

Curriculum

BA in Digital Concept Development

2022-2023



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

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

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

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

CURRICULUM

for

The Bachelor's Degree Programme in Digital Concept Development

Effective date: 1 August 2022

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This national part of the Curriculum for the Bachelor's Degree Programme in Digital Concept Development, is issued in accordance with section 22(1) of Ministerial Order No. 457 of 19 April 2022 on technical and commercial academy profession degree programmes and bachelor's degree programmes (Bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser). This Curriculum is supplemented with an institutional part which is laid down by each individual educational institution that provides the programme.

The Curriculum was drawn up by the educational network for the Bachelor's Degree Programme in Digital Concept Development and approved by all the institutions providing the programme.

Please note that this text is a translation intended for information purposes only. In case of any discrepancy between this translation and the original Danish text, the Danish text shall prevail.

1. The programme's goals for learning outcomes

Knowledge

Graduates should have acquired:

- development-based knowledge of trends, theories, methods and practices in the development and application of digital concepts and business models.
- development-based knowledge of legal regulations in relation to digital concept development.
- an understanding of and the ability to reflect on the effects and possibilities of technology on business and of technology as an element of a digital concept.
- an understanding of and the ability to reflect on various kinds of user surveys in terms of scientific methods and philosophy of science.
- an understanding of and the ability to reflect on the scientific theories supporting their choice and application of scientific methods.

Skills

Graduates should have acquired the skills to:

- master the scientific methods and tools for conducting complex data-based analyses of trends, the business, users and practices and the skills to use the results to develop and test value-generating digital concepts.
- master a methodical approach to the development of digital concepts, including digital user experiences and value creation.
- assess and argue for their choice of solutions in relation to users, user behaviours, development processes, technologies, sustainability, value creation and business potential.
- apply a methodical approach to communicating to support the user experience.
- evaluate existing concepts and communicate solution proposals on how to optimise them further to partners and businesses.

Competencies

Graduates should be able to:

- handle complex, development-oriented situations that relate to business-oriented, digital concept-development, and do this on the basis of their user insights and reasoned choices of relevant technologies in line with the company strategy.
- independently enter into professional, multidisciplinary collaboration with others and assume responsibility within a professional ethic.
- identify their own learning needs and the continued development of their knowledge, skills and competencies in relation to digital concept development.

2. The study programme includes three national subject elements

2.1. Digital concepts

Content

This subject element is concerned with understanding technology as a concept in itself as well as when it is applied to support or to create a concept. It also includes innovative development of digital concepts using relevant technologies and basing such development on an understanding of scientific theory and the particular business context.

Students will learn how to develop and describe concepts and how to communicate them to internal and external stakeholders. Focus is placed on the concept development process as a whole, the use of quantitative and qualitative data as well as the development and testing of prototypes.

Learning objectives for Digital concepts

Knowledge

On completion, students should have acquired:

- development-based knowledge of relevant trends and tendencies in technology development.
- development-based knowledge of legal regulations in relation to the development of digital concepts.
- an understanding of and the ability to reflect on development and design processes applying to digital products, experiences, services and systems.
- an understanding of practices regarding the choice and prioritisation of technologies.
- an understanding of and the ability to reflect on the scientific starting point for concept development.

Skills

On completion, students should have acquired the skills to:

- apply philosophy of science and scientific methods as a basis for understanding studies/tests when developing concepts.
- apply methods for identifying and formulating problem statements and research questions and determining research design.
- apply the methods and tools for studying and analysing digital concepts, including the technologies they incorporate.
- apply relevant technologies in concept development activities.
- master the collection, analysis, interpretation and communication of relevant data in the context of creating digital concepts.
- master innovative development of digital concepts, including the development and testing of prototypes.
- communicate practice- and profession-related issues and solutions to partners.

Competencies

On completion, students should be able to:

- manage complex and development-oriented situations dealing with choosing digital technologies and concepts on the basis of trends in sustainability, the green transition and value creation and business potential.

- participate in mono-disciplinary and multidisciplinary collaboration on the evaluation, selection and communication of relevant technologies in digital concept development and in the development of digital prototypes for testing and validating a concept.
- identify their own learning needs and develop their own knowledge, skills and competencies relating to digital concepts.

ECTS weight

Digital concepts is worth 15 ECTS credits.

2.2. Digital value creation

Content

This subject element concerns primary as well as secondary data, including understanding, collecting and analysing data at the business level as well as at user level. Emphasis is placed on how technology can contribute to generating value for the business as well as its users.

Students will also work on digital integration between e.g. platforms, systems and business departments as important elements of value creation. Furthermore, the subject element deals with how to validate and communicate one's insights to relevant partners.

Learning objectives for Digital value creation

Knowledge

On completion, students should have acquired:

- development-based knowledge of business models and their approach to value creation.
- an understanding of and the ability to reflect on choices of qualitative and quantitative methods for user experience research.
- an understanding of and the ability to reflect on methods for estimating and steering processes.

Skills

On completion, students should have acquired the skills to:

- apply methods and tools for collecting and analysing data for creating value for the business and for its users.
- apply methods and tools for digital integration as part of a value creation process.
- master the application of digital technology as a contribution to value creation for the business and for its users.
- assess practice-related and profession-related issues in data-based value creation and argue for the choice of concept design on the basis of such assessments.
- apply methods and tools for communicating research results and insights, including the validity and quality of the collected data.
- communicate practice-related and profession-related issues as well as solution proposals to partners, the business and users, including communicating quality criteria and problems in terms of philosophy of science.

Competencies

On completion, students should be able to:

- manage complex, development-oriented situations concerning analysing and applying qualitative and quantitative data to create value within a digital concept.
- identify their own learning needs and develop their professional knowledge, skills and competencies relating to value creation and data application.

ECTS weight

Digital value creation is worth 15 ECTS credits.

2.3. Digital user experience

Content

This subject element concerns the design of user experiences as well as the communication of user behaviours and user experiences. Emphasis is placed on visualising with the intention to optimising the user experience.

The concept of ‘user experiences’ is taken in its broadest sense and may apply internally in a business or externally to clients and partners.

Lastly, the subject element also includes communication as an element in optimising the user experience and as a part of the actual user experience.

Learning objectives for Digital user experience

Knowledge

On completion, students should have acquired:

- development-based knowledge of and an understanding of the role of technology in communication.
- an understanding of and the ability to reflect on different methods for conducting user research and testing user experiences and user behaviours.
- an understanding of and the ability to reflect on the effect of digital concepts on user contexts and change processes.

Skills

On completion, students should have acquired the skills to:

- apply relevant technologies for communicating about a digital concept or apply relevant communication technologies as part of a digital concept.
- master the design and communication of user experiences, including visualising them in a business context.
- master how to connect the digital user experience with the business strategy and communicating that connection.
- assess the practice-related problems and issues relating to the use of technology as a part of communication.
- select a communication strategy relating to the digital user experience and state the grounds for their choice.

Competencies

On completion, students should be able to:

- manage complex, development-oriented situations concerning digital communication.
- autonomously participate in mono-disciplinary and multidisciplinary collaborations on the creation of digital user experiences that are based on qualified data.
- identify their own learning needs and develop their own professional knowledge, skills and competencies in terms of user experiences.

ECTS weight

Digital design is worth 10 ECTS credits.

3. Internship

Learning objectives for the internship

Knowledge

On completion, students should have acquired:

- development-based knowledge and an understanding of the internship host organisations business model and strategy.
- an understanding of and the ability to reflect on the internship host company's application of technologies and use of digital concepts.

Skills

On completion, students should have acquired the skills to:

- apply the internship host company's methods and tools for creating and maintaining the company's digital concepts.
- carry out the work of the internship host company.
- assess the host company's various problems and challenges, select solution proposals to resolve them and state the arguments for the proposed solutions.
- communicate the internship host's challenges and the proposed solutions to partners.

Competencies

On completion, students should be able to:

- manage complex, development-oriented situations that concern the development and maintenance of the internship host organisation's digital concepts.
- autonomously take part in mono-disciplinary and multidisciplinary collaborations within the internship host company and assume responsibility for resolving tasks according to professional ethics.
- identify their own learning needs and develop their professional knowledge, skills and competencies as part of their internship.

ECTS weight

The internship is worth 15 ECTS credits.

Number of exams

The internship is finalised by one exam.

4. Requirements for the bachelor's degree project

Alongside the other exams included in the programme, the bachelor's degree project should document that the student has achieved the objectives of the study programme.

In the bachelor's degree project, the student must document an understanding of practice as well as key theories and methods related to a practice-related problem or issue. The problem should be based on a specific task within the field of the study programme. The student must formulate – possibly in collaboration with a private or public enterprise – the problem statement which must be important to the study programme and the profession. The educational institution must approve the problem statement.

The bachelor's degree project exam

The bachelor's degree project concludes the study programme, and the examination takes place once all the preceding exams have been passed.

ECTS weight

The bachelor's degree project is worth 15 ECTS credits.

Examination type

The exam is made up of a written project report and an oral examination. The exam is externally assessed and is given an individual grade according to the 7-point grading scale for the combined written project and oral performance.

5. Rules for credit transfer

In terms of ECTS credits, passed educational elements are equivalent to corresponding educational elements pursued at other educational institutions offering the same study programme.

Students must inform the institution of any educational elements that were completed with another Danish or foreign higher education institution as well as any work experience that may reasonably be presumed to earn the student academic credit.

The educational institution approves credit transfer in each individual case on the basis of completed educational elements and work experience that match subject elements, educational elements or the internship of the study programme.

The decision whether to award credit transfer is based on an academic assessment.

In cases of pre-approval of study periods in Denmark or abroad, students must document the completion of educational elements of the pre-approved study period after finishing that study period.

When applying for pre-approval, students must consent to allow the educational institution to collect any required information after they completed the period abroad.

For approvals according to the above rules, an educational element is considered completed if it was passed in accordance with the regulations governing the specific study programme.

6. Commencement and transitional schemes

This national part of the Curriculum will come into effect as of 1 August 2022.

This Curriculum applies to students who commence the study programme after the effective date.

6.1. Transitional regulations

For students who are currently enrolled on the programme, the following applies:
students who commenced the study programme before the effective date will be subject to the national curriculum that came into force on 1 August 2018, until 1 August 2024.

CURRICULUM
for
BA in Digital Concept Development

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

Effective from August 2021

Revised in August 2022

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1. The curriculum's reference to legal basis

The programme is governed by the following acts and orders:

- Bekendtgørelse af lov om erhvervsakademier for videregående uddannelser (legislation regarding academies of professional higher education).
- Bekendtgørelse af lov om erhvervsakademiuddannelser og professionsbacheloruddannelser (legislation regarding academy profession and professional bachelor degree programmes).
- Bekendtgørelse om prøver i erhvervsrettede videregående uddannelser (legislation regarding examination).
- Bekendtgørelse om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser (legislation regarding admission and enrollment).
- Bekendtgørelse om karakterskala og anden bedømmelse ved uddannelser på Uddannelses- og Forskningsministeriets område (legislation regarding grading).
- Bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser (legislation regarding technical and business academy profession and professional bachelor degree programmes).
- Bekendtgørelse om censorkorps og censorvirksomhed på de videregående uddannelser (legislation regarding external examination).

Link to applicable announcements: <http://zealand.dk/docs/Studielovgivning.pdf>

The current legislation is available in Danish on www.retsinfo.dk.

2. Admission to the degree programme

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

3. The structure of the study programme

The study programme is a full-time academic programme of 1,5 years' full-time equivalent study. A full-time equivalent study corresponds to the work of a full-time student for 1 year. A full-time equivalent study corresponds to 60 points in the European Credit Transfer System (ECTS). Thus, the full programme totals 90 ECTS.

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

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

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

** Please note that the programme may provide for a different number of tests than that presented in the national part of the curriculum. This is due to changes in the new LEP Executive Order, effective September 1, 2022.

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

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

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

4.1. Sustainable Future Design (elective)

Contents:

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

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

- sustainable Future Design based on the needs and interests of users and buyers

- exploratory, critical and speculative design.

Skills

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

- research processes and context understanding
- prototype development of digital user interfaces
- assessing problems in a practical and a theoretical perspective and arguing in favour of and select relevant solution models
- communicating problems and solutions of a practical and professional/academic nature to partners and users.

Competencies

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

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

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

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

ECTS-credits:

15 ECTS

4.2. Business & Entrepreneurship (elective)

Contents:

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

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

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

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

Skills

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

- trends within the development of digital business models and digital services

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

The graduate is able to communicate:

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

Competencies

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

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

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

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

ECTS-credits:

15 ECTS

4.3. Digital Transformation Processes

Contents:

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

Learning objectives:

Knowledge

The graduate understands and can develop and reflect on:

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

Skills

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

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

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

Competencies

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

- service design and new technologies

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

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

ECTS-credits:

5 ECTS

5. Internship and rules on completion

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

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

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

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

Internship agreement

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

The agreement must consist of the individual goals for the internship, as well as a description of the task or tasks the student must solve for the company. This will then serve as a basis for the planning of the student's work during the internship.

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

The company

The company appoints a contact person in the company.

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

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

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

The student

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

Zealand

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

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

For further information on internships, please contact the internship coordinator of the study programme.

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

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

In our context, internship can take five forms:

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

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

6. Teaching and working methods

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

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

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

6.1. Reading texts in foreign languages

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

6.2. Differentiated instruction

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

7. Internationalisation

7.1 Studies abroad

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

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

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

7.2 Agreements with foreign educational institutions about parallel studies

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

8. Tests and exams of the study programme

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

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

8.1. Description of the tests

The study programme contains various forms of tests reflecting the contents of the teaching as well as working methods. For some programmes, the test form for a possible 2nd or 3rd attempt may vary from the ordinary test.

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. According to the Executive Order on Tests of Professional Higher Education, the Initial

assessment test must be held no later than two months after the start of the programme, and the result must be announced to the student no later than two weeks after the test is conducted.

Students who fail this test may take a re-examination, which is held within 3 months 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.

Complaints about the Initial assessment test can be submitted to the educational institution for decision. The complaint must be submitted no later than two weeks after the assessment has been announced. Academic issues by the institution's decision may not be brought before another administrative authority. Legal issues in the institution's decision (e.g. in relation to the deadline for the examination or the number of examination attempts) may be brought before the Danish Agency for Higher Education and Science. In case of exceptional circumstances, Zealand may grant an exemption.

The planning and contents of the test:

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

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

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

Grading and announcement of result:

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

8.1.2. The first year test

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

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

8.1.3. Portfolio exam, 1st semester

Requirements for participation in the exam:

The 3 selected portfolio projects of the semester must be submitted and approved as assignments before the student can register for the 1st semester portfolio exam.

All three assignments in the portfolio are group projects.

The requirements for the selected portfolio projects will be given at the beginning of each of the 3 projects during the 1st semester. The 1st semester is divided into 3 project periods, and each of them has a portfolio project as a basis for teaching and project work.

All 3 portfolio projects on the 1st semester must be approved as assignments prior to the portfolio exam preparations: Typically 10 days before uploading the 1st semester assignment portfolio and synopsis.

If a group member does not contribute actively to the group work, the other members may exclude this member. This requires that the teachers are informed and approve the decision, and that this rule has been decided jointly in the group as a joint agreement signed by the group.

A group has been formed once the members have registered the group composition with the teacher/counsellor responsible for the group formation. The group formation process is not completed until all students in the class have become part of a group. When the groups have been formed, the students are formally members of a group, meaning that all materials produced in the group are owned by all members.

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

Planning and contents of the exam:

Oral exam based on several written products. All aids are allowed.

An individual portfolio exam is held after the 1st semester. This exam consists of 2 parts:

- Assignment portfolio and synopsis (in the order mentioned but assembled into one pdf file)
- Oral defence.

All constituent parts are included in the total assessment, see *assessment criteria* for further information. The assignment portfolio is an individual descriptive presentation of the 3 selected portfolio projects from the 1st semester. The assignment portfolio must present the assignments and account for the process of preparation – i.e. case presentation, problem statement, solution as well as academic challenges associated with the assignments.

The requirements for the three assignments presented in the assignment portfolio are:

- that the institution must have identified the assignments as potential exam assignments, i.e. portfolio projects from the 1st semester.
- that the assignments may be a digital product, a conceptual strategy and/or a digital prototype, a report, etc.

The synopsis must contain a specification of the academic challenges and issues on which the student wants to focus in connection with the assignments and in terms of the learning objectives for the 1st semester.

- A discussion and reflection on the selected theories, methodology and literature.
- A brief reflection on the student's academic progress during the 1st semester, and how the student relates to its wishes for further academic competence development.

The oral part of the exam lasts 30 minutes, consisting of the following elements:

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

Formal requirements:

The synopsis must have a scope of max. 3 standard pages (1 standard page = 2,400 characters, incl. spaces).

The assignment portfolio must have a scope of max. 3 standard pages (1 standard page = 2,400 characters, incl. spaces).

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:

Assessment criteria = the learning objectives for the study programme elements on the 1st semester.

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

An individual grade will be given on the basis of a general assessment of the elements included in the exam, i.e. the assignment portfolio, the synopsis and the oral presentation. The exam is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

By the end of the 1st semester.

Scope of ECTS:

30 ECTS

Re-examination/re-examination due to illness:

Based on the same requirements as for the 1st attempt. The student is given the opportunity to edit the written product if the re-examination is due to the student having failed its previous exam attempt.

A re-examination will be held either immediately before or at the beginning of the following semester.

8.1.4. Portfolio exam 2nd semester

Requirements for participation in the exam:

The 3 selected portfolio projects of the semester must be submitted and approved as assignments before the student can register for the 2nd semester portfolio exam.

All three assignments in the portfolio are group projects.

The requirements for the selected portfolio projects will be given at the beginning of each of the 3 projects during the 2nd semester. The 2nd semester is divided into 3 project periods, and each of them has a portfolio project as a basis for teaching and project work.

All 3 portfolio projects on the 2nd semester must be approved as assignments prior to the portfolio exam preparations: Typically 10 days before uploading the 2nd semester assignment portfolio and synopsis.

If a group member does not contribute actively to the group work, the other members may exclude this member. This requires that the teachers are informed and approve the decision, and that this rule has been decided jointly in the group as a joint agreement signed by the group.

A group has been formed once the members have registered the group composition with the teacher/counsellor responsible for the group formation. The group formation process is not completed until all students in the class have become part of a group. When the groups have been formed, the students are formally members of a group, meaning that all materials produced in the group are owned by all members. If a group decides to split up during a project, all materials produced up until the time of the split will be available to each member of the group.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral exam based on several written products. All aids are allowed.

An individual portfolio exam is held after the 2nd semester. This exam consists of 2 parts:

- Assignment portfolio and synopsis (in the order mentioned but assembled into one pdf file)
- Oral defence.

All constituent parts are included in the total assessment, see *assessment criteria* for further information.

The assignment portfolio is an individual descriptive presentation of the 3 selected portfolio projects from the 2nd semester. The assignment portfolio must present the assignments and account for the process of preparation – i.e. case presentation, problem statement, solution as well as academic challenges associated with the assignments.

The requirements for the three assignments presented in the assignment portfolio are:

- that the institution must have identified the assignments as potential exam assignments, i.e. portfolio projects from the 2nd semester.
- that the assignments may be a digital product, a conceptual strategy and/or a digital prototype, a report, etc.

The synopsis must contain a specification of the academic challenges and issues on which the student wants to focus in connection with the assignments and in terms of the learning objectives for the 2nd semester.

- A discussion and reflection on the selected theories, methodology and literature.
- A brief reflection on the student's academic progress during the 2nd semester, and how the student relates to its wishes for further academic competence development.

The oral exam lasts 30 minutes, consisting of the following elements:

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

Formal requirements:

The synopsis must have a scope of max. 3 standard pages (1 standard page = 2,400 characters, incl. spaces).

The assignment portfolio must have a scope of max. 3 standard pages (1 standard page = 2,400 characters, incl. spaces).

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:

Assessment criteria = the learning objectives for the study programme elements on the 2nd semester.

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

An individual grade will be given on the basis of a general assessment of the elements included in the exam, i.e. the assignment portfolio, the synopsis and the oral presentation. The exam is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

By the end of the 2nd semester.

Scope of ECTS:

30 ECTS

Re-examination/re-examination due to illness:

Based on the same requirements as for the 1st attempt. The student is given the opportunity to edit the written product if the re-examination is due to the student having failed its previous exam attempt.

A re-examination will be held either immediately before or at the beginning of the following semester.

8.1.5. Internship exam

Requirements for participation in the exam:

The student must meet the requirements stipulated in the current internship guidelines for the programme. Moreover, the student must have completed an internship. The internship guidelines are available on the communication platform for the study programme.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral exam based on a written product. All aids are allowed.

The exam evaluates the student's individual learning objectives which were established by the student, the company and the study programme counsellor prior to the internship.

All constituent parts are included in the total assessment, see *assessment criteria* for further information.

The oral exam lasts 25 minutes, consisting of the following elements:

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

Formal requirements:

The report must contain references to the student's internship blog and have a scope of 4-6 standard pages (2,400 characters per page, incl. spaces), exclusive of front cover, table of contents and appendices.

Through description, analysis and discussion, the internship report must account for the following aspects:

- the internship company (business area, organisation, business model, etc.)
- learning objectives, incl. any changes
- work tasks performed
- challenges during the internship
- use of the study programme theories, methodology, etc. during the internship
- the outcome of the internship in view of the learning objectives defined.

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 exam is internal and assessed in accordance with the 7-point grading scale. A total assessment is made based on a general assessment of the written and oral presentation (internship report, presentation and examination).

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

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

Temporal placement:

3rd semester.

Scope of ECTS:

15 ECTS

Re-examination/re-examination due to illness:

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

- If the assessment is due to lack of participation in the internship, a new internship is arranged.

- If the assessment is due to lack of description, analysis and discussion, the student must take a new internship exam after approx. 4 weeks and is given the opportunity to edit the written product.
- If the re-examination is due to illness, the student is not given the opportunity to edit the written product.

8.2. The bachelor's project

The overall requirements for the bachelor's project are described in the national part of the curriculum. Further requirements are specified below. The student has the right to individually prepare a final written assignment and conduct an individually oral examination.

8.2.1. Requirements for the bachelor's project

Requirements for participation in the exam:

The exam completes the study programme, and participation requires that all previous tests/exams of the study programme have been passed.

Planning and contents of the exam:

Oral exam based on a written product. All aids are allowed.

The exam is based on a project, prepared individually or by a group of up to 3 students.

All constituent parts are included in the total assessment, see *assessment criteria* for further information.

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

Submission:

- A report of the preparation of a digital concept that falls within the framework of the general learning objectives for the study programme.
- A conceptual or digital prototype that demonstrates and validates the value-creating properties of the concept to the user.

An individual oral exam of 40 minutes, based on the submitted material and an oral presentation:

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

Formal requirements:

Scope of the report:

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

A standard page contains 2,400 characters, incl. spaces and footnotes.

Cover page, table of contents, illustrations, list of references and appendices are not included.

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:

Assessment criteria = the learning objectives for the study programme, see the national part of the curriculum.

The exam is subject to an external assessment in accordance with the 7-point grading scale, and an individual grade is given based on the submitted work, the presentation and the individual exam.

The graphic design of the report must demonstrate that the student is capable of developing and implementing an appropriate assignment submission design.

Temporal placement:
3rd semester

Scope of ECTS:
15 ECTS

Re-examination/re-examination due to illness:

Based on the same requirements as for the 1st attempt. The student is given the opportunity to edit the written product if the re-examination is due to the student having failed its previous exam attempt.

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.

A re-examination will be held either immediately before or at the beginning of the following semester. If the institution assesses that the student has participated in the group project to an acceptable degree, re-examination will be held as an individual exam based on the group project.

If the institution assesses that the student has not participated in the group project to an acceptable degree, re-examination will be held as an individual project examination.

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

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

Students who can document relevant specific disabilities may apply for an exemption from the requirement that spelling skills and formulating capacity are included in the assessment. Applications must be sent via 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 the bachelor exam project as well as tests where the aforementioned skills – according to this curriculum – are included in the assessment. Applications must be sent via www.zealand.com/forms/ at the latest 6 weeks before the exam.

8.4. Special test conditions

In case of physical or mental disabilities, the student may apply for special test conditions and permission to bring other aids. Applications must be on mail: 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

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

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

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

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

8.5.2 Re-examination

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

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

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

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

8.6. Cheating at exams

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

8.6.1. Cheating at exams, including plagiarism

During examinations, the student must act considerately, including complying with the instructions given by the examination supervisor, examiner and external examiner. Cheating at exams exists, among other things, when the student:

- Plagiarizes, including reusing own text (self-plagiarism without source citation and quotation marks)
- Counterfeit
- Conceals or misleads about one's own efforts or results
- Engaging in non-permitted collaboration
- Receives or attempts to receive help during the exam or test, or helps others if it is not a group test
- Uses non-permitted aids
- Have improperly obtained prior knowledge of the assignment
- Provides incorrect attendance information
- Attempts to circumvent, deactivate or otherwise impede the intent of the educational institution's use of electronic surveillance programs

Cheating at exams, including plagiarism, means that the student does not have his or her answer assessed and is noted for a used examination attempt.

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

It shall be reported to the head of studies if during or after an examination there is a presumption that an examinee:

- have improperly obtained or rendered assistance,
- has published someone else's work for his own (plagiarism), or
- have used their own previously assessed work or parts thereof without reference (plagiarism).

Postponement of the test

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

Reporting form and content

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

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

Involvement of the examinee – hearing of parties

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

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

8.6.3 Disciplinary measures in case of examination cheating and distracting behaviour

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

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

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

The 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/. 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. Credits

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

9.1.1 Credit transfer arrangements for programme elements covered by the local part of the curriculum

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

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

9.2 Termination of enrolment

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

Enrolment with the studies may be terminated for students who have passed less than 45 ECTS-credits per year of studying. The study activity requirement of min. 45 ECTS pr. study year is annulled for the first year of study if the first-year test has a scope of 45 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/.

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 or conscription. The letter also states a deadline for applying for exemption. In case of a not passed initial assessment test, termination of enrolment takes place directly after notification.

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

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

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

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

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

The Examination Order differentiates between complaints about:

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

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

Please refer to section 8.1.1 for complaints regarding the Initial assessment test.

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

A student can submit a written complaint, stating their reasons, within two weeks after the assessment was communicated in the usual way, concerning:

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

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

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

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

Zealand makes decisions regarding complaints based on the academic opinion presented by the examiners and the applicant's comments on the opinion. The decision, which must be in writing, stating reasons, may involve:

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

- a combination of the above three points, if the exam includes a written assignment with oral defense

If the decision is to offer re-assessment or re-examination, the head of studies appoints a review panel. Re-assessment applies only to written exams where material is available for assessment, partly because the review panel cannot make a (re-)assessment of an oral exam that has already been held and because the notes made, by the original examiners are personal and cannot be divulged. If the decision is to offer re-assessment or re-examination, the applicant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled. If the student does not accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible. For re-assessments, the documentation of the matter must be made available to the review panel: The question(s), the answer(s), the complaint, the statements made by the original examiners with the applicant's comments and Zealand's decisions. The review panel notifies Zealand of the outcome of the re-assessment and encloses a written statement with the reasons and the actual assessment. Re-assessments or re-examinations may produce lower grades. If the decision is to offer re-assessment or re-examination, this decision applies to all students if the exam suffers from the same defects as those referred to in the complaint.

If the due date of the deadline for complaints (two weeks/14 calendar days) is on a public holiday, the due date will be the first workday following the public holiday. Exemptions from the deadline can be made in the event of unusual circumstances.

9.3.2 Appeal

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

The appeal is sent to Zealand via the complaints system at www.zealand.dk/exam-appeals/. Appeals must be lodged at the latest two weeks after the student was informed of the decision. The requirements as above for complaints (in writing, stating reasons etc.) also apply to appeals. The appeals panel consists of two authorised external examiners, who are appointed by the chairman of the external examiners, a lecturer authorised to conduct examinations and a student studying the subject area (the degree programme), both of which are appointed by the head of studies.

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

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

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

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

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

Re-assessments or re-examinations must take place as soon as possible. For re-assessments, the documentation of the matter must be made available to the review panel: The question(s), the answer(s), the complaint, the statements made by the original examiners with the applicant's comments and Zealand's decisions. The appeals panel must reach a decision at the latest two months – for summer exams three

months – after the appeal has been submitted. Decisions of the appeals panel are final. This means that the matter cannot be brought before a higher administrative authority as regards the academic aspects of the complaint.

9.3.3 Complaints about legal matters

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

Complaints about legal aspects of decisions made by the Zealand pursuant to the rules laid down by the Examination Order (such as incapacity, hearing, correct or incorrect interpretation of the Examination Order etc.) can be submitted to Zealand via the complaints system at www.zealand.dk/exam-appeals/. Zealand issues a statement and the applicant must be given normally one week for commenting. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for 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

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

11. Effective date and transitional provisions

This local institutional part of the curriculum is valid from August 2022. All students will be transferred to this curriculum and at the same time previous existing curriculums will be suspended.