

Curriculum

BA in Digital Concept Development

2020-2021



Ulla Skaarup, rektor

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.

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:

Zealand Academy of Technologies and Business
Business Academy Midt Vest
Business Academy Aarhus
University College Lillebaelt
Copenhagen Business Academy

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.

National part of the curriculum for academy profession programmes without study programmes stipulated by ministerial orders.

CURRICULUM
for
BACHELOR DEGREE IN
DIGITAL CONCEPT DEVELOPMENT (BA)

Applicable as per 01.08.18

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This national part of the curriculum for the Bachelor Degree in Digital Concept Development as issued in accordance with clause 18, sub-clause 1 in the ministerial order on technical and mercantile academy profession programmes and professional bachelor programmes. This curriculum is supplemented by the institutional part of the curriculum, adopted by the individual institutions offering the study programme.

It has been prepared by the Educational Committee for the Bachelor in Digital Concept Development and approved by the Board of Directors – or the Rectors if authorised – and after consultation with the institution’s educational network and the chairmanship of external examiners.

1. The Learning outcome goals of the study programme

Objectives for learning achieved

The learning objectives comprise the knowledge, skills and competencies, which a Bachelor of Digital Concept Development must acquire during the programme.

End targets

Knowledge

The graduate understands and can reflect on:

- trends, theories and practices in the context of digital concept development
- project management, user surveys, methodology and technology in the development and implementation of value-creating digital concepts
- various forms of user surveys in relation to scientific methodology and the theory of science
- the development of digital business models
- the significance of legislation to the development of digital marketing strategies.

Skills

The graduate is able to:

- apply methods and tools for in-depth analysis of problems, trends, theories and practices within digital concept development
- assess and present arguments in favour of chosen solutions in relation to users, development processes, technology, project management, sustainability and scalability
- evaluate existing concepts and communicate proposed solutions for optimising of such concepts for the benefit of business partners and companies
- apply scientific methods and tools to analyse, study, test and evaluate digital concepts
- reflect on current practices for dealing with the various aspects of the development of digital concepts.
- convey theoretical and practical problems and solutions to business partners and users.

Competencies

The graduate is able to:

- manage complex and development-focused situations in relation to conceptual prototypes based on for example complex commercial solutions, design solutions, digital campaign materials and other digital forms of communication
- manage complex and development-focused situations and concepts for digital commerce, design, marketing and communication.
- combine relevant theoretical and practical subjects
- manage the development and facilitation of innovative processes
- in an unassisted manner form an active part of professional/academic and multi-disciplinary efforts and assume the responsibility and understand the relationship between man, enterprise, society and digital technology based on relevant theories, methods and analyses

- in an unassisted manner collaborate with other professional groups and external business partners to develop creative digital concepts and assume responsibility within the framework of professional ethics
- identify own needs for learning and develop knowledge and skills in relation to own job profile.

2. The study programme consists of 6 national academic elements

2.1. Concept Development and Value Creation

ECTS: 10 ECTS

Contents

The course concerns development and communication of digital concepts based on business understanding and user understanding within the context applicable to the concepts. The course comprises theories on how digital technologies create business concepts and possibilities for communication. The basis of the course is an overall understanding of the concept development process.

The course involves value-creating concepts based on business understanding and user understanding within the context applicable to the concepts. In addition to this, the course also involves analyses of how digital technologies create business concepts and possibilities for communication, and in the light of this the significance of the digital concept on user context and transitional processes. Based on an overall understanding of the concept development process, the course also draws on relevant theories, tools and methods for the individual parts of the process.

Learning objectives

Knowledge

The graduate has development-based knowledge about and understands and can reflect on:

- the development and design processes of digital products, experiences, services and systems
- business models and their value-creation
- the significance of the digital concept to user context and transitional processes.

Skills

The graduate is able to apply methods, materials and tools of relevance to:

- identify needs
- create concept development
- develop and design concepts and functional prototypes
- present arguments in favour of the value-creating concept to users and businesses alike

- can evaluate problems encountered in practice and state reasons for and identify relevant model solutions considering the needs of various industries for digital concept development based on an understanding of the user
- can convey problems from theory, practice, and solutions to business partners and users.

Competencies

The graduate is able to handle complex and development-oriented situations in relation to:

- business-focused digital concept development with favourable arguments based on relevant technologies, project management, knowledge of the user, theory of science and method and in consideration of the company's strategic platform
- an ability to identify own needs for learning and to develop own knowledge, skills and competencies in the context of user surveys and methodology.

2.2. User surveys and Methodology

ECTS: 5 ECTS

Contents: The course looks at how to use various types of user surveys and their limitations and use in practice. The objective of this course is to enable the students to plan the survey design and conduct and evaluate pre-surveys and regular testing in order to complete a full digital concept.

Learning objectives

Knowledge

The graduate has development-based knowledge about and understands and can reflect on:

- user surveys and testing of user experience and user behaviour
- selecting and validating the methods of qualitative and quantitative user surveys, including how they create value for the overall concept development.

Skills

The graduate is able to use methods and tools and masters skills to:

- identify and apply relevant theories, methods and tools used to investigate and analyse digital concepts
- collect, analyse, interpret and communicate relevant data in the context of the development of digital concepts

The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the quality and suitability of different user survey methods.

The graduate is able to communicate:

- the value creation properties of user surveys

- collected knowledge and patterns to relevant stakeholders.

Competencies

The graduate is able to handle complex and development-oriented situations in relation to:

- user surveys for the purpose of developing, testing, evaluating and refining digital concepts
- in an unassisted manner form a professional and multi-disciplinary collaboration for the purpose of setting up and conducting regular user surveys in the context of digital concept development
- can identify own needs for learning and develop own knowledge, skills and competencies in the context of user surveys and methodology.

2.3. Project Management

ECTS: 5 ECTS

Contents

Project Management includes theory and practice regarding projects and the implementation of project processes. The course addresses how to draw on and collaborate with external stakeholders and the internal roles regarding digital concept development.

Learning objectives

Knowledge

The graduate has development-based knowledge about relevant theories and methods and can reflect on:

- project resources, including team members, time and finances
- project processes, including project phases and life cycles
- project management tools of relevance to manage digital projects
- the use of various framework tools and methods in practice.

Skills

The graduate is able to use methods and tools and masters skills to:

- identify and communicate the framework of the project, including targets, purpose and risks
- estimate the time consumption and planning process of a project, including resource management
- communicate problems and solutions of a practical and professional/academic nature to partners and users
- identify and allocate responsibilities to team members in a project process

The graduate is able to assess practical and theoretical problems and identify, apply and give reasons for his/her choice of relevant solutions in relation to:

- various project management approaches, including agile and linear approaches, and understand how choices impact on team work and project processes
- tools relevant for the chosen project method.

Competencies

The graduate is be able to:

- manage complex and development-focused situations for the purpose of coordinating the processes and resources of digital projects, including team members and time consumption
- in an unassisted manner form an active part of a multi-disciplinary collaborative effort with internal and external stakeholders of a project
- identify own needs for learning and develop own knowledge, skills and competencies in the context of project management.

2.4. Understanding Technology

ECTS: 5 ECTS

Contents

The course looks at technology as a framework for value-creation and a starting point for innovation. The course involves evaluation and prioritization of technologies of relevance to the user and communication about the technologies and their value-creation to stakeholders.

Learning objectives

Knowledge

The graduate has development-based knowledge about and understands and can reflect on:

- relevant trends and tendencies within the field of technological development
- how to collaborate with technical partners to develop digital concepts.

Skills

The graduate is able to use methods and tools and masters relevant skills to:

- draw on technologies to develop a concept
- describe and communicate in what way the technological development and the chosen technologies impact on the user context
- state reasons in favour of a chosen concept and evaluate problems based on practice and theory and set up possible solutions in relation to:
 - the value-creation of relevant technologies
 - problems and solutions of relevance to theory and practice relative to partners and stakeholders.

- communicating theoretical and practical problems and solutions to business partners and users.

Competencies

The graduate is able to handle complex and development-oriented contexts in relation to:

- the choice of a relevant and value-creating technology
- the choice of a technology as a starting point for innovation.

The graduate is able to play an independent role in a professional and cross-disciplinary collaboration relating to:

- evaluation, selection and communicating about relevant technologies for digital concept development
- development of digital prototypes for testing and validation of the concept
- identify own needs for learning and develop own knowledge, skills and competencies in the context of technological understanding.

2.5. Theory of Science

ECTS: 5 ECTS

Contents

The course addresses lines of theory of science on how to create knowledge and science. This is accomplished through the fundamentals of theory of science and methodology and the relationship between science and design and the relationship between theory and practice.

Learning objectives

Knowledge

The graduate has development-based knowledge about and understands and can reflect on:

- theory of science and methodology
- the theory of science behind different scientific methods
- the basic rules for designing survey questions

Skills

The graduate is able to use methods and tools and masters skills to:

- the theory of science and methodology as a basis for understanding surveys/testing of concepts
- identify and formulate problems, survey questions, survey designs and hypotheses
- examine validity and optimize quality

The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- concept development on a scientific basis
- communication of problems and quality criteria in the context of theory of science.

Competencies

The graduate is able to handle complex and development-oriented situations in relation to:

- an analysis of a concept based on theory of science.

The graduate is able to play an independent role in a professional and cross-disciplinary collaboration relating to:

- choosing methods on the basis of theory of science
- identify own needs for learning and develop own knowledge, skills and competencies in the context of technological understanding.

2.6. Digital Marketing

ECTS: 10 ECTS

Contents

This course looks at how to analyse, develop and realize digital communication concepts and marketing concepts that will allow a company to attract convert and retain users/customers in the most effective manner. The course involves practical usage of specific digital marketing tools when working with the concepts. The course contextualizes the role of marketing concepts or digital communication concepts as part of the interaction between user/customer, market and company and the objective of the concept and the intended effect.

Learning objectives

Knowledge

The graduate has development-based knowledge about and understands and can reflect on:

- data-driven marketing based on commercial targets
- choices and priorities in relation to media and timing in relation to the market and objectives
- the significance of marketing campaigns on the customer journey and the company's branding, sale and organization.
- a basic understanding of legislation relating to marketing and personal data.

Skills

The graduate is able to use methods and tools and masters skills linked to:

- knowledge of users and the market providing the basis for decisions relating to digital work
- the creation of contents for digital marketing solutions and communication solutions, with a creative bias
- practical usage of digital marketing tools
- understanding, analysing and applying data to optimize and render digital marketing concepts more effective.

The graduate is be able to evaluate problems from practice and theory and state reasons for and select relevant model solutions for:

- the exposure, effect and value of digital marketing concepts and communication concepts
- the marketing strategy or the marketing campaign as a digital concept

The graduate is able to communicate:

- marketing concepts and communication concepts to customers and business partners
- the strategy, targets and resulting effect of the marketing concept.

Competencies

The graduate is able to handle complex and development-oriented situations in relation to:

- digital marketing strategies and communication strategies
- participate in an unassisted manner in a professional and multi-disciplinary collaboration based on a professional approach
- plan, develop and implement digital marketing concepts and communication concepts from the perspective of value-creation
- identify own needs for learning and develop own knowledge, skills and competencies in the context of digital marketing.

3. Internship

Scheduling: Third semester

ECTS: 15 ECTS

Contents

The student must learn standards and guidelines for handling tasks in a professional environment on behalf of a company or organisation through participation. Please refer to section 3.6 outlining the rules for completing the internship.

Learning objectives

The graduate has development-based knowledge about and understands and can reflect on:

- the business model of the internship company
- the professional environment, job functions and stakeholders in the internship company.

Skills

The graduate is able to use methods and tools and masters skills to:

- the performance of the relevant tasks in the internship company.

The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- own participation in tasks
- solutions in the internship company
- the digital concept developer profession.

The graduate is able to communicate:

- about practical issues to the internship company's business partners and users

Competencies

The graduate is able to handle complex and development-oriented situations in relation to:

- the internship company's current work with digital concept development and its future needs for competencies in the area of digital concept development.

The graduate is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- assuming responsibility for tasks.

The graduate can expand own knowledge and skills and identify own learning requirements in connection with:

- at least one profession within the internship company.

Based on the learning objectives listed above, the student, the company and the supervisor from the educational institution jointly define the objectives for the student's learning outcome.

Assessment: The internship is completed with an exam. The exam form and organisation of the exam can be found in the institutional part of the curriculum.

4. Requirements to the Main Exam Project

The student must specialise by performing project work within a defined area of concept development in collaboration with a company or organisation.

The bachelor project must document the graduate's understanding of and ability to reflect on the practices of the profession and its use of theories and methods in relation to a practical issue. The problem statement that must be a key issue within the degree programme and the profession and the student must formulate it, if relevant, jointly with a private or a public company. The problem is subject to the institution's approval.

The graduate must specialise by performing project work within a defined area of concept development in collaboration with a company or organisation.

The learning objectives include the knowledge, skills and competencies, which a concept developer should acquire during the programme and must document that the learning objectives for the programme have been achieved.

The test of the final exam project

The exam project completes the study programme in the last semester when all previous tests have been passed.

Scope of ECTS

The final exam project counts for 15 ECTS.

Exam form

The exam is an oral exam based on a project with an external examiner. A total individual grade is given according to the 7-point grading scale for the written project and the oral presentation. An individual, external exam based on project work, produced individually or in groups of normally up to three students. An individual mark (7-point scale) is allocated based on an overall assessment of a digital concept, a conceptual prototype or a digital product as well as a report and an oral exam.

The exam cannot take place until the student has passed the final internship exam and all other exams in the degree programme. For further information about the form of exam and practical aspects of the exam and other details, please see the local part of the curriculum, which contains description of the study programme's tests.

5. Credit transfer rules

Passed academic elements are equivalent to the corresponding academic elements at other educational institutions offering the study programme.

The student is obliged to inform of any completed academic elements from another Danish or foreign higher education programme and occupation that can be considered as credit awarding.

In each individual case, the educational institution must approve the awarding of credits on the basis of completed academic elements and occupation that meet the requirements as regards subjects, programme and internship parts.

The decision is taken according to an academic assessment.

For prior credit approval of studies in Denmark or abroad, students are required to document each approved and completed programme element on the completion of these studies. In connection with the application for prior credit approval, the students must give permission to the institution to obtain any required information after the completion of their studies.

With the approval in accordance with the rules stated above, the academic element is considered as completed if it was passed in accordance with the rules for the study programme in question.

6. Commencement & transitional agreement

This part of the national curriculum is valid from 1 August 2019 and is valid for all students commencing the study programme after this date.

For a description of the transitional scheme, please refer to the institutional part of the curriculum.

CURRICULUM
for
BA in Digital Concept Development

Institutional (local) part – Zealand Institute of Business and
Technology

Effective from August 2020

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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. 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.

2. Admission to the degree 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 1,5 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 90 ECTS.

Semester	National programme elements*	Local programme elements	Exam
1			Initial assessment test
	Concept Development and Value Creation (10 ECTS) User Surveys and Methodology (5 ECTS) Project Management (5 ECTS)		First semester portfolio exam

	Understanding Technology (5 ECTS) Theory of Science (5 ECTS)		
2	Digital Marketing (10 ECTS)	Digital Transformation Processes (5 ECTS)	Second semester portfolio exam
		Business & Entrepreneurship (elective) (15 ECTS) Sustainable Future Design (elective) (15 ECTS)	
3	Internship (15 ECTS)		Internship exam
	Bachelor Project (15 ECTS)		Bachelor's project (report and conceptual/digital prototype)

*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.

4. Local programme elements

Local programme elements are described below. For some study programmes the description 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".

The programme includes three local programme elements totalling 20 ECTS. In the local part, Zealand had decided to implement 5 ECTS for a common part and 15 ECTS for each elective, which are Sustainable Future Design and Business & Entrepreneurship.

4.1. Sustainable Future Design (elective)

Contents:

The student will learn to develop strategically based digital design concepts for companies and organisations in local, national and international markets. The course embraces Sustainable Future Design from an overall perspective, from strategic and creative discussions to development and communication of solutions.

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

- sustainable Future Design based on the needs and interests of users and buyers
- exploratory, critical and speculative design.

Skills

The graduate is able to use methods, materials and tools and masters the skills relating to:

- research processes and context understanding
- prototype development of digital user interfaces
- assessing problems in a practical and a theoretical perspective and arguing in favour of and select relevant solution models

- communicating problems and solutions of a practical and professional/academic nature to partners and users.

Competencies

The graduate is able to handle complex, development-oriented situations in relation to:

- communication of trends within Sustainable Future Design.
- choosing relevant strategies, methods, materials and tools.
- development of innovative, sustainable design processes for digital experiences, services and communication.

The graduate is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- value-adding strategically based Sustainable Future Design
- user-involving processes
- prototype development
- an ability to identify own needs for learning and to develop own knowledge, skills and competencies in the context of the profession.

ECTS-credits:

15 ECTS

4.2. Business & Entrepreneurship (elective)

Contents:

The student will learn to develop concepts for digital commerce and service platforms as well as further develop or transform existing platforms.

The focus is on the overall concept and involves strategic and sustainable considerations, development, optimisation and management of solutions as a digital business developer or as an entrepreneur.

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

- strategy and concept development of digital business concepts and services
- the development of digital business and entrepreneurship in international markets
- technologies relevant to concept development in the context of digital business understanding
- the legal aspects at national and international level of commercial digital concept development.

Skills

The graduate is able to use methods and tools and to master skills relating to:

- trends within the development of digital business models and digital services
- optimising solutions and recommending relevant parameters for developing concepts for digital commerce and service platforms as well as further develop or transform existing platforms.
- The graduate is able to evaluate problems from practice and theory and state reasons and select relevant model solutions for:
 - the strategic potential of different companies for developing digital businesses
 - technologies such as CMS, payment methods and platforms
 - strategies for linking the offline and online activities in a company.

The graduate is able to communicate:

- trends within the development of digital business models and digital services
- conceptual solutions and choices to stakeholders.

Competencies

The graduate is able to handle complex, development-oriented situations in relation to:

- strategy and concept development of digital business concepts and services
- strategies for optimising sales in connection with surveys of user behaviour and conversions.

The graduate is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- developing a digital business & entrepreneurship.
- evaluating the value of digital business models.
- an ability to identify own needs for learning and to develop own knowledge, skills and competencies in the context of the profession.

ECTS-credits:

15 ECTS

4.3. Digital Transformation Processes

Contents:

The student will learn to relate strategically and practically to future social, cultural and technological changes and their impact on services. The student will develop and apply sustainable scenarios for service design and its communication and implementation. The student will learn to use service tools and facilitate changes at local, national and global level, especially in the organisation/company itself.

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

- Service design and its impact on the company's vision, strategy, project management, value creation and ecosystem
- Organisational design and user-centered change facilitation in relation to anchoring service design and technology.

Skills

The graduate is able to use methods and tools and masters skills relating to:

- visualisation of problems, context, system and solutions for service design
- design of specific actions, behaviour, systems and prototypes relating to change processes in services and experience design
- motivating and creating sustainable change designs
- Assessing problems in a practical and a theoretical perspective and arguing in favour of and select relevant solution models
- communicating problems and solutions of a practical and professional/academic nature to partners and users

Competencies

The graduate is able to handle complex, development-oriented situations in relation to:

- service design and new technologies

The graduate is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- working with abstract problems and designing creative services
- Facilitating change processes for services for consumers and internally in the organisation
- An ability to identify own needs for learning and to develop own knowledge, skills and competencies in the context of the profession.

ECTS-credits:
5 ECTS

5. Internship and rules on 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 bachelor 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.

Further to the overall objective of the internship, which is found in the national part of the curriculum, the student must fulfil the conditions of the current internship guidelines to sit the internship exam. The internship guidelines are found on programme's communication platform.

As the main points of the internship guidelines, the student must personally find an internship lasting 10 weeks, typically starting early August, comprising 37-hour work weeks. In addition to this, the student must expect to spend additional time writing an internship blog for the duration of the internship and producing the final internship report.

In our context, internship can take five forms:

- Workplace internship
- Project internship
- Entrepreneurial internship
- International internship
- Virtual internship

Once the student has found an internship, an internship contract must be concluded and also an internship plan must be set up stating the learning objectives of the internship. The student will be allocated a supervisor who in addition to offering guidance will visit the company and summon all interns to meet at the Academy for an experience exchange session.

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

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

6.2. Differentiated instruction

The teaching is organised in consideration of the students' learning styles and different professional directions.

7. Internationalisation

7.1 Studies abroad

Upon the programme's preliminary approval of credit transfer, the student can complete selected academic elements abroad. For the BA in Digital Concept Development, students may study the second semester under the exchange programme with a partner institution abroad and thereby be credited for a full semester. In addition to this, students may do an internship abroad in the third semester, which is equivalent to half a semester and 15 ECTS credits.

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 foreign educational institutions about parallel studies

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 1st and 2nd 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 3rd week after commencement of study (1st test attempt) and 4th 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.

8.1.2 First semester portfolio exam

Prerequisites for the first semester portfolio exam:

The three chosen semester portfolio assignments must be submitted and approved as submitted answers before the student can register for the first semester portfolio exam.

These assignments further indicate the individual student's level of study activity.

Introductions to the requirements for these portfolio assignments will be given at the start of each of the three project periods in the first semester. The first semester is divided into three project periods, each comprising an assignment related to the course work and the project work.

All three portfolio assignments in the first semester are subject to approval as submitted answers before the portfolio exam preparations can be begin; typically 10 days before upload of first semester exam project

All three portfolio assignments are group projects.

If a group member does not actively contribute to the group, the member may be subject to exclusion by the other group members. For an exclusion to be valid, the lecturers must be notified and approve the decision, and the group must have agreed jointly on this rule by way of a jointly signed group contract.

A group has been formed once the members have registered the members of the group with the lecturer/supervisor responsible for group formation. The group formation process is not concluded until all students in a class have been included in a group. Once the groups have been formed, the students are formally members of a group. This means that all materials produced by the group are owned by all members of that group.

If a group decides to split up during a project, all materials produced up until the time of the split will be available for every single member of the group.

First semester portfolio exam:

A single external, individual portfolio exam is held at the end of the first semester. The exam consists of two parts:

- Portfolio of assignments and a synopsis (in this order but compiled into a single PDF-file)
- Oral defence

Assignment portfolio:

The assignment portfolio is an individual, descriptive presentation of three compulsory portfolio projects, submitted in the first semester. The assignment portfolio must represent the portfolio projects and explain the process – that is 1. case presentation, 2. issues, 3. solution and 4. academic/technical challenges involved in addressing the task. Typically 1 standard page per presentation of compulsory portfolio projects.

The requirements to the three portfolio projects to be submitted as part of the assignment portfolio are:

- that the institution has identified the submitted portfolio projects as potential exam prerequisites, in other words that they meet the compulsory prerequisites for the first semester
- that the submitted portfolio projects may consist of for example a digital product, a conceptual strategy and/or a digital prototype, a report, etc.

Synopsis:

The synopsis must contain:

- A specification of the professional challenges and issues on which the student wishes to focus in connection with the submitted portfolio projects and the learning objectives for the first semester.
- A discussion and reflection on the chosen theory, method and literature.
- A brief reflection on the student's academic development during the first semester and how it relates to the student's wishes for further academic competence development.
- Max 3 standard pages (1 standard page is 2.400 characters with spaces).

The graphic designs of the assignment portfolio and the synopsis must demonstrate that the student is capable of developing and implementing an appropriate final design aimed at submission.

Individual oral exam:

The oral part of the exam is based on the synopsis and 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 the result: 5 minutes

Re-examination:

A re-examination is held either immediately before or at the beginning of the following semester. The re-examination is based on the student's improved portfolio and synopsis.

Re-exam:

A re-examination due to illness is held either immediately before or at the beginning of the following semester.

Assessment criteria:

Assessment criteria = the learning objectives for the educational elements of the first semester.

A single grade will be given on the basis of a general assessment of the elements included in the exam. In this case the assignment portfolio, the synopsis and the oral presentation. The overall performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the first semester.

Scheduling:

The end of first semester.

ECTS-credits:

30 ECTS

8.1.4 Second semester portfolio exam

Prerequisites for the second semester portfolio exam:

The three chosen semester portfolio projects must be submitted and approved as submitted answers before the student can register for the second semester portfolio exam.

These projects assignments further indicate the individual student's level of study activity.

Introductions to the requirements for these portfolio projects assignments will be given at the start of each of the three project periods in the second semester. The second semester is divided into three project periods, each comprising an assignment related to the course work and the project work.

All three portfolio projects in the second semester are subject to approval as submitted answers before the portfolio exam preparations can be begin; typically 10 days before upload of second semester exam projects.

All three portfolio projects are group projects.

If a group member does not actively contribute to the group, the member may be subject to exclusion by the other group members. For an exclusion to be valid, the lecturers must be notified and approve the decision, and the group must have agreed jointly on this rule by way of a jointly signed group contract.

A group has been formed once the members have registered the members of the group with the lecturer/supervisor responsible for group formation. The group formation process is not concluded until all students in a class have been included in a group. Once the groups have been formed, the students are formally members of a group. This means that all materials produced by the group are owned by all members of that group.

If a group decides to split up during a project, all materials produced up until the time of the split will be available for every single member of the group.

Second semester portfolio exam:

A single external, individual portfolio exam is held at the end of the second semester. The exam consists of two parts:

- Portfolio of assignments and a synopsis (in this order but compiled into a single PDF-file)

- Oral defence

Assignment portfolio:

The assignment portfolio is an individual, descriptive presentation of three compulsory portfolio projects, submitted in the second semester. The assignment portfolio must represent the portfolio projects and explain the process of the preparation – that is 1. case presentation, 2. issues, 3. solution and 4. professional challenges involved in addressing the task. Typically 1 standard page per presentation of compulsory portfolio projects.

The requirements to the three portfolio projects to be submitted as part of the assignment portfolio are:

- that the institution has identified the submitted portfolio projects as potential exam prerequisites, in other words that they meet the compulsory prerequisites for the second semester
- that the submitted portfolio projects may consist of for example a digital product, a conceptual strategy and/or a digital prototype, a report, etc.

Synopsis:

The synopsis must contain:

- A specification of the professional challenges and issues on which the student wishes to focus in connection with the submitted portfolio projects and the learning objectives for the second semester.
- A discussion and reflection on the chosen theory, method and literature.
- A brief reflection on the student's academic development during the second semester and how it relates to the student's wishes for further academic competence development.
- Max 3 standard pages (1 standard page is 2.400 characters with spaces).

The graphic designs of the assignment portfolio and the synopsis must demonstrate that the student is capable of developing and implementing an appropriate final design aimed at submission.

Individual oral exam:

The oral part of the exam is based on the synopsis and 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 the result: 5 minutes

Re-examination:

A re-examination is held either immediately before or at the beginning of the following semester. The re-examination is based on the student's improved portfolio and synopsis.

Re-exam:

A re-examination due to illness is held either immediately before or at the beginning of the following semester.

Assessment criteria:

Assessment criteria = the learning objectives for the educational elements of the second semester.

A single grade will be given on the basis of a general assessment of the elements included in the exam. In this case the assignment portfolio, the synopsis and the oral presentation. The overall performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the second semester.

Scheduling:

The end of second semester.

ECTS-credits:
30 ECTS

8.1.5 Internship exam

The exam is an internal exam that evaluates the student's individual learning objectives, as defined before the internship by the student, the host company and the supervisor from the educational institution.

To be able to do the internship exam, the student must comply with the conditions laid down in the current internship guidelines for the degree programme. The internship guidelines are found on the programme's communication platform.

The student's performance during the internship is evaluated, including the internship blog through the production of an internship report and an oral exam.

Internship report:

The report must contain references to the student's internship blog and the scope is between 4 and 6 standard pages (approx. 2.400 characters per page), not including front cover, table of contents and any appendices.

The Internship Report must through description, analysis and discussion explain the following aspects:

- the internship company (business area, organisation, business model and so on)
- learning objectives, including changes, if applicable
- the work performed
- the challenges the student encountered during the internship
- The use of theories, methods etc. taught in the courses
- the outcome of the internship in view of the learning objectives defined.

Oral exam:

The objective of the oral exam is to assess the student's performance and outcome in view of the learning objectives defined.

The exam is individual, also if several students have taken their internship with the same company.

The exam is an internal, oral exam assessed according to the 7-point scale. A single mark will be given based on a general assessment of the written product and the oral performance (report, presentation and examination).

The exam lasts 25 minutes:

- Brief introduction by the student: 10 minutes.
- Exam dialogue: 10 minutes
- Evaluation and communication of the result: 5 minutes

Re-examination:

Students who fail the internship exam have the possibility of a re-exam. The grounds for re-examination are assessed in view of academic aspects:

- If the assessment resulted from lack of participation in the internship, a new internship is arranged.
- If the assessment resulted from lack of description, analysis and discussion in relation to the learning objectives, the student has the possibility of a new internship exam after about two weeks.

See the internship guidelines at the programme's communication platform for additional information about the form of the exam. For details of the examination provisions, please see the current curriculum

www.zealand.dk

Formal requirements to the written project:

The graphic designs of the internship report must demonstrate that the student is capable of developing and implementing an appropriate final design aimed at submission.

Assessment criteria:

The performance is assessed according to the 7-point scale.

Scheduling:

Third semester

ECTS-credits:

15

8.2. Bachelor Project exam

The overall requirements for the bachelor project are described in the national part of the curriculum.

Further requirements are specified below.

8.2.1 What is required for the Bachelor Project exam

An exam based on project work, produced individually or in groups of up to three students. To be able to do the bachelor project exam, the student must have passed the internship exam.

The student must specialise in a relevant area of digital concept development and acquire and apply new theory beyond what is stipulated in the learning objectives for the specialisation.

Submission:

- A report of the development of a digital concept that falls within the framework of the general learning objectives for the degree programme.
- A conceptual or digital prototype that demonstrates and proves the value-creating properties of the concept to the stakeholders.

Scope of the report:

- A report totalling max 30 standard pages, exclusive of appendices (1 person).
- A report totalling max 40 standard pages, exclusive of appendices (2 persons).
- A report totalling max 50 standard pages, exclusive of appendices (3 persons).

A standard page contains 2400 characters including spaces and footnotes. Cover page, table of contents, illustrations, list of references and appendices are not included.

The graphic designs of the report must demonstrate that the student is capable of developing and implementing an appropriate final design aimed at submission.

Exam:

An individual exam based on the material submitted and an oral presentation:

- Brief introduction by the student (10 minutes)
- Exam dialogue (20 minutes)
- Evaluation and communication of the result (10 minutes)

Re-examination:

The project may be based on the same problem statement as the project work that formed the basis of the ordinary exam or a new problem statement.

Re-examination due to illness:

A re-examination due to illness is held either immediately before or at the beginning of the following semester.

If the institution is of the view that the student has participated in a group project almost to the full extent, a re-examination due to illness will be held as an individual exam based on the group's project work.

If the institution is of the view that the student has not participated in a group project almost to the full extent, a re-examination due to illness will be held as an individual exam. Also see section 5.5.

Assessment criteria:

Assessment criteria = the learning objectives for the programme. See section 1.5.

A single mark will be given on the basis of a general assessment of submitted work, the presentation and the individual exam.

Scheduling:

Third semester

ECTS-credits:

15 ECTS

8.2.2 The importance of spelling and writing skills for the assessment

Spelling skills and formulating capacity are included in the bachelor 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/ at the latest 6 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 the bachelor 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/ at the latest 6 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/ at the latest 6 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/ at the latest 6 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

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

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 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/. 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. 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

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 Grading Scale and Other Forms of Assessment (see section 1) describes when a student's enrolment within 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/.

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/. 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/.

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/. 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/. 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/. 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

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

11. Effective date and transitional provisions

The curriculum is effective for students who initiate their studies by August 2020. Students enrolled at the programme before August 2020 will complete their education under the previous curriculum