

Curric- ulum

AP in Service-, Hospitality - and Tourism Manage-
ment

2019-2021



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The curriculums of Zealand are divided in a national part and a local (institutional) part. In addition, some curriculums are supplemented with an elective course catalogue. All parts are to be found below.

The individual institution stipulates the local part of the curriculum. The national part of the curriculum is adopted by the programme's educational network, and the institutions listed below – each of them offers the study programme – have been involved in the preparation of this curriculum:

Copenhagen Business Academy
Dania Academy
Business Academy of Mid Jutland
Business Academy Aarhus
University College Lillebaelt - UCL
University College of Northern Denmark - UCN
Zealand – Academy of Technologies and Business
Business Academy Southwest

In addition to the curriculums, all study programmes have an educational appendix attached, which is part of the primary ministerial order on technical and mercantile academy profession programmes and professional bachelor programmes (Danish title: Hovedbekendtgørelsen om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser), see www.retsinfo.dk.

CURRICULUM
for
for the AP Degree Programme in
Service, Hospitality & Tourism Management
National Part

Effective date 15 August 2019

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This national part of the curriculum for the AP degree programme in Service, Hospitality & Tourism Management has been released in accordance with §18, section 1 in the Ministerial Order for technical and commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented with an institutional part of the curriculum, provided by the individual institution that offers the programme.

After it has been approved by either the Board of Directors (or the Rectors) and after consultation with the institutions' Educational Committee and the External Examiners chairmanship for the specific programme, the educational network for the AP degree programme in Service, Hospitality & Tourism Management prepares the institutional part.

1. Purpose and Objectives of the Study Programme

Overall, the student must in a development-oriented situation within the service industry, acquire new knowledge and from this collaboration evaluate practice-oriented solutions for a service company on a tactical and operational level.

Knowledge

The student should have acquired knowledge of:

- 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
- The company's potential for cooperating with business partners and users in developing services and experiences
- Basic strategic concepts and tools of influence to the service company's choice of strategy and models
- 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
- The potential for internationalisation through collaboration as well as understanding of the influence of the internationalisation process on the service company.

Skills

The student should be able to:

- Assess the conditions relating to costs for the service and experience company in order to perform financial calculations and budgeting
- Assess the connection between the company's service concept, supply system and competition system as well as assess relevant development trends for the company
- Apply knowledge about cultures in relation to sales and negotiation situations as well as set up and communicate practical possible solutions to business partners and users in Denmark and internationally
- Set up and select portfolio models to describe the products of the service and experience company
- Assess practical managerial situations in order to choose appropriate solutions.

Competences

The student should be able to:

- Handle different national and international development and sales situations within the service and experience industry

- Acquire new knowledge, skills and competences in relation to the service and experience industry in a structured manner
- Participate in academic and interdisciplinary intercultural collaboration in the service and experience company at an operational and tactical level, including managerial functions and staff assignments.

2. The programme includes 4 national educational elements

2.1. Services & Experiences

Content

The Services and Experiences education element includes analyses of the hospitableness concept and the understanding guests including customer behaviour in relation to the company's services and experience offerings.

Learning outcomes for Services & Experiences

Knowledge

The student must:

- Have development-based knowledge of the service and experience industry's practice, development in supply and demand, as well as central applied theory and methods with focus on economically sustainable management of service and experience companies
- Understand what characterises service and experience offerings and be able to understand the industry's use of theory and methods within the development of hospitableness and guest understanding.

Skills

The student should be able to:

- Apply academic key methods and tools and evaluate practice-oriented issues
- Collect and utilise data regarding customer satisfaction, customer behaviour and market conditions in relation to the companies' service offerings and experiences
- Apply key economic methods and tools to assess practice-oriented issues and apply creative techniques to set up and select service and experience offerings and the communication of these to business partners and users

Competences

The student must:

- Handle development-oriented situations in the service and experience industry with a focus on good hospitableness and the good experience

- Participate in professional and interdisciplinary collaboration for service and experience offerings
- In a structured context be able to acquire new knowledge, skills and competencies in relation to the service and experience industry.

ECTS credits

The Services & Experiences educational element is worth 15 ECTS.

2.2. Business Understanding

Content

The Business Understanding education element includes an analysis of the company's livelihood. Focus is on the internal and external situation in relation to developing the company's financial operations and creating a holistic understanding of the company's present situation.

Learning outcomes for Business Understanding

Knowledge

The student must:

- Have development-based knowledge regarding the service and experience industry's corporate and organisational, market, competition forms and understanding of companies' vision, mission, goals and values
- Be able to understand the business and legal practice and central applied theory and methods in service and experience companies and their application.

Skills

The student should be able to:

- Apply key methods and tools from the service and experience industry to describe the service and experience company situation
- Evaluate practice-oriented challenges of service and experience companies including the financial conditions for setting up and choosing solutions at tactical and operational levels
- Communicate service and experience companies' practice-oriented issues and solutions to collaborators, guests, customers, employees, volunteers and others at a tactical and operational level.

Competences

The student must:

- Handle development-oriented situations in the service and experience company at a tactical and operational level

- Participate in professional and interdisciplinary collaboration in the service and experience company's tactical and operational management
- In a structured context, be able to acquire new knowledge, skills and competencies in relation to the operation of service and experience companies at tactical and operational levels.

ECTS credits

The Business Understanding educational element is worth 15 ECTS.

2.3. Cooperation & Relations

Content

The Cooperation and Relations educational element includes communication and management forms in an intercultural perspective focusing on the interaction between the guest and employee. Focus is on analysis and data material as the basis of developing internal and external communication in a national and international perspective.

Learning outcomes for Cooperation & Relations

Knowledge

The student must:

- Have development-based knowledge in relation to the service companies' management and collaboration practices and the central applied theory and methods
- Be able to understand practice and central applied theory and methods when recruiting, hiring, retaining and dismissing employees and volunteers in service and experience companies and their application
- Be able to understand the applied practice regarding intercultural interaction and communication with the national as well as international guest, customer, employee, volunteers and others in service and experience companies and their application.

Skills

The student should be able to:

- Apply key methods, tools and data from service and experience companies to describe management challenges
- Apply key methods, tools and data regarding cultural understanding and apply skills associated with employment within service and experience companies in order to interact with guests, customers, employees and volunteers, etc.
- Evaluate close to practice cultural and communication issues in order to choose solution options at tactical and operational levels

- Communicate close to practice issues and solutions both verbally and in writing to partners, guests and colleagues in analogue and digital contexts.

Competences

The student must:

- Handle development-oriented situations in the service and experience company at a tactical and operational level in relation to management, cooperation and cultural interaction
- Participate and communicate in a professional and interdisciplinary collaboration or network with internal and external partners in an intercultural environment with a professional approach
- In a structured context, acquire new knowledge, skills and competences in relation to management and communication within the service and experience industry's tactical and operational level.

ECTS credits

The Cooperation & Relations educational element is worth 15 ECTS.

2.4. Business Development

Content

The Business Development educational 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.

Learning outcomes for Business development

Knowledge

The student must:

- Have development-based knowledge in relation to central applied theory and methods regarding megatrends, trends and tendencies which have particular significance for the service and experience industries
- Understand central strategic planning tools and models and the application of the legal, economic and organisational practices in connection with development and change in service and experience companies
- Understand central applied theory and methods within business development, innovation and intra/entrepreneurship and their use in service and experience companies.

Skills

The student should be able to:

- Apply the service industry's key methods and tools at operational and tactical levels in a development and change situation
- Assess close to practice economic and organisational challenges related to development and change activities to set up and select solutions
- Communicate close to practice challenges at the tactical and operational level to business partners and colleagues within service and experience companies as a basis for decision-making at the strategic level in both Danish and international contexts

Competences

The student should be able to:

- Handle development-oriented situations in relation to business development of service and experience companies at the tactical and operational level with a focus on creating sustainable growth
- Participate in professional and interdisciplinary collaboration in order to create sustainable operations and development of the service and experience company
- In a structured context, be able to acquire new knowledge, skills and competencies regarding the development and management of economically sustainable service and experience companies at tactical and operational levels.

ECTS credits

The Business Understanding educational element is worth 25 ECTS.

2.5. Number of exams in the national educational elements

The 1st year exam is worth 45 ECTS credits. They are made up of the examinations that are the first year examination.

In addition, there is one exam in the other national educational elements as well as one exam in the final examination project. For the number of exams in the internship, 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 educational elements described in this curriculum can be examined together with the educational elements specified in the institutional part of the curriculum.

3. Internship

Learning objectives for the programme's internship.

Knowledge

The student should have understanding of:

- the internship company's business

- development-based knowledge of the service and experience company's possibilities including corporate, organizational, market, and competition forms as well an understanding of company's vision, mission, goals and values
- business and legal practice and key applied theory and methods in service and experience companies and their use thereof

Skills

The students should be able to:

- Apply key methods and tools from the service and experience industry to collect data and describe chosen challenges in the internship company
- Assess practice-related challenges and gather knowledge to solve work assignments and functions
- Communicate close to practice challenges and solutions to the internship company on tactical and operational levels.

Competences

The students should be able to:

- Take part in the management of the internship company as well as handle development-oriented situations in a professional and interdisciplinary collaboration
- Prepare a project based on a close to practice problem or issue in a structured manner, where new knowledge, skills and competencies related to the profession are included
- Consider the achievement of academic and personal goals during the internship.

ECTS credits

The internship educational element is worth 15 ECTS

Number of exams

The internship is completed with one exam.

4. Final examination project requirements

The learning outcomes for the final examination project are identical to the programme's learning outcomes listed above under point 1.

4.1 Vocational requirements for the final examination 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).¹ It is required that the students use a high degree of field and desk research in their final examination project.

Examination form

The examination is an oral and written examination with external censorship, where an overall individual grade is given according to the 7 point grading scale for the written project and the oral performance.

Final examination project exam

The final examination project completes the study programme in the last semester when all previous exams have been passed.

ECTS credits

The final examination project educational element is worth 15 ECTS.

Examination form

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.

5. Rules on credit transfer

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 further 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.

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

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.

6. Effective date and transition provisions

Effective date

This national part of the curriculum is valid from 15 August 2019 and is valid for students who are enrolled after 1 August 2019.

Transition provisions

Students, who have had a leave of absence or in any way have been delayed in their study progression, will follow the semester that is natural for the ordinary semester and the study curriculum which is in effect and that apply. Students enrolled prior to 1 August 2019 can thus remain on the curriculum that they were originally admitted to.

In case of doubt about the interpretation of this curriculum, please consult the Danish document.

CURRICULUM
for
**AP in Service, Hospitality and Tourism
Management**

Local part – Zealand Institute of Business and Technology

Effective from 01/08/2019
June 2019 version

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1. The curriculum's reference to legal basis

The programme is governed by the following acts and orders

- Executive Order no. 786 of 8 August 2019: Executive Order on the Act on Academies of Professional Higher Education
- Executive Order no. 790 of 9 August 2019: Executive Order on the Act on Academy Profession and Professional Bachelor Degree Programmes (the LEP Act)
- Executive Order no. 841 of 24 June 2018: Executive Order on Academy Profession and Professional Bachelor Degree Programmes (the LEP Order)
- Executive Order no. 1500 of 2 December 2016: Executive Order on Tests and Exams in Vocational Further Education Programmes (the Examination Order)
- Executive Order no. 211 of 27 February 2019: Executive Order on Admission to Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 114 of 3 February 2015: Executive Order on Grading Scale and Other Forms of Assessment
- Executive Order no. 858 of 22 August 2019: Executive Order on Admission to Technical and Vocational Academy Profession and Professional Bachelor Degree Programmes

The above may be subject to changes. Applicable acts and executive orders can be found at www.retsinfo.dk

2. Admission to the degree programme

Students are admitted to this programme according to the provisions of the Executive Order on Admission to Academy Profession and Professional Bachelor's Degree Programmes.

3. Course of the degree programme

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 thus totals 120 ECTS credits.

Semester	National programme elements*	Local programme elements	Exam
1			Initial assessment test Internal exam
	Services and Experiences (15 ECTS) Business Understanding (15 ECTS)		
2	Corporation and Relationships (15 ECTS)		First year exam Internal exam
		Elective programme elements (15 ECTS)	Exam elective element Internal exam

3		Job & Career (5 ECTS)	Part of the internship exam
	Business Development (25 ECTS)		Internal exam
4)	Internship (15 ECTS)		Internship, Job & Career Internal exam
	Final Exam Project (15 ECTS)		Final Exam Project

*The description of national programme elements is found in the national part of the curriculum. Local programme elements, including electives, are found in the local part of the curriculum (and for some programmes in an electives catalogue (see the end of the curriculum)).

4. Local programme elements

Local programme elements are described below. For some study programmes the descriptions of electives are collected in an electives catalogue, which is found at the end of the curriculum. For information on internship, please see the section "Internship and rules on completion".

4.1. Job & Career

Contents:

The course will develop the professional identity of the student and make the student understand the diversity and possibilities of the profession.

Learning objectives:

Knowledge

The graduate:

- will have development-based knowledge of their professional identity, job match and main theories and methods used
- will have development-based knowledge of their career identity
- will understand business and interpersonal communication and understand the use of theories and methods by the profession.

Skills

The graduate is able to

- utilize own professional identity in relation to jobs within Job & Career
- evaluate their own professional identity and select possible solutions related to Job & Career
- communicate their professional identity, relate to it and integrate it in relevant professional networks.

Competencies

The graduate will be able to:

- manage their professional identity in relation to business and companies to obtain a good job match
- participate successfully in various communicative situations in a relevant work practice

- acquire new knowledge, skills and competencies relating to Job & Career in a structured context.

ECTS credits:

5 ECTS

5. Internship and rules on completion

Contents, general learning objectives and ECTS credits of the internship are described in the national part of the curriculum.

The internship allows the student to work with relevant academic issues and to gain knowledge regarding relevant work functions. The student's objectives for the internship are based on the relationship between the theory taught and 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 flexibility that a graduate must be expected to meet in their first job. The internship can form the basis of the student's final project and can be planned to allow both flexibility and differentiation.

Internship contract

The student, the business academy and the company agree upon the specific contents of the student's internship, based on the general learning objectives for the internship.

The internship contract must include the individual learning objectives for the internship as well as a description of the task or tasks which the student will solve for the company. This forms the subsequent guidelines for how the student's work is structured in the internship.

The internship contract may include an agreement on working hours and reporting.

Understanding Business

The company appoints a contact person at the company.

The company contributes with specific and realistic problems/working tasks which they want the student to work on.

The company makes information available to the student, which they need to solve the tasks.

The company must regularly evaluate the student's activities during the internship and in case of problems report these to the student and the supervisor or internship counsellor at Zealand.

The student

The student is expected to take initiatives to find companies which are relevant for the specific subject area.

The student is obliged to comply with the internship contract, as the internship is a compulsory part of the degree programme.

The business academy

The business academy will to a limited extent make a supervisor available to the company and the student.

The business academy will make one visit to the company during the internship. This visit may be arranged virtually, if the internship is abroad. This also applies if the number of internships or other important reasons make it difficult to visit all involved companies.

For further information on the internship, please contact the internship counsellor of the study programme and see the internship pages in Moodle.

6. Ways of instructing and working

The teaching includes lectures, classroom lessons, dialogues, online lessons, exercises, presentations, cases, seminars, guest lecturers, projects and internships.

The teaching incorporates the latest knowledge and results from national and international research, experimental and development work within the disciplines relevant for the profession.

The teaching draws on practical experience and knowledge about key trends in the profession and methods to further develop the subject and carry out development work and a high standard of work in general.

6.1. Reading texts in foreign languages

Parts of the teaching material used in the programme may be in English.

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

7. Internationalisation

7.1 Studies abroad

The student may complete selected programme elements abroad subject to advance approval by the education institution. As regards the organisation of the AP degree in Service, Hospitality and Tourism Management, we recommend that studies abroad, if applicable, take place in the third semester.

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 course is considered to have been completed, provided it is passed in accordance with the provisions applicable to the programme in question.

7.2 Agreements with foreign educational institutions about parallel studies

Information about partner institutions, international internships, credit transfer and procedures will be published regularly by Zealand.

8. Exams in this programme

The purpose of exams in the programme elements is to document to which degree the student fulfils the academic objectives set by the programme and its elements. The mark of 02 is required to pass an exam. The student is entitled to sit each exam three times. A student cannot re-sit an exam once it has been passed. The student is responsible for studying and complying with the business academy's rules for tests and exams. Registration for a programme element, semester etc. also counts as registration for the exams. For formal requirements for the Final Exam Project, see section 8.2.

8.1. Exam descriptions

The degree programme comprises a number of different forms of exams that reflect the content and work methods used in the programme. The exam form for the first and second attempt may vary in some study programmes.

8.1.1 Initial assessment test

The initial assessment test aims to clarify whether the student has actually commenced the programme. Students must sit for the initial assessment test no later than two months after the programme has started and they must receive the results at the latest two weeks after the test. Students who fail this test may be tested again. This test takes place within three months of the start of the programme. A student has two attempts to pass the initial assessment test. The test is given a Pass/Fail (internal examination) and credit points are not allocated.

Complaints about exams cannot be made for the initial assessment test. It is only possible to lodge complaints about legal matters, for instance regarding the date of the test or the number of attempts. The business academy may grant students an exemption from the deadlines for passing the initial assessment test, if necessary, as a result of illness, giving birth or unusual circumstances.

Scheduling of the test and possible re-assessment:

The initial assessment test is held on the last weekday of the introduction week and a re-exam is held in the fourth week after the start of the studies.

Assessment and communication of result:

The initial assessment test is an internal examination that is given either a Pass or a Fail. The result is announced in UMS.

8.1.2 First year exam

The first year exam consists of exam(s) which the student according to this curriculum must sit before the end of the first year of studying. The first year exam must be passed before the student completes the first year of studies in order for the student to continue in the degree programme.

A reference to the current Executive Order on Tests and Exams in Vocational Further Education Programmes can be found in section 1.

8.1.3 First year exam

Prerequisites for sitting this exam:

A total of six products must be submitted and approved.

Requirements for the assignments are introduced at the beginning of each theme.

Examination structure and contents:

The exam consists of three parts:

- Assignment portfolio
- A synopsis
- Oral defence

Individual oral exam

The oral part of the exam is based on the synopsis which is assessed by the internal and external examiners before the exam, together with the assignment portfolio.

The oral exam lasts 35 minutes and consists of the following components:

- Brief introduction by the student: 10 minutes.
- Exam dialogue: 20 minutes
- Evaluation and grading: 5 minutes

During the oral exam, the examiners may ask questions relating to themes 1-3.

Formal requirements

Assignment portfolio

The assignment portfolio is an individual, descriptive presentation of three compulsory prerequisites of own choice, one from each of the three themes. The assignment portfolio must present the exam papers and explain the process used in their preparation, in other words case presentation, problem statement, solution and academic/technical challenges associated with the assignment.

The requirements to the three exam papers are:

- that the institution has identified the submitted answers as potential exam answers.
- The answers may be assignments, an event, a prototype etc. All answers must be documented.
- No more than five standard pages (one standard page equals 2,400 characters including spaces).

A synopsis

The synopsis must contain:

- a specification of the academic challenges and issues on which the student wishes to focus in connection with the assignments and the learning objectives for themes 1-3
- a discussion and reflection on the chosen theory, method and literature
- a brief discussion of the student's academic progress during themes 1-3 and how they relate to the student's wishes for further academic competence development
- no more than five standard pages (one standard page equals 2,400 characters including spaces).

Assessment criteria

Assessment criteria = the learning objectives for the educational elements of themes 1-3. Grades are awarded individually. A single mark will be given based on a general assessment of the written product and the oral performance (report, presentation and examination). The performance is assessed according to the 7-point scale based on the degree to which it meets the learning objectives for themes 1-3.

Scheduled for:

Mid second semester

ECTS credits:

45 ECTS

8.1.4 Exam in the elective element

Prerequisites for sitting this exam:

A total of two products must be submitted and approved.

Requirements for the assignments are introduced at the beginning of the elective.

Examination structure and contents:

The elective element has one internal, individual portfolio exam at the end. The exam consists of three parts:

- Assignment portfolio
- A synopsis
- Oral defence

Individual oral exam:

The oral part of the exam is based on the synopsis which was assessed by the internal and external examiners before the exam together with the assignment portfolio.

The oral exam lasts 30 minutes and consists of the following components:

- Brief introduction by the student: 5 minutes
- Exam dialogue: 20 minutes
- Evaluation and communication of mark: 5 minutes

Formal requirements

The assignment portfolio is an individual, descriptive presentation of the two answers. The assignment portfolio must present the exam papers and explain the process used in their preparation, in other words case presentation, problem statement, solution and academic challenges associated with the assignment.

The requirements to the three exam papers are:

- That the institution has identified the submitted answers as potential exam answers.
- The answers may be assignments, an event, a prototype etc.
- All answers must be documented.

Synopsis

The synopsis must contain:

- a specification of the academic challenges and issues on which the student wishes to focus in connection with the assignments and the learning objectives for the elective element
- discussion and reflection on chosen theory, method and literature A brief discussion of the student's academic progress during the elective and how it relates to the student's wishes for further academic competence development
- No more than three standard pages (one standard page equals 2,400 characters including spaces).

Assessment criteria

Assessment criteria = the learning objectives of the elective element. Grades are awarded individually. A single mark will be given based on a general assessment of the written product and the oral performance. The performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the elective element.

Scheduled for:

End of second semester

ECTS credits:

15 ECTS

8.1.5 Business Development

Prerequisites for sitting this exam:

The student must submit a business plan based on a specific business case. The student selects the case.

Examination structure and contents:

Oral exam on the basis of written work. The exam is individual.

During the exam the student must present their pitch and give a 5-minutes presentation of the business plan. This first part must be in either Danish or English.

The examination will focus on the business plan.

Formal requirements

Formal requirements to the written project:

The business plan is prepared in groups of 3-5 students and its scope is maximum 60,000 characters.

Assessment criteria

Assessment criteria = the learning objectives for business development, theme 4. Individual marks are given and the written and the oral part carry a 50/50 weight. The performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the elective element.

Scheduled for:

End of third semester

ECTS credits:

25 ECTS

8.1.6 Internship, Job & Career

Prerequisites for sitting this exam:

Two products from the Job & Career course must be submitted and approved. The internship report must be submitted.

Examination structure and contents:

Individual oral exam based on the internship projects and the two compulsory answers.

The students will prepare their individual internship projects during the internship and immediately after. The project must be based on a problem within the host company, selected by the student, and must include an assessment of whether the set academic and personal goals have been achieved.

The internship project exam, which includes the Job & Career assignments as appendices, is held immediately after the internship is completed. It is a written project with an oral defence.

The individual, oral exam is based on the internship project and lasts 30 minutes, including a presentation and perspective of the project.

Formal requirements

Scope of project is max.: 35,000 characters. The report must total at least 75-100% of the maximum volume.

Assessment criteria

Assessment criteria = the learning objectives for the internship and the course Job & Career. Individual marks are given and the written and the oral part carry a 50/50 weight. The performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives.

Scheduled for:

Mid fourth semester

ECTS credits:

20 ECTS

8.2. Final Exam Project

The general formal requirements for the final exam project is described in the national part of the curriculum. Further requirements are detailed below.

8.2.1 Requirements for the Final Exam Project

The exam comprises an oral and a written part with an external examiner, lasting 45 minutes including the evaluation. A single grade is given according to the 7-point scale for the written project and the oral performance.

Scope:

The following number of characters applies to the Final Exam Project:

The Final Exam Project	Number of characters per page with spaces
1 student	<i>57,500-67,000</i>
2 students	<i>86,500-100,000</i>
3 students	<i>100,000-117,500</i>

The number of characters includes figures and tables etc. and is exclusive of cover page, table of contents, bibliography and appendices. Appendices are enclosed for the purpose of clarification but they will not be part of the evaluation.

The number of characters must be clearly stated on the cover page of the project.

If the Final Exam Project does not fulfil the volume, cf. the above table, the student will have used one examination attempt.

8.2.2 The importance of spelling and writing skills for the assessment

Spelling and writing skills are included in the assessment of the Final Exam Project. The assessment reflects an overall assessment of the academic content as well as the student's writing skills and spelling. However, the academic content takes 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. Applications must reach the programme manager at the latest two weeks before the examination date.

8.3. Language used in the exams

Exams are conducted in Danish unless otherwise mentioned in the description of the exams. Exams can be conducted in Swedish or Norwegian instead of Danish. Exams in programmes or individual courses offered in English or another language can be conducted in this language.

Students with mother tongues other than Danish may apply for an exemption from the requirement that spelling and writing skills form part of the assessment of the final project or the Final Exam Project as well as any other exams for which this curriculum states that the mentioned skills should form part of the assessment. Applications must reach the programme manager at the latest two weeks before the examination date.

8.4. Special exam arrangements

Students may apply for special exam arrangements if warranted by physical or mental impairment.

Applications must reach the programme manager at the latest two 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 sent to the programme manager at the latest two weeks before the exam.

8.5. Re-examination

Special rules apply to make-up exams and re-examination for the initial assessment test, see section 8.1.1.

8.5.1 Re-examination due to illness

A student who was prevented from sitting an exam due to documented illness or other documented reasons is allowed re-examination as soon as possible. If 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 student is automatically registered for the re-exam when this is due to illness. Information about time and place of make-up exams can be found on the department communication platform.

Illness must be documented by a medical certificate (any costs for getting this documentation is covered by the student). The educational institution must receive the medical certificate at the latest eight workdays after the exam has taken place. A student who is taken acutely ill during an exam must document that they were ill on the day concerned.

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

8.5.2 Re-examination (see Re-examination due to illness as well)

In the event of failure to pass an exam (including non-attendance without a documented reason), a new exam must be held as soon as possible and as far as possible when this exam is held again, possibly as a re-exam. The student is automatically registered for the re-exam, as long as they have further attempts. It is up to the student to find out when the re-exam will take place.

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.

8.6. Cheating at exams

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

8.6.1 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 (see 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 properly referencing such originators.
- re-uses text and/or key ideas from the student's own previously assessed answers without stating source.

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 the student's own (plagiarism), or
- has used the student's own previously assessed work or parts thereof without referring to it (plagiarism).

8.6.2 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 for 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 their point of view. The student has the right to be accompanied by a person of 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 presenting the student's point of view.

8.6.3 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 or would have 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 grades 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.

8.6.4 Complaints 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 about legal aspects (such as incapacity, hearing, complaints instructions, correct or incorrect interpretation of the Examination Order etc.) can be lodged with the Danish Agency for Science and Higher Education. The complaint is forwarded to Zealand via the complaints system at

<https://www.zealand.dk/eksamensklager/>, for the attention of the programme manager. The manager makes a statement which the complainant must be allowed time 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 Science and Higher Education. Complaints must reach the educational institution at the latest two weeks from the day that the complainant was notified of the decision, cf. chapter 10 of the Examination Order.

9. Miscellaneous rules applicable to the programme

9.1. Credits

Credit transfer arrangements for the national programme elements are found in the national part of the curriculum.

9.1.1 Credit transfer arrangements for programme elements covered by the local part of the curriculum
Programme elements that a student has passed are equivalent to similar programme elements studied at other educational institutions offering this degree programme as well as other programmes.
The student may apply for advance credits, if they believe to have credit transferable programme elements.

9.2 Termination of enrolment

The Executive Order on Admission (see section 1) describes when a student's enrolment with a programme can be terminated, including a not passed initial assessment test/first year exam and exhausted examination attempts. Zealand's supplementary rules are detailed below.

Enrolment with the studies may be terminated for students who have passed less than 45 ECTS credits per year of studying. A student has three attempts to pass the exams.

Enrolment with the studies may be terminated for students who have not passed any exams for a consecutive period of at least 12 months. Periods when the student has not participated in any exams due to leave, giving birth, adoption, documented illness or conscription will not be included. Upon request the student must produce documentation substantiating these circumstances. The programme may make exemptions from these provisions in the event of unusual circumstances. Applications for exemptions complaint should be submitted to the programme manager.

The student receives a written warning from Zealand before the enrolment is terminated. In that connection the student is made aware of the rules above. It will further appear from the letter that the student has fourteen days to submit their comments (hearing of the party) and documentation for periods of leave, giving birth, adoption, documented illness or conscription. The letter also states a deadline for applying for exemption.

If the student fails to react within the stipulated deadline, their enrolment is terminated.

If the student pleads that enrolment should not be terminated, the termination awaits the programme manager's final decision.

The student may complain to Zealand about the decision within two weeks of receiving the decision. The complaint is sent to Zealand via the complaints system at <https://www.zealand.dk/eksamensklager/>. The complaint has no delaying effect.

If the decision is maintained, the business academy will make a statement which the student may comment on, normally within a deadline of one week. The educational institution forwards the complaint, the statement and any comments that the complainant may have made to the Danish Agency for Science and Higher Education. The Agency informs the student of the final decision after having dealt with the complaint. Decisions of the Agency cannot be lodged with any other administrative body.

9.3. Complaints

The student is recommended to ask the student counsellor for guidance on the complaints procedure and how to prepare a complaint. The rules governing complaints concerning exams are found in the Examination Order.

The Examination Order differentiates between complaints about:

- 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. All complaints are sent to Zealand via the complaints system at <https://www.zealand.dk/eksamensklager/>

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

A student can submit a written complaint, stating their reasons, within two weeks after the assessment was 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 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: The question(s), the answer(s), the complaint, the statements made by the original examiners with the complainant's 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 grades. 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.

If the due date of the deadline for complaints (two weeks/14 calendar days) 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.

9.3.2 Appeal

As regards academic issues, appeals may be lodged against the educational institution's decision with an appeals panel. The activities of the appeals panel are governed by the Public Administration Act, this also includes incapacity and confidentiality.

The appeal is sent to Zealand via the complaints system at <https://www.zealand.dk/eksamensklager/>. 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 appeals 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 appellant 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: The question(s), the answer(s), the complaint, the statements made by the original examiners with the appellant's 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 complaint.

9.3.3 Complaints about legal matters

Complaints about legal aspects of decisions made by the review panel in connection with reassessments or re-examinations or about decisions of the appeal panel can be brought before Zealand by using the complaint system <https://www.zealand.dk/eksamensklager/>. The deadline for submitting complaints is two weeks from the day the decision has been communicated to the complainant. The business academy will then make a decision.

Complaints about 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 Zealand via the complaints system at <https://www.zealand.dk/eksamensklager/>. The educational institution issues a statement and the complainant must be given normally one week for commenting. The educational institution forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Science and Higher Education. Complaints must be submitted to the institution not later than two weeks from the day when the decision was communicated to the complainant.

Also see section 9.2 regarding complaints relating to termination of enrolment.

9.4. Exemption rules

The educational institution may grant an exemption from the provisions of the national 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.

10. Finance

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

11. Effective date and transitional provisions

The curriculum is effective for students who initiate their studies by 1 August 2019. Students on leave follow the semester which is usual for the ordinary semesters and the curriculum in force.