CURRICULUM

for

Bachelor's top-up in Digital Concept Development

Part II: Institutional Part

Commencement 01.08.2023

Content

This curriculum must be used in combination with the national part of the curriculum (called the national part). The national part of the curriculum is the same for all academies that offer this programme, while this part of the curriculum (the institutional part) is specific to Business Academy Aarhus.

1. Overview of elements on the programme

1st Semester	Subject elements (national and institutional including electives)	ECTS
1st semester	National subject element: Digital concepts	15 ECTS
1st semester	National subject element: Digital value creation	15 ECTS
2nd semester	National subject element: Digital user experience	10 ECTS

2nd semester	Institutional subject elements: The student chooses one of the following three specialisations:
	
	1. Advanced UX design:
	  - Digital responsibility (5 ECTS)
	  - Playful persuasive design (5 ECTS)
	  - Data-driven design (5 ECTS)
	  - Designing for the brain (5 ECTS)
	
	2. Creating immersive entertaining experiences (20 ECTS)
	
	3. Smart solutions (20 ECTS)
		20 ECTS

3rd semester	Internship	15 ECTS
3rd semester	Bachelor project	15 ECTS

2. Institutional subject elements

On this programme, there are institutional subject elements which are weighted 20 ECTS, of which 20 ECTS are electives. Students can choose from three different elective packages:

- Advanced UX design:
- Creating immersive entertaining experiences
- Smart solutions

Students may also follow electives at other institutions provided that they pay for their own transportation, overnight accommodation, etc.

2.1. Specialisation 1: Advanced UX design (20 ECTS)

The Advanced UX design package contains the following four subject elements:

Content

Digital responsibility addresses the issues associated with designing for other people's processes. There is an increasing focus on the fact that the solutions are ethical, and that they live up to current standards on accessibility, inclusion and IT security. For example, inclusion includes the use of icons, and accessibility includes factors such as readability. In addition, sustainability must be considered in both design and content. The subject element works with theories behind the conditions to be considered and as discussions of the topics, so that the students also get an idea of their own practice and their own opinions.

Learning objectives for Digital responsibility

Knowledge

The student will gain knowledge about:
- development-based knowledge about principles of sustainable and responsible design
- an understanding and can reflect on the ethical aspects of design.

Skills

The student will get the skills to:
- evaluate and argue for design based on principles of accessibility, equity, sustainability and ethics
- master drafting amendments to existing designs using existing accessibility standards and knowledge of transparency
- communicate principles and amendments for more responsible digital solutions to business partners.

Competencies

The student will learn to:
- manage complex and development-orientated situations in relation to the application of digital accountability principles
- independently engage in academic and interdisciplinary cooperation on the development of digital concepts concerning the application of principles for digital responsibility
- identify their own learning needs and continue the development of their knowledge, skills and competencies in relation to Digital responsibility.

ECTS weight

The subject element digital responsibility is weighted 5 ECTS credits.

Playful persuasive design (5 ECTS)

Playful persuasive design is an area of design practice that focuses on influencing human behaviour through the characteristics of a product or service. Based on psychological and social theories, persuasive designs are often used in e-commerce, organisational management, and public health. However, designers of digital systems also tend to use it in any area that requires a target audience's short- or long-term commitment by encouraging continued motivation.

The subject element provides an introduction to theories of persuasive design as well as various game design theories to connect design processes and development goals.

Learning objectives for playful persuasive design

Knowledge

The student will gain knowledge about:
- development-based knowledge of principles for behaviour change in digital design contexts
- an understanding and can reflect on principles of play and game elements as well as the transfer of game-based affordances in digital design contexts.

Skills

The student will get the skills to:
- identify and apply psychological principles for the design of behavioural change for the development of persuasive designs in web-based applications
- evaluate and apply techniques that increase emotional engagement and contribute to visual storytelling in web-based applications
- master methods of game-based affordances that complement playful principles of the design of web-based applications.

Competencies

The student will learn to:
- manage complex and development-orientated situations with changes to design proposals leaning towards the utilisation of principles for playful behaviour
- independently engage in academic and interdisciplinary cooperation to create design solutions based on the principles of playful behavioural change in web-based applications
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to behaviour change in web-based applications

ECTS weight

The subject element playful persuasive design is weighted 5 ECTS credits.

Data-driven design (5 ECTS)

Content

This subject element focuses on understanding and utilising data for optimising business, user experiences and the web application itself.

The subject element involves the use of relevant tools, including analytics tools, presentation and visualisation of data insights based on larger quantitative amounts of data are also included.

Learning Objectives for data-driven design

Knowledge

The student will gain knowledge about:
- development-based understanding of the theory and methods for collecting and validating larger quantitative volumes of data
- an understanding and can reflect on requirements for data collection and use to optimise a business process.

Skills

The student will get the skills to:
- use relevant tools for collecting and using data
- master the application of theory and methods for using data-driven insights to optimise business potential and user experiences
- evaluate and argue for the choice of data for optimising user experiences and business potential
- communicate data-driven insights to partners.

Competencies

The student will learn to:
- manage complex and development-orientated situations in relation to the collection, processing and use of data for the optimisation of digital business processes
- independently engage in interdisciplinary cooperation on optimising business potential based on data
- identify own learning needs and the continued development of knowledge, skills and competencies in relation to the use of tools for the collection and use of quantitative data.

ECTS weight

The subject element data-driven design is weighted 5 ECTS credits.

Designing for the brain (5 ECTS)

Content

This subject element deals with the psychological and neurological aspects of UX. Relevant new technologies, such as XR and eye-tracking, are also included and tested, focusing on how they affect the brain and how their use can be optimised based on an understanding of brain functioning.

Learning objectives for Designing for the brain

Knowledge

The student will gain knowledge about:

- development-based knowledge of the psychological and neurological aspects behind UX design
- an understanding and can reflect on the possibilities of new technologies in relation to UX/UI.

Skills

The student will get the skills to:

- apply methods for the analysis and design of UX based on psychological and neurological aspects
- evaluate and apply new technologies in the development of prototypes and thereby illustrate a neurological design
- communicate UX design and the underlying understanding of the psychological and neurological aspects to partners.

Competencies

The student will learn to:

- manage complex and development-orientated situations with the choice of UX design based on the use of technology and the underlying psychological and neurological aspects
- independently engage in interdisciplinary cooperation concerning the analysis and design of UX
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to UX design based on psychological and neurological aspects.

ECTS weight

The subject element designing for the brain is weighted 5 ECTS credits.

2.2. Specialisation 2: Creating immersive entertaining experiences (20 ECTS)

Content

This subject element deals with the analysis, evaluation, and creating content and producing entertaining UX projects that use interactive media technologies. Interactive media technologies

relate to the UX of channels and media that can include interactive platforms such as the web, auditory and social media and devices such as screens, augmented reality and virtual reality.

Storytelling and storytelling techniques are used to create entertaining user experiences. And in addition to this, tools and techniques to design and produce visual and auditory content in order to realise this.

UX solutions can be for the fields of media and communication, NGOs or companies in innovative sectors, or in cars, travel, healthcare, games, events, entertainment and cultural institutions such as museums.

After a brief introduction of the expanded concept of user experiences, there is a study trip to the media capital of the world, New York City, to gather empirical and inspiring evidence. As well as a collaboration with the Belgian university, Thomas More, either online or with physical teaching in Belgium.

Learning objectives for creating immersive entertaining experiences

Knowledge
The student will gain knowledge about:
- development-based knowledge of the psychological aspects behind UX design
- an understanding and can reflect on both auditory and visual effects in the design of entertaining experiences.

Skills
The student will get the skills to:
- evaluate and apply techniques that increase emotional engagement and contribute to visual storytelling in web-based applications
- apply methods, techniques and tools to design immersive and entertaining solutions
- master methods and tools for prototyping of involving and entertaining user experiences, including the testing of the prototype
- disseminate practice-orientated and professional issues about designing user experiences and communicate central issues for business partners and users.

Competencies
The student will learn to:
- manage development-orientated situations where concepts and web applications are developed with involving and entertaining elements
- independently engage in academic and interdisciplinary cooperation in the development and production of interactive UX projects
- identify and structure their own learning needs and develop their own skills and competencies in relation to the design of user experiences.

ECTS weight
The subject element creative immersive entertaining experiences is weighted 20 ECTS credits.

2.3. Specialisation 3: Smart solutions (20 ECTS)

Content
The specialisation Smart solutions covers a wide range of technologies, where we work with the possibilities in relation to business, but also conceptually in the new technologies, we will also work with how the technology can be exploited.

In partnership with a specific company, specific technologies will be chosen and worked with. The interaction with a specific company results in a project that forms the basis for an understanding of the possibilities – both technologically and business wise - and partly for the exam itself.

Learning objectives for Smart solutions

Knowledge
The student will gain knowledge about:
- development-based knowledge of new technologies and can reflect on how they can be exploited commercially
- development-based knowledge of and can reflect on the possibilities of adding a digital layer on top of a physical concept, and how new technologies can contribute to this
- an understanding and can reflect on the possibilities of new technologies in relation to UX/UI.

Skills
The student will get the skills to:
- master the application of the technology for web-based concept solutions
- apply new technologies in the development of prototypes
- use new technologies to create a prototype of a Smart solution
- evaluate and choose the right methods for prototyping a Smart solution
- identify how interaction plays a crucial role in a user experience (UX).

Competencies
The student will learn to:
- independently be part of a larger project that produces smart solutions
- manage development-orientated situations where the use of new technologies can add something new to concepts and creativity and create value for both users and the organisation
- identify and structure their own learning needs and develop their own skills and competencies in relation to the design of user experiences.

3. Exams on the programme

At the beginning of a programme element, semester, etc. there is automatic registration for the appropriate exams. Registration for an exam means that one exam attempt has been used. This does not apply for students who are unable to attend the examination due to a documented illness or maternity/paternity leave.

It is always the responsibility of the student to ensure that they have internet access during the exam and that their computer is functional.

3.1. Overview of examinations and their timing

The table below shows an overview of the exams on the programme and their timing.

Time	Subject/exam	ECTS	Internal/external assessment	Assessment
1. semester	Agile processes - Digital concepts (2 ECTS) - Digital value creation (2 ECTS) - Digital user experience (1 ECTS)	5	Internal	7-point scale
1st semester	Digital concept creation - Digital concepts (11 ECTS) - Digital value creation (10 ECTS) - Digital user experience (4 ECTS)	25	External	7-point scale
2nd semester	Digital business - Digital concepts (2 ECTS) - Digital value creation (3 ECTS) - Digital user experience (5 ECTS)	10	Internal	7-point scale
2nd semester	Examination in the specialisation chosen by the student, i.e. either: 1. Advanced UX design:	20	Internal	7-point scale

	- Digital responsibility (5 ECTS) - Playful persuasive design (5 ECTS) - Data-driven design (5 ECTS) - Designing for the brain (5 ECTS) 2. Creating immersive entertaining experiences (20 ECTS) 3. Smart solutions (20 ECTS)			
3rd semester	Internship exam	15	Internal	7-point scale
3rd semester	Bachelor project	15	External	7-point scale

Information concerning times, dates and locations for the exams can be found on Study Update

For international programmes, all exams are conducted in English.

3.2. Completion of the exams

In general, the following applies for all programmes in relation to when an exam has been completed or an exam attempt has been used. If there are deviations for a specific exam, they will appear in the individual exam descriptions below.

Pass / fail exams
If a student has not achieved the mark 02 or higher for an oral or written exam or a combination of this, the exam will not be passed and one exam attempt will have been used.

If the entire examination project was prepared by one student and not passed, the student can choose to work further on the existing project or prepare a new project.

In the event of one student, as part of a group project, not achieving the mark 02 or above, the student can rewrite their section of the joint project, provided the exam is individualised. The student can also choose to write a new project alone, where the rules for the scope and guidelines for individually produced projects apply.

Project not handed in/written answers
If a student does not hand-in their exam project or a written report, one exam attempt will have been used.

The student can choose to work further on their existing project or prepare a new project.

Not participated in the exam/oral examination

If a student hands in their exam project or written answers, but doesn't participate in the oral exam, one exam attempt will have been used.

A new oral exam will be scheduled as soon as possible and the student will be examined in the previously handed in project.

Illness and re-examinations

Information about the time and place of illness/re-exams can be found on Study Update. This may be the same as the next regular exam. The student is responsible for finding out when the sick and re-exams take place.

Sick exams

A student who has been prevented from taking an examination due to a documented illness or another unforeseen circumstance will be given the opportunity to take a (illness) exam as soon as possible. If it is an exam that is scheduled in the programme's last examination period, the student will be given the opportunity to retake the exam in the same examination period or as soon as possible after. Illness examinations may have a different exam form than the regular examination. Information about the exam form for the illness examination will be provided immediately after the notification of when the illness examination will be held.

The illness must be documented by a doctor's certificate. The Academy must receive the doctor's certificate no later than three working days after the examination. Students who become acutely ill during an exam must prove that they have been ill on that day.

If the illness is not documented according to the above rules, the student will have used one examination attempt. The student must pay the cost of the doctor's certificate. Requirements for the doctor's certificate can be found on Study Update under 'Worth knowing about exams'.

Re-examination

With a failed exam, or failure to appear for an exam, the student is automatically registered for the re-examination, provided that the student has an exam attempt left. The student is registered to take the exam the next time it is scheduled. The re-examination may be the same as the next regular exam. Re-examinations may have a different exam form than the regular examination. Information about the examination form for the re-examination will be made immediately after the automatic registration for the re-examination.

The programme may grant an exemption from the automatic registration to an exam provided this is justified by exceptional circumstances, including documented disabilities.

3.3. Agile processes, 1st semester – 5 ECTS

The learning objectives for the exam are identical to the following learning objectives for the three national subject elements Digital concepts (15 ECTS), Digital value creation (15 ECTS) and Digital user experience (10 ECTS):

Learning objectives for Digital concepts (equivalent to 2 ECTS):
Knowledge
The student will gain knowledge about:
- an understanding of and be able to reflect on the development and design processes for digital products, experiences, services and systems

Skills
The student will get the skills to:
- master innovative development of digital concepts.

Learning objectives for Digital value creation (equivalent to 2 ECTS):
Knowledge
The student will gain knowledge about:
- an understanding of and can reflect on the choice of qualitative and quantitative user survey methods

Skills
The student will get the skills to:
- use methods and tools for collecting and analysing data for value creation for both companies and users.

Learning objectives for Digital user experience (equivalent to 1 ECTS):
Knowledge
The student will gain knowledge about:
- an understanding of and can reflect on different methods of user research and testing of user experience and user behaviour.

The exam is an individual 3-hour written exam.

The exam is held in person as an individual written assignment, which is handed out at the start of the exam and must be handed in via WISEflow within the time limit

Prerequisites for the exam – active attendance and submission requirements

The prerequisite for taking the exam is participation in the first sprint course, as described in Canvas.

Criteria for assessment and co-examiner

The exam is assessed according to the 7-point scale and has an internal co-examiner.

3.4. Digital concept creation, 1st semester – 25 ECTS

Learning objectives for the exam

The learning objectives for the exam are identical to the following learning objectives for the three national subject elements Digital concepts (15 ECTS), Digital value creation (15 ECTS) and Digital user experience (10 ECTS):

Learning objectives for Digital concepts (equivalent to 11 ECTS):

Knowledge

The student will gain development-based knowledge about:

- relevant trends and tendencies in technological development
- an understanding of technology selection and prioritisation practices
- an understanding of and can reflect on the scientific basis for concept development.

Skills

The student will get the skills to:

- use theory of science and methodology as the basis for understanding surveys/testing in connection with the development of concepts
- apply methods of identification and formulation of problems, survey questions and survey design
- apply methods and tools for the study and analysis of digital concepts, including the relevant technology
- apply relevant technologies in the development of concepts
- master the collection, analysis, interpretation and communication of relevant data in relation to the preparation of digital concepts
- master the development and testing of prototypes and communicate practice-orientated and academic problems and solutions to partners.

Competencies

The student will learn to:

- participate in academic and interdisciplinary collaboration in relation to the evaluation, selection and communication of appropriate technology within digital concept development and the development of digital prototypes for testing and validation of a concept

- identify their own learning needs and develop their own knowledge, skills and competencies in relation to digital concepts.

Learning objectives for Digital value creation (equivalent to 10 ECTS):
Skills
The student will get the skills to:
- master the use of digital technology as a contribution to value creation for the company and users
- evaluate practice-orientated and academic problem statements within data-based value creation and justify the choice of concept design based on this
- use methods and tools to communicate scientific results and insights, including the validity and quality of the collected data
- communicate practice-orientated and academic problem statements as well as proposed solutions to partners, companies and users, including the communication of quality criteria and problem statements from a theory of science perspective.

Competencies
The student will learn to:
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to digital value creation and the use of data.

Learning objectives for Digital user experience (equivalent to 4 ECTS):
Knowledge
The student will gain development-based knowledge:
- and an understanding of the role of technology in communication.

Skills
The student will get the skills to:
- use relevant technology to communicate about or as part of a digital concept
- master the design and communication of user experiences, including visualisation in a business context
- assess practice-orientated problem statements when using technology as part of communication

The exam form and organisation including any formal requirements
The exam is an individual oral exam with preparation.

The student will receive a case description 7 working days before the individual oral exam. The student must then individually prepare a proposal and a prototype for a value-creating digital

concept, which the student must present at the oral exam. The student has 7 days to prepare and submit a written outline for the oral presentation. The outline must be a maximum of 1 standard page, and must be submitted via WISEflow prior to the oral exam (the deadline will be on Study Update).

The oral exam lasts 45 minutes and includes:

- 20 min presentation of the concept proposal, prototype and arguments/analyses
- 20 min. for the exam
- 5 min. for the assessment

Prerequisites for the exam – active attendance and submission requirements

A prerequisite for being able to take the exam is participation in and the submission of the two projects in the 1st semester, as well as participation during
 the presentations. In addition, the 5 compulsory assignments must be passed. The student's written outline for the exam must also meet formal requirements (as indicated above) and must be correctly and timely submitted (see Study Update).

Criteria for assessment and co-examiner

The exam is assessed according to the 7-point scale and has an external co- examiner. One total mark is awarded based on an overall assessment of the concept proposal and the oral performance, i.e both the presentation and the examination (the written outline is not part of the assessment criteria).

3.5. Digital Business, 2nd semester – 10 ECTS

Learning objectives for the exam

The learning objectives for the exam are identical to the following learning objectives for the three national subject elements Digital concepts (15 ECTS), Digital value creation (15 ECTS) and Digital user experience (10 ECTS):

Learning objectives for Digital concepts (equivalent to 2 ECTS):
Knowledge
The student will gain:
- development-based knowledge concerning the impact of legislation on the development of digital concepts

Competencies
The student will get the skills to:
- manage complex and development-orientated situations with a choice of digital technologies and concepts based on trends in sustainability, green transition, value creation and business potential

Learning objectives for Digital value creation (equivalent to 3 ECTS):
Knowledge
The student will gain:
- development-based knowledge of business models and their approach to value creation
- an understanding of and can reflect on methods for estimating and managing a process.

Skills
The student will get the skills to:
- use methods and tools for digital integration as part of value creation

Competencies
The student will learn to:
- manage complex and development-orientated situations with analysis and the use of both qualitative and quantitative data for value creation in a digital concept

Learning objectives for Digital user experience (equivalent to 5 ECTS):
Knowledge
The student will gain:
- an understanding of and can reflect on the digital concept's importance for the user context and change process.

Skills
The student will get the skills to:
- master the linking of the digital user experience with the company's strategy and the communication of this
- justify and choose a communication strategy in relation to the digital user experience

Competencies
The student will learn to:
- handle complex and development-orientated situations within digital communication
- independently engage in academic and interdisciplinary cooperation to create digital user experiences based on a qualified data base
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to user experiences.

The exam form and organisation including any formal requirements
The exam is an individual, oral examination based on an group project, which consists of a product and written material. The oral exam consists of a group presentation of the project and an individual oral examination based on the product and report.

The written part of the exam:
A group project, consisting of 3 to 4 students, must be prepared. The project consists of a digital product and a project report. The report must be a maximum of 10 standard pages. A standard page consists of 2,400 keystrokes. Illustrations, figures etc. and appendices are not included.

The group must communicate a concept for a company or some other external partner. The concept, background and structure of the communication must be documented in a report.

The sections of the report must be shared equally between the members of the group, and the individual student's contribution must be clearly stated. The joint part of the report consists of the introduction, thesis statement, conclusion and the broader perspective. All group members are responsible for, and will be examined in the entire project.
A bibliography must be included, and every quote, model and/or chart must be referenced.
The report and product must be handed-in digitally through the administration system WISEflow, which is available on Study Update.

The oral part of the exam:
1. The group presentation of the project: 5 minutes per group member.
   a. This means that a group of three has 15 minutes for the presentation, whereas a group of four has 20 minutes etc.

After that, the group leaves the room.

2. Individual examination: 15 minutes
   a. The students are examined on the basis of the project.
3. Deliberation and individual communication of marks: 10 minutes.

Prerequisites for the exam – active attendance and submission requirements
In order for the student to take the oral exam, the contents of the written material must be credible. The assignment must meet formal requirements and be timely and properly submitted (see Study Update).

It is a prerequisite for taking the oral exam that students confirm their co-responsibility for the preparation of the project with their signature. This happens when you upload your report to WISEflow.
Non-compliance with one or more of the prerequisites will prevent the student from taking the exam, and the student will have used one exam attempt.

Criteria for assessment and co-examiner
The exam is assessed according to the 7-point scale and has an internal co-examiner. One total mark is awarded based on an overall assessment of the project, the report and the oral performance.

3.6. Specialisation 1: Advanced UX design, 2nd semester - 20 ECTS

Learning objectives for the exam
The learning objectives for the exam are identical to the learning objectives for specialisation 1: Advanced UX design; Digital responsibility (5 ECTS), Playful persuasive design (5 ECTS), Data-driven design (5 ECTS) and Designing for the brain (5 ECTS), described in section 2.

The exam form and organisation including any formal requirements
The exam consists of two parts:

- Sub-exam 1: Oral group exam based on provided case in Playful persuasive design (5 ECTS) and Designing for the brain (5 ECTS)
- Sub-exam 2: Individual written assignment in Digital responsibility (5 ECTS) and Data driven design (5 ECTS)

Sub-exam 1: Playful persuasive design and Designing for the brain (10 ECTS)
The exam is an oral group exam based on a prepared case. A case from a specific company will be handed out.

The students then have 7 working days of preparation to develop and find a solution, which they present to the company prior to the exam and then receive feedback from the company.

The groups must consist of 3-4 students.

The oral exam is 40 minutes for a group of 3 students, and 45 minutes for a group of 4 students, which is divided as follows:

- 10 min: The students present their reflections on the feedback they received from the company in relation to the learning objectives for sub-exam 1.
- 20 - 25 min: Group examination (10 min. for 1st student + 5 min. per subsequent group member)
- 10 min: Deliberation and communication of marks

Prerequisites for the exam – active attendance and submission requirements
None.

Sub-exam 2: Digital responsibility and Data driven design (10 ECTS)
The exam is an individual written assignment based on an existing UX design. The student chooses a design, and during the semester prepares a written report about the chosen concept's use of themes from digital responsibility as well as data. The report must also contain improvement proposals which are based on theory.

The written report must not exceed 10 standard pages. This does not include the front page, table of contents, nor the appendices. A standard page consists of 2,400 keystrokes. it is important that the written material has been prepared with the correct references and use of theory.

Prerequisites for the exam – active attendance and submission requirements
In order for the student to take the exam, the contents of the written material must be credible. The assignment must meet formal requirements and be timely and properly submitted (see Study Update).

Non-compliance with one or more of the prerequisites will prevent the student from taking the exam, and the student will have used one exam attempt.

Criteria for assessment and co-examiner
Both sub-exams are assessed according to the 7-point scale and have an internal co-examiner. The 2 sub-exams must be passed separately.

Both sub-exams will be assessed according to an overall assessment of the learning objectives for the sub-exam. The overall mark is weighted according to their ECTS weight, this means that the two sub-exams are each weighted 50%. The diploma will show the marks for both the two sub-exams as well as the overall mark for the exam.

Completion of the exam
The student must take a re-examination/illness exam in the sub-exam(s) that have not been passed. See also Section 3.2.

3.7. Specialisation 2: Creating immersive entertaining experiences (20 ECTS)

Learning objectives for the exam
The learning objectives for the exam are identical to the learning objectives for specialisation 2: Creating immersive entertaining experiences (20 ECTS), which is described in section 2.

The exam form and organisation including any formal requirements
The exam is an individual, oral examination based on a group project

The written part of the exam:
The project consists of a digital concept, the associated documentation, as well as a video showing the intention of the concept.

A group project, consisting of 3 to 4 students, must be prepared.

The documentation and video must be handed-in digitally through the administration system WISEflow, which is available on Study Update.

The documentation must be a maximum of 10 standard pages. A standard page consists of 2,400 keystrokes. Illustrations, figures etc. and appendices are not included.

All group members are responsible for, and will be examined in the entire project.

The oral part of the exam:
The oral exam consists of a group presentation of the project and an individual oral examination based on the project and the handed-in material.
The oral exam is 40 minutes for a group of 3 students, and 45 minutes for a group of 4 students, which is divided as follows:

1. The group presentation of the project: 5 minutes per group member.
   a. This means that a group of three has 15 minutes for the presentation, whereas a group of four has 20 minutes etc.

After that, the group leaves the room.

2. Individual examination: 15 minutes
   a. The students are examined on the basis of the project.
3. Deliberation and individual communication of marks: 10 minutes.

Prerequisites for the exam – active attendance and submission requirements
In order for the student to take the oral exam, the contents of the written material must be credible. The assignment must meet formal requirements and be timely and properly submitted (see Study Update).

It is a prerequisite for taking the oral exam that students confirm their co-responsibility for the preparation of the project with their signature. This happens when you upload your report to WISEflow.

Criteria for assessment and co-examiner
The exam is assessed according to the 7-point scale and has an internal co-examiner. One overall mark is given based on an overall assessment of the project, the documentation, the concept, the video and the individual, oral performance.

3.8. Specialisation 3: Smart solutions (20 ECTS)

Learning objectives for the exam.
The learning objectives for the exam are identical to the learning objectives for specialisation 3: Smart solutions (20 ECTS), as described in section 2.

The exam form and organisation including any formal requirements

The exam is an individual, oral examination based on a group project

The written part of the exam:
The project consists of a prototype, the associated documentation, as well as a video showing the intention of the prototype.

A group project, consisting of 3 to 4 students, must be prepared.

The documentation and link to the prototype and video must be handed-in digitally through the administration system WISEflow, which is available on Study Update.

The documentation must be a maximum of 10 standard pages. A standard page consists of 2,400 keystrokes. Illustrations, figures etc. and appendices are not included.

All group members are responsible for, and will be examined in the entire project.

The oral part of the exam:
The oral exam consists of a group presentation of the project and an individual oral examination based on the project and the handed-in material.
The oral exam is 40 minutes for a group of 3 students, and 45 minutes for a group of 4 students, which is divided as follows:

1. The group presentation of the project: 5 minutes per group member.
    a. This means that a group of three has 15 minutes for the presentation, whereas a group of four has 20 minutes etc.
2. After that, the group leaves the room. Individual examination: 15 minutes
    a. The students are examined on the basis of the project.
3. Deliberation and individual communication of marks: 10 minutes.

Prerequisites for the exam – active attendance and submission requirements

In order for the student to take the oral exam, the contents of the written material must be credible. The assignment must meet formal requirements and be timely and properly submitted (see Study Update).

It is a prerequisite for taking the oral exam that students confirm their co-responsibility for the preparation of the project with their signature. This happens when you upload your report to WISEflow.

Criteria for assessment and co-examiner

The exam is assessed according to the 7-point scale and has an internal co-examiner. One overall mark is given based on an overall assessment of the project, the documentation, the concept, the video and the individual, oral performance.

3.9. Internship exam - 3rd semester - 15 ECTS

Learning objectives for the exam
The learning objectives for the internship exam are identical to the learning objectives stipulated in the national part of the curriculum under internship, and are based on the individual learning objectives.

Exam form and organisation
The exam is an individual, written examination and has a weight of 15 ECTS.

Formal requirements for the written internship report
The internship report must at least include:

- Front page with name, internship company, programme, internship period
- Description of the business (its main activities, number of employees, their profession, etc.)
- Reflection on the concrete learning objectives achieved

Description of concrete tasks
- Bibliography, if any (including all sources that have been referenced)
- Any further appendices (only include appendices essential to the report)

The internship report must not exceed 10 standard pages. The front page, table of contents, appendices and bibliography do not count in the number of pages.

Prerequisites to take the exam
The following requirements must be met to take the exam:

- The internship exam must comply with the formal requirements and must be submitted on time in accordance with the examination plan available on Study Update.
- In order to have the internship report assessed, it is a prerequisite that the student by their signature confirm that they are responsible for the preparation of the report.

Non-compliance of one or more prerequisites or in the event that the internship exam is not handed in on time, will mean that the student will not be able to take part in the exam and one exam attempt will have been used.

Assessment criteria
The exam is assessed according to the 7-point scale and has an internal co-examiner. The assessment criteria for the exam are identical to the learning objectives which are based on the individual learning objectives.

Exam failed

If an internship project is given less than the mark 02, it is a fail and one exam attempt will have been used. The student must further develop the original internship report and hand-in a new version of the internship report before they can once again prepare for their exam.

4. Bachelor project - 15 ECTS

Learning objectives for the exam

The learning objectives for the bachelor project are described in the national part of the curriculum.

Exam form and organisation

The exam is an individual oral examination on the basis of a digital project prepared individually or in a group of up to 3 students.

The Bachelor project exam consists of a digital concept, a conceptual prototype or a digital product, a report and an oral part.

Formal requirements for the written product
- A digital concept, a conceptual prototype or a digital product which is within the framework of the programme's overall learning objectives
- A report which has a maximum of 30 standard pages plus a maximum of 10 standard pages per additional group member (in other words a group of 3 can only hand-in a maximum of 50 pages). The front page, table of contents, appendices and bibliography do not count in the number of pages.
- The appendices will not be assessed.

The oral exam:

Individual, oral examination based on the handed-in Bachelor project as well as an oral presentation. The oral exam consists of the following:

With 1 student:

- Presentation by the student: 10 min.
- Exam discussion: 20 min.
- Deliberation and communication of marks: 10 min.

With 2 students:

- Joint presentations by the students: 10 min. in total (after which one student leaves the room)
- Individual exam presentation: 5 min.

- Individual exam discussion: 20 min.
- Deliberation and communication of marks (per student): 10 min.

<u>With 3 students:</u>

- Joint presentations by the students: 15 min.
- Individual exam presentation: 5 min. (each student is alone in the examination room)
- Individual exam discussion: 20 min. (each student is alone in the examination room)
- Deliberation and communication of marks (per student): 10 min.

Prerequisites to take the exam

The written project, is the basis for the exam and the assessment thereof and must:

- fulfil the requirements for the Bachelor project
- be handed-in on time, in accordance with the exam schedule, which is available on Study Update.

If the written project, which constitutes the written part of the exam, is not handed in properly, the student cannot take part in the examination, and one exam attempt will have been used.

The examination can only be taken after the final internship exam and all other exams have been passed.

Assessment criteria

One individual mark is given based on the overall assessment of the handed-in project, the student's individual presentation and the examination.

A mark is given according to the 7-point scale and has an external co- examiner.

Exam failed

If a student is given less than the mark 02, the exam is failed and one exam attempt will have been used. For a re-examination, the project can either be based on the same problem statement as the project work that was the basis for the regular exam or a new problem statement can be prepared.

5. Rules for the completion of an internship

During the internship, the student will have a supervisor from the programme and a contact person in the company. Together, the internship company and the student determine the learning objectives to be attained by the student during the internship period, these must be based on the learning objectives found in the third part of the national part of the curriculum and which will subsequently provide the basis for the company's planning of the student's work. The learning objectives for each student must be approved by the Academy.

The internship period is 10 weeks and concludes with a written exam . See also section 3 concerning the description of the programme's exams.

The internship is generally considered equivalent to a regular full-time job (37 hours per week) and should reflect the requirements for work performance, commitment and flexibility that graduates could expect to meet in their first jobs.

6. The programme parts that can be completed abroad

6.1. The programme parts and rules for prior credit approval

The programme is modular, which means that it is possible for a student to take the 2nd semester abroad, just like it is possible for foreign students to study one semester in our programme. An internship can also take place abroad.

The students can, after applying for a programme's prior credit approval, take each individual programme component abroad.

Upon approval of the prior credit approval, the programme element is considered completed if it is passed according to the rules of the programme.

With prior credit approval for study abroad, students are required to document each approved and completed programme component when their exchange programme is completed. In connection with the application for prior credit approval, the students must give permission to the institution to obtain any required information after the completion of their studies.

The Academy has a network of partners abroad and the Academy's International Office can assist students who wish to take part of their programme abroad. International Office can be contacted for further information, and information about specific opportunities. It should be noted, however, that a lot of work is required by the individual student if they wish to study abroad. It is up to the individual student to investigate available subjects for study abroad at the desired university, etc. The International Office can help with advice etc. but will not do any detailed planning. This is the student's own responsibility.

6.2. Exams abroad

Subjects

The student must take their exams at a partner institution abroad. The student must document all learning from the subjects taken at the partner institution in an online portfolio. A learning report for each subject, which describes the types of learning achieved in the subject, must be prepared.

The scope of the report must be appropriate to the course's credits, as agreed between the student and Business Academy Aarhus in advance, but at least two standard pages.

All the subject's tasks and corresponding hand-ins must be documented online in the portfolio. A link to the portfolio as well as proof of passing the exam at the partner institution must be handed into the Academy no later than four weeks after completion abroad. The portfolio, including learning reports, is assessed as pass/fail.

Bachelor project

Business Academy Aarhus appoints a supervisor – and the report must be submitted and examined as explained in the national part of the curriculum in the section 'Requirements for the Bachelor project'.

Rules for examinations abroad

For a description of the rules for conducting exams abroad, please refer to the section with useful tips on examinations on Study Update. This also describes the costs involved if the examination is held abroad.

7. Requirements for written assignments and projects

In all exams etc. a standard page is defined as containing 2,400 keystrokes including spaces and footnotes. This does not include front page, table of contents, bibliography and appendices. Appendices will not be assessed.

The requirements on the scope of written assignments and the correlation between the number of members of a group and the scope of projects are specified in the description of the individual exams.

Hand-in of written assignments and projects as part of an exam take place in WISEflow, unless otherwise stipulated.

7.1. What effect do spelling and writing skills have on the assessment?

In the assessment of projects and exams, in addition to the academic content, the student's spelling and writing ability is also important (weighted 10 per cent). The assessment reflects an overall assessment of the academic content as well as writing and spelling ability.

Students who can document a relevant disability can apply for an exemption from the requirement that spelling and writing skills are included in the assessment. The application must be sent to the programme head no later than 4 weeks before the exam.

8. The use of aids and assistance

Any rules for limitations in the use of aids will be apparent from the description of the individual exam.

9. Special exam conditions

The Academy offers special exam conditions for students with physical or mental impairments when students apply for this, and when the Academy considers that it is necessary to equate these students with other students in an exam situation.

Students may therefore, where this is justified by physical or mental disabilities, apply for special exam conditions. Applications must be submitted to the programme four weeks before the exam. Application requirements will be waived in cases of sudden health problems. The application must be accompanied by a doctor's certificate, a report from a speech, hearing, dyslexic or blind institution or by any other documentation that indicates a doctor's condition or relevant disability.

Students whose mother tongue is not Danish can apply for permission to bring dictionaries to the examination where no aids and assistance are not allowed.

Applications for permission to bring any additional assistance must be submitted to the programme four weeks before the exam is held.

10. Cheating including the use of own and others' work (plagiarism)

Projects and other material for examinations must be prepared by the students themselves.

Upon the submission of written answers as well as physical and electronic submissions, the examinee confirms that the assignment/answers have been prepared without wrongful assistance.

10.1. Cheating and disruptive behaviour during exams

Cheating on tests and exams is covered by the Ministerial Order on Tests and Examinations in Professionally Orientated Programmes (the Examination Ministerial Order).

If a student cheats on an exam, the student will be expelled from the exam.

If the cheating occurs under aggravated circumstances, the student can be expelled from the programme for a shorter or longer period. With expulsion for cheating under aggravated circumstances, a written warning will be given stating that repetition could lead to a permanent expulsion from the programme.

Cheating is for instance:

- Improperly receiving help during an exam

- Improperly giving help to others during an exam
- To pass someone else's work off as your own (plagiarism - see http://en.stopplagiat.nu/)
- To use previously assessed work without a reference
- To use assistance which is not allowed for the exam in question

Expulsion from an exam for cheating means that the mark will be annulled and that one examination attempt has been used by the student.

If a student exhibits **disruptive behaviour** during an exam, the Academy can expel the student from the exam. In less severe cases, the Academy will only give a warning.

Expulsion can also occur once the exam has been held.

Presumption of cheating, including plagiarism during and after the exam

If during or after an exam, there is a suspicion that an examinee:

- Improperly obtained or provided help
- Has passed somebody else's work off as their own (plagiarism)
- Has used previously assessed work or parts thereof without reference (plagiarism)

this must be reported to the programme's head of department.

Business Academy Aarhus conducts systematic digital plagiarism control.

10.2. The process of clarification of exam cheating, including plagiarism

Postponement of the exam
If the report of cheating is plagiarism etc. in a written assignment, where this forms the basis of assessment with a subsequent oral examination, the head of the department must postpone the exam if it is not possible to determine whether plagiarism has taken place before the date of the exam.

Format and content of the report
The report must be submitted without undue delay as soon as there is a suspicion that cheating in an exam has occurred. The report must include a written presentation of the case, which includes information that can identify those incriminated, as well as a brief explanation and documentary evidence of the allegation. If one or more of the reported people are repeat offenders, this should be disclosed.

When reporting plagiarism, the plagiarised parts must be marked with a clear reference to the sources that have been plagiarised. The plagiarised text must also be marked in the source text.

Involvement of the examinee – consultation of affected parties
The head of the programme determines whether the consultation with the student happens orally, in writing or a combination thereof.

For an oral consultation, the examinee is summoned to an interview which aims to shed light on the case. The aim here is to present documentation of the suspected cheating to the student and to hear the student's side. The student has the right to have a representative accompany them to this meeting.

For the written consultation of interested parties, the documentation for the suspected cheating is sent to the student in order to request a written statement.

Sanctions for cheating and disruptive behaviour during an exam
If, after having the case explained, the head of department can confirm the suspicion of cheating, and if the action has or could have an impact on the assessment, the examinee must be expelled from the exam by the head of department.

In less severe cases, a warning is given first.

The student may not attend classes or take any examinations during their period of expulsion. With expulsion for cheating under aggravated circumstances, a written warning will be given stating that repetition could lead to a permanent expulsion from the programme.

Expulsion from an exam for cheating means that the mark will be annulled and that one examination attempt has been used by the student.

The student may not participate in a sick/re-exam but must wait until the programme's next ordinary exam.

The student may not attend classes or take any examinations during their period of expulsion.

Complaints
The decision to expel and that an examination attempt has been used due to cheating is final, and cannot be appealed to a higher administrative authority.

Complaints about legal issues (for example incapacity, consultation of interested parties, appeal guidelines, whether the Ministerial Order of Examinations has been interpreted correctly, etc.) may be submitted to the Ministry of Higher Education and Science. The complaint must be submitted to the Academy and must be addressed to the head of the programme, who must then submit a report that the complainant has the opportunity to comment on, usually within a period of one week. The Academy then sends the complaint, the report and the complainant's comments (if any) to the Ministry of Higher Education and Science. The deadline for complaints to the institution is two

weeks from the day the decision was communicated to the complainant, cf. Ministerial Order on examinations.

11. Complaints regarding exams and the appeal of decisions

11.1. Complaints regarding exams

It is recommended that the examinee should get guidance from a student and career counsellor for the appeal procedure and for the preparation of a complaint.

The rules for exam complaints can be found in the Ministerial Order for Examinations.

In the Ministerial Order of Examinations, complaints are distinguished as either based on the:

- the basis of the examination etc., the exam procedure and/or the assessment or
- complaints concerning legal matters.

The two kinds of complaints are handled differently.

11.2. Complaints about the basis of the examination etc., exam procedure and assessment

An examinee may submit a written and substantiated complaint within a period of two weeks after the exam assessment has been announced in the usual way. Complaints can relate to:

- the basis of the exam, including exam questions, assignments, etc., as well as its relationship to the educational goals and requirements
- The exam procedure
- Assessment.

A student can complain about all exams, including written, oral and a combination thereof, as well as practical or clinical exams.

The complaint must be sent to the quality department via the complaint form on www.baaa.dk.

The process after a complaint is received is that the complaint is immediately submitted to the original examiners, i.e. the examiner and co-examiner for the examination. The opinions of the examiners will form the basis of the Academy's decision regarding academic issues. The Academy will usually decide on a deadline of two weeks for the submission of their opinion.

Immediately after the examiners' opinions are made available, the complainant has the opportunity to comment on the decision, usually with a week's deadline.

The Academy's decision is based on the compliant, the examiners' academic opinion and any possible comments the complainant may have regarding the report.

The Academy's decision must be in writing, and can be as follows:

- provision for a new assessment (reassessment) - only for written exams
- provision for a new exam (re-examination)
- that the student's complaint has been dismissed.

Should it be determined that a reassessment or re-examination will be offered, the head of department must appointment new examiners. Reassessment can only be offered for written exams where there is material for assessment; this is because the new examiners cannot (re) assess an already held oral examination and the original examiners' notes are personal and may not be disclosed.

If the decision is an offer for reassessment or re-examination, the complainant must be advised that a reassessment or re-examination could result in a lower mark. The student must, within a period of two weeks after the decision has been made, either accept or reject the offer. The decision is binding and may not be changed, and if the student does not accept the offer within the time limit, the reassessment or re-examination will not take place.

The reassessment or re-examination must take place as soon as possible.

With a reassessment, the examiners must submit all relevant documents i.e. the exam, the answer/s, the complaint, the original examiners' opinion along with the complainant's remarks as well as the Academy's decision.

The examiners will then notify the Academy of the outcome of the reassessment, including a written justification and the assessment criteria.

Exam shortcomings
If it has been decided that a new assessment will be made or if there is an offer of a re-examination, the decision will be binding for all the examinees whose exams have the same shortcomings as the subject of the complaint.

The complaint must be sent via the complaint form on www.baaa.dk within two weeks (14 calendar days) after the assessment of the exam in question has been announced. If the deadline falls on a public holiday, the first working day thereafter is the deadline.

A dispensation from the deadline can be granted if there are exceptional circumstances

11.3. Appeals and legal issues

The complainant can appeal the Academy's decision regarding any academic issues to an appeals' board. The appeal board's activities are covered by the Public Administration Act, which includes incapacity and confidentiality.

The appeal must be sent to complaints@baaa.dk.

The deadline for an appeal is two weeks after the student has been informed of the decision. The same requirements as mentioned above under complaint (in writing, with reasons, etc.) also apply to the appeal.

The appeals board consists of two external examiners appointed by the chair of external examiners, as well as a lecturer eligible to examine, and a student within the same field of study (programme), they are both appointed by the head of department.

The appeals board makes a decision based on the original material that formed the basis for the Academy's decision and the student's substantiated appeal.

The board deals with the appeal and the resultant decision can be as follows:

- provision for a new assessment by new examiners, though this is only a possibility with written exams
- provision for a new examination (re-examination) by new examiners
- that the student's appeal has been unsuccessful.

If the decision is an offer for reassessment or re-examination, the complainant must be advised that a reassessment or re-examination could result in a lower mark. The student must, within a period of two weeks after the decision has been made, accept or reject the offer. This decision is binding and may not be changed.

If the student does not accept the offer within the time limit, the reassessment or re-examination will not take place.

The reassessment or re-examination must take place as soon as possible.

With a reassessment, the examiners must submit all relevant documents i.e. the exam, the answer/s, the complaint, the original examiners' opinion along with the complainant's remarks as well as the Academy's decision.

Appeals must be decided within two months – for summer exams, within three months – after the appeal has been filed.

The appeal board's decision is final, which means that the case cannot be appealed to a higher administrative authority with regard to the academic part of the complaint.

11.4. Complaints concerning legal matters

Complaints concerning legal issues in the decisions made by the examiners for the reassessment or re-examination or the appeal board's decision must be submitted to Business Academy Aarhus within a period of two weeks from the day the decision is communicated to the complainant.

Complaints concerning legal issues in the decisions taken by the Academy in accordance with a Ministerial Order (for example, incapacity, whether the Ministerial Order of Examinations has been

interpreted correctly, etc.) may be submitted to the Academy who must submit a report that the complainant has the opportunity to comment on within a period of normally one week. The Academy then sends the complaint, the report and the complainant's comments (if any) to the Ministry of Higher Education and Science. The deadline for submission of the complaint to the Academy is two weeks (14 calendar days) from the day the decision was communicated to the complainant.

12. Indication of applied teaching and work methods

Teaching at the Business Academy Aarhus is based on our educational platform.

This means that teaching is based on appropriate business practices and connects theory with practice. Problems from different types of companies working within the industries relevant to the programme will be involved.

The teaching will be organised to provide variation. This will be achieved by group teaching, project work, interdisciplinary cases, group work, guest lectures and company visits. Lectures can occur to a limited degree. The different learning styles will, above and beyond the subject matter, also develop the students' ability to work both independently and to collaborate with others.

Teaching can be planned so that foreign languages are included in the teaching material and teaching. Additionally, the teaching will support the development of the student's IT skills.

13. Rules for credit for subject elements

13.1. Credit for subjects covered by the curriculum's institutional part

Indication of any prior credit approval for the credit of programme elements covered by the curriculum's institutional part.

Passed institutional programme elements are equivalent to the corresponding elements at other educational institutions that offer this programme or other programmes that contain the relevant programme elements.

13.2. Prior credit approval

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

Upon approval of the prior credit approval, the programme element is considered completed if it is passed according to the rules of the programme.

14. Rules for the student's duty to participate in the programme

To ensure the programme's learning objectives and goals can be achieved, and that the teaching methods work, you can see below precisely which programme elements require active attendance along with the respective rules for this active attendance:

- Hand-in/presentation of assignments/projects
- Compulsory attendance in terms of physical presence

ACTIVE PARTICIPATION INCLUDES:	
Compulsory attendance at external lectures and company visits. If the student is prevented from meeting due to illness, the student must notify student administration.	
1st SEMESTER	• Active attendance in the two projects on the 1st semester • There are 5 compulsory assignments that must be passed.
2nd SEMESTER	• One concept must be developed which must be pitched to a specific customer in the electives playful persuasive design and designing for the brain.

The programme will offer help and guidance as early as possible, if a student does not comply with the obligation to participate.

Active attendance and any active attendance requirements which are prerequisites to participate in any exams are indicated in the description of each individual exam.

15. Criteria for the evaluation of study activity

Enrolment can be terminated for students who have not been active on a programme for a continuous period of at least one year.

Study activity is therefore defined as follows, students must have **within the last 12 months**:

- participated in the programme's assignments
- fulfilled their obligation to participate in any kind of activity, which is included as part of the programme, including group work, joint projects, remote learning, etc. as stipulated in this curriculum

- handed in, as stipulated in this curriculum, the tasks, reports, (learning) portfolios, etc.., which are prerequisite requirements for participation in exams, and that they have credible content, and have not handed in material that others have copyright to
- been present for activities with compulsory attendance, as stipulated in this curriculum

Failure to meet one or more criteria in the definition of study activity can lead to the student's enrolment being terminated.

Periods during which the student has not been active due to leave, maternity/paternity leave, adoption, a documented illness or military service do not count. The student may be required to provide documentation for these circumstances.

The programme may grant exemptions from these provisions if there are exceptional circumstances. The exemption application must be sent to the head of department.

Prior to the student's enrolment being brought to an end, the student will be advised of this in writing. In connection with this, the student must be made aware of the rules above. The letter to the student must make it apparent that the student has 14 days to submit an application of exemption and evidence that the lack of activity on the programme should not count.

If the student has not responded within the time limit, their enrolment will be terminated.

If the student requests that their enrolment not be terminated, termination is delayed until the case has been decided by the head of the programme.

The student can complain about the decision to the pro-rector within two weeks of receipt of the decision. The complaint will delay any further action. If the pro-rector upholds the decision, the student may appeal to the Ministry of Higher Education and Science within two weeks of receipt of the decision with respect to any legal issues.

Rules about the exams, which the students according to the Ministerial Order for Examinations should have participated in before the end of the 2nd semester and passed before the end of the 2nd semester, and where the Ministerial Order for this programme has fixed time limits for completion of the programme, apply irrespective of the above rules.

Study activity and SU
If you start on a new higher education programme on 1 July 2016 or later and get SU while you are studying, you cannot postpone your programme for more than 6 months (equivalent to 30 ECTS) in proportion to the number of months you have had SU for your programme. If the student postpones their programme for more than 6 months, SU will be stopped.

For students that started on the programme before 1 July 2016, the previous rules apply, i.e that you can postpone your programme with up to 12 months before your SU will be stopped.

As an educational institution, we continuously check the students' study activity. Read more about the SU rules on su.dk. (in Danish only)

16. Requirements concerning a foreign language

Teaching on the programme will be in English.

No additional knowledge of a foreign language is required, other than what is stated in the admission requirements

17. Rules of exemption

If warranted by exceptional circumstances, the Academy may deviate from what has been stated in this curriculum. The various institutions must cooperate in order to have a homogenous dispensation policy.

18. Commencement

All enrolled students will be transferred to this curriculum on 01.08.2023 At the same time, the institutional part of the curriculum from 01.08.2022 is repealed.

Exams started before 01.08.2023 must be completed according to the previous curriculum no later than 01.02.2024.

19. Legal basis

The following current legislation applies to the programme:

- Ministerial Order no. 786 from 08/08/2019: Ministerial Order for Academies of Professional Higher Education
- Ministerial Order no. 1343 from 10/12/2019: Ministerial Order for Academy Profession degree programmes and Bachelor degree programmes
- Ministerial Order no. 708 from 09/06/2023: Ministerial Order for technical and commercial business academies and professional bachelor courses
- Ministerial Order no. 863 from 14/06/2022: Ministerial Order for examinations in higher educational professional and business programmes
- Ministerial Order no. 87 from 25/01/2023: Ministerial Order for admission to business academies and professional bachelor courses
- Ministerial Order no. 1125 from 04/07/2022: Ministerial Order for the marking scale for programmes connected to the Ministry of Higher Education and Science.

The applicable laws and ministerial orders are available on www.retsinfo.dk (in Danish only).