



Curriculum for  
**E-Concept Development**  
Professions Bachelor Education  
(PBA)

**2011**

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Erhvervsakademi Aarhus (EAA)  
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## Generic elements of the study programme

### For all the institutions offering the e-concept development programme

This study programme for e-concept development is prepared in accordance with the guidelines in the Danish Act on Business Academy Programmes and Professional Bachelor Programmes and the Order on Business Academy Programmes and Professional Bachelor Programmes of 29/06/2009.

The programme is a full-time course of education for 1½ normal student years. A student year is the work of a full-time student for one year. A student year corresponds to 60 points in the European Credit Transfer System (ECTS). The programme thus gives a total of 90 ECTS.

#### Name of the programme and title of its graduates

Graduates are entitled to use the title of "Professionsbachelor i e-konceptudvikling (PBA e-konceptudvikling)". The English title is Business Bachelor of E-Concept Development (BSc E-Concept Development).

#### Admission to the programme

The Business Bachelor of E-Concept Development is a top-up programme following the multimedia designer, computer scientist, design technologist and e-designer programmes, which thus all give direct admission to the entrance examination.

Other applicants can be invited to take the entrance examination based on concrete assessment of their actual skills, cf. Order no. 8 of 10 January 2008 on individual skills assessment (actual skills assessment) in continuing adult education (VUU) and diploma programmes in the adult higher education system.

#### Language

The course can be taught in English or Danish.

#### Purpose of the programme

- To qualify students for jobs within strategically based concept development of e-shops/e-commerce solutions and e-marketing, as well as administrative operation and further development of e-shops/e-commerce solutions.
- To qualify students for jobs within the strategically based development of digital advertising, as well as communication and design concepts for interactive digital advertising/marketing solutions.

## Learning goals for e-concept development (PBA)

#### Knowledge

The graduate has achieved:

- 1) Knowledge of and can reflect on trends, theory and practice within e-concept development of solutions for international e-commerce, digital advertising and digital communication in general.
- 2) Knowledge of and can reflect on intercultural communication and the role of media convergence in the development of e-concepts.
- 3) Knowledge of and can reflect on e-project management of e-commerce solutions, digital advertising campaigns and digital communication in general.
- 4) Knowledge of and can reflect on various types of testing of digital communication solutions in relation to scientific method and philosophy of science.

## Proficiencies

The graduate can:

- 1) Apply methods and tools to in-depth analysis of problem areas, trends, theory and practice within e-concept development of international e-commerce, digital advertising and digital communication in general.
- 2) Assess and argue the case for complex choices, development flows, project control and project management.
- 3) Assess and communicate existing e-concepts and proposed new e-concepts to partners and companies.
- 4) Apply scientific methods and tools to analysis and testing of digital communication solutions.

## Skills

The graduate can:

- 1) Develop complex conceptual prototypes of e-commerce solutions, digital campaign material, or other digital communication solutions.
- 2) Handle the development of complex e-concepts for digital communication solutions, or digital advertising campaigns, or e-shop/e-commerce solutions.
- 3) Handle the synthesis of relevant theoretical and practical academic topics. The academic topics must be a minimum of two of the following: e-commerce, e-marketing, e-communication, e-design, e-business production and e-media production.
- 4) Cooperate independently with other professional groups and external partners on the development of e-concepts.
- 5) Construct and present a job-creating role profile as e-concept developer by identifying own learning requirements and developing own knowledge and proficiencies.

## Skills development and educational strategy

The educational strategy must promote the development of two types of core skill in synergy.

- A *multidisciplinary* skill with focus on an overview of various viewpoints and subject areas. This is a *link skill* between digital technology, e-commerce, e-marketing, e-design, and e-communication.
- A *subject-specific* skill in at least two subject areas, e.g. e-commerce and e-design, or e-communication and e-marketing.

In educational terms the two types of skill will be supported with:

- Project-based loosely-organised group work and project-based role-organised group work.
- Continuous integration of companies and organisations in the tuition.
- Coaching of project groups with focus on intercultural and interdisciplinary cooperation, i.e. coaching of students facilitated by instructors.
- Dialogue-based tuition where subject-specific skills are considered from the perspective of multi-disciplinary competence.
- Lectures and exercises.

## Structure of the programme

The semester subject areas can be freely broken down into smaller subject areas and flows.

### 1. Semester

The purpose of the first semester is to introduce the student to multi-disciplinary e-concept development. The student learns how to develop or improve concepts and solutions containing a digital component, for local & international commerce, advertising and communication. This is all on a smaller scale. The course is designed to introduce:

- The needs of business and commerce.

- Management of e-concept development (project management)
- How to ensure scientifically-based user research of the user-friendliness and traffic within e-concept development.

During the first semester all subjects of the programme are introduced, as they are integrated into the subject areas. The subject areas are the same for everybody, i.e. they are *compulsory programme elements*, totalling 30 ECTS. This enables the student to plan the future from an early stage, and to competently select:

- Subject areas for the following semesters
- Internship with a company and academic/professional focus within the internship host company
- Examination project related to job ideas in the final semester

The subjects are:

- E-concept development and e-project management, 20 ECTS
- User research, 5 ECTS
- Philosophy of science, 5 ECTS

## 2. Semester

The purpose of the second semester is to allow specialization in e-concept development on a more extensive and specialized basis than in the first semester. 2<sup>nd</sup> semester consists of elective subject areas, totalling 30 ECTS. Thus the program can expand this to 35 ECTS. It is up to the individual program to put together a range of electives and determine which of them the students can choose.

- E-commerce, 15 ECTS
- E-marketing, 10 ECTS
- E-business systems, 5 ECTS
- E-design, 15 ECTS
- E-communication, 10 ECTS
- E-media technologies, 5 ECTS

The school will continually decide which modules to offer. This will take place in consideration of the students' interests and the specific competences that the school is focusing on.

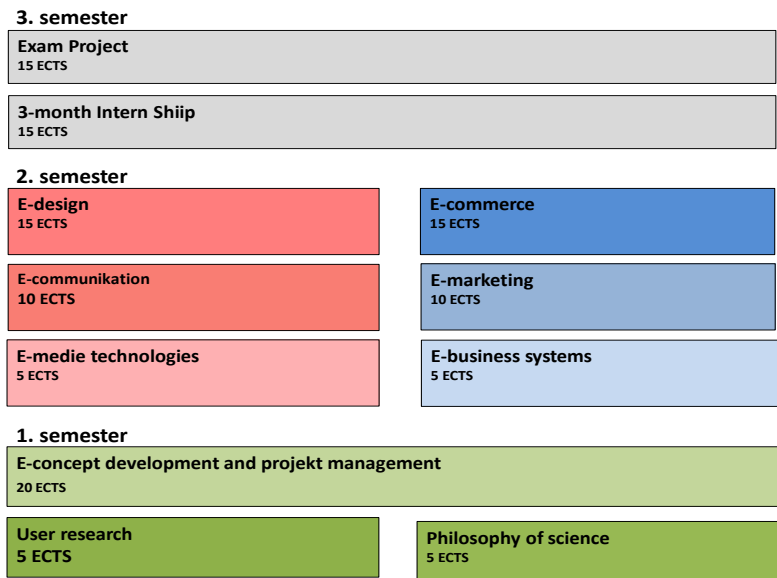
## 3. Semester

The purpose of the third semester is to specialize the student's skills in order to build up key competences for a job-creating profile. This is achieved as an internship with a company, as well as through participation in a professional environment. There is also a final examination project which is based on the internship. The internship immediately precedes the final examination project.

Internship, 15 ECTS

Final examination project, 15 ECTS

## E-concept development



## Learning goals

### 1. Semester

#### E-concept development and Project management, 20 ECTS

##### E-concept development

Objective: The student learns e-concept development by combining and involving several subject areas. The subject areas are e-commerce, e-marketing, e-technology, e-design, e-communication and e-marketing.

The course is focused on the development or improvement of concepts and solutions for local & international e-commerce, digital advertising and digital communication.

##### Knowledge

- Knowledge of current business & cultural trends, models, theory and practice with emphasis on intercultural communication and media convergence.
- Ability to reflect on e-concept development.

##### Proficiency

- Ability to assess the value of and apply user-driven innovation. □
- Ability to gather and analyse information.
- Ability to develop e-concepts

##### Skills

- Ability to analyse different sectors' needs.
- Ability to cooperate independently with other professional groups.
- Ability to understand roles/job functions.
- Ability to identify own learning requirement.

##### Project management

Objective: The student learns to undertake the role of project manager within e-concept development.

### **Knowledge**

- Theoretical knowledge of typical deliverable specifications, sales and negotiations.
- Theoretical knowledge of project resource planning, including plans for use of human resources, time and materials.
- Theoretical knowledge of various development methods and their importance.
- Theoretical knowledge of conflict management in project teams

### **Proficiency**

- Ability to negotiate proposals, contracts and cooperation agreements from both company and supplier aspects.
- Ability to operate within a business context.
- Ability to communicate practical issues relating to the development and management of projects to partners and users.
- Ability to gather information on and analyze relevant stakeholders' requirements, i.e. business, design, communicative and technical specifications and requirements.
- Ability to assess and motivate project-related and conceptual choices to relevant project stakeholders.
- Ability to theoretically and practically assess conflicts in the project development team. In addition, the ability to motivate proposed solutions.
- Ability to undertake theoretical and practical assessment of internal and external players' intercultural conflicts in project teams. For example, conflicts between project owner and project team, and between customer and project team in an agency.
- Ability to motivate proposed solutions to conflicts between project owner and project team, and between customer and order giver.
- Ability to communicate practice-related solutions to various types of conflict internally within project teams.

### **Skills**

- Able to undertake complex requirement specification, sale and negotiation. .
- Ability to master several development methods.
- Ability to manage project resources, including team members, time and financial budget.
- Ability to manage development projects in virtual multidisciplinary teams.
- Ability to participate independently in multi and interdisciplinary teams.
- Able to identify own learning requirement in relation to the role of project manager in multidisciplinary, intercultural teams.

## **User Research, 5 ECTS**

Objective: The student learns to assess and implement Formative and Evaluative User Research through qualitative and quantitative data collection & processing. The student shall:

- Understand what information architecture and usability are and what they can be used for.
- Conduct user surveys/tests of user experience and user behaviour.
- Assess user surveys/tests in relation to the applicability of various test methods.
- Assess how changes to information architecture and design can optimise user experience.

### **Knowledge**

- Theoretical knowledge of usability studies and usability tests conducted with actual users of the product.
- Theoretical knowledge of information architecture and user friendliness tests.

### **Proficiency**

- Ability to apply scientific methods and tools to testing and analysis for design, functionality, user friendliness and information architecture.
- Ability to understand how international and intercultural factors influence user experience.
- Ability to assess test methods in theory and in practice and to decide which test method is most appropriate in various situations.
- Ability to communicate practice-related problems in usability testing, user friendliness and information architecture to partners and users.
- Ability to argue for solutions within testing, user friendliness and information architecture and to communicate solutions to relevant stakeholders.

### Skills

- Ability to implement testing of solutions, evaluation of the test results and produce recommendations, in regard to further development of the solution.
- Ability to work with teams of designers, developers and information architects and/or usability experts on development of solutions from a test driven perspective

## Philosophy of science & Methodology, 5 ECTS

Objective: The student learns:

- To understand Philosophy of Science and Methodology.
- To relate User Research to Philosophy of Science and Methodology.

### Knowledge

- Theoretical knowledge of current trends in Philosophy of Science and Methodology.
- Theoretical knowledge of the relationship between Formative and Evaluative User Research to Philosophy of Science and Methodology.

### Proficiency

- Ability to apply Philosophy of Science and Methodology as the basis for understanding Formative and Evaluative User Research
- Ability to understand Philosophy of Science and Methodology in the context of the history of ideas.

### Skills

- Ability to identify own learning requirements in regard to testing, in relation to Philosophy of Science and Methodology.

## 2. Semester

### E-commerce, 15 ECTS

Objective: The student learns to concept develop new e-shops and e-commerce solutions and to operate and further develop them both administratively and conceptually. There is focus on national and international BtB-, BtC- and CtC-markets.

### Knowledge

- Theoretical and practical knowledge about international strategy and concept development for e-shop and e-commerce solutions
- Theoretical knowledge about current trends and market developments in international e-commerce
- Theoretical knowledge about the underlying technology base for concept development of e-commerce solutions – ie. ERP systems, CMS, electronic payment systems, and platforms.

- Reflection and theoretical and practical knowledge of the significance of basic e-commerce law to the development of e-shop concepts, with primary emphasis on national (i.e. Danish) law and secondary emphasis on international e-commerce law using a few examples.

### **Proficiency**

- Ability to gather and analyse data/information on developments and trends in international e-commerce markets, including in relation to the need for new e-commerce solutions.
- Ability to further communicate conclusions about local and international e-commerce market development and trends, e.g. as proposals for companies' development of e-commerce solutions.
- Ability to theoretically assess developments and trends in e-commerce markets. How can these trends be utilised in concept development of e-commerce solutions/e-shops?
- Ability to assess international companies' strategic development potential for e-commerce, i.e. strategic concept development of e-commerce solutions/e-shops.
- Ability to motivate e-commerce solution concepts in relation to local and international market development and trends.
- Ability to assess theoretical and practical interaction between front and back-end systems within e-commerce, i.e. ERP systems, CMS, payment subject areas and platforms.
- Ability to motivate the e-commerce concept's choice of ERP system, CMS, payment subject area and platform, i.e. in relation to the concept's sustainability and scalability.
- Ability to argue the case for conceptual solutions and choices to partners and users.

### **Skills**

- Ability to handle complex strategy and concept development of e-commerce solutions. Special emphasis on development of business model, business case and cost estimation.
- Ability to participate independently in multidisciplinary project groups with specialists (e.g. e-designer, programmer and/or information architect) and contribute with e-commerce as own subject area.
- Ability to develop complex strategies for sale and repeat sale in relation to measurement of user behaviour and conversion.
- Able to identify own learning requirement for business development of e-commerce, and develop own role and qualifications in the area.

## **E-marketing, 10 ECTS**

Objective: The student learns to develop e-marketing concepts for companies and organisations, including how to connect strategic branding with practical execution of e-marketing disciplines.

### **Knowledge**

- Have knowledge of theory and practice within the palette of e-marketing disciplines.
- Understand theory and methodology in the application of e-marketing disciplines.
- Ability to reflect on how e-marketing can contribute to branding.
- Knowledge of the significance of local and international e-marketing law in various sectors/types of company.
- Ability to understand guidelines in marketing law and reflect on law in relation to branding and campaign development.

### **Proficiencies**

- Ability to collect market data and conduct market analysis of consumer behaviour using relevant methods and tools.
- Ability to convert market analyses to bases for decision-making in digital campaign and media planning (in collaboration with offline media).
- Ability to assess advertising spending, effectiveness and economy in digital campaign and media planning, including in collaboration with offline media.
- Ability to argue for alternative solutions in campaign and media planning to customers and partners.

- Ability to conduct effect measurement and analyse data in order to evaluate campaigns.
- Ability to communicate results of effect measurements and effect analyses, i.e. conclusions to campaign evaluation, to partners.

### **Skills**

- Ability to develop a digital branding and e-marketing strategy.
- Ability to participate in multidisciplinary cooperation with professionals within technical, creative/design, communicative and business strategy areas.
- Ability to master at least one e-marketing discipline.
- Ability to identify own learning requirement and ability to further develop skills within e-marketing strategy and branding, campaign planning and disciplines.

## **E-business systems, 5 ECTS**

Objective: The student gains a broad overview of the basic systems for e-marketing and e-commerce solutions for small and medium sized companies, including how to select the relevant system, and programming and scripting language, in relation to the concept development of e-marketing and/or e-commerce solutions. The students will also be introduced to examples of technical systems for e-commerce and e-marketing.

### **Knowledge**

- Knowledge of how different types of back-end software and programming and scripting language interact within e-commerce and e-marketing.
- General knowledge of the practical and theoretical methodology in the choice of relevant production technology for e-commerce and e-marketing concept development

### **Proficiencies**

- Ability to select and define basic e-commerce and e-marketing systems for small and medium sized companies.
- Particular insight into the interaction between the components in at least one type of total solution within e-commerce or e-marketing, e.g. production software, or programming and/or scripting language, related to the technical aspect of e-commerce/e-shop solutions
- Insight in systems for measuring user behavior

### **Skills**

- Ability to participate independently in multidisciplinary cooperation and undertake conceptual assignments on the basis of an overview of technical opportunities and limitations.
- Able to identify own learning requirement in technical concept development of e-commerce and e-marketing solutions, and to develop own knowledge and proficiencies within this area.
- Basic knowledge of the application of Search Engine Optimization and Search Engine Marketing when creating a new site or solution.

## **E-design, 15 ECTS**

Objective: The student learns to develop strategically based e-design concepts for companies in local and international markets. This could be design for e-commerce solutions, digital cross-media advertising/marketing solutions, and other digital communication solutions, and all learning should focus on end-users' experience when interacting with the solution. All work and concepts should consider and address international and intercultural issues.

### **Knowledge**

- Theoretical knowledge of service design for digital solutions that take their point of departure in user needs and interests.
- Theoretical knowledge of how service design can be used within e-commerce, digital advertising and other forms of digital communication.

- Theoretical knowledge of how digital design can support branding in an international context
- Theoretical knowledge about user-centered design techniques and practices.
- Theoretical knowledge of and understanding of intercultural issues as practically applied in digital design development

### **Proficiencies**

- Ability to develop digital design, interaction, aesthetics and graphics that focus on end-users' needs and cultural differences.
- Ability to make informed choices within digital design solutions in relation to international branding and intercultural conditions.
- Ability to make informed choices within design concepts for digital cross-media communication solutions.
- Ability to communicate practice and design-related problems and solutions to partners and users, with special emphasis on cross-media solutions.

### **Skills**

- Ability to develop service design, i.e. design development based on the user's experience of the service level of digital services within e-commerce solutions, social media, etc.
- Ability to develop e-design in relation to branding and intercultural conditions.
- Ability to develop complex digital design for individual specialized cross-media purposes.
- Ability to participate independently in creative teams with technical, communicative, mercantile and ethnologically oriented colleagues and partners.
- Ability to identify own learning requirement within e-design.

## **E-communication, 10 ECTS**

Objective: The student learns to develop communication strategy-based e-concepts for companies and organisations in local and international markets.

### **Knowledge**

- Knowledge of theory and practice in analog and digital genres and communication methods (e.g. interactive advertising in the urban landscape, social media, e-shops, e-learning, games, viral films, blogs, campaign sites, podcasting, print and broadcast media, etc.).
- Ability to reflect on the use of these genres and communication methods within e-commerce, digital advertising/e-marketing and other digital communication.
- General knowledge of business models and current tendencies in the media market.
- Knowledge of strengths and weaknesses with various media, both digital and analog.

### **Proficiency**

- Ability to assess communication theory and practical issues, including cross-media communication and new tendencies in communication theory and practice.
- Ability to motivate and argue for the development of communication concepts that apply cross-media communication and new tendencies in communication.
- Ability to communicate the requirements that media choice, message, and audience needs make of the communication element of the development of e-concepts.
- Ability to gather and analyze information on communication opportunities within both analog and digital media and platforms.

### **Skills**

- Ability to develop cross-media digital communication strategy and on this basis plan digital market communication concepts for international markets.
- Ability to optimize sale and/or user experience in e-commerce solutions and other digital communication with the help of optimized information architecture and design.
- Ability to develop guidelines for text and language.

- Ability to develop digital solution concepts by using digital genres, communication methods, digital dramaturgy and narrative forms, including various types of manuscript and storyboard.
- Ability to participate independently in multidisciplinary cooperation with other professional groups within e-concept development.
- Able to identify own learning requirement and develop own knowledge and proficiencies within e-communication.

## **E-media technologies, 5 ECTS**

Objective: The student learns to support the development of visual experiences, experience flows and dynamic user interfaces from a creative and technical aspect. The student learns to understand and develop a number of tool-based techniques in relation to digital concept development. The Student learns to be explorative around the choice and usage of technologies and platforms.

### **Knowledge**

- Theoretical and practical knowledge about a number of current and future trends when it comes to technology, media, platforms and scripting languages.
- Knowledge of usage, practice and theory behind several types of platforms, production tools and software, programming and scripting languages, and technical demands in the production of different digital media.
- Understand and be able to analyze and develop different types of documentations and deliverables needed for further production or development in design, technical development and project planning in a given production.

### **Proficiency**

- Ability to use methods and tools to choose and combine media production technology based on data obtained through analysis.
- Ability to communicate the reasoning behind the choice of a specific media production technology and associated software / scripting language to collaborators and other interested parties

### **Skills**

- Ability to advise and produce digital cross-media concepts by combining media production technology and software, documentations documents and deliverables, and programming and scripting language.
- Ability to participate independently in multidisciplinary cooperation with other professional groups on the development of visual experiences, experience flows and dynamic user interfaces.
- Able to identify own learning requirement and develop own knowledge and proficiencies within e-media tools/technologies.

## **Third semester**

### **Internship, 15 ECTS**

Objective: The student learns standards and guidelines for undertaking assignments in a professional, expert environment in an internship organization or company through own participation in such assignments.

### **Knowledge**

- Knowledge about the business case in the internship company/organization
- Knowledge of the professional environment, job functions and stakeholders

### **Proficiency**

- Ability to gather information on relevant types of jobs and analyze the requirements for completing these jobs.
- Ability to assess own participation in the assignments and motivate own solutions.
- Ability to communicate practice-related problems to partners and users.

### Skills

- Ability to analyze the host company's current e-concept development work and its future skills requirements for e-concept development.
- Ability to participate independently in professional and multidisciplinary cooperation and take responsibility for completing assignments.
- Able to identify own learning requirement in relation to at least one profession, and further develop own knowledge and proficiencies.

## Final examination project, 15 ECTS

Objective: In the project the student specialises in a particular aspect of e-concept development based on his or her internship.

### Skills

- Ability to develop a complex conceptual product, model or prototype, i.e. of an e-shop/e-commerce solution or digital advertising campaign material, or other digital communication solution.
- Ability to develop a complex written report with documentation of:
  - the practical examination project's development, project management and leadership
  - in-depth analyses of problem areas related to e-concept development
- Ability to interconnect a minimum of two large relevant subject topics within e-commerce, e-marketing, e-communication, e-design, E-business systems and e-media technologies.
- Ability to participate independently in multidisciplinary e-concept development processes in cooperation with other professional groups and external cooperation partners.
- Ability to identify own learning requirements and develop own knowledge and proficiencies in order to construct a specific role profile as e-concept developer.

## Examination structure

The purpose of the examination structure is to ensure the quality of the education programme and that existing programme elements are equivalent to similar programme elements at the institutions offering the programme.

In order to ensure continuity in tuition, and between the examinations and tuition, each educational institution determines its detailed requirements of examination projects, etc.

### Examination overview

Semester	Examination	Internal/external examination	Examination determined by
1. First semester	Portfolio	External	All institutions offering the programme
2. Second semester	Portfolio	External	All institutions offering the programme
3. Third semester	Internship exam	Internal	All institutions offering the programme
		External	All institutions offering

	Final examination project (report and digital product)		the programme
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In order to successfully complete the full programme a student must achieve at least a grade 2 pass in all of the programme's examinations. Thus the internal Internship exam is evaluated passed / not passed.

The product requirements for compulsory submitted assignments are set out in separate guidelines that are available at each institution.

All performance assessments are individual. If an examination is based on group-based performance the student's performance in relation to the group process can be part of the assessment.

### **Examination attempts**

A student can have a maximum of three attempts at the same examination. The educational institution may permit the student to make a fourth attempt if this is due to extraordinary circumstances.

### **Examination and assessment**

The purpose of the examinations is to evaluate the extent to which the student's professional qualifications correspond to the objectives and requirements set out in the study programme.

All examinations are taken as individual examinations.

In the case of written group projects, etc. it must be possible to clearly identify each student's individual contribution, and the group's combined contribution. In the case of oral examinations where the student is examined on the basis of a product produced by a group the other members of the group may not be present in the examination room before their own examinations have taken place.

### **Examination language**

The examinations are taken in the language in which tuition has primarily taken place.

### **Special examination conditions**

The educational institution may depart from the provisions laid down for the individual examinations in order to allow special examination conditions for students with reduced physical or mental powers, and for students with equivalent difficulties, when this is deemed necessary in order to ensure equal opportunities for such students in an examination situation.

### **Examination due dates and deadlines**

The educational institution's regulations and deadlines regarding registration and de-registration for examinations, including re-examination due to illness, are notified in the study programme's institution section.

### **Complaints**

Complaints about examination results, examination process, etc. must be made to the institution no later than two weeks after the results have been announced to the students.

### **Examination certificate**

A certificate for the completed programme is issued when all of the programme's examinations have been taken successfully. Students who leave the programme without completing it have the right to a certificate for the examinations they have passed. The certificate includes information on the nature of the examination and the grade achieved.

## First semester - portfolio examination

There is one external, individual oral portfolio examination after the first semester. The examination comprises the following elements:

### Three submitted assignments

- Three submitted assignments (portfolio) in the first semester. The requirements of the submitted assignments are:
  - that the submitted assignments contain significant elements of the first semester's subject areas with emphasis on e-concept development.
  - that the institution has designated the submitted assignments as potential examination assignments
  - the submitted assignments can be digital product, conceptual and/or functional prototype, outlines, report, etc.

### Synopses must contain:

- A brief presentation and motivation of the three submitted assignments for the examination.
- A specification of the professional challenges and problems on which the student wishes to focus in the submitted assignments – both in the final result and in project management.
- The focus of background literature.
- A brief account of the student's professional development during the first semester and how this is related to the student's wishes in terms of further professional skills development.
- Maximum 3 A4 pages.
- Appendix: The instructors evaluations of the three submitted assignments

### Individual oral examination

The basis for the dialogue between examinee and examiner during the oral examination is a synopsis which, together with the three submitted assignments, is assessed by the examiner and the external examiner prior to the examination. The oral examination comprises the following:

- 30 minutes.
- Brief presentation, e.g. five minutes, by the student, who presents the submitted assignments and the focus of the examination dialogue based on the student's synopsis.
- Examination – dialogue between student and external examiner, 20 minutes.
- Deliberation and presentation of result, 5 minutes.

### Assessment

An individual grade is awarded based on an overall assessment of the elements included in the examination, i.e. the three submitted assignments, synopsis, and oral presentation. The performance is evaluated in terms of achievement of the objective and learning goals for the first semester, as described in the study programme based on the "new grading scale".

### Re-examination

Re-examination takes place immediately before or at the start of the following semester. The basis for re-examination is a professional assessment of the reason for the need for re-examination. Re-examination is based on the student's improvement to his/her own portfolio and synopsis.

### Re-examination due to illness

Re-examination due to illness takes place immediately before or at the start of the following semester.

## Second semester - portfolio examination

There is one external, individual oral portfolio examination after the second semester. The examination comprises the following elements:

### **Three submitted assignments**

Three submitted assignments (portfolio) in connection with the second semester. The requirements of the submitted assignments are:

- That the institution has designated the submitted assignments as potential examination assignments
- That the submitted assignments can be digital product, conceptual and/or functional prototype, outlines, report, etc.
- That the three submitted assignments are together examples of the student's work in the selected subject areas and completed projects.

### **Synopses must contain:**

- A brief presentation of the three submitted examination assignments and the problems that are the basis for the examination dialogue.
- A specification of the professional challenges and problems on which the student wishes to focus in the submitted assignments.
- The focus of the background literature.
- A brief account of the student's professional development during the second semester and how this is related to the student's wishes in terms of further professional skills development.
- 3 A4 pages.
- Appendix: The instructors evaluations of the three submitted assignments

### **Individual oral examination**

The basis for the dialogue between examinee and examiner during the oral examination is a synopsis which, together with the three submitted assignments, is assessed by the examiner and the external examiner prior to the examination. The oral examination comprises the following:

- 30 minutes.
- Brief presentation, e.g. five minutes, by the student, who presents the submitted assignments and the focus of the examination dialogue based on the student's synopsis.
- Examination – dialogue between student and external examiner, 20 minutes.
- Deliberation and presentation of result, 5 minutes.

### **Assessment**

One individual grade is awarded based on an overall assessment of the elements included in the examination, i.e. the three submitted assignments, synopsis, and oral presentation. The performance is evaluated in terms of achievement of the objective and learning goals for the first semester as described in the study programme based on the "new grading scale".

### **Re-examination**

Re-examination takes place immediately before or at the start of the following semester. The basis for re-examination is a professional assessment of the reason for the need for re-examination. Re-examination is based on the student's improvement to his/her own portfolio and synopsis, either individually or within the group.

### **Re-examination due to illness**

Re-examination due to illness takes place immediately before or at the start of the following semester.

## **Third semester**

### **External examination**

Oral examination on the basis of project work undertaken individually or in a group of normally up to three students. The examination in the final examination project comprises a project and an oral part and is held at the end of the third semester.

### **Submitted assignment**

A report of maximum 30 normal pages plus a maximum of 15 normal pages per group member, excluding appendices.

### **Examination**

1. Group presentation of product and report: 15 minutes
2. Individual examination based on the product and report: 25 minutes
3. Deliberation and presentation of grades: 10 minutes

### **Assessment**

One individual grade is awarded based on an overall assessment of the product, report, presentation and individual examination.

### **Re-examination**

The basis for re-examination – group project or individual project - is a professional assessment of the reason for the need for re-examination.

#### *Re-examination as group project*

The examination takes place as an ordinary examination. The new project can either be based on the same problem as the project work that was the basis for the ordinary examination, or a new problem.

#### *Re-examination as individual project*

The project can either be based on the same problem as the project work that was the basis for the ordinary examination, or a new problem.

### **Re-examination due to illness**

Re-examination due to illness takes place immediately before or at the start of the following semester.

Should the School of Design and Technology evaluate that the student has participated in project work to almost full extent the re-examination due to illness takes place as an individual examination based on the group's project work.

Should the School of Design and technology evaluate that the student has not participated in project work to almost full extent the re-examination due to illness takes place as an individual project examination.

### **Obligation to attend tuition**

The student is required to be active and to participate actively in the compulsory project work and set assignments, cf. the compulsory requirements.

## **Institution-specific elements of the study programme**

### **Examination regulations**

#### **Registration for examination (important)**

When a student is admitted or continues to a new semester and is thus registered for attendance, the registration counts as registration for the internal/external examination(s) during the semester.

There are number fixed requirements for the exams of the e-concept development course. They are determined before the start of each semester. They are communicated to students in the project formulations as part of the portfolio exam. Fixed requirements mean:

- Content specifications for the mandatory project deliverables on 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> semester
- Deadlines of the above project deliverables.

- Not delivering a portfolio exam project counts as one attempt, meaning that students must participate in the re-exam and hand in the project deliverable at a new date.
- Selection of semester deliverables that need to be approved by the instructors in order for the students to attend the exam.
- A collaboration agreement can be part of an exam projects if this is communicated to the students in the project formulation. The collaboration agreement must include information on criteria for splitting groups, e.g. lack of effort, lack of attendance, etc.

In the event of illness the student is automatically called for re-examination at the latest two weeks before re-examination takes place. Illness on the examination day must be documented with a doctor's note.

If a student fails to achieve a pass grade he/she is automatically registered for re-examination.

### **Examination periods and times**

One month before the examination takes place the Copenhagen School of Design and Technology announces the examination times. The deadline for submission of digital productions and written assignments is determined on an ongoing basis and specifically in connection with the detailed descriptions for each project. The examination period includes a varying number of study days/weeks that will also be communicated at the start of the project leading to the examination.

The examination periods for the first, second and third semesters are the last week/weeks of the semester.

### **Place of submission and number of copies**

All portfolio assignments are submitted and registered by the administration of KEA. Assignments are always submitted in three copies (external examiner, examiner and archive) unless otherwise clearly requested by instructors/supervisor.

### **Rules for submission of written assignments and digital prototypes**

- Written assignments are submitted on paper to the study administration office, where a receipt is issued.
- Digital submission is on CD/DVD unless otherwise stipulated.
- All members of a group are responsible for all content of a report and in a digital prototype. The group's members all sign the front page of the assignment.
- All answers/projects/written submitted assignments, etc. must be submitted at the latest by the time stipulated by the faculty as the submission deadline for the assignment.
- If the assignment is submitted in the interval between the submission deadline and one hour hereafter, this is entered on the front page of the assignment. The examiner and external examiner will include this in their assessment of the student's performance.
- If the submission deadline is exceeded by more than one hour, acceptance of the material will be refused and the student will therefore have used one of his/her examination attempts.

### **Rules for lateness or failure to appear for oral examination**

If the student arrives late for a scheduled examination, the Copenhagen School of Design and Technology will seek to offer the student examination on the same day. If the student is late for longer than the planned day, this will be considered as failure to appear for the examination and the consequences will be as follows.

By failing to appear for examination the student surrenders the right to take the examination in question. The student will thus have used one of the three attempts and can attend the next re-examination.

### **Regulations on cheating and attempts to cheat in examinations**

If the student is found to be cheating in a written examination, the digital prototype, or in the oral examination, the student will receive a written warning and will be asked to leave the examination.

The student will thus have used one of his/her three attempts. If this is repeated the student will be expelled and will not be able to resume his/her studies.

### **Regulations on interruption of the examination**

If the examination is interrupted by an unauthorised person, the student has the right to recommence the examination. The following have the right to be present in the examination room during the examination: Responsible examiner, external examiner, any auxiliary instructors and persons given permission by the student.

### **Group work and the consequences of setting up and splitting up groups**

A group has been set up when the members have registered with the instructor/supervisor who undertakes the group set-up process. A group set-up process has not been completed until all students in the class/semester have joined groups. Once the groups are declared to be set up, the students are formally members of a group, which means that all material produced within the group belongs to all members.

### **If a group splits**

If a group decides to split during a project, all material prepared up to the time of the split must be available to each member of the group.

## **Other conditions**

### **Studies abroad and transfer of credit**

EAA supports students in finding education opportunities with international institutions that are equivalent to the learning goals of the e-concept development programme.

EAA may recognise programme elements successfully completed at another institution as equivalent to similar programme elements or parts hereof under this study programme. If the programme element in question is assessed on the basis of the seven-point grading scale by the examining institution, and is equivalent to a full subject under this study programme, the grade is transferred.

The Copenhagen School of Design and Technology may grant approval for successfully completed programme elements from another Danish or international higher educational institution to replace programme elements in this study programme. On approval hereof the programme elements are considered to have been completed if they have been successfully completed according to the rules for the programme in question. The assessment is transferred as a "pass".

The internship in the third semester of the programme and the examination project can also take place abroad.

### **Leave of absence**

A student may take leave of absence from the programme on personal grounds. Reference is made to the Copenhagen School of Design and Technology's guidelines for leave of absence and the provisions applying to students who take leave of absence.

### **Dispensation from the study programme**

Should special conditions so require, the Copenhagen School of Design and Technology may grant dispensation from the provisions of the study programme that are not stipulated in the basis for the order.

### **Complaints**

Complaints against decisions pursuant to this study programme must be submitted to the Copenhagen School of Design and Technology. The deadline for submission of complaints is two weeks from the day on which the decision is notified to the person concerned. A student may appeal decisions of the Copenhagen School of Design and Technology under this study

programme to the Ministry of Education if the complaint concerns legal issues. The deadline for submission of the complaint is two weeks from the day on which the decision is notified to the person concerned. The complaint is addressed to the Ministry of Education, but submitted to the institution. The institution makes a statement on which the complainant has the right to comment within a deadline of one working week. The Copenhagen School of Design and Technology then sends the complaint, the Copenhagen School of Design and Technology's statement and any comments from the complainant to the Ministry of Education.

### **Entry into force**

This study programme takes effect for students starting the programme in August 2011.

### **The study programme is governed by the following laws and regulations:**

- Act on Business Academies: Act no. 207 of 31 March 2008 on an Act on Business Academy Programmes and Professional Bachelor Programmes.
- Order on business academy programmes and professional Bachelor programmes: no. 636 of 29 June 2009
- Order on quality: Order no. 635 of 30 June 2000 on quality development and quality control of business academy programmes.
- Order on admission: Order no. 106 of 9 February 2009 on admission, registration and leave of absence in higher education.
- Order on examination: Order no. 766 of 26 June 2007 on tests and examinations in vocational studies programmes.
- Order on examination grades: Order no. 262 of 20 March 2007 on grading scale and other assessment.

The Acts and Orders are available (in Danish) at [www.uvm.dk](http://www.uvm.dk).

**Erhvervsakademi Aarhus (Business Academy Aarhus)**

**April 2011**