knowledge of: <ul style="list-style-type: none"><li>• The practice and development of the service and experience industry</li><li>• What characterise services and experiences</li><li>• The development of the demand for experience products</li><li>• The sustainable financial operation of service and experience companies</li><li>• The development of the hospitality concept and the understanding of the concept of guests</li></ul>



### Skills

The students should be able to:

- Identify and assess customer satisfaction, customer behaviour and market situation in **respect of the company's services and experiences**
- Apply creative techniques to design, develop, assess, plan and communicate services and experiences
- Set up the financial basis for decisions as well as communicate proposed decisions
- Use service management as a framework for assessing and communicating practice-related solution models
- Use the hospitality concept in practice

### Competences

The students should be able to:

- Handle new knowledge, skills and competences within services and experiences in an interdisciplinary cooperation as well as structure data collection as a basis for new solutions

## Business understanding

### Content:

livelihood. Focus is on the internal and external situation with a view to developing the **company's financial operations and creating a holistic understanding of the company's present situation.**

ECTS: 15

### Learning objectives

#### Knowledge

The students should have acquired knowledge of:

- **The service and experience industry's company, organisation, market and competition forms** as well as an understanding of the vision, mission, goals and values of companies
- The legal matters of importance to the service and experience company

#### Skills

The students should be able to:

- experience or service company
- **Set up and communicate a basis for decisions based on the company's positioning, target groups and micro- and macroeconomic situation**

#### Competences

The students should be able to:

- Take part in interdisciplinary work on drawing up and assessing the internal and external analysis with a view to the running of the company
- Acquire new knowledge, skills and competences concerning the running of service and experience companies at a tactical and operational level

## Cooperation and Relations

**Content:** The Cooperation & Relations subject area includes communication and management forms in an intercultural perspective with focus on the interaction with the guest and the employee. Focus is on analysis and data material as the basis of developing internal and external communication in a national and international perspective.

ECTS: 15

## Learning objectives

### Knowledge

The students should have acquired knowledge of:

- Management within service and experience industries
- The applied practice concerning intercultural interaction and communication with the national as well as international guest, customer, employee, volunteer, etc.
- Recruitment, employment, retention and dismissal of employees and volunteers

### Skills

The students should be able to:

- Build up a personal and professional network with a view to strengthening relations with the labour market
- Identify and evaluate managerial issues and set up appropriate solutions
- Develop internal and external communication, digitally, in writing and orally to guests, customers, colleagues and business partners
- **Apply knowledge of intercultural aspects in relations with the company's internal and external partners and stakeholders**

### Competences

The students should be able to:

- Take part in interdisciplinary cooperation with internal and external partners and stakeholders in an intercultural environment
- Take part in the development of the professional communication
- Acquire new knowledge, skills and competences concerning management and communication within the service and experience industry at a tactical and operational level

## Business development

**Content:** The Business development subject area includes strategic planning, innovation, intrapreneurship and entrepreneurship in respect of developing existing companies as well as new products and services. Focus is on analysing the growth potential, including assessment of the financial and organisational consequences of development activities.

ECTS: 25

## Learning objectives

### Knowledge

The students should have acquired knowledge of:

- Strategic planning tools and models within the service and experience industry
- Innovation, intrapreneurship, entrepreneurship and further development of existing companies, concepts and services
- Legal, financial and organisational considerations in connection with development and change
- Megatrends and trends with special significance to the service and experience industries

### Skills

The students should be able to:

- Set up and assess financial and organisational consequences of growth, development and change activities
- Communicate practice-related problems and issues as well as appropriate solutions to business partners at a tactical and operational level
- Assess and communicate the value of growth ideas and their potential as a basis for decision in a Danish as well as an international context

### Competences

The students should be able to:

- Take part in discipline-specific and interdisciplinary cooperation with a view to creating a sustainable running and development of the service and experience company, concepts and services
- Acquire new knowledge, skills and competences concerning the development and running of financially sustainable service and experience companies at a tactical and operational level

### 3.2.1 Number of exams for national programme elements

The 1st-year exam is worth 45 ECTS credits. It is made up of the national subject elements Services & Experiences, Business understanding and Cooperation & Relations.

In addition, there is an externally assessed exam in the other national subject elements (Business development) as well as one exam in the final examination project. For the number of exams in the work placement, please refer to section 3.

For a comprehensive overview of all the programme's exams, please refer to the institutional part of the curriculum, as the national subject elements described in this curriculum can be examined together with the subject elements specified in the institutional part of the curriculum.

### 3.3 Four Elective Courses

Each student can choose between the following elective courses:

#### 3.4.1 Tourism and Experience Management (offered at the Køge and Slagelse campuses)

Elective course
ECTS: 15
Contents: This elective course is designed to creating a holistic understanding of the cooperation between and transactions among tourism actors, with the relevant destination as the core focus.
Learning outcomes: Knowledge The student must acquire knowledge about the following topics: <ul style="list-style-type: none"><li>• The practice, development and strategies of tourism in the interplay between the public and private sectors, as well as an awareness of the stakeholders in the experience economy</li><li>• The characteristics of tourism-oriented products and services</li><li>• Supply and demand within tourism, Incoming &amp; Outgoing</li><li>• Business strategies and awareness of the service value chain</li></ul>
Skills The student must be able to: <ul style="list-style-type: none"><li>• Identify the distribution and marketing channels of the tourism sector</li><li>• Implement strategy in practice, involving the relevant stakeholders and partners</li></ul>

- Identify/develop tourism-oriented products and services and to identify relevant target groups
- Handle the production and sale of tourism-oriented products and services, using CRM systems
- Gather and examine data with a focus on developing a destination analysis

#### Competencies

The student must be able to:

- Participate in the planning and development of destinations, incl. a destination analysis
- Participate in the planning and development of new tourism-oriented products and services
- Use the various distribution and marketing channels within the tourism sector

### 3.4.2 Hotel and Restaurant Management (offered at the Køge and Slagelse campuses)

#### Elective course

ECTS: 15

#### Contents:

This elective course is designed to create an understanding for the practice of the hotel and restaurant sector centred on the guest and including an understanding of the role of the individual hotel or restaurant within the sector.

#### Learning outcomes: Knowledge

The student must acquire knowledge about the following topics:

- The practice and development of the hotel and restaurant sector, incl. the structures of ownership
- The organisation and management of a hotel and restaurant as well as the interplay between the various internal and external stakeholders and partners
- The characteristics of hotel and restaurant services, incl. international and Danish concepts
- International and Danish systems of classifications pertaining to the hotel and restaurant sector
- Familiarity with the basic concepts characterising a value based approach to business development
- Familiarity with the various business models within the hotel and restaurant sector
- Insight into non-material added value and innovative social processes

#### Skills

The student must be able to:

- Apply the professional vocabulary of the economic aspects of the hotel and restaurant sector
- Develop and choose between various options and solutions pertaining to menus, incl. the relevant calculations
- Apply the key figures/ratios and norms/standards within the sector to develop and simulate relevant options and solutions
- Identify and use the distribution channels of the hotel and restaurant sector
- Identify and evaluate various digital opportunities and provide options and solutions

- pertaining to digital marketing
- Identify critical areas requiring control and/or monitoring within the chain of production and to develop plans for self-regulation
- Describe and apply the relevant parameters concerning the development of a good framework for sustainable growth
- Understand and work strategically with the connection between employee and customer satisfaction
- Develop concepts and activities which optimise the customer experience of a hotel or restaurant

#### Competencies

The student must be able to:

- Identify and participate in the development of and changing processes within the deliverance and contents of the service concept
- Participate in pricing strategies pertaining to the services and products of hotels and restaurants
- Define and develop a framework for how hotels and restaurants can manage their business affairs in relation to how this affects their surroundings
- Act innovatively and enterprisingly in pursuit of the possibilities within and when realising the experiential economy-related activities pertaining to hotels and restaurants
- Work with the experiential economy-related activities pertaining to hotels and restaurants

### 3.4.3 Events and the Digital Track (offered at the Køge campus)

#### Elective course

ECTS: 15

#### Contents:

This elective course is designed to provide an understanding of how to use digital tools to develop, plan and implement small and medium-sized, sustainable event

#### Learning outcomes:

##### Knowledge

The student must acquire knowledge about the following topics:

- The characteristics and definitions of an event and the developments within this field
- The tasks pertaining to the life cycle of an event

##### Skills

The student must be able to:

- Develop and assess the suitability of a concept, incl. the roles of the target group(s) and stakeholders
- Identify and assess possible sponsors and opportunities regarding fundraising
- Assess the economic viability of the event
- Assess the key persons, skills and competencies necessary to realise the event, incl. the possible use of volunteers
- Assess the relevance and feasibility of different communication channels in promoting an event

- Using digital planning and management tools when developing events
- Assess relevant, practical risks and legal aspects
- Have proficiency in using graphical design
- Have proficiency in structuring content in digital applications
- Have proficiency in using methods for documenting digital and interactive media productions

#### Competencies

The student must be able to:

- Participate in operation and tactical work pertaining to the development, planning and implementation of small and medium-sized, sustainable events
- Participate in the handling and integration of digital media content for various digital platforms

### 3.4.4 Sports and Events (offered at the Slagelse campus)

#### Elective course

ECTS: 15

Contents: This elective course is designed to provide an understanding of the development, planning and implementation of small and medium-sized sports events

#### Learning outcomes: Knowledge

The student must acquire knowledge about the following topics:

- The characteristics and definitions of an event and the developments within this field
- The tasks pertaining to the life cycle of an event
- Communication models and their practical use in promotion and public relations
- The particular economic circumstances governing the sport and event sector
- How sports and events organisations handle the media in practice as a platform for promotion and public relations

#### Skills

The student must be able to:

- Develop and assess the suitability of a concept, incl. the roles of the target group(s) and stakeholders
- Identify and assess possible sponsors and opportunities regarding fundraising
- Assess the economic viability of the event
- Assess the key persons, skills and competencies necessary to realise the event, incl. the possible use of volunteers
- Assess the relevance and feasibility of different communication channels in promoting an event
- Using digital planning and management tools when developing events
- Assess relevant, practical risks and legal aspects

#### Competencies

The student must be able to:

- Participate in operation and tactical work pertaining to the development, planning and implementation of small and medium-sized, sustainable sports events

### 3.5 Job and Career

ECTS: 15
Contents: This course is designed to develop the professional identity of the individual student, as well as an understanding of the diversity within the service sector and the multiple opportunity it offers
Learning outcomes: Knowledge The student must acquire knowledge about the following topics: <ul style="list-style-type: none"><li>• Professional identity</li><li>• Job matching</li><li>• Career identity</li><li>• Business and interpersonal communications</li></ul> Skills The student must be able to: <ul style="list-style-type: none"><li>• Be aware of and understand their own professional identity</li><li>• Develop their own, personal, professional identity, reflecting their profile and image</li><li>• Participate in and navigate various communicative situations in a relevant, practical working environment</li></ul> Competencies The student must be able to: <ul style="list-style-type: none"><li>• Be aware of and understand their own professional identity</li><li>• Develop and tailor their professional identity to specific sectors and employers in order to attain a good job match</li><li>• Communicate their professional identity to, as well as relate it to and integrate it in, relevant professional networks</li></ul>

### 4.0 Internship

Internship
Scheduling:
ECTS: 15
Contents:
Learning objectives  Knowledge The students should have acquired knowledge of: <ul style="list-style-type: none"><li>• The livelihood and organisation of the internship company</li></ul> Skills The students should be able to: <ul style="list-style-type: none"><li>• Assess practice-related problems and issues and gather knowledge to solve work assignments and functions</li></ul> Competences The students should be able to: <ul style="list-style-type: none"><li>• Take part in the running of the internship company as well as development-oriented work processes and functions</li></ul>

- |  |
|--|
| <ul style="list-style-type: none"><li>• Prepare a project based on a practice-related problem or issue in a structured manner</li><li>• Reflect on the achievement of discipline-specific and personal goals during the internship</li></ul> |
| Assessment:<br>The internship is completed with one exam.  |

### 3.3 Rules governing the internship

The internship allows the student to work with relevant professional issues and to gain knowledge regarding relevant work functions. The student's objectives for the internship is based on the relationship between the theory taught and the internship.

Based on the learning objectives for the internship, as shown in the national part part of the curriculum, the student, the supervisor from the campus and the company's contact person jointly define the specific objectives for the student's internship. The objectives are written down and form part of the student's internship agreement.

This forms the subsequent guidelines for how the student's work is structured in the internship.

The internship is intended to be equivalent to a full-time job with the same requirements in terms of working hours, performance, involvement and versatility that a fully trained multimedia designer must be expected to meet in his/her first job.

The internship can form the basis of the student's Main Exam Project and can be planned to allow both flexibility and differentiation.

### 3.4 Ways of teaching and working

The teaching draws on practical experience and knowledge about key trends in the profession and methods to further develop the academic approach and carry out development work and a high standard of work in general. The teaching addresses issues from both the private and public sectors. The degree programme addresses topics and themes in a cross-disciplinary and project-oriented manner. The teaching includes lectures, classroom lessons, dialogues, exercises, presentations, cases, seminars, national and international guest lecturers, projects and internships. The teaching draws on the latest knowledge and results from national and international research, trials and development work within the disciplines relevant for the profession. The focus of the teaching is on methods of working and learning that develop independence and the ability to collaborate and innovate. IT forms an integral part of subjects and projects throughout the degree programme. The students are involved in discussions about the planning of the teaching and are encouraged to work in teams to learn from each other.

### 3.5 Differentiated teaching

The teaching is organised to allow for individual learning styles and the different specialisations.



### 3.6 Reading texts in foreign languages

Parts of the teaching material used in the programme may be in English and some classes may be taught in English.

Knowledge of additional foreign languages is not required, beyond the requirements laid down in the Executive Order on Admission.

## 4 Internationalisation

### 4.1 Studies abroad

The student may complete individual programme elements abroad subject to advance approval by the education institution.

A student who has obtained advance approval of a study period abroad is obliged to document the subjects completed during the approved study period at the end of the period. In connection with the advance approval, the student must grant the institution the right to collect the necessary information upon completion of the studies abroad.

If advance credits are awarded, the programme element is considered to have been completed, provided it was passed in accordance with the rules for the programme in question.

### 4.2 Agreements with foreign educational institutions about parallel studies

The Zealand Institute of Business and Technology will publish information about partner institutions, international internships, credit transfer and procedures regularly.

## 5 Tests and exams

All programme elements concludes with an exam where marks are given according to the 7-point scale. See section 5.1.2 on compulsory prerequisites for a description of the conditions that students must comply with to sit an exam and complete the programme.

### 5.1 Exams

The mark of 02 is required to pass an exam.

#### 5.1.1 Forms of exams

The degree programme comprises a number of different forms of exams that reflect the content and work methods used in the programme.

This section provides an overview of the tests and exams, a description of each one of them, along with their requirements and grading procedures.

## 5.2 The first-year exam

Each of the first three themes requires that two mandatory assignments be submitted. All of these six mandatory assignments must be approved before the student can attend the portfolio exam.

The requirement for these mandatory assignments are introduced at the beginning of the each of the three modules, while those for the portfolio exam is introduced by the middle of the second semester.

One internal, individual portfolio exam will follow the end of module three. This exam consists of three parts:

- " An assignment portfolio
- " A synopsis
- " An oral exam

### The assignment portfolio

The assignment portfolio is an individual, descriptive presentation of three of the mandatory assignments, chosen by the student – selecting one from each of the three themes. The assignment portfolio must present these mandatory assignments and describe the process that produced them – i.e. a presentation of the case, the issues under scrutiny, the solutions, and the challenges relevant to the themes connected to the solutions.

The formal requirements for these three mandatory assignments are:

- " That the assignments have been designated by the educational institution as potential exam assignments, i.e. that they are mandatory requirements from themes 1-3.
- " That the assignments can be either written reports/papers, an event, a prototype or similar material. However, regardless of the form, all the assignments must be documented.

### Synopsis

The formal requirement for the synopsis are as follows:

- " It must include a specific description of the issues and challenges relevant to the themes that the student wishes to focus on from the learning goals of themes 1-3.
- " It must include discussions of and reflections on the chosen theory/theories, method(s) and literature.
- It must include brief reflection on the student's professional development over the course of themes 1-3 as well as the student's wishes as regards further, professional development of their skills and competencies.

- " It must be no longer than 5 standard pages (1 standard page = 2400 characters, incl. spaces; i.e. the assignment must be no longer than 12,000 characters, incl. spaces)

#### Individual, oral exam

The basis for the oral exam is the synopsis and the assignment portfolio, which will have been evaluated by the examiner and censor (if applicable) prior to the oral exam.

The oral exam will last for 35 minutes, consisting of the following elements:

- " A brief presentation by the student: 10 minutes.
- " A dialogue between the student, the examiner and the censor (if applicable): 20 minutes.
- " Grading and presentation of the grade to the student: 5 minutes.

During the oral exam, the student can be asked about any learning goals from themes 1-3.

#### Grading criteria:

The criteria for grading the entire exam (written and oral) are the learning goals for themes 1-3. A single, individual grade is given in which the written and oral parts contributes evenly. The grade, using the 7-scale, will be based on the degree of fulfilment of the purposes and learning goals of themes 1-3.

The exam is placed in the middle of the second semester.

ECTS points: Themes 1-3 comprises 45 ECTS points in total.

### 5.3 The exam for the elective subject

The elective subject requires the submission and approval of three mandatory assignment. All of these three assignments must be approved before the student can attend the exam.

The formal requirements for these three mandatory assignments are introduced at the beginning of the elective subject.

The exam for the elective subject consists of one, individual portfolio exam, which is comprised of three parts:

- " An assignment portfolio
- " A synopsis

- " An oral exam

### The assignment portfolio

The assignment portfolio is an individual, descriptive presentation of the three mandatory assignments. The assignment portfolio must present these three mandatory assignments and explain the process during which they were completed – i.e. a presentation of the case, the issues under scrutiny, the solutions, and the challenges, relevant to the elective subject, that are related to the solutions.

The formal requirements for the three mandatory assignments are:

- " That the assignments have been designated by the educational institution as potential exam assignments, i.e. that they are mandatory requirements from themes 1-3.
- " That the assignments can be either written reports/papers, an event, a prototype or similar material. However, regardless of the form, all the assignments must be documented.

### The synopsis

The synopsis must include:

- " It must include a specific description of the issues and challenges relevant to the themes that the student wishes to focus on from the learning goals of the elective subject.
- " It must include discussions of and reflections on the chosen theory/theories, method(s) and literature.
- **It must include brief reflection on the student's professional development over the course of the elective subject as well as the student's wishes as regards further, professional development of their skills and competencies.**
- " It must be no longer than 3 standard pages (1 standard page = 2400 characters, incl. spaces; i.e. the synopsis must be no longer than 7,200 characters, incl. spaces)

### The individual, oral exam

The basis for the oral exam is the synopsis and the assignment portfolio, which will have been evaluated by the examiner and censor (if applicable) prior to the oral exam.

The oral exam will last for 30 minutes, consisting of the following elements:

- " A brief presentation by the student: 5 minutes.
- " A dialogue between the student, the examiner and the censor (if

applicable): 20 minutes.

" Grading and presentation of the grade to the student: 5 minutes.

During the oral exam, the student can be asked about any learning goals from the elective subject.

Grading criteria:

The criteria for grading the entire exam (written and oral) are the learning goals for the elective subject. A single, individual grade is given in which the written and oral parts contributes evenly. The grade, using the 7-scale, will be based on the degree of fulfilment of the purposes and learning goals of the elective subject.

The exam is placed in the middle of the second semester.

ECTS points: The elective subject comprises 15 ECTS points.

#### 5.4 The exam for business development

The student must submit a business plan covering a concrete business case. The case in question is chosen by the student.

The formal requirements for the written, group project report are that it is completed by groups of three to five students and that it is no longer than 60,000 characters (incl. spaces).

The individual, oral exam is based on the written assignment.

During the oral exam, the student must deliver an elevator pitch, as well as a presentation of the business plan lasting approximately five minutes. This two-part introduction must be conducted in English. Following this introduction, the business plan will be examined.

The criteria for grading the entire exam (written and oral) are the learning goals for theme 4. A single, individual grade is given in which the written and oral parts contributes evenly. The grade, using the 7-scale, will be based on the degree of fulfilment of the purposes and learning goals of theme 4.

The exam will be placed at the end of the third semester.

ECTS points: The business development exam covers 25 ECTS points.

#### 5.5 The exam for the internship, as well as Job and Career

The individual, oral exam is based on the internship project report and the two mandatory assignments, which are introduced at the beginning of the course on Job and Career. Prior approval of these two mandatory assignment is required

for the student to attend the internship exam.

The formal requirement for the two mandatory assignments are introduced at the beginning of the course on Job and Career.

The student must complete the individual internship project report during and immediately after the internship. The project report must be based on an issue pertaining to the place of internship, chosen by the student and must also include an evaluation of whether and/or to what extent the student's learnings and personal goals regarding the internship have been reached.

The internship project report must be no longer than 35,000 characters (incl. spaces).

The internship project exam, to which the two mandatory assignments from Job and Career must be appended, will take place immediately following the end of the internship. The exam consists of the submission of a written report, followed by an oral defence.

The individual, oral defence includes a presentation of and additional perspectives on the internship project report.

The criteria for grading the entire exam (written and oral) are the learning goals for the internship as well as the course on Job and Career. A single, individual grade is given in which the written and oral parts contributes evenly. The grade, using the 7-scale, will be based on the degree of fulfilment of the purposes and learning goals of the internship as well as the course on Job and Career.

Praktikprojektet danner udgangspunkt for en individuel mundtlig eksamen af i alt 30 min. varighed, hvori indgår en præsentation samt perspektivering af projektet.

Prøven bedømmes efter 7-trinsskalaen. Bedømmelseskriterier = læringsmålene for praktikken og fagrækken Job og Karriere.

ECTS points: The internship, and Job and Career comprises 20 ECTS points in total.

## 5.6 Externally assessed exams

For a list, please see section 3.1.

### 5.6.1 Scheduling exams during the course programme

For a list, please see section 3.1.

### 5.6.2 Requirements to written assignments and projects

For a description, please see the descriptions of specific exams in section 5.

## 5.7 Requirements to the Main Exam Project

The final examination project must document the student's understanding of practice and centrally applied theory and method in relation to a practical problem based on a specific assignment within the area of the study programme. The problem statement and research question, which must be key to the programme and the industry, has to be formulated by the students, possibly in cooperation with a private or public company. The educational institution must approve the problem statement and research question.

The final examination project is based on gathered information, and its purpose is to demonstrate that the students can process, analyse and evaluate the gathered information and combine the knowledge acquired with programme theories and methods.

Financial considerations and elements are to be included as a natural part of the basis for choosing the solution(s). <sup>1</sup> It is required that the students use a high degree of field and desk research in their final examination project.

The topic of the individual project is formulated by the student together with the institution and the work placement company, and the assignment aims at solving a practical problem or issue. The institution assigns a supervisor to the student and approves the subject and initial problem statement and research question. <sup>2</sup>

The final examination project is to be based on central issues in the study programme.

### Scope

The following maximum no. of characters, including spaces, apply to the final examination project:

Final examination project	Maximum no. of characters in the examination paper, including spaces
1 student	80,000 characters

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<sup>1</sup> Financial considerations can be included through various budgets (cash budgets, operating budgets, start-up budgets, etc.), accounts analysis, financing, investment, calculations or wholly or partly quantitative cost-benefit analyses.

<sup>2</sup> Students are allowed to make only minor adjustments in the problem statement and research question; thus it will always be advisable to contact the supervisor.

2 students	120,000 characters
3 students	160,000 characters

The number of characters are inclusive of figures and tables, etc., but exclusive of cover page, table of contents, reference list and appendices. Appendices may be enclosed to substantiate projects. However, they are not included in the assessment. <sup>3</sup>

The number of characters must appear clearly from the cover page.

The final examination project report must amount to between 75 % and 100 % of the maximum number of characters, cf. the above table. Assignments that total less than 75 % of the number of characters laid down or exceed the maximum will be rejected, and the students are considered to have made an exam attempt.

Learning objectives:

The learning outcomes for the final examination project are identical to the programme's learning outcomes listed above under point 1.5

Assessment

The final examination project completes the study programme in the last semester when all previous exams have been passed. The exam is an oral and written examination with an external examiner with a duration of 45 minutes, including deliberations. One overall individual grade is given based on the 7-point grading scale for the written project and the oral performance.

ECTS credits

The final examination project subject element is worth 15 ECTS.

### 5.7.1 The importance of spelling and writing skills for the assessment

Spelling and writing skills are included in the assessment of the Main Exam Project. The assessment reflects an overall assessment of the academic content as well as writing and spelling ability. However, the academic content has priority in this overall assessment.

Students who can document a relevant disability can apply for an exemption from the requirement that spelling and writing skills are included in the assessment. An application must be sent to the programme manager at the latest four weeks before the exam is due to be held.

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<sup>3</sup> Lecturer and examiner are not under an obligation to read appendices.



### 5.7.2 Use of aids

All aids are permitted, unless otherwise expressly stated for the exam concerned.

### 5.7.3 Special exam arrangements

Student may apply for special exam conditions if warranted by physical or mental impairment. Applications must reach the programme at the latest four weeks before the examination date. Exemptions from the date of application may be granted in the event of sudden health issues. A medical certificate, a statement from for example a body dealing with speech, hearing or sight impairment, dyslexia, or other forms of documentation must be enclosed with the application certifying serious health issues or specific relevant functional impairment.

The application for permission to bring other aids for an exam must be submitted to the programme at the latest four weeks before the exam.

### 5.7.4 Re-examination

#### Illness examination

A student who was prevented from sitting an exam due to documented illness or other unforeseeable reason (force majeure) is allowed re-examination as soon as possible. Is the exam scheduled for the final exam period of the programme, the student will be given an opportunity to sit the exam within the same exam period or immediately after.

The illness exam can be identical with the next ordinary exam.

Information about time and place of illness exams can be found on the department communication platform.

Illness must be documented by a medical certificate<sup>4</sup>. The educational institution must receive the medical certificate at the latest three workdays after the exam has taken place. A student who is taken acutely ill during an exam must document that he/she was ill on the day concerned.

If illness is not documented as laid down above, the student has used one attempt at sitting the exam.

#### Re-examination

In the event of failure to pass an exam or non-attendance for an exam, the student is automatically registered for re-examination so long as any attempts remain for the student. Re-exam can be identical with the next ordinary exam.

It is up to the student to find out when the re-exam will take place.

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<sup>4</sup>Any costs incurred to procure the required documentation must be paid by the student.

Information about time and place of re-exams can be found on the department communication platform.

The programme manager may grant exemptions from the continued registration procedure if warranted by unusual circumstances, including documented disability.

## 5.8 Language used in the exams

### Examination language

As a main rule, exams are conducted in the language announced<sup>20</sup>, unless part of the exam concerned is to document the student's proficiency of another language.

For international classes, exams are conducted in English.

Students may use Danish in their exams. Students who wish to sit an exam in another language, must submit a written application no later than three months before the date of the exam/the date the exam synopsis is handed out, and valid reasons must exist.

## 5.9 Cheating at exams

When handing in a written answer, students must sign to confirm that the answer was completed without undue assistance.

## 5.10 Using one's own work and that of others (plagiarism)

Cheating in exams through plagiarism comprises instances where a written answer is presented as if completely or partially produced personally by the student(s), also if the answer:

- comprises identical or almost identical repetitions of the wording or work of others, without clearly stating the source, cf. the institution's requirements to written work.
- comprises major pieces of text with wording so close to that of another piece of writing or similar wording etc. that when comparing the texts it is possible to determine that the text pieces could not have been written using any other sources
- comprises the use of words or ideas of others without referencing these originators in an appropriate manner
- re-uses text and/or key ideas from the student's own previously assessed answers without stating source.

Presumed cheating at an exam, including plagiarism during and after the exam

The programme manager will be notified if during or after an exam there is the presumption that a student:

- has received or given unauthorised help,
- has presented the work of another person as his/her own (plagiarism), or
- has used his/her own previously assessed work or parts thereof without referring to it (plagiarism).

### 5.10.1 Investigation of cheating offences in exams, including plagiarism

#### Postponement of the exam

If the cheating concerns plagiarism in a written report and/or answer which is used in the assessment of a subsequent oral exam, the programme manager postpones the exam, if the issue cannot be resolved before the date set for the exam.

#### Form and content of the report

Reporting must be made without undue delay. The report must be accompanied by a written description of the breach, comprising information that can identify the individuals reported on in addition to a brief summary and the documentation substantiating the matter. In the event of repeated offences, involving one or more people, this must be stated.

When reporting on plagiarism, the plagiarised parts must be marked with clear reference to the sources of the plagiarised content. Similarly, the plagiarised text must be marked in the source text.

#### Involving the student – hearing of the party(-ies)

The programme manager decides whether the hearing of the student should be oral, in writing or a combination thereof.

For the oral hearing, the student is summoned to an interview with the purpose of clarifying the matter in order to present the documentation substantiating the presumed cheating in the exam to the student and to hear his/her point of view. The student has the right to be accompanied by a person of his/her own choice.

For the written hearing, the documentation substantiating the presumed cheating in the exam is forwarded in order to ask the student to make a written statement of his/her point of view.

### 5.10.2 Sanctions for cheating offences and disruptive behaviour during exams

If the clarification of the matter confirms the presumed cheating offence to the programme manager and the action has had or would have had affected the assessment, the programme manager expels the student from the exam.

If the cheating offence or disruptive behaviour is less serious, the educational institution will initially issue a warning.

Under aggravating circumstances, the programme manager can expel the student for long or short periods of time. In such cases the student receives a written warning to the effect that repeated offences may lead to permanent expulsion.

Expulsion according to the above terms will lead to cancellation of any marks that may have been granted for the exam concerned, and the exam will count as one attempt.

The student cannot sit a re-examination and cannot sit the exam until the exam is scheduled on ordinary terms as part of the degree programme.

Under aggravating circumstances, the programme manager may decide to expel the student from the educational institution for a short or long period of time. In such cases the student receives a written warning to the effect that repeated offences may lead to permanent expulsion.

During a period of expulsion the student may not attend classes or exams.

The programme manager may grant an exemption.

### 5.10.3 Complaining about sanctions on account of cheating, plagiarism or interruption of an exam

The decisions that an attempt at the exam has been used and expulsion due to a cheating offence at an exam are final and complaints cannot be brought before a higher administrative authority.

Complaints concerning legal aspects (such as incapacity, hearing, complaints/appeals instructions, correct or incorrect interpretation of the Examination Order etc.) can be brought before the Danish Agency for Higher Education and Educational Support. The complaint is forwarded to the educational institution, for the attention of the programme manager. The manager makes a statement which the appellant must be given an opportunity to comment on, normally one week. The educational institution forwards the complaint, the statement and any comments that the complainant may have made to the Danish Agency for Higher Education and Educational Support. Complaints must reach the educational institution at the latest two weeks from the day that the complainant was notified of the decision, cf. section 51 of the Examination Order.

## 6 Miscellaneous rules applicable to the programme

### 6.1 Rules governing the duty to attend

There are no set rules concerning the duty to attend, but there are rules and criteria concerning study activity. Please see section 6.3 on the criteria for assessment of study activity.

### 6.2 Credit transfer

#### 6.2.1 Credit transfer arrangements for courses covered by the national part of the curriculum

Passed educational components are equivalent to the corresponding educational components offered by other educational institutions that offer the programme.

The students must provide information on completed educational components from another Danish or international higher education and on employment assumed to result in credit transfer.

The educational institution will grant transfer credit in each individual case based on completed/ passed educational components and occupations that match course units, parts of the study programme or parts of the work placement.

The decision is based on a professional assessment.

Upon pre-approval of a study visit in Denmark or abroad the students must, after conclusion of their study visit, document the completed educational components of the approved study visit.

In connection with the pre-approval the students must give their consent to the institution obtaining the necessary information following completed study visit.

Upon approval according to the above, the educational component is considered completed if it is passed in accordance with the regulations applying to the study programme.

#### Advance credits

Students may apply for advance credits. A student who has obtained advance approval of a study period in Denmark or abroad is obliged to document the courses completed during the approved study period at the end of the period. In connection with the advance approval, the student must grant the institution the right to collect the necessary information upon completion of the studies abroad.

If advance credits are awarded, the course is considered to have been completed, provided it was passed in accordance with the rules for the programme in question.

## 6.2.2 Credit transfer arrangements for courses covered by the institution-specific part of the curriculum

Elective programme elements that a student has passed are equivalent to similar programme elements taken at other educational institutions offering this degree programme as well as other programmes.

### Advance credits

Students may apply for advance credits, provided the student has acquired programme elements that award credit, either offered by the programme or not offered by the programme.

## 6.3 Criteria for assessment of study activity

All students are automatically registered for the external and internal examinations and learning activities.

To be considered an active student, the student must participate in all external and internal examinations and learning activities. If the student does not achieve a pass/approved, the student is automatically registered for re-examination. It is an essential requirement that the students attend lessons, and therefore ZIBAT will register attendance. If a student has more than 20 per cent absence from the lessons, the student will be called for an interview to discuss the activity level. Continued absence exceeding 20 per cent and failure to adhere to agreements, will be reported to the SU-styrelsen (State Educational Grant and Loan Scheme). The student has a duty to report illness and/or register as healthy through the registration system so that other students, teachers and others the students works with can be kept informed.

## 6.4 Exemption rules

The educational institution may grant an exemption from the provisions of the national part part of the curriculum when warranted by unusual circumstances. The institutions work together to ensure uniform exemption practices.

When special conditions warrant it, the educational institution may grant an exemption from rules in the curriculum defined by the educational institution concerned or other educational institutions.

## 6.5 Complaints

### Complaints about exams

The student is recommended to ask the student counsellor for guidance on appeal procedures and how to prepare an appeal.

The rules governing complaints concerning exams can be found in chapter 10 of the Examination Order.

The Examination Order differentiates between complaints concerning:

- the scope of the examination etc., the examination procedure and/or the assessment and
- complaints about legal matters.

The two types of complaints are treated differently.

Complaints about the scope of the examination etc., the examination procedure and the assessment

A student can submit a written complaint, stating his/her reasons, within two weeks after the assessment has been communicated in the usual way, concerning:

- the scope of the examination, including questions asked, work submitted etc., and the exam relative to the objectives and demands of the programme
- the examination procedure
- the assessment.

The complaint may concern all exams, including written, oral and combinations thereof, and practical or clinical exams.

The complaint should be submitted to the programme manager.

The original examiners (the internal examiner(s) and the external examiner, if applicable) of the exam concerned, must be presented with the complaint immediately. The educational institution must be able to form its decision in relation to academic issues based on the statement from the examiners. Normally, the educational institution allows two weeks to make the statements.

Immediately when the examiners' statements are available, the complainant is given an opportunity to comment on the statements, normally within one week.

The educational institution makes decisions regarding complaints based on the academic opinion presented by the examiners and the complainant's comments on the opinion.

The decision, which must be in writing, stating reasons, may involve:

- an offer for a new assessment (re-assessment) – although only written exams
- an offer for a new exam (re-examination)
- the decision is not in favour of the student.

If the decision is to offer re-assessment or re-examination, the programme manager appoints a review panel. Re-assessment applies only to written exams where material is available for assessment, partly because the review panel cannot make a (re-)assessment of an oral exam that has already been held and because the notes made by the original examiners are personal and cannot be divulged.

If the decision is to offer re-assessment or re-examination, the complainant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of

two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled. If the student does not accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible.

For re-assessments the documentation of the matter must be made available to the review panel: viz. the assignment(s) and/or the questions, the answer(s), the complaint, the statements made by the original examiners with the complainants comments and the educational institution's decisions.

The review panel notifies the educational institution of the outcome of the re-assessment and encloses a written statement with the reasons and the actual assessment. Re-assessments or re-examinations may produce lower marks.

If the decision is to offer re-assessment or re-examination, this decision applies to all students if the exam suffers from the same defects as those referred to in the complaint.

The complaint is sent to the programme manager two weeks (14 calendar days) at the latest after the assessment of the exam concerned has been communicated. If the due date is on a public holiday, the due date will be the first workday following the public holiday.

Exemptions from the deadline can be made in the event of unusual circumstances.

### 6.5.1 Appeals

As regards academic issues, the complainant can lodge an appeal for educational institution's decision with an appeals panel. The activities of the appeals panel are governed by the Public Administrations Act, this also includes incapacity and confidentiality.

The appeal should be submitted to the programme manager.

Appeals must be lodged at the latest two weeks after the student was informed of the decision. The requirements as above for complaints (in writing, stating reasons etc.) also apply to appeals.

The appeal panel consists of two authorised external examiners, who are appointed by the chairman of the external examiners, a lecturer authorised to conduct examinations and a student studying the subject area (the degree programme), both of which are appointed by the programme manager.

The appeals panel makes decisions based on the material that the educational institution used for its decision and the student's appeal, with reasons stated for the appeal.

The appeals panel considers the appeal and the decision may result in:

- an offer for re-assessment by new reviewers, although only written exams



- an offer for a new exam (re-examination) by new examiners
- the decision is not in favour of the student.

If the decision is to offer re-assessment or re-examination, the complainant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled.

If the student does not accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible.

For re-assessments, the documentation of the matter must be made available to the review panel: viz the assignment and/or the questions, the answer(s), the complaint, the statements made by the original examiners with the complainants comments and the educational institution's decisions.

The appeals panel must reach a decision at the latest two months – for summer exams three months – after the appeal has been submitted.

Decisions of the appeals panel are final. This means that the matter cannot be brought before a higher administrative authority as regards the academic aspects of the appeal.

### 6.5.2 Appeals concerning legal matters

Appeals concerning legal aspects of decisions made by the review panel in connection with reassessments or re-examinations or concerning decisions of the appeals panel can be lodged with the Zealand Institute of Business and Technology. The deadline for submitting appeals is two weeks from the day the decision has been communicated to the appellant.

Appeals concerning legal aspects of decisions made by the educational institution pursuant to the rules laid down by the Examination Order (such as incapacity, hearing, correct or incorrect interpretation of the Examination Order etc.) can be submitted to the educational institution. The educational institution issues a statement and the appellant must give normally one week for commenting. The educational institution forwards the appeal, the statement and any comments that the appellant may have made to the Danish Agency for Higher Education and Educational Support. Appeals must be submitted to the institution not later than two weeks (14 calendar days) from the day when the decision was communicated to the appellant.

## 6.6 Finance

All expenses for activities expected to be carried out by the student are to be borne by the student, unless otherwise provided.

Subject to change HeAn 17April 2018