

# Curriculum

AP in Service-, Hospitality-  
and Tourism Management

February 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](http://www.retsinfo.dk).

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

Effective date 15 August 2019

Revised 19 June 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 1<sup>st</sup> 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).<sup>1</sup> 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.

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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 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 February 2021

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## 1. The legal framework of the curriculum

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. 1343 of 10 December 2019: Executive Order on the Act on Academy Profession and Professional Bachelor Degree Programmes (the LEP Act)
- Executive Order no. 15 of 9 January 2020: Executive Order on Academy Profession and Professional Bachelor Degree Programmes (the LEP Order)
- Executive Order no. 18 of 9 January 2020: Executive Order on Tests and Exams in Vocational Further Education Programmes (the Examination Order)
- Executive Order no. 152 of 27 February 2020: 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. 1162 of 10 July 2020: Executive Order on Admission to Technical and Vocational Academy Profession and Professional Bachelor Degree Programmes

There may be amendments to the acts and ministerial orders stated above. The current legislation is available in Danish on [www.retsinfo.dk](http://www.retsinfo.dk).

## 2. Admission to the study programme

Admission to the study programme is based on the rules in the ministerial order on admission to academy profession programmes and professional bachelor programmes.

## 3. The structure of the study programme

The study programme is a full-time academic programme of 2 years' full-time equivalent study. A full-time equivalent study corresponds to the work of a full-time student for 1 year. A full-time equivalent study corresponds to 60 points in the European Credit Transfer System (ECTS). Thus, the full programme totals 120 ECTS.

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)		Theme 1, 2 and 3 test 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)		External 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).

## 4. Local programme elements

Local programme elements are described below. For some study programmes the description of electives are collected in an electives catalogue. For information on internship, please see the section 5. "Internship and rules for 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 for completion

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

During the internship, the student works with professionally relevant issues and gains knowledge of relevant business functions. The connection between the theoretical teaching and the internship forms the basis for the student's internship goals.

The internship can be compared to a full-time job with the same requirements for working hours, efforts, engagement, and flexibility that the graduate is expected to meet in its first job.

The internship course is planned in a flexible and differentiated way and can form the basis for the student's final exam project.

### *Internship agreement*

The student, Zealand, and company agree on the specific contents for the student's internship, based on the overall learning objectives for the internship.

The internship agreement must contain the individual learning objectives for the internship as well as of the task(s) the student is expected to complete for the company. This will then serve as a basis for the planning of the student's work during the internship.

Moreover, the internship agreement must contain an agreement on working hours and reporting.

### *The company*

The company appoints a contact person in the company.

The company contributes with a specific and realistic issue/task(s) to be processed by the student.

The company will make information available to the student that may be relevant for the completion of the tasks.

The company continuously evaluates the student's activities during the internship period and will notify the student and the internship supervisor or the internship coordinator at Zealand if any problems occur.

### *The student*

The student must actively look for relevant companies within the current subject area. The student is obliged to meet the internship agreement, as the internship is a mandatory part of the study programme.

### *Zealand*

Zealand provides a counsellor for the student. This counsellor is available to the company and the student to a limited extent.

Zealand 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 internships, please contact the internship coordinator of the study programme see the internship pages in Moodle.

## **6. Teaching and working methods**

The teaching involves lectures, class teaching, dialogue teaching, exercises, presentations, cases, seminars, guest lecturers, projects, and company visits.

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

The teaching also incorporates experience from practices and knowledge from key trends within the profession as well as methods to develop the profession and to conduct quality and development work.

### **6.1. Reading texts in foreign languages**

Some materials of the study programme may be in English.

Besides the requirements stipulated in the ministerial order on admission, no further foreign language skills are required.

## **7. Internationalisation**

### **7.1. Studying abroad**

Upon the programme's preliminary approval of credit transfer, the student can complete selected academic elements abroad. 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.

With the preliminary approval of a study visit abroad, the student must – after the completion of the studies abroad – document the academic elements completed during the approved study visit. In connection with the preliminary approval, the student must give Zealand its consent to collect necessary information after the completion of the studies abroad.

With the preliminary approval of credit transfer, the academic element is considered as completed if the course was passed in accordance with the rules for the study programme.

### **7.2. Agreements with international educational institutions on parallel courses**

Information on partner institutions, international internships, credit transfer, and procedures is continuously published by Zealand.

## 8. Tests and exams of the study programme

The purpose of tests in the academic elements is to document whether the student meets the professional and academic goals set by the study programme and its elements. All tests must be passed with the minimum grade 02. The student is entitled to 3 attempts per test. Passed tests cannot be retaken. It is the student's own responsibility to acquaint with and comply with Zealand's rules for tests and exams. With the commencement of an academic element, a semester, etc., the student automatically registers for the associated tests and exams. It is not possible to unregister from the tests. If the student does not fulfill the conditions for participation in a given test, the student has used one exam attempt. For requirements for the final exam project, please see section 8.2.

### 8.1. Description of the tests

The study programme contains various forms of tests reflecting the contents of the teaching as well as working methods. The test form for 1<sup>st</sup> and 2<sup>nd</sup> attempt can vary.

#### 8.1.1. Initial assessment test

The purpose of the initial assessment test is to clarify whether the student actually started on the study programme. The initial assessment test must be taken within 2 month from the commencement of studies, and the student must receive the results 2 weeks after the test, at the latest. Students who fail this test may take a re-examination, which is held within 3 month from the commencement of studies. The student has 2 attempts to pass the initial assessment test. The initial assessment test is assessed internally as either "Passed" or "Not passed" and does not award any ECTS-credits. In case of a not passed initial assessment test, termination of enrolment will take place (see also section 9.2.). In case of post-admission after conduct of the initial assessment test, the student will be granted an exemption from taking the test.

As regards opportunities to complain, the standard opportunities to complain about an exam shall not apply to the initial assessment test. For this test, it is only possible to complain about legal conditions, such as the deadline for the test or the number of exam attempts. Zealand may grant students an exemption from the deadlines laid down for passing the initial assessment test, if necessary due to illness, childbirth, or unusual circumstances.

The planning and contents of the test:

Digital multiple choice test including questions concerning a number of overall study relevant topics. All aids are allowed. The test is open from 8 in the morning on the test day (via Wiseflow) and the student will have until 17 to complete and submit the test.

Temporal placement of the test (and re-examination).

The initial assessment test will typically be held in the 3<sup>rd</sup> week after commencement of study (1<sup>st</sup> test attempt) and 4<sup>th</sup> week after commencement of study (re-examination).

Grading and announcement of result:

The initial assessment test is graded as passed/not passed (failed). If the test is not passed in the first try, the student is automatically registered the re-examination.

### **8.1.2. The first year test**

The first year test covers the test(s) the student must have taken at the end of the first year of studies, according to this curriculum. The student must have passed the first year test before the end of the student's 1. year of studies, after the commencement of studies, in order to continue its studies.

See section 1 for reference to the current ministerial order on examinations in professionally oriented higher education programmes.

### **8.1.3. Theme 1, 2 and 3 test**

Requirements for participation in the test:

None

The planning and contents of the test:

The exam consists of 2 parts:

- A written synopsis (with 3 submissions chosen by the student as appendices)
- An oral, individual exam

The basis for the oral exam is the written synopsis, which the examiner and censor have assessed prior to the oral exam. The written synopsis must be submitted via WISEflow no later than 10 working days prior to the date of the oral exam. The duration of the oral exam is 35 minutes and is comprised of the following elements:

- A brief presentation by the student: 10 minutes
- Dialogue-based examination: 20 minutes
- Assessment and grading: 5 minutes

During the oral exams, the dialogue may include any and all learning objectives from themes 1, 2 and 3.

Formal requirements:

The written synopsis must contain:

- A specific description of the various subjects, as well as professional problems and challenges that the student wishes to focus on in relation to the submissions (appended to the synopsis) and how these relate to the learning objectives on themes 1, 2 and 3.
- A discussion and consideration of the choices of theory, methods and literature
- A brief reflection on the student's professional development during themes 1, 2, and 3 and the student's attitude towards further developments of professional competencies
- The synopsis must be no longer than 5 standard pages (1 standard page = 2400 characters, incl. spaces)
- The student must choose 3 different submissions from themes 1, 2, and 3 (one from each theme) to be appended to the synopsis. Formal requirements for these submissions will be introduced at the beginning of each theme. If students fail to adhere to the accompanying deadlines, they cannot expect feedback on these submissions.

Assessment criteria:

The basis for the assessment and grading of the exam are the learning objectives on themes 1, 2, and 3. The student will receive an individual grade based on an assessment of the combination of the written synopsis and the oral exam (synopsis, presentation and dialogue-based examination). The student will receive a single grade using the 7-scale, based on the assessment on the degree of completion of the purposes and learning objectives within themes 1, 2 and 3.

Temporal placement:

In the middle of the second semester

ECTS credits:

45 ECTS points

#### **8.1.4. Exam in the elective element**

Requirements for participation in the test:

None

The planning and contents of the test:

There is one internal, individual portfolio exam after the optional element.

The exam consists of 2 parts:

- A written synopsis (with 2 submissions chosen by the student as appendices)
- An oral, individual exam

The basis for the oral exam is the written synopsis, which the examiner and censor have assessed prior to the oral exam. The written synopsis must be submitted via WISEflow no later than 10 working days prior to the date of the oral exam. The duration of the oral exam is 30 minutes and is comprised of the following elements:

- A brief presentation by the student: 5 minutes
- Dialogue-based examination: 20 minutes
- Assessment and grading: 5 minutes

Formal requirements:

The written synopsis must contain:

- A specific description of the various subjects, as well as professional problems and challenges that the student wishes to focus on in relation to the submissions (appended to the synopsis) and how these relate to the learning objectives of the elective element.
- A discussion and consideration of the choices of theory, methods and literature. A brief reflection on the student's professional development during themes and the student's attitude towards further developments of professional competencies
- The synopsis must be no longer than 3 standard pages (1 standard page = 2400 characters, incl. spaces), with 2 submissions as appendices. The submissions could be written submissions, an event, prototype and other things. All submissions should be documented.
- Formal requirements for these submissions will be introduced at the beginning of the elective element. If students fail to adhere to the accompanying deadlines, they cannot expect feedback on these submissions.

Assessment criteria:

The basis for the assessment and grading of the exam are the learning objectives for the elective element.

The student will receive an individual grade based on an assessment of the combination of the written synopsis and the oral exam. The student will receive a single grade using the 7-scale, based on the assessment on the degree of completion of the purposes and learning objectives within the elective element.

Temporal placement:

The end of the second semester

ECTS credits:

15 ECTS points

#### **8.1.5. Business Development**

Requirements for participation in the test:

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

The planning and contents of the test:

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 including spaces.

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.

Temporal placement:

End of third semester

ECTS-credits:

25 ECTS

#### **8.1.6. Internship, Job & Career**

Prerequisites for sitting this exam:

No one.

Examination structure and contents:

Individual oral exam based on the internship projects and 2 approved products from the Job and Career module.

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 perspectivation 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 overall formal requirements for the final exam project are described in the national part of the curriculum. Further requirements are specified 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	57,500-67,000
2 students	86,500-100,000
3 students	100,000-117,500

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 formulating capacity and spelling skills for the assessment

Spelling skills and formulating capacity are included in the final exam project. The assessment is based on an overall evaluation of the academic contents as well as spelling skills and formulating capacity. However, the academic contents outweigh the other elements.

Students who can document relevant specific disabilities may apply for an exemption from the requirement that spelling skills and formulating capacity are included in the assessment. Applications must be sent via [www.zealand.com/forms](http://www.zealand.com/forms) at the latest 2 weeks before the exam.

## 8.3. Examination language

Unless otherwise stated in the description of each test, the examination language shall be Danish. The tests may be held in Swedish or Norwegian instead of Danish. For study programmes or single courses offered in English or in another foreign language, the tests may be held in those languages.

Students who do not have Danish as their mother tongue may apply for an exemption from the requirement that spelling skills and formulating capacity are included in the assessment of the final project or the final exam project as well as tests where the aforementioned skills – according to this curriculum – are included in the assessment. Applications must be sent via [www.zealand.com/forms](http://www.zealand.com/forms) at the latest 2 weeks before the exam.



#### **8.4. Special test conditions**

In case of physical or mental disabilities, the student may apply for special test conditions. Applications must be sent via [www.zealand.com/forms/](http://www.zealand.com/forms/) at the latest 2 weeks before the exam.

An exemption from this deadline may be granted if sudden health problems have occurred. The application must contain a medical certificate, a statement from an institute of speech and hearing therapy, an institute for dyslexic and blind or other documentation of health conditions or relevant specific disabilities.

Applications must be sent via [www.zealand.com/forms/](http://www.zealand.com/forms/) at the latest 2 weeks before the exam.

#### **8.5. Re-examination**

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

##### **8.5.1. Re-examination due to illness or another documented reason**

If a student has been prevented from taking an exam due to documented illness or another documented reason, the student will have the opportunity to take the re-examination as soon as possible. If the test is held during the final exam period of the study programme, the student will have the opportunity to take the test during the same exam period or in immediate continuation thereof. The student is automatically registered for the re-examination.

Information about time and location for re-examinations will be available on Wiseflow

Illness must be documented with a medical certificate (any costs related to the collection of documentation must be carried by the student). The medical certificate must have reached Zealand no later than 8 days after the exam/test was held. If a student falls acutely ill during the exam/test, the student must document that he/she was ill on the day in question.

If illness is not documented in accordance with the rules described above, this will count as an examination attempt.

##### **8.5.2. Re-examination due to failed examinations**

In case of failed examinations (including absence without a documented reason), a new test/exam shall be held as soon as possible and no later than the next time the examination in question is held, e.g. as a re-examination due to illness. The student is automatically registered for the re-examination as long as examination attempts remain.

The student must personally stay informed as to when re-examination is held.

Information about time and location for re-examinations will be available on Wiseflow.

The head of studies may grant an exemption from the continuous registration under exceptional circumstances, including a documented disability.

#### **8.6. Cheating at exams**

With the submission of a written assignment, the student confirms with its signature that the assignment has been completed without undue assistance.

##### **8.6.1. Use of own work and that of others (plagiarism)**

Examination cheating as plagiarism includes a written assignment, which wholly or partly is presented as the examinee or examinees' own work, even though the assignment:

- Covers identical or nearly identical reproduction of another peoples' wording or works, without said reproduction clearly referring to the source, cf. Zealand's requirements for written assignments.
- Covers large passages with a choice of words which is very close to that of another work or which is similar in phrasing etc. so that it is possible to tell by comparison that the passages could not have been written without using the other work.

- Covers the use of another person's words or ideas without those being appropriately credited.
- Reuses text and/or key ideas from the student's own previously assessed work without source reference.

It shall be reported to the head of studies if it – during or after an exam – is assumed that an examinee:

- Has illicitly helped or gained help
- Has published another person's work as its own work (plagiarism), or
- Has used its previously assessed work or parts of such work without referring to this (plagiarism).

### **8.6.2. The process of clarification of examination cheating, including plagiarism**

#### *Postponement of the test*

With regard to the reporting of examination cheating such as plagiarism of a written assignment forming the basis of assessment at a later oral test, the head of studies will postpone the examination if it is not possible to clarify the circumstances until the fixed date of examination.

#### *Reporting form and content*

The reporting must be made without undue delay. The reporting must include a written presentation of the case, including information that can identify the reported persons as well as a short statement and the available documentation of the incident. It must be stated whether this is a repeated case for one or more of the reported persons.

In case of reported plagiarism, the plagiarized parts must be marked with clear reference to the sources that have been plagiarized. The plagiarized text must be marked in the source text as well.

#### *Involvement of the examinee – hearing of parties*

The head of studies decides whether the hearing of the student should be oral, in writing or as a combination of both. At an oral hearing of parties, the examinee will be summoned to an interview to provide further information about the circumstances with a view to present the documentation of the assumed examination cheating and to hear the examinee's conception of the case. The examinee is entitled to be accompanied by a companion.

At a written hearing of parties, the documentation of the assumed examination cheating is submitted for the purpose of requesting the student's written conception of the case.

### **8.6.3. Disciplinary measures in case of examination cheating and distracting behaviour**

If the head of studies is confirmed in the assumption of examination cheating, and the action has had or could have an impact on the assessment, the head of studies shall expel the examinee from the examination.

In less serious cases, a warning will be given first.

In more serious cases, the head of studies may expel the examinee for short or long periods. In such cases, a written warning will be given, stating that any repetitions may lead to permanent expulsion. An expulsion means that any grade for the examination in question will be void and thus counts for an examination attempt.

The examinee cannot participate in an illness-delayed examination or re-examination, but must take the next ordinary test when offered by the study programme.

In case of serious circumstances, the head of studies may decide that the examinee shall be expelled from Zealand for a short or a long period. In such cases, a written warning will be given, stating that any repetitions may lead to permanent expulsion.

The student cannot participate in the teaching or tests during the period of expulsion.

The head of studies may grant an exemption.

#### **8.6.4. Complaints about sanctions regarding cheating, plagiarism, and distractive behaviour during the examination**

The decision that an attempt at the exam has been used is final. Expulsion due to a cheating offence at an exam is final as well. 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 [www.zealand.dk/exam-appeals](http://www.zealand.dk/exam-appeals). The head of studies makes a statement, which the applicant must be allowed, time to comment on, normally one week. Zealand 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 reach Zealand at the latest two weeks from the day that the complainant was notified of the decision, cf. chapter 11 of the Examination Order.

## **9. Other rules for the study programme**

### **9.1. Credit transfer**

Credit transfer agreements for the national subject elements are stated in the national part of the curriculum.

#### **9.1.1. Credit transfer agreements for subject elements covered by the local part of the curriculum**

Passed academic elements are equivalent to the corresponding academic elements at other educational institutions offering this programme as well as other programmes.

The student may apply for approval of credit transfer if the student has completed academic elements awarding credit.

### **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 30 ECTS-credits per year of studying. The study activity requirement of min. 30 ECTS pr. study year is annulled for the first year of study if the first-year test has a scope of 30 ECTS or more. 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 is forwarded to Zealand via the exemptions system at [www.zealand.com/forms/](http://www.zealand.com/forms/).

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. In case of a not passed initial assessment test, termination of enrolment takes place directly after notification.

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 head of studies 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 [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The complaint has no delaying effect.

If the decision is maintained, Zealand will make a statement, which the student may comment on, normally within a deadline of one week. Zealand forwards the complaint, the statement and any comments that the applicant 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 in general**

Also, see section 8.6.4. related to complaints about sanctions regarding cheating, plagiarism, and distractive behaviour during the examination and section 9.2. regarding termination of enrolment. 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 [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/).

#### **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. Zealand must be able to form its decision in relation to academic issues based on the statement from the examiners. Normally, Zealand allows two weeks to make the statements.

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

Zealand makes decisions regarding complaints based on the academic opinion presented by the examiners and the applicant'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 head of studies 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 applicant 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 applicant's comments and Zealand's decisions. The review panel notifies Zealand 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 Zealand'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 [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). 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 head of studies.

The appeals panel makes decisions based on the material that Zealand 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 applicant 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 applicant's comments and Zealand'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 via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The deadline for submitting complaints is two weeks from the day the decision has been communicated to the complainant. Zealand will then make a decision.

Complaints about legal aspects of decisions made by the Zealand 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 [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). Zealand issues a statement and the applicant must be given normally one week for commenting. Zealand 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 Zealand 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**

Zealand may grant an exemption from the rules stipulated in the common part of the curriculum, solely determined by the institutions, if warranted on account of unusual circumstances. The institutions collaborate on a uniform exemption practice.

Zealand may dispense with the rules stipulated in the curriculum by the institution(s), if warranted on account of unusual circumstances.

## **10. Economy**

Costs for all activities imposed on the student must be carried by the student, unless otherwise stated.

## **11. Effective date and transitional provisions**

This curriculum is effective for students commencing the study programme as per February 2021. Students who have taken leave will start on the curriculum in force after end leave.