

# CURRICULUM

## Digital Concept Development

Bachelor's Degree Programme (BA)

Applicable to providers of the  
Degree Programme in Digital Concept Development in Denmark

September 2018



ULLA SKAARUP  
RECTOR

## Table of contents

1. Framework for the curriculum	3
1.1 The Programme is governed by the following acts and orders	3
1.2 Titles of programmes and candidates	3
1.3 ECTS credits	4
1.3.1 Figure 1: Structure and ECTS credits allocated for this programme	4
1.4 Programme objective	4
1.5 Level according to the Qualifications Framework	6
1.6 Effective date and transitional provisions	6
2. Admission to the degree programme	6
3. Programme elements and modules	7
3.1. Figure 2: Scheduling of the programme elements, internship and exams	7
3.2 National programme elements	7
3.3 Local programme elements	14
3.4 Elective educational elements	15
3.4.1 Figure 3: The ECTS credits of elective elements	15
3.4.2 The learning objectives for elective elements	16
3.5 Internship	18
3.6 Rules governing the internship	19
3.7 Ways of teaching and working	20
3.8 Differentiated teaching	20
3.9 Reading texts in foreign languages	20
4 Internationalisation	21
4.1 Studies abroad	21
4.2 Agreements with foreign educational institutions about parallel studies	21
5 Tests and exams	22
5.1 Exams	22
5.1.1 Forms of exams	22
5.1.2 Compulsory prerequisites	22
5.1.3 Examination structure	23
5.1.4 Externally assessed exams	29
5.2 Exam schedule for the degree programme	29
5.3 Requirements to written assignments and projects	29
5.4 Requirements to the Main Exam Project	29
5.4.1 The importance of spelling and writing skills for the assessment	30
5.5 Use of aids	31
5.6 Special exam arrangements	31
5.7 Re-examination	31
5.8 Language used in the exams	32
5.9 Admission test	32
5.10 Cheating at exams	32
5.10.1 Using one's own work and that of others (plagiarism)	33
5.10.2 Investigation of cheating offences in exams, including plagiarism	33
5.10.3 Sanctions for cheating offences and disruptive behaviour during exams	34
5.10.4 Complaining about sanctions on account of cheating, plagiarism or interruption of an exam	35
6 Miscellaneous rules applicable to the programme	35

6.1	Rules governing the duty to attend	35
6.2	Credits	35
6.1.2	Credit transfer arrangements for courses covered by the national part of the curriculum	35
6.2.2	Credit transfer arrangements for courses covered by the local part of the curriculum	36
6.3	Criteria for assessment of study activity	36
6.4	Exemption rules	37
6.5	Complaints	37
6.5.1	Appeal	39
6.5.2	Appeals concerning legal matters	40
6.6	Finance	40
6.7	Leave of absence	41

## 1. Framework for the curriculum

The national part of this curriculum was prepared by the following institutions:

Zealand Institute of Business and Technology

Academy of Professional Higher Education Midjutland

Business Academy Aarhus

Lillebaelt Academy

Copenhagen School of Design and Technology

### 1.1 The Programme is governed by the following acts and orders

- Consolidated Act no. 153 of 27 February 2018 on Academies of Professional Higher Education
- Consolidated Act no. 986 of 18 August 2017 on Academy Profession and Professional Bachelor Degree Programmes (the LEP Act)
- Executive Order no. 841 of 24 June 2018 Executive Order on Academy Profession and Professional Bachelor Degree Programmes (the LEP Order)
- Executive Order no. 1500 of 2 December 2016 on Tests and Exams in Vocational Further Education Programmes
- Executive Order no. 1495 of 11 December 2017 on Admission to Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 262 of 20 March 2017 on Grading Scale and Other Forms of Assessment
- Executive Order no. 1014 of 2 July 2018 on Admission to Technical and Vocational Academy Profession and Professional Bachelor Degree Programmes

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

### 1.2 Titles of programmes and candidates

The Bachelor's degree programme is called the Programme in Digital Concept Development.

Having completed the programme, students are entitled to call themselves “Professionsbachelor i digital konceptudvikling” in Danish.

In English candidates may use the title “Bachelor of Digital Concept Development”.

### 1.3 ECTS credits

The programme is a full-time education programme estimated at 18 months of full-time studies. A student year is equivalent to one year of full-time study. One year of full-time study is equivalent to 60 ECTS credits (European Credit Transfer System). The programme thus totals 90 ECTS credits.

#### 1.3.1 Figure 1: Structure and ECTS credits allocated for this programme

Programme elements		First year of studies	Second year of studies
National programme elements	Concept Development and Value Creation (10 ECTS)	10 ECTS	
	User Surveys and Methodology (5 ECTS)	5 ECTS	
	Project Management (5 ECTS)	5 ECTS	
	Understanding Technology (5 ECTS)	5 ECTS	
	Theory of Science (5 ECTS)	5 ECTS	
	Digital Marketing (10 ECTS)		10 ECTS
Local programme elements	Digital Transformation Processes (5 ECTS)		5 ECTS
	Electives (15 ECTS)		15 ECTS
Internship	15 ECTS		15 ECTS
Main Exam Project	15 ECTS		15 ECTS
<b>Total</b>	<b>90 ECTS</b>	<b>60 ECTS</b>	<b>30 ECTS</b>

### 1.4 Programme objective

The objective of the Bachelor’s Degree Programme in Digital Concept Development is to teach the graduate the necessary skills to independently carry out strategic and

business-oriented concept development, primarily on digital platforms and with a global perspective.

Learning objectives for the Bachelor's Degree Programme in Digital Concept Development
<p><b>Objectives for learning achieved</b> The learning objectives comprise the knowledge, skills and competencies which a Bachelor of Digital Concept Development must acquire during the programme.</p>
<p><b>End targets</b> <b>Knowledge</b></p> <p>The graduate understands and can reflect on:</p> <ul style="list-style-type: none"> <li>● trends, theories and practices in the context of digital concept development</li> <li>● project management, user surveys, methodology and technology in the development and implementation of value-creating digital concepts</li> <li>● various forms of user surveys in relation to scientific methodology and the theory of science</li> <li>● the development of digital business models</li> <li>● the significance of legislation to the development of digital marketing strategies.</li> </ul>
<p><b>Skills</b></p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> <li>● apply methods and tools for in-depth analysis of problems, trends, theories and practices within digital concept development</li> <li>● assess and present arguments in favour of chosen solutions in relation to users, development processes, technology, project management, sustainability and scalability</li> <li>● evaluate existing concepts and communicate proposed solutions for optimising of such concepts for the benefit of business partners and companies</li> <li>● apply scientific methods and tools to analyse, study, test and evaluate digital concepts</li> <li>● reflect on current practices for dealing with the various aspects of the development of digital concepts.</li> <li>● convey theoretical and practical problems and solutions to business partners and users.</li> </ul>
<p><b>Competencies</b></p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● manage complex and development-focused situations and concepts for digital commerce, design, marketing and communication.</li> <li>● combine relevant theoretical and practical subjects</li> <li>● manage the development and facilitation of innovative processes</li> <li>● 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</li> </ul>

- 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.

## 1.5 Level according to the Qualifications Framework

This programme meets the requirements of level 6 of the Qualifications Framework.

## 1.6 Effective date and transitional provisions

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

## 2. Admission to the degree programme

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

### Admission

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

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

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

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

### Quotas

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

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

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

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

### 3. Programme elements and modules

#### 3.1. Figure 2: Scheduling of the programme elements, internship and exams

Semester	Exam	Educational element	ECTS	Assessment	Internal/ External
First semester	Portfolio	- Concept Development and Value Creation - Project Management - Theory of Science - Understanding Technology - User Surveys and Methodology	30	7-point grading scale	External
Second semester	Portfolio	- Digital Marketing - Digital Transitional Processes - Specialisation courses	30	7-point grading scale	External
Third semester	Internship exam	Internship	15	7-point grading scale	Internal
	Bachelor's project (report and conceptual/digital prototype)	Relevant area in the field of digital concept development	15	7-point grading scale	External

#### 3.2 National programme elements

The programme comprises the following national programme elements:

- Concept Development and Value Creation (10 ECTS)
- User Surveys and Methodology (5 ECTS)
- Project Management (5 ECTS)

- Understanding Technology (5 ECTS)
- Theory of Science (5 ECTS)
- Digital Marketing (10 ECTS)

In total 40 ECTS credits

Concept Development and Value Creation
ECTS: 10 ECTS
<p><b>Contents</b></p> <p>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.</p> <p>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.</p>
<p><b>Learning objectives</b></p> <p><b>Knowledge</b></p> <p>The graduate has development-based knowledge about and understands and can reflect on:</p> <ul style="list-style-type: none"> <li>• the development and design processes of digital products, experiences, services and systems</li> <li>• business models and their value-creation</li> <li>• the significance of the digital concept to user context and transitional processes.</li> </ul> <p><b>Skills</b></p> <p>The graduate is able to apply methods, materials and tools of relevance to:</p> <ul style="list-style-type: none"> <li>• identify needs</li> <li>• create concept development</li> <li>• develop and design concepts and functional prototypes</li> <li>• present arguments in favour of the value-creating concept to users and businesses alike</li> <li>• 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</li> <li>• can convey problems from theory and practice and solutions to business partners and users.</li> </ul> <p><b>Competencies</b></p> <p>The graduate is able to handle complex and development-oriented situations in relation to:</p>

- 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.

## 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.

## Project Management

ECTS: 5 ECTS

### Contents

Project Management looks at theory and practice for the purpose of completing projects and 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.

## 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.

## Theory of Science

ECTS: 5 ECTS

### Contents

The course addresses lines of theory of science on how to create knowledge and science. This is achieved 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.

Digital Marketing
ECTS: 10 ECTS
<p><b>Contents</b></p> <p>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.</p>
<p><b>Learning objectives</b></p> <p><b>Knowledge</b></p> <p>The graduate has development-based knowledge about and understands and can reflect on:</p> <ul style="list-style-type: none"> <li>● data-driven marketing based on commercial targets</li> <li>● choices and priorities in relation to media and timing in relation to the market and objectives</li> <li>● <b>the significance of marketing campaigns on the customer journey and the company's branding, sale and organization.</b></li> <li>● a basic understanding of legislation relating to marketing and personal data.</li> </ul> <p><b>Skills</b></p> <p>The graduate is able to use methods and tools and masters skills linked to:</p> <ul style="list-style-type: none"> <li>● knowledge of users and the market providing the basis for decisions relating to digital work</li> <li>● the creation of contents for digital marketing solutions and communication solutions, with a creative bias</li> <li>● practical usage of digital marketing tools</li> <li>● understanding, analysing and applying data to optimize and render digital marketing concepts more effective.</li> </ul> <p>The graduate is be able to evaluate problems from practice and theory and state reasons for and select relevant model solutions for:</p> <ul style="list-style-type: none"> <li>● the exposure, effect and value of digital marketing concepts and communication concepts</li> <li>● the marketing strategy or the marketing campaign as a digital concept</li> </ul> <p>The graduate is able to communicate:</p> <ul style="list-style-type: none"> <li>● marketing concepts and communication concepts to customers and business partners</li> <li>● the strategy, targets and resulting effect of the marketing concept.</li> </ul> <p><b>Competencies</b></p> <p>The graduate is able to handle complex and development-oriented situations in relation to:</p> <ul style="list-style-type: none"> <li>● digital marketing strategies and communication strategies</li> <li>● participate in an unassisted manner in a professional and multi-disciplinary collaboration based on a professional approach</li> <li>● plan, develop and implement digital marketing concepts and communication concepts from the perspective of value-creation</li> </ul>

- identify own needs for learning and develop own knowledge, skills and competencies in the context of digital marketing.

### 3.3 Local programme elements

This programme comprises the following local programme elements:

- Digital Transformation Processes (5 ECTS)
- Elective educational elements (15 ECTS)

In total 20 ECTS credits

Digital Transitional Processes
ECTS: 5 ECTS
<p>Contents</p> <p>The student will learn how to consider the impact of new technologies on existing markets and the opportunities to create new markets in the perspective of strategy, management and operation. The student will develop scenarios and put these into perspective in the design and communication process. The student will learn to use tools and manage and to participate in transitional processes at local, national and global level.</p>
<p>Learning objectives</p> <p>Knowledge</p> <p>The graduate understands and can develop and reflect on:</p> <ul style="list-style-type: none"> <li>• conflict management in relation to organisational development and collaboration</li> <li>• intercultural communication within teams and in relation to customers, users and other stakeholders</li> <li>• transitional management for the purpose of planning and implementing value-creating transitional processes in a company.</li> </ul> <p>Skills</p> <p>The graduate is able to use methods and tools and masters skills relating to:</p> <ul style="list-style-type: none"> <li>• management of and participation in the processes of design and business development.</li> </ul> <p>The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:</p> <ul style="list-style-type: none"> <li>• the transitional processes of a company.</li> </ul> <p>The graduate is able to communicate: the frameworks and objectives of a transitional process to the stakeholders of a company.</p> <p>Competencies</p> <p>The graduate is able to handle complex, development-oriented situations in relation to:</p> <ul style="list-style-type: none"> <li>• flexible conversion processes in the context of new markets and technological options.</li> </ul>

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

- digital transitional processes.

The graduate must be able to identify own needs for learning and to develop own knowledge, skills and competencies in the context of digital transitional processes.

### 3.4 Elective educational elements

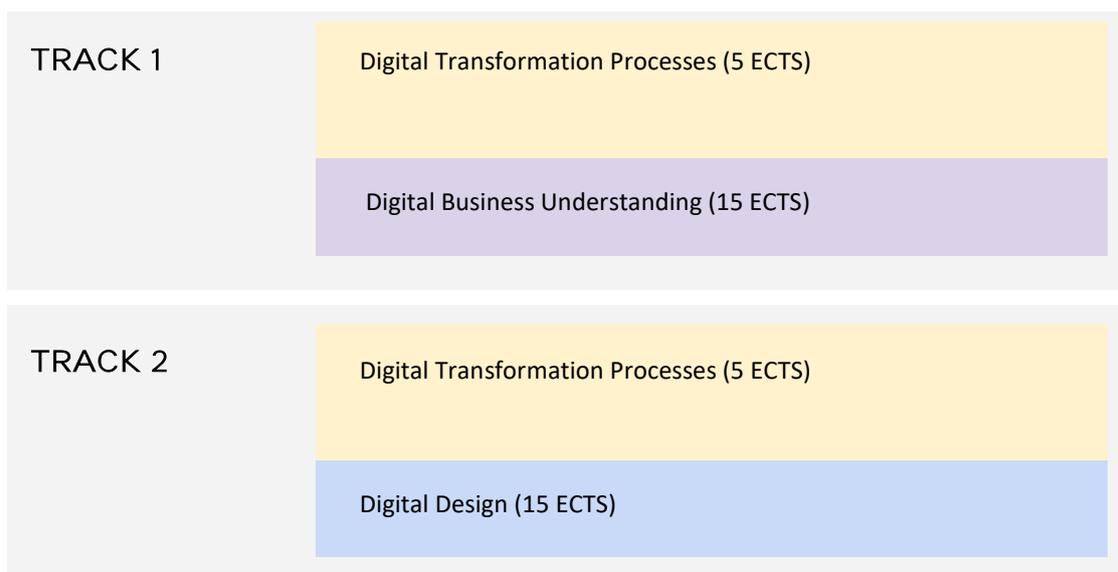
The elective programme elements will be part of the programme in the third semester.

The remaining 15 ECTS credits of the two electives will be offered in English in Køge. One of the electives will be offered in Danish in Slagelse depending on a majority decision.

Zibat will offer two tracks:

- Digital Business Understanding (15 ECTS)
- Digital Design (15 ECTS)

#### 3.4.1 Figure 3: The ECTS credits of elective elements



### 3.4.2 The learning objectives for elective elements

Elective: Digital Business Understanding
ECTS: 15 ECTS
<p><b>Purpose</b> The student will learn to develop concepts for digital commerce and service platforms and create or further develop relevant channels of communication. The focus is on the overall concept and involves strategic considerations, development, optimisation and management of solutions.</p>
<p><b>Learning objectives</b></p> <p><b>Knowledge</b> The graduate understands and can develop and reflect on:</p> <ul style="list-style-type: none"> <li>• strategy and concept development of digital business concepts and services</li> <li>• the development of digital business understanding in international markets</li> <li>• technologies relevant to concept development in the context of digital business understanding</li> <li>• the legal aspects at national and international level of commercial digital concept development.</li> </ul> <p><b>Skills</b> The graduate is able to use methods and tools and masters skills relating to:</p> <ul style="list-style-type: none"> <li>• trends within the development of digital business models and digital services</li> <li>• optimising solutions and recommending relevant parameters for a concept or an online shop.</li> </ul> <p>The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:</p> <ul style="list-style-type: none"> <li>• the strategic potential of different companies for developing digital businesses</li> <li>• technologies such as CMS, payment methods and platforms</li> <li>• strategies for linking the off-line and on-line activities in a company.</li> </ul> <p>The graduate is able to communicate:</p> <ul style="list-style-type: none"> <li>• trends within the development of digital businesses and digital services</li> <li>• conceptual solutions and choices to stakeholders.</li> </ul> <p><b>Competencies</b> The graduate is able to handle complex, development-oriented situations in relation to:</p> <ul style="list-style-type: none"> <li>• strategy and concept development of digital business concepts and services</li> <li>• strategies for optimising sales in connection with surveys of user behaviour and conversions.</li> </ul>

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

- developing a digital business
- evaluating the value of digital business models.

The graduate must be able to identify own needs for learning and to develop own knowledge, skills and competencies in the context of digital business understanding.

## Digital Design

ECTS: 15 ECTS

### Purpose

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

### Learning objectives

#### Knowledge

The student understands and can develop and reflect on:

- the development of digital concepts based on the needs and interests of users and buyers
- how service design is used within digital commerce, digital marketing and other forms of digital communication
- user involvement in the development of digital concepts
- digital design for the purpose of supporting branding
- the significance of intercultural factors for digital design development.

#### Skills

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

- the development of digital user experiences, including interaction and interface design based on both physical and graphic user interfaces
- the development of solutions across a range of media.

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

- the contexts of users and buyers
- the value created for users and buyers.

The graduate is able to communicate:

- design problems and practical solutions to business partners and users.

#### Competencies

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

- the development of digital design concepts
- the development of innovative design processes and launching of digital service and communication solutions
- choosing relevant methods, materials and tools for concept development processes.

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

- design development
- the development of strategies and concepts for design solutions
- evaluation of the value of digital business models.
- can identify own needs for learning and develop own knowledge, skills and competencies in the context of digital design.

### 3.5 Internship

Internship
Scheduling: Third semester
ECTS: 15 ECTS
<p>Contents</p> <p>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.</p>
<p>Learning objectives</p> <p>The graduate has development-based knowledge about and understands and can reflect on:</p> <ul style="list-style-type: none"> <li>• the business model of the internship company</li> <li>• the professional environment, job functions and stakeholders in the internship company.</li> </ul> <p>Skills</p> <p>The graduate is able to use methods and tools and masters skills to:</p> <ul style="list-style-type: none"> <li>• the performance of the relevant tasks in the internship company.</li> </ul> <p>The graduate is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:</p> <ul style="list-style-type: none"> <li>• own participation in tasks</li> <li>• solutions in the internship company</li> <li>• the digital concept developer profession.</li> </ul> <p>The graduate is able to communicate:</p> <ul style="list-style-type: none"> <li>• about practical issues to the internship company's business partners and users</li> </ul>

## 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 rounded with an exam. See section 5 for further details about exams in this programme.

## 3.6 Rules governing the internship

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

Based on the learning objectives for the internship (see section 3.5), the student, the supervisor from the campus and the company's contact person jointly define the specific objectives for the student's internship. The objectives are written down and form part of the student's internship agreement.

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

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

The internship can form the basis of the student's final project and can be planned to allow both flexibility and differentiation.

To sit the internship exam, the student must comply with the conditions laid down in the current internship guidelines for the degree programme.

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 stating the learning objectives of the internship. The student will be allocated a tutor who in addition to offering guidance will visit the company and summon all interns to meet at the academy for an experience exchange session.

### **3.7 Ways of teaching and working**

The teaching draws on practical experience and knowledge about key trends in the profession and methods to further develop the academic approach and carry out development work and a high standard of work in general. The teaching addresses issues from both the private and public sectors.

The programme has a multi-disciplinary and a project-focused approach. The teaching includes lectures, classroom lessons, remote learning, dialogues, exercises, presentations, cases, seminars, national and international guest lecturers, projects, internships, company visits and field trips.

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

The focus of the teaching is on methods of working and learning that develop independence and the ability to collaborate and innovate.

IT forms an integral part of courses and projects throughout the degree programme.

The students are involved in discussions about the planning of the teaching and are encouraged to work in teams to learn from each other and do peer reviews.

### **3.8 Differentiated teaching**

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

### **3.9 Reading texts in foreign languages**

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

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

## **4 Internationalisation**

### **4.1 Studies abroad**

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

Zibat helps the students find appropriate programmes at international institutions offering learning objectives equivalent to those of the PBA in Digital Concept Development.

Zibat can accept educational elements completed successfully at another institution which are equivalent to similar elements or parts of the programme for Digital Concept Development. If that programme is graded using the 7-point scale and the number of ECTS credits is equivalent to those awarded for this programme, the graded will be transferred.

For the PBA 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.

Zibat must accept that educational elements passed at another Danish or international institution of further education replace educational elements for this programme. Acceptance means that the module is completed if the student has completed it in accordance with the rules laid down for the programme concerned. The assessment is transferred as a Pass.

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

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

## 5 Tests and exams

All programme elements conclude with an exam where marks are given according to the 7-point scale. See section 5.1.2 on compulsory prerequisites for a description of the conditions that students must comply with to sit an exam and complete the programme. Students are allowed three attempts to pass an exam and will have to apply for an exemption for a fourth attempt.

### 5.1 Exams

Scheduling and scope of the exams can be seen from Figure 2 in section 3.1. The mark of 02 is required to pass an exam.

The learning objectives for the educational elements in the first and second semesters are identical to the learning objectives for the first and second semester exams.

All assessments are individual. If an exam is based on group work, the student's contribution to the group may form part of the assessment.

#### Rules for non-attendance at oral exams

If the student arrives late for an oral exam, Zibat will try to offer the student to sit the exam the very same day. If the student is delayed by more than the scheduled day, this will be considered as non-attendance at an exam.

Consequently, the student will have used one of the three attempts and may sit the next re-exam.

#### Registration for exams

The student is automatically registered to sit exams.

#### 5.1.1 Forms of exams

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

#### 5.1.2 Compulsory prerequisites

Compulsory prerequisites are conditions that the student must comply with to sit the exam and complete the degree programme.

Certain conditions may apply to the submission of assignments.

The individual educational institution requires a number of submitted answers during the first and second semesters. These are compulsory prerequisites and must be submitted before the student can register for the portfolio exam in the first and second

semesters. Details about the submitted answers that constitute compulsory prerequisites are set out below.

Compulsory prerequisites help indicate the individual student's level of study activity. See the institution-specific part of the curriculum for information about study activity.

The portfolio for the synopsis exam in the first and second semesters comprises compulsory assignments. These assignments are compulsory prerequisites to sit the exams in the first and second semesters, respectively.

Introductions to the requirements for these assignments will be given at the start of each of the three project periods in the first and second semesters. Each semester is divided into three modules, each comprising an assignment related to the course work and the project work. All three assignments for the portfolio are group projects. Project work typically starts with a brief, then an insight session to be rounded off with a showcase.

All three portfolio assignments, in the first and second semesters, are subject to approval as submitted answers before the portfolio exam preparations can begin, typically 14 days before upload of first and second semester exam questions.

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/tutor 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.

In the event of illness, the student will automatically be encouraged to sit a re-exam at the latest two weeks prior to the re-exam. Illness on the exam date must be documented by way of a medical certificate. If a student fails an exam, he/she is automatically registered for re-exam.

To sit the bachelor project exam, the student must have passed the internship exam.

### 5.1.3 Examination structure

Below is an overview of the exams under the degree programme listing formal requirements and assessment.

## Exam structure First semester portfolio exam

### First semester

Formal requirements to the written project:

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 synopsis (in this order but compiled into a single file)
- Oral defence

#### Assignment portfolio

The assignment portfolio is an individual, descriptive presentation of three compulsory answers submitted in the first semester. The assignment portfolio must present the submitted answers and explain the process used for their preparation, in other words case presentation, problem statement, solution and professional challenges associated with the assignment. Typically 1 standard page for each presentation of the compulsory submitted answers.

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

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

#### 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 answers and the learning objectives for the first semester
- a discussion and reflection on chosen theory, method and literature
- a brief discussion of the student's academic progress during the first semester and how it relates to the student's wishes for further academic competence development
- no more than three standard pages (one standard page equals 2,400 characters including spaces).

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 which was assessed by the internal and external examiners before the exam together with the assignment portfolio.

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

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

#### Illness 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 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: End of the first semester

ECTS: 30

### Exam structure Second semester portfolio exam

#### Second semester

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 synopsis (in this order but compiled into a single file)
- Oral defence

#### Assignment portfolio

The assignment portfolio is an individual, descriptive presentation of three compulsory answers submitted in the second semester. The assignment portfolio must present the submitted answers and explain the process used for their preparation, in other words case presentation, problem statement, solution and academic challenges associated with the assignment. Typically 1 standard page for each presentation of the compulsory submitted answers.

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

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

#### 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 answers and the learning objectives for the second semester
- a discussion and reflection on chosen theory, method and literature
- a brief discussion of the student's academic progress during the second semester and how it relates to the student's wishes for further academic competence development
- No more than three standard pages (one standard page equals 2,400 characters including spaces)

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 which was assessed by the internal and external examiners before the exam together with the assignment portfolio.

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

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

#### Illness 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 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: End of the second semester

ECTS: 30

#### Exam structure Third semester internship exam

##### Third semester

Formal requirements to the report:

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.

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 total between 4 and 6 standard pages (approximately 2400 characters including spaces per page), exclusive of cover page, table of contents and appendices, if any.

The report is to comprise the following elements:

- A description of the internship company (business area, organisation, business model and so on)
- A description of learning objectives, including changes, if applicable
- A description of the work performed
- A description of the challenges the student encountered during the internship
- A description of whether and how the student has been able to apply theories, methods etc. taught in the courses
- A discussion of the outcome of the internship and of the outcome 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 30 minutes.

- Brief introduction by the student: 10 minutes.
- Exam dialogue: 10-15 minutes.
- Evaluation and communication of the result: 5 minutes

### Re-examination

Students who fail the internship exam may sit 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 reflection in relation to the learning objectives, the student sits a new internship exam after about two weeks.

<p>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 <a href="http://www.easj.dk/">http://www.easj.dk/</a></p> <p>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.</p>
<p>Assessment criteria</p> <p>The performance is assessed according to the 7-point scale.</p>
<p>Scheduling: Third semester.</p>
<p>ECTS: 15</p>

Exam structure Final bachelor project third semester
Third semester
<p>Formal requirements to the report:</p> <p>An exam based on project work, produced individually or in groups of up to three students. The exam in the final bachelor project consists of a digital concept, a conceptual or digital product, a report and an oral component. The exam takes place at the end of the third semester.</p> <p>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.</p> <p><b>Submission</b></p> <p>A digital concept that falls within the framework of the general learning objectives for the degree programme.</p> <p>A conceptual or digital prototype that demonstrates and proves the value-creating properties of the concept to the user.</p> <p>A report totalling no more than 30 standard pages, exclusive of appendices (1 person).</p> <p>A report totalling no more than 40 standard pages, exclusive of appendices (2 persons).</p> <p>A report totalling no more than 50 standard pages, exclusive of appendices (3 persons).</p> <p>A standard page contains 2400 characters including spaces and footnotes. Cover page, table of contents, illustrations, list of references and appendices are not included.</p> <p>The graphic design of the report must demonstrate that the student(s) is (are) capable of developing and implementing a suitable report design for submission.</p> <p><b>Exam</b></p> <p>An individual exam based on the material submitted and an oral presentation:</p> <ul style="list-style-type: none"> <li>• Brief introduction by the student: 10 minutes.</li> <li>• Exam dialogue: 20 minutes</li> <li>• Evaluation and communication of the result: 10 minutes.</li> </ul> <p><b>Re-examination</b></p>

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.

#### Illness 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 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: 15

### 5.1.4 Externally assessed exams

For a list, please see section 3.1.

## 5.2 Exam schedule for the degree programme

For a list, please see section 3.1.

## 5.3 Requirements to written assignments and projects

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

- All exam answers are to be uploaded in WISEflow and will be registered by the Zibat administration.
- Written exam answers and digital prototypes will be uploaded in WISEflow.
- All members of a group are responsible for the full contents of the answer and of the digital product/prototype. All group members must sign the cover page of the answer.
- All answers, projects, written reports and so on must be uploaded by the deadline announced by Zibat as the deadline for submission of the answer/report.

## 5.4 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 to be addressed 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.

### **Academic requirements for the bachelor project**

The final bachelor project must document that the student has achieved the level required to graduate from the degree programme, see Appendix 1 to the Executive Order on the Digital Concept Development programme (see section 1.2 for a reference to the current Executive Order).

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.

### **Assessment**

An individual, external exam based on project work, produced individually or in groups of normally up to 3 students. An individual mark (7-point scale) is allocated on the basis of 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 is a group exam involving individual examination based on the work carried out by a group of normally up to 3 students. Students may choose to work individually. An individual mark (7-point scale) is allocated on the basis of an overall assessment of a digital concept, a conceptual prototype or a digital product as well as a report and the performance at the 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 description of the exams under this programme, including the final bachelor project in the third semester, on page 28.

For details about the organisation of the exams, please see section 5.1.3.

#### **5.4.1 The importance of spelling and writing skills for the assessment**

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

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

## **5.5 Use of aids**

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

## **5.6 Special exam arrangements**

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

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

## **5.7 Re-examination**

### **Illness exam**

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

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

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

Illness must be documented by a medical certificate<sup>1</sup> which must reach the academy at the latest five workdays after the exam has taken place. A student who is taken acutely ill during an exam must document that he/she was ill on the day concerned.

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

---

<sup>1</sup> Any costs incurred to procure the required documentation must be paid by the student.

### **Re-examination**

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

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

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

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

## **5.8 Language used in the exams**

### **Examination language**

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

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

## **5.9 Admission test**

For the purpose of admitting students to the programme, Zibat may require applicants to sit an admission test (for guideline purposes) as part of an individual assessment of their qualifications (see section 7 of the Executive Order on Admission to Academy Profession and Professional Bachelor Degree Programmes). See section 1.2 for a reference to current Executive Order.

## **5.10 Cheating at exams**

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

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

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

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

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

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

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

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

#### Postponement of the exam

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

#### Form and content of the report

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

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

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

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

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

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

### **5.10.3 Sanctions for cheating offences and disruptive behaviour during exams**

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

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

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

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

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

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

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

The programme manager may grant an exemption.

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

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

Complaints concerning legal aspects (such as incapacity, hearing, complaints/appeals instructions, correct or incorrect interpretation of the Examination Order etc.) can be brought before the Danish Agency for Higher Education and Educational Support. The complaint is forwarded to the educational institution, for the attention of the programme manager. The manager makes a statement which the appellant must be given an opportunity to comment on, normally one week. The educational institution forwards the complaint, the statement and any comments that the complainant may have made to the Danish Agency for Higher Education and Educational Support. Complaints must reach the educational institution at the latest two weeks from the day that the complainant was notified of the decision (see section 10 of the Examination Order).

## **6 Miscellaneous rules applicable to the programme**

### **6.1 Rules governing the duty to attend**

Please see section 6.3 on the criteria for assessment of study activity and section 5.1.2 on compulsory prerequisites.

### **6.2 Credits**

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

Successfully completed programme elements are equivalent to the same programme elements taught at other educational institutions offering the same degree programme.

The student is obliged to provide information about any programme elements completed at other Danish or foreign institutions of further education and about any past employment that may qualify for credits. The educational institution approves credits on a case-by-case basis based on successfully completed programme elements and any employment equivalent to courses, programme elements and internship elements. The decision will be based on an academic assessment.

#### **Advance credits**

Students may apply for advance credits. A student who has obtained advance approval of a study period in Denmark or abroad is obliged to document the courses completed during the approved study period at the end of the period. In connection with the

advance approval, the student must grant the institution the right to collect the necessary information upon completion of the studies abroad.

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

### **6.2.2 Credit transfer arrangements for courses covered by the local part of the curriculum**

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

#### **Advance credits**

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

### **6.3 Criteria for assessment of study activity**

Enrolment with the studies may be terminated for students who have not been active students for a consecutive period of at least 6 months.

According to the definition of study activity, a student must have achieved the following within the previous three calendar months:

- The student must have submitted all compulsory assignments for the period (see section 5.1.2 on compulsory prerequisites).
- The student must have complied with the obligation to participate actively in programme activities, including group work, joint projects, class lessons, remote teaching and so on as described in the curriculum (see section 5.1.2).
- As specified in the curriculum (compulsory prerequisites), the student has submitted the answers, reports, portfolios and so on that are compulsory prerequisites to sit exams. This includes that the student may *not* have submitted material which others have copyright in.

Failure to comply with one or more of the criteria defining study activity may result in termination of the enrolment.

Periods when the student has not been an active student 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 manager may make exemptions from these provisions in the event of unusual circumstances. Applications for exemptions should be sent to the local programme manager.

Before actual termination of enrolment, the student is notified in writing. In this connection the student will be made aware of these provisions. The notice to the student must state that within 14 days the student must submit documentation substantiating that periods where the student has not been active should not be included as well as the deadline for an application for exemption.

If the student fails to react within the stipulated deadline, his/her enrolment is terminated.

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

The student may complain to the programme manager about the decision within two weeks of receiving the decision. The complaint has a delaying effect. If the programme manager maintains the decision, the student may complain to the Ministry within two weeks of receiving the decision as regards the legal aspects.

## 6.4 Exemption rules

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

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

## 6.5 Complaints

### Complaints about exams

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

Complaints about exams must be submitted online:

Danish: [www.easj.dk/eksamensklager](http://www.easj.dk/eksamensklager)

English: [www.easj.dk/exam-appeals](http://www.easj.dk/exam-appeals)

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

The Examination Order differentiates between complaints concerning:

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

The two types of complaints are treated differently.

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

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

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

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

The complaint should be submitted to the programme manager.

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

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

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

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

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

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

If the decision is to offer re-assessment or re-examination, the complainant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled. If the student does not accept within this period of time, there will be no re-assessment or re-examination.

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

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

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

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

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

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

### 6.5.1 Appeal

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

The appeal should be submitted to the programme manager.

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

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

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

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

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

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

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

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

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

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

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

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

### **6.5.2 Appeals concerning legal matters**

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

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

## **6.6 Finance**

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

## 6.7 Leave of absence

A student may be granted leave of absence by the programme manager for personal reasons.