

# Curriculum

**International Sales and Marketing  
Management (PBA)**

February 2022



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## **International Sales and Marketing Management – institutional part of the curriculum at Zealand**

The curriculums of Zealand are divided into a national part and an institutional (local) part. In addition, some curriculums are supplemented with an elective course catalogue.

The local part of the curriculum is stipulated by the individual institutions. 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 the curriculum:

Zealand – Academy of Technologies and Business  
Copenhagen Business Academy  
Business Academy Aarhus  
Business Academy MidWest  
Business Academy SouthWest  
International Business Academy - IBA  
VIA University College  
University College Lillebaelt - UCL  
University College Northern Denmark – UCN

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

**CURRICULUM**  
for  
**Bachelor's Degree Programme in International Sales  
and Marketing**

Revised by Business Academy Aarhus June 15<sup>th</sup> 2017

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This national part of the curriculum for the Bachelor's Degree Programme in International Sales and Marketing has been released in accordance with section 18(1) in the Ministerial Order for technical and commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented with an institutional component, provided by the institution offering the programme.

After it has been approved by either the Board of Directors (or the Rectors) and after consultation with the institutions' Educational Committee and the External Examiners chairmanship for the specific programme, the educational network for the Bachelor's Degree Programme in International Sales and Marketing prepares the institutional part.

# 1. The programme's goals for learning outcomes

## *Knowledge*

The student must have knowledge of:

- 1) Sales and marketing practices, applied theories and methods within an international perspective and be able to reflect on them
- 2) Key theories and models necessary for B2C, B2B, and B2G sales and marketing
- 3) Key laws and regulations that impact international sales and marketing
- 4) Relevant models for assessing growth and development opportunities
- 5) Management theories and methods.

## *Skills*

The student can:

- 1) Develop, assess and implement international sales strategies for various types of companies
- 2) Apply relevant models to implement product and concept development in the company
- 3) Assess and apply legal methods and tools to support sales in an internationally-focused company
- 4) Assess the company's competitive situation as a basis for deciding the company's parameter focus, centred around sales
- 5) Justify and communicate the chosen strategies in a strategic sales plan to relevant stakeholders
- 6) Apply relevant models for development in connection with innovative projects
- 7) Apply methods for sales staff management.

## *Competencies*

The student can:

- 1) Handle and identify needs for relevant financial and legal information in relation to international sales tasks
- 2) Independently participate in interdisciplinary teams and create a motivating environment in the sales department
- 3) Handle sales meetings centred around the financial results and human focus areas
- 4) Independently handle complex tasks and development-oriented situations in connection with international sales and marketing.

Identify their own learning needs and structure these in various learning environments within international trade and marketing.

## 2. The programme includes four national subject elements

### 2.1. The Company's Strategic Basis (Business Model)

<b>ECTS weight: 10</b>
<b>Content:</b> <p>The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of the company's resources and competencies, including in relation to the company's innovative platform, processes and driving forces. The analyses also incorporate the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix-optimisation.</p> <p>The subject element covers an understanding of the supply chain/SCM and the geographical location of production and competence centres, including choices for distribution channels, partnerships and outsourcing. The subject element also covers various legal aspects, including sources of law, international private law, types of conflict resolution and distribution forms.</p> <p>The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition.</p>
<b>Learning objectives:</b> <p><i>Knowledge</i></p> <p>The student must:</p> <ul style="list-style-type: none"><li>• Have knowledge of different types of business models and of models and theories used to understand a company's strategic base</li><li>• Have knowledge about different strategic directions related to the concept of innovation</li><li>• Have knowledge of disruption as a concept and development direction</li><li>• Have knowledge and understanding of relevant theories and models to analyse the company's strategic platform, including resources and competences</li><li>• Have knowledge and understanding of theories about the company's innovative platform, creative processes and management</li><li>• Have knowledge of the elements of a company's supply chain (both functional and innovative products)</li><li>• Have knowledge of theories and models to assess in and outsourcing</li><li>• Have knowledge and understanding of relevant economic models and theories in relation to the business model</li><li>• Have knowledge of localization analysis and distribution strategy (both digital and physical – omni-channel)</li><li>• Have knowledge and understanding of relevant economic models in relation to business models</li><li>• Have knowledge of important perspectives on knowledge, insight and cognition</li><li>• Have knowledge and understanding of key paradigm shifts in business economics</li><li>• Have a solid understanding of what knowledge is in a sociological sense and be aware of the role of knowledge in a business economics perspective</li><li>• Have a basic knowledge of major theoretical issues and schools within a social science perspective and particularly in the core areas of marketing, organisation/management and economics</li></ul>

- Have knowledge of international sources of law and their mutual relations as well as relations with national legal sources
- Have knowledge of international dispute resolution

### *Skills*

The student must:

- Be able to apply and discuss the different strategic directions
- Be able to use disruption and innovation to challenge a company's existing business model
- Be able to analyse and evaluate the company's strategic and innovative platform and development opportunities
- Be able to assess the impact of a company's site selection and form of distribution/channel
- Be able to assess the consequences of the choice of external partners
- Be able to assess the company's economic and financial base using relevant indicators
- Be able to carry out an economic analysis, assessment and prioritisation of product mixes in different cost models
- Be able to critically apply empirical-analytical theory and discuss what knowledge is, how it is generated and how it interacts with practice
- Be able to communicate theoretical issues and consequences to peers
- Be able to assess the theoretical and practical issues in relation to the philosophy of science area
- Be able to apply rules of applicable law and jurisdiction in international sales and assess the consequences of the choices made
- Be able to apply the rules of the different distribution forms in an analysis and assessment of the choice of distribution form

### *Competencies*

The student can:

- Independently participate in interdisciplinary cooperation in order to assess a company's strategic position
- Make recommendations for the optimization of a company's business model
- Work with innovation in all phases of the business model
- Participate in the multidisciplinary development of a company's innovative starting point
- Identify elements of value creation in the supply chain
- Develop economic decision making options related to corporate strategy, business cases, cost and price structure
- Discuss different epistemological paradigms
- Discuss hypotheses in relation to different epistemological paradigms
- Discuss the consequences of the epistemological choice

## **2.2. The Customer as the Starting Point**

**ECTS weight: 20**

**Content:**

The subject element covers analyses of current and potential customers, including their strategic

situation, needs and wishes. These analyses provide the basis for developing the company's strategies and market offerings for existing and potential customers. In this connection, the element covers work on the development and retention of the customer base through relationship strategies.

The subject element also covers analyses of the company's sales organisation in relation to the sales team and purchase centre, including relations to other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistic support for sales, and the integration of various sales channels – omni-channel, digital and physical. Strategies are based on an analysis of the company's financial situation, including product and customer mix, economic customer life cycle analyses and the legal context, including international purchasing and contract law, transport law and public procurement law.

The subject element's analyses and strategies are based on the students' ability to combine commercial theory with methodology in scientific projects.

### **Learning objectives:**

#### *Knowledge*

The student must:

- Have knowledge and understanding of relevant theories and models to analyse a company's competencies, customer base and development of a customer portfolio including profitability reports
- Have knowledge and understanding of the company's market opportunities and possible marketing strategies
- Have knowledge of general strategic approaches and models in structuring and organising sales
- Have knowledge and understanding of implementability and its relation to other departments and partners, including both competence assessment and communication structure
- Understand important implications for the company's logistics and supply chain of internationalization and innovative projects
- Be able to understand the theoretical tools in relation to the company's supply chain for the development of international sales bases – strategic, tactical and operational
- Have knowledge and understanding of tools and methods for the assessment of customer and product portfolios in relation to profitability, as well as alternative methods for profitability calculations
- Have gained an understanding of the application of methodology in project and report writing following the principles of scholarly work
- Have knowledge about how to collect, interpret and analyse data
- Have knowledge of the general principles of EU procurement rules for sales to public authorities (E)

#### *Skills*

The student must:



- Be able to analyse and evaluate both the overall customer base and the individual customer in relation to the company's value proposition using methods and tools for analysing customer behaviour, including the use of big data and profitability reports
- Be able to carry out an assessment of customers' profitability and future earnings potential and evaluate the relevance of a resource-based approach or a market approach
- Be able to develop the company's marketing strategies
- Starting from the customer, be able to analyse and assess the organization of the sale, including relationships with other business functions
- Be able to analyse and assess skill needs in the sales function in relation to customer requirements
- Be able to analyse and assess an internationally focused company's choice of supply chain with the involvement of relevant theory in the field
- Be able to analyse and organize the company's supply chain in relation to the sales organization and development of partnerships with a focus on ensuring customer satisfaction and quality of experience
- Be able to apply relevant models for the development of solutions for the company's supply chain in innovative projects
- Be able to evaluate and use methods and tools for the company's supply chain to support the tactical and operational sales
- Be able to calculate and assess the profitability of alternative cost allocation methods: Activity-Based Costing and traditional standard cost
- Be able to identify relevant total life cycle costs (TLCC)
- Be able to reflect on and engage in discussion about business financial perspectives in scientific contexts
- Be able to develop problem analysis and perform problem definition and put forward problems and hypotheses
- Be able to assess and select ideal survey forms for a given issue and compare critically to the survey forms used in practice
- Have knowledge of the transportation contract in maritime and road transport, with particular emphasis on carrier liability

### *Competencies*

The student can:

- Independently participate in multidisciplinary teams in relation to the company's marketing intelligence, with customers as a starting point (M)
- Select relevant data for analysis of the company's customer care and customer development structure
- Enter into a discussion about the company's ability to match the sales function to customer expectations
- Identify challenges in the company's supply chain in innovative projects
- Ensure the involvement of the company's supply chain in developing the sales strategy

- Prepare a reasoned decision presentation on the basis of alternative cost allocation models
- Evaluate a customer profitability portfolio and expected future earnings potential
- Critically assess opportunities and constraints related to quantitative and qualitative data
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability
- Prepare scientific reports and projects, including disseminating findings and solutions etc. in a clear and easily readable report containing a clear problem definition, methodology considerations and an evaluation of findings and prerequisites, reliability and validity
- Independently participate in professional and interdisciplinary cooperation on the conclusion of international sales agreements, with special emphasis on:
  - CISG (International contracts and the International Sale)
  - Terms and conditions
  - INCOTERMS
  - Securing the purchase price

### 2.3. Industry and Competitors

**ECTS weight: 5**

**Content:**

The subject element covers analyses of competitions, competitors and cluster and network collaboration, whereby the company can benchmark in relation to the supply chain, social responsibility and sustainability, including CSR, and the international economic environment, and seen in relation to competition law. The subject element also requires a methodical approach to acquiring knowledge based on the theoretical standpoint.

**Learning Objectives:**

*Knowledge*

The student must:

- Have knowledge of relevant theories and models about competitive positions in the market and how these are implemented
- Have knowledge about different benchmarking models
- Have knowledge of CSR, social responsibility and sustainability
- Have knowledge about basic benchmarking theory and models in SCM
- Have knowledge of financial and non-financial benchmarking
- Have an understanding of international macroeconomic industry environment influences
- Have knowledge of the theory of science, theoretical assumptions and methodological approaches that support the generation of knowledge
- Have knowledge of Danish and European competition law and the interaction between the rules

*Skills*

The student must:

- Be able to analyse and evaluate a company's competitive position as a basis for development and adaptation of the company's market offerings. In relation to this, be able to benchmark a company in relation to an industry and to the company's closest competitors, including strategies
- Be able to analyse the company's social dimension in relation to the company's strategic position
- Be able to apply relevant theories and models in connection with benchmarking of an international company's supply chain
- Be able to assess international macroeconomic factors that may affect the competitive situation in the industry for a given company
- Be able to assess the risks of international commerce
- Be able to benchmark a company against a competitor or industry and
- Be able to make an assessment of identified international economic conditions in the external environment and assess the impact of such an industry and company
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability

#### *Competencies*

The student can:

- Participate in the company's marketing intelligence with a focus on design and analysis of information about competitive position in the market
- Identify and analyse the specific competitors
- Identify a company's main CSR challenges
- Identify areas for improvement in the company's supply chain, based on benchmarking
- Identify and manage risk and hedging in connection with international trade
- The student has gained experience in the scientific method's limitations

## 2.4. Sales Management and the Sales Development of the Company

**ECTS weight: 10**

### **Content:**

The subject element covers insight into the development of international sales strategies, including online and offline strategies, CRM for new and existing customers, customer follow-up, and key account and global account management.

The subject element also covers insight into organisational development and change management, taking into account employment law, and measuring efficiency and risk assessment for the company's supply chain. The subject element covers budgeting, balanced scorecard and the triple bottom line in the selection of strategies for the company. The subject element also requires students to incorporate and reflect on the significance of the theoretical standpoint for projects

**Learning objectives:***Knowledge*

The student must:

- Understand and be able to reflect on key theories for the development of the company's sales base using different approaches
- Have knowledge of models and methods for customer follow-up
- Have knowledge and understanding of relevant theories and models related to business models, where sales are the starting point
- Have knowledge and understanding of the organizational consequences of growth
- Have knowledge of the management theories which may support the development of the company's sales base
- Have knowledge about different theories on motivation and incentive strategies
- Have knowledge and understanding of different types of conflict and conflict resolution options
- Have knowledge of situational leadership
- Have knowledge of the criteria for the evaluation of the sales department's efforts
- Have knowledge of tools for measuring the effectiveness of a company's supply chain
- Have knowledge of methods and models for risk assessment of the supply chain
- Understand alternative budget models
- Have knowledge of alternative financial and non-financial reporting forms, including understanding frameworks and legislation related to the company's economic, environmental and social reporting
- Be able to assess the epistemological and methodological issues and integrate an understanding of academic work and methods with professionalism in project and report writing

*Skills*

The student must:

- Be able to analyse, develop and implement international sales strategies for different business types (industry, sizes, resources etc.).
- Be able to develop and adapt a company's marketing mix for individual clients
- Be able to justify and communicate selected strategies in a sales plan to relevant stakeholders
- Be able to evaluate the activities linked to the company's marketing mix to customers, and for the individual customer, be able to propose possible changes in strategy and approach
- Be able to develop a plan for the organization's development and assess the impacts when compared with the organization's complexity
- Be able to assess the development of the sales organization
- Be able to assess the competency requirements for the sales team
- Be able to develop strategies for motivation and coaching of the sales staff
- Be able to identify their own learning needs, so that knowledge and skills are developed
- Be able to be included in the evaluation of employees' personal, professional, cultural and social skills
- Be able to develop a follow-up plan for the company's business model in relation to measuring the effectiveness of a company's supply chain

- Be able to prepare budget assumptions and prepare and evaluate a total budget for strategic decisions and assess their economic impact
- Be able to make reflections on their own practice
- Be able to make reflections on the scientific method's limitations
- Be able to apply rules of employment in an international context, including compliance with the rules on jurisdiction and applicable law, with special emphasis on recruitment and retention, relocation and dismissal

### *Competencies*

The student can:

- Manage and lead the development of sales strategies in complex situations and based on the involvement of relevant stakeholders
- Work with assessments of the company's overall activities for customers
- Work with a holistic approach on the development of the company's strategic base
- Identify their own learning needs in order to develop and maintain appropriate skills to work from a holistic approach
- Independently analyse and participate in the development of an organizational plan of action to ensure implementation of the sales plan
- Independently participate disciplinarily and interdisciplinarily in organizational development
- Enter into dialogue with the sales department about optimization of the company's total sales efforts from the perspective of efficiency throughout the supply chain
- Establish a basis for decisions regarding the company's strategy implementation

## **2.5. The number of exams in the national subject elements**

There are two exams in the national subject elements, as well as one further exam in the bachelor project. For the number of exams in the internship, please refer to section 3.

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

## **3. Internship**

**ECTS weight:** 15 ECTS

### **Content:**

The course's internship will create a connection between the studied theory and the profession's vocational relations. The internship will ensure closeness to practice and the development of professional and personal competencies for independent participation in business. The internship assists the student in converting the studied knowledge into practical experience.

### **Learning objectives:**

#### *Knowledge*

The student must:

- Have knowledge of the profession's theory and methods along with practice
- Be able to understand terms and methods and reflect upon their application

- Have experience participating in practical work assignments

*Skills*

The student must:

- Be able to convert the studied knowledge into practice within business
- Be able to assess theoretical and practical problems and draw up suggested solutions
- Be able to apply and arrange relevant theories to the solution of assignments in the workplace

*Competencies*

The student can:

- See their own professional role in relation to actual assignments
- Enter into professional and interdepartmental cooperation

**Number of exams:**

1 (pass/fail)

#### 4. Requirements for the bachelor project

The learning objectives for the bachelor project are identical to the programme's learning objectives listed above under section 1.

The bachelor's project must document the student's understanding of and ability to reflect on the practices of the profession and the use of theory and method in relation to a real-life problem. The problem statement, which must be central to the programme and profession, is formulated by the student, possibly in collaboration with a private or public company. The Academy approves the problem statement.

The bachelor project must be 100,000 characters in length

**The Bachelor Project**

**ECTS weight:** 15 ECTS

**Learning objectives:**

The learning goals are the same as for the study programme. Further to these, the following learning goals apply for the bachelor project:

*Knowledge*

The student must:

- Have knowledge about the profession's and subject area's applied theory and methods along with practice
- Be able to understand theory and methods along with being able to reflect upon the profession's application of theory and methods

*Skills*

The student must:

- Be able to apply methods and tools for collation and analysis of information and master

the skills related to employment in the profession

- Be able to assess theoretical and practical problems and substantiate the chosen actions and solutions
- Be able to communicate practical and professional problems and solutions to colleagues and users

### *Competencies*

The student can:

- Handle complex and development-oriented situations in relation to work or study
- Independently enter into academic and interdisciplinary cooperative work and take on responsibility within the setting of professional ethics
- Identify his/her own learning needs and, in relation to the profession, develop his/her own knowledge and skills

### **Examination:**

The bachelor project completes the programme in the last semester, once all the preceding exams have been passed.

The exam is an oral and written examination with an external co-examiner. A combined mark is given based on the 7-point scale for the written project and the oral presentation.

## **5. Rules on credit**

Passed programme elements are equivalent to similar programme elements taken at other educational institutions offering this programme.

Students are obliged to inform us of any completed educational elements from another Danish or foreign higher education programme or any jobs which are likely to provide credit.

The Academy approves credit, in each instance, on the basis of completed programme elements and any jobs which meet the objectives of the subjects, the educational part and the internship parts.

The decision is based on 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 applying for prior credit approval, the students give the Academy permission to obtain the necessary information after the student's completion.

Following approval according to the above, the programme element is deemed to be passed if it was passed according to the rules of the programme in question.

## **6. Academic criteria for selecting candidates for top-up programmes**

If not all applicants are admitted to the study programme due to capacity limitations, emphasis will be given to one or more of the following academic criteria (not listed in order of priority):

- Average grade from the qualifying examination
- Grade and ECTS credits in marketing, economics, law and organisation
- The application letter and reasons for applying
- Relevant work experience, including compulsory military service (max. 12 months)
- Relevant supplementary training and/or courses
- Other experience, such as attending a folk high school, stays abroad, voluntary work (min. 3 months)

Applicants may also be called in to an interview before admission.

Each institution indicates which of the above criteria form the basis for admission on their website.

## **7. Commencement and transitional schemes**

### **Commencement**

This national part of the curriculum enters into force on 20.08.2017, and will take effect for students who are enrolled after 20.08.2017.

### **Transition scheme**

Students who are admitted up until 20.08.2017 will follow the curriculum from 25.08.2014, and then be transferred to this curriculum from 01.08.2020.



**CURRICULUM**  
for  
**International Sales and Marketing  
Management (PBA)**

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

Effective from February 2022

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# 1. The legal framework of the curriculum

The programme is governed by the following acts and orders:

- Executive Order no. 786 of 8 August 2019: Executive Order on the Act on Academies of Professional Higher Education
- Executive Order no. 2672 of 28 December 2021: 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
- Executive Order no. 97 of 25 January 2021: 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. 2673 of 28 December 2021: Executive Order on Technical and Vocational Academy Profession and Professional Bachelor Degree Programmes.

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

## 2. Admission to the study programme

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

## 3. The structure of the study programme

The study programme is a full-time academic programme of 1.5 years of 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 academic elements*	Local academic elements	Tests
1			Initial assessment test
	The company's strategic foundation (business model) and the customer as starting point (30 ECTS)		1 <sup>st</sup> external test

2		Study technique and methodology (5 ECTS)	1 <sup>st</sup> internal test
	Industries and competitors including sales management and the company's sales development (15 ECTS)		2 <sup>nd</sup> internal test
		Elective academic elements (10 ECTS)	3 <sup>rd</sup> internal test (testing the elective academic elements)
3	Internship (15 ECTS)		4 <sup>th</sup> internal test
	Bachelor project (15 ECTS)		Bachelor project (2 <sup>nd</sup> external test)

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

We will facilitate all students in becoming aware of sustainability and green transition in relation to the subject knowledge of the study programme. The interpretation of specific learning goals will as far as possible occur in this context and thus contribute to general education in the field of sustainability and green transition.

## 4. Local programme elements

The local academic elements are described below. For some programmes, however, the descriptions of elective courses are merged into a separate elective course catalogue. For the description of the internship, we refer to the section on **Internship and rules for completion**.

### 4.1. Study technique and methodology

Content:

The local academic element is placed in the beginning of the study programme and with the following purpose:

- The student must be able to formulate a scientifically founded argument for possible solutions to a well-defined marketing problem.
- The student must be trained to formulate arguments through a written representation across different academic elements.
- The student must relate to the processing and analysing of data with a view to identify specific problems which may have marketing-related consequences.

The element comprises:

- Knowledge and understanding of the scientific theoretical paradigms within the area of social science as well as perspectives on knowledge, insight and realisation of knowledge.
- Combination of scientific theory within the vocational field with methodology in scientific projects.
- Methodological approach to the achievement of knowledge based on the scientific theoretical standpoint.
- Involvement of and reflection on the significance of the scientific theoretical standpoint for scientific projects.

Learning objectives:

*Knowledge:*

The student must:

- Have knowledge and understanding of key paradigm shifts within business economics.
- Have a solid understanding of what knowledge is in a sociological sense and know the role of knowledge in a business economics perspective.
- Have basic knowledge of significant scientific theoretical problems and schools within a social science perspective and, in particular, within the key areas of marketing, organisation/management and economics.
- Understand the application of methodology in project and report writing following the principles of scientific work.
- Have knowledge of how to collect, interpret and analyse data.
- Have knowledge of scientific theoretical and methodological problems and integrate the understanding of scientific work and methods with professionalism in project and report writing.

*Skills:*

The student must be able to:

- Communicate scientific theoretical problems and consequences to colleagues/peers.
- Assess theoretical and practical problems in relation to the scientific theoretical field.
- Reflect on and participate in discussions about business economics perspectives in scientific contexts.
- Prepare a problem analysis and to perform a clear problem definition as well as to set up problems and hypotheses.
- Assess and select the ideal types of survey for a given problem and critically relate to the types of survey applied in practice.
- Collect, process and interpret quantitative and qualitative data and critically relate to existing or new data, including have knowledge of measurement scales and be able to assess the relevance, timeliness, validity, reliability and generalisability of data.
- Reflect on its own practice.
- Reflect on the limitations of scientific methods.

*Competencies:*

The student must be able to:

- Discuss the problem statement in relation to different scientific theoretical paradigms.
- Discuss the consequences of the scientific theoretical standpoint.
- Collect, process and interpret quantitative and qualitative data and critically relate to existing or new data, including have knowledge of measurement scales and be able to assess the relevance, timeliness, validity, reliability and generalisability of data.
- Prepare scientific reports and projects, including to communicate findings and suggested solutions etc. in a clear and easily readable report containing a clear problem statement, methodological considerations and an evaluation of the reliability and validity of the findings and prerequisites.
- Gain experience in the limitations of scientific methods.

Scope of ECTS:  
5 ECTS

#### **4.2. Elective academic element**

The institution offers elective academic elements. The courses in the Danish range may be offered in Danish or English - and for the English range, in English.

Zealand – Academy of Technology and Business offers a number of elective academic elements which the student can follow in order to focus its studies towards a specialised professional area.

The purpose of the academic element is that the student acquires knowledge, skills and competencies to identify, assess and develop strategies for business and marketing as well as to operationalise and implement them. Moreover, the student must be able to work in an application-oriented way with specific goals in collaboration with an established company.

The elective academic elements are organised so that the students can participate in elective courses at both campuses (Roskilde and Næstved), no matter what campus they attend.

The elective courses will be presented in an elective course catalogue by the end of the 1<sup>st</sup> semester. Elective courses are completed only if enough students have signed up for the course. Therefore, the students are always offered several opportunities and must choose between several priorities as well.

Scope of ECTS: Elective courses total 10 ECTS on the 2<sup>nd</sup> semester. The courses are offered as 2 subjects, each containing 5 ECTS, and are tested separately.

## **5. Internship and rules for completion**

Content, 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 problems 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 which the graduate is expected to meet in its first job.

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

#### *Internship agreement*

The student, Zealand and the company agree on the specific content 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 a description 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 a realistic problem/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 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 must observe the internship agreement as the internship is a mandatory part of the study programme.

### *Zealand*

Zealand provides a counsellor. 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 period. 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, we refer to the local internship manual or the internship coordinator.

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

The teaching involves lectures, classroom lessons, 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 the practice and knowledge from key trends within the profession as well as methods to develop the profession and to conduct quality and development work.

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

Some materials of the study programme may be in English, and parts of the programme may be taught in English as well.

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

### **6.2. Differentiated teaching**

The teaching is organised in accordance with the institution's pedagogical foundation.

## **7. Internationalisation**

### **7.1 Studying abroad**

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

For the professional bachelor programme in international sales and marketing management, the following academic elements can be completed abroad:

- 2<sup>nd</sup> semester
- Internship

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 completed if the course was passed in accordance with the rules for the study programme.

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

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

## **8. Tests and exams of the study programme**

The purpose of tests in the academic elements is to document whether the student meets the professional and academic goals set by the study programme and its elements. All tests must be passed with the minimum grade 02. The student is entitled to 3 attempts per test. Passed tests cannot be retaken. It is the student's own responsibility to acquaint with and observe 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 meet the prerequisites for participation in a given test, the student has used one exam attempt.

For requirements for the final bachelor project, please see section 8.2.

### **8.1. Description of the tests**

The study programme contains various forms of tests reflecting the content of the teaching as well as working methods. The test form for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> attempt can vary.

#### **8.1.1. Initial assessment test**

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

As regards opportunities to complain, the standard opportunities to complain about an exam shall not apply to the initial assessment test. For this test, it is only possible to complain about legal conditions, such as the deadline for the test or the number of exam attempts. Zealand may grant students an exemption from the



deadlines laid down for passing the initial assessment test, if necessary due to illness, childbirth, or unusual circumstances.

The planning and contents of the test:

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

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

The initial assessment test will typically be held in the 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 by the end of the first year of studies according to this curriculum, we also refer to section 3 **The structure of the study programme**. The student must have passed the first year test before the end of the student's 1<sup>st</sup> year of studies, after the commencement of studies, in order to continue its studies. See section 1 for reference to the current ministerial order on examinations in professionally oriented higher education programmes.

### **8.1.3. 1<sup>st</sup> external test**

Requirements for participation in the test:

None.

Planning and content of the test:

A 3-hour written exam based on a case handed out 24 hours before the exam.

Assessment criteria:

The learning objectives for the academic elements on the 1<sup>st</sup> semester.

The test is subject to an external assessment in accordance with the 7-point grading scale.

Formal requirements:

None.

Temporal placement:

By the end of the 1<sup>st</sup> semester

Scope of ECTS:

30 ECTS

Re-examination/re-examination due to illness:

The 2<sup>nd</sup> exam attempt (1<sup>st</sup> re-examination) is based on the same requirements as for the ordinary exam. The 3<sup>rd</sup> exam attempt (2<sup>nd</sup> re-examination) is - unless otherwise stated - held as an oral exam of 30 minutes, incl. assessment and grading.

#### **8.1.4. 1<sup>st</sup> internal test: Study technique and methodology**

The test in study technique and methodology forms the basis of the setup and structure of the coming exams.

Planning and content of the test:

Oral exam based on a written synopsis.

Formal requirements:

Appear from the exam material which will be available on Zealand's communication platform at the commencement of the subject.

If a written assignment does not meet the formalities (as stipulated in the Curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The learning objectives for study technique and methodology.

The test is subject to an internal assessment in accordance with the 7-point grading scale.

Temporal placement:

By the beginning of the 2<sup>nd</sup> semester

Scope of ECTS:

5 ECTS

Re-examination/re-examination due to illness:

The 2<sup>nd</sup> exam attempt (1<sup>st</sup> re-examination) is based on the same requirements as for the ordinary exam. If the re-examination is due to the student having failed its exam, the student must prepare a new synopsis.

The 3<sup>rd</sup> exam attempt (2<sup>nd</sup> re-examination) is - unless otherwise stated - held as an oral exam of 30 minutes, incl. assessment and grading.

#### **8.1.5. 2<sup>nd</sup> internal test**

The test comprises the academic elements described in section 3.

Planning and content of the test:

Oral exam based on a written product.

Formal requirements:

Appear from the exam material which will be available on Zealand's communication platform.

If a written assignment does not meet the formalities (as stipulated in the Curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The learning objectives for the academic elements described in section 3.

The test is subject to an internal assessment in accordance with the 7-point grading scale. As regards grading, the academic element "Industries and competitors" is weighted 1/3, and "Sales Management and the Sales Development of the Company" is weighted 2/3.

Temporal placement:

By the end of the 2<sup>nd</sup> semester

Scope of ECTS:  
15 ECTS

Re-examination/re-examination due to illness:

The 2<sup>nd</sup> exam attempt (1<sup>st</sup> re-examination) is based on the same requirements as for the ordinary exam. If the re-examination is due to the student having failed its exam, the student is given the opportunity to revise the written product. The 3<sup>rd</sup> exam attempt (2<sup>nd</sup> re-examination) is - unless otherwise stated - held as an oral exam of 30 minutes, incl. assessment and grading.

#### **8.1.6. 3<sup>rd</sup> internal test (tests in elective courses)**

The elective courses are described in the elective course catalogue which is available on Zealand's communication platform as well as on Zealand's website. The student must select 2 courses of 5 ECTS which are tested separately.

Planning and content of the test:

The academic elements and the exam are described in the elective course catalogue.

Formal requirements:

See the academic elements in the elective course catalogue.

If a written assignment does not meet the formalities (as stipulated in the Curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The learning objectives for the elective course.

The test is subject to an internal assessment in accordance with the 7-point grading scale.

Temporal placement:

2<sup>nd</sup> semester

Scope of ECTS:

10 ECTS (2 courses, each containing 5 ECTS)

#### **8.1.7. 4<sup>th</sup> internal test (internship test)**

The internship test is a written report which must meet the internship learning objectives.

Requirements for participation in the test:

Before the student can participate in the exam, the student must have completed Zealand's digital evaluation of the internship.

Planning and content of the test:

A written report. The requirements for the content are described in the manual available on the academy's communication platform.

Formal requirements:

Described in the internship manual.

If a written assignment does not meet the formalities (as stipulated in the Curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The learning objectives for the internship.

The test is subject to an internal assessment in accordance with the 7-point grading scale.

Temporal placement:

3<sup>rd</sup> semester (when the internship is completed)

Scope of ECTS:

15 ECTS

Re-examination/re-examination due to illness:

The 2<sup>nd</sup> exam attempt (1<sup>st</sup> re-examination) is based on the same requirements as for the ordinary exam.

## **8.2. The bachelor project**

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

Further requirements are specified below.

### **8.2.1. Requirements for the final bachelor project**

Described in the bachelor project manual.

The bachelor project must document the student's understanding of and ability to reflect on the practice of the profession and the use of theory and method in relation to a practice-oriented problem. The problem must be central to the study programme and the profession and must be formulated by the student, possibly in collaboration with a private or public company. Zealand must approve the problem statement.

The bachelor project must have a length of max. 100,000 characters, incl. spaces, but exclusive of front cover, table of contents, footnotes, figures and tables, bibliography, and appendices.

The other formal requirements are described in the bachelor project manual.

### **8.2.2. The importance of formulating capacity and spelling skills for the assessment**

Spelling skills and formulating capacity are included in the final bachelor project. The assessment is based on an overall evaluation of the academic content as well as spelling skills and formulating capacity.

However, the academic content outweighs 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 on mail: [studievejledning@zealand.dk](mailto:studievejledning@zealand.dk), 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 of the final bachelor project as well as tests where the aforementioned skills – according to this curriculum – are included in the assessment. Applications must be sent via [www.zealand.com/forms/](http://www.zealand.com/forms/) within 4 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 on mail: [studievejledning@zealand.dk](mailto:studievejledning@zealand.dk), 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.

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

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

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

If a student has been prevented from taking an exam due to documented illness or another documented reason, the student will have the opportunity to take the re-examination as soon as possible. If the test is held during the final exam period of the study programme, the student will have the opportunity to take the (re)-examination 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 a used examination attempt.

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

In case of failed examinations (including absence without a documented reason), a new test/exam shall be held as soon as possible and no later than the next time the examination in question is held, e.g. as a re-examination due to illness. The student is automatically registered for 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's or examinees' own work even though the assignment:

- Covers identical or nearly identical reproduction of other 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 own 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 a used 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 Higher Education and Science. The complaint is forwarded to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The head of studies makes a statement, which the applicant must be allowed, time to comment on, normally one week. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. Complaints must reach Zealand at the latest two weeks from the day that the complainant was notified of the decision, cf. chapter 11 of the Examination Order.

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

### **9.1. Credit transfer**

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

#### **9.1.1. Credit transfer agreements for academic 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 for other programmes.

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

#### **Prior credit approval**

The student can apply for prior credit approval. With the prior approval of a study visit in Denmark or abroad, the student is obliged, after the completion of the study visit, to document the academic elements completed during the approved study visit. In connection with the prior approval, the student must give the institution consent to collect the necessary information after the completion of the study visit.

With the prior credit approval, the academic element is considered completed if it is passed according to the rules applying to the programme.

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

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

#### **Prior credit approval**

The student may apply for prior credit approval if the student has completed academic elements awarding credit, which are either offered by the programme or not.

### **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, or conscription will not be included. Upon request, the student must produce documentation substantiating these circumstances. The programme may make exemptions from these provisions in the event of unusual circumstances. Applications for exemptions is forwarded to Zealand via the exemptions system at [www.zealand.com/forms/](http://www.zealand.com/forms/).

The student receives a written warning from Zealand before the enrolment is terminated. In that connection the student is made aware of the rules above. It will further appear from the letter that the student has fourteen days to submit their comments (hearing of the party) and documentation for periods of leave, giving birth, adoption, documented illness or conscription. The letter also states a deadline for applying for exemption. In case of a not passed initial assessment test, termination of enrolment takes place directly after notification.

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

If the student pleads that enrolment should not be terminated, the termination awaits the head of studies final decision.

The student may complain to Zealand about the decision within two weeks of receiving the decision. The complaint is sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The complaint has no delaying effect.

If the decision is maintained, Zealand will make a statement, which the student may comment on, normally within a deadline of one week. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. 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**

We also refer to section 8.6.4. related to complaints about sanctions regarding cheating, plagiarism and distractive behaviour during the examination and section 9.2. regarding termination of enrolment. The student is recommended to ask the student counsellor for guidance on the complaints procedure and how to prepare a complaint. The rules governing complaints concerning exams are found in the Examination Order.

The Examination Order differentiates between complaints about:

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

The two types of complaints are treated differently. All complaints are sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/).

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

A student can submit a written and justified complaint within 2 weeks after the assessment was communicated in the usual way, concerning:

- the scope of the examination, including questions asked, assignments etc., and the exam relative to the objectives and requirements 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, i.e. the internal examiner and external examiner 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 2 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 and justified, may include the following:

- an offer for a new assessment (re-assessment) – only for 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 partly 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 informed that re-assessment or re-examination may lead to a lower grade. Within a period of 2 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 decision. 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 deadline for complaints (2 weeks/14 calendar days) is on a public holiday, the due date will be the first workday following the public holiday. Exemptions from the deadline can be made in the event of unusual circumstances.

### **9.3.2. Appeal**

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

The appeal is sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). Appeals must be lodged at the latest two weeks after the student was informed of the decision. The requirements as above for complaints (in writing, stating reasons etc.) also apply to appeals. The appeals panel consists of two authorised external examiners 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 the following:

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

If the decision is to offer re-assessment or re-examination, the applicant must be informed that re-assessment or re-examination may lead to a lower grade. Within a period of 2 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 appeals 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 within 2 months – for summer exams 3 months – after the appeal has been submitted. Decisions of the appeals panel are final. This means that the matter cannot be brought before a higher administrative authority as regards the academic aspects of the complaint.

### **9.3.3. Complaints about legal matters**

Complaints about legal aspects of decisions made by the review panel in connection with reassessments or re-examinations or about decisions of the appeal panel can be brought before Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The deadline for submitting complaints is two weeks from the day the decision has been communicated to the complainant. Zealand will then make a decision.

Complaints about legal aspects of decisions made by the Zealand pursuant to the rules laid down by the Examination Order (such as incapacity, hearing, correct or incorrect interpretation of the Examination Order etc.) can be submitted to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). Zealand issues a statement and the applicant must be given normally one week for commenting. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. Complaints must be submitted to Zealand not later than two weeks from the day when the decision was communicated to the complainant.

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

### **9.4. Exemption rules**

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

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

## **10. Economy**

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

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

This curriculum is effective as per February 2022. All students will be transferred to this curriculum, and at the same time, hitherto applicable curriculums shall be annulled.