

CURRICULUM  
for  
Bachelor in Innovation and Entrepreneurship

Part II: Institutional Part

Commencement 15 August 2019



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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 elective elements on the programme

Semester	Subject elements (national and institutional including electives)	ECTS
1 <sup>st</sup> and 2 <sup>nd</sup> semester	National subject element: Innovation	10
1 <sup>st</sup> and 2 <sup>nd</sup> semester	National subject element: Management	10
1 <sup>st</sup> and 2 <sup>nd</sup> semester	National subject element: Business development	10
1 <sup>st</sup> and 2 <sup>nd</sup> semester	National subject element: Entrepreneurship	10
1 <sup>st</sup> semester	Institutional subject element: Personal competencies and character traits	5
1 <sup>st</sup> semester	Institutional subject element: Collaborative effort and facilitation	5
2 <sup>nd</sup> semester	Institutional subject element: Elective element: - Speciality module - International summer schools	5
2 <sup>nd</sup> semester	Institutional subject element: Employability	5
2 <sup>nd</sup> semester	Internship	15
2 <sup>nd</sup> semester	Bachelor Project	15

## 2. Institutional subject elements

On this programme there are institutional subject elements which are weighted 20 ECTS, of which 5 ECTS are electives.

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

### 2.1 Personal competencies and character traits

#### Content

The subject content is based on promoting an understanding and acceptance of the importance of personal competencies and qualities as equal additional elements in the programme for knowledge and professional skills. This is done by an initial presentation of existential philosophical questions, culture and ethics.

The subject couples character traits with the formation of the mind-set, which is necessary in order to function as an effective intrapreneur and entrepreneur.

The six character traits that are dealt with in the subject element are:

- Presence i.e. mindfulness, self-awareness, integrity, equanimity and balance.
- Curiosity i.e. wonderment, unprejudiced, motivation and enthusiasm.
- Courage i.e. curiosity, bravery, fortitude, self-confidence and willingness to take a risk.
- Resistance i.e. resilience, persistence, self-discipline, self-control and self-esteem.
- Ethics i.e. humanity, integrity, authenticity, genuineness.
- Personal development i.e. commitment, responsibility, engagement and charisma.

### **Learning objectives for personal competencies and character traits**

#### Knowledge

The student will gain knowledge about:

- an overview and significant issues in the field of existential philosophy, culture and ethics
- and an understanding of the six character traits, the various existential philosophical questions and what can be used to enhance the development of the six character traits from one's own standpoint. Students will also learn about how to reflect over the different philosophical existential questions and the importance of character traits in both a personal and a professional academic context.

#### Skills

The student will get the skills to:

- use the methods and tools included in character traits and the existential philosophical questions, including culture and ethics, and master the skills associated with employment in relation to personal development and leadership, particularly in relation to intrapreneurial and entrepreneurial organisations
- evaluate the practice-orientated and theoretical issues as well as perspectives on character formation and own personal competencies as well as justify and select relevant developments and solutions
- communicate practice-orientated and academic issues within basic existential philosophical questions and the six characteristics and solutions for doing so to partners and users.

## Competencies

The student will learn to:

- manage complex and development-orientated situations in a work or study context in relation to working with personal characteristics and their own relationship with the profession or professional field they have to work in
- independently engage in disciplinary and interdisciplinary cooperation based on their own character traits and assume responsibility within the framework of professional ethics as well as assume responsibility for identifying and implementing relevant, appropriate individual actions that develop and strengthen the personal character traits and competencies in relation to their own position and the professional academic context as an intra or entrepreneur
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to the development of character traits.

## ECTS weight

The subject element personal competencies and character traits is weighted 5 ECTS credits.

## 2.2 Collaborative effort and facilitation

### Content

The subject element contains both team and facilitation perspectives - including team formation, team processes, facilitation of own and others' work and the development of processes and cooperation in teams in new and existing companies. The subject element also deals with behaviour patterns and conduct that could affect cooperation within the team. The subject also deals with teamwork and facilitation in practice.

### Learning objectives for collaborative effort and facilitation

#### Knowledge

The student will gain knowledge about:

- the practice and applied theory and methodology within team formation, team processes, as well as the facilitation of team collaboration and processes in relation to innovation processes
- and an understanding of practice, applied theory and methodology within team formation, team processes, as well as facilitation of team collaboration and processes in relation to innovation processes and can reflect on practice and the application of theory and method in innovation processes, including different perspectives on teams and team collaboration.

## Skills

The student will get the skills to:

- apply methods and tools for team formation, team processes and the facilitation of project and teamwork and can master the skills related to employment within innovation processes and the facilitation of projects and team work
- evaluate the practice-orientated and theoretical issues in relation to facilitation, including how the team handles disagreements as well as relates to the academic and personal differences and can also justify and choose appropriate solution models
- communicate practice-orientated and academic issues and solutions in relation to the cooperation and facilitation of innovative processes to partners and other relevant stakeholders.

## Competencies

The student will learn to:

- manage complex and development-orientated situations in relation to putting together an appropriate team in a given context, facilitating team collaboration and leading a development process from start to finish
- independently engage in academic and interdisciplinary cooperation in order to take advantage of interdisciplinary competencies in connection with team and development tasks and in networking contexts as well as assume responsibility within the framework of professional ethics
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to cooperation and facilitation in connection with project and teamwork and innovation processes.

## ECTS weight

The subject element collaborative effort and facilitation is weighted 5 ECTS credits.

## 2.3 Employability

### Content

The content of the subject element is based on promoting an understanding and acceptance of the importance of personal and professional competencies, so that there is a positive match between what is demanded by the labour market with the competencies that the student has or can work towards achieving.

The subject is based on the ‘designing your life’ method from Stanford. The subject also takes its starting point in Aalborg University’s explanation of the concept of Employability:



‘Employability is therefore about the individual’s ability to independently manage themselves on the labour market (to get and retain a meaningful job). This requires, among other things, insight into one’s own abilities, desires and needs, tools to explore the labour market, as well as knowledge, experience, competencies and the desire to perform the tasks that are demanded’.

### **Learning objectives for employability**

#### Knowledge

The student will gain knowledge about:

- characteristics of the labour market and the demand for labour, skills and competences.
- individual competencies in the context of labour market demands.
- and understand applied theory and method within the ‘designing your life’ mindset and coherence of the tools used in each phase and can reflect on the practice of the profession and the application of theory and methodology within the field of employability.

#### Skills

The student will get the skills to:

- use methods and tools within employability and master the skills of ‘designing your life’, which is linked to employment within the profession, including analysing their own professional and personal competencies and compare these with the desired future life situation.
- evaluate practice-orientated and theoretical issues, as well as justify and select relevant solution models within the field of employability including describing and analysing their own network by focusing on creating and developing this network, so that it enables each individual to reach their goals regarding internships and jobs.
- disseminate practical and professional issues and solutions to different target groups in the labour market, partners and users within employability, including explanations of their own competencies, values and for objectives for these.

#### Competencies

The student will learn to:

- manage complex and development-orientated situations in a work or study context in relation to working with personal competencies in the profession or professional field they have to work in.
- independently engage in academic and interdisciplinary cooperation and assume responsibility within the framework of professional ethics in relation to employability

- identify their own learning needs and develop their own knowledge, skills and competencies in relation to the profession including structuring their own competency development plan and goals

### **ECTS weight**

The subject element employability is weighted 5 ECTS credits.

## **2.4 Institutional subject element: Elective element**

For the elective element, the student can choose between:

- Speciality module
- International summer schools

### **2.4.1 Institutional subject element b – elective – speciality module**

#### **Content**

The speciality module is an elective. The purpose of the specialty module is so that the student can immerse themselves in a self-chosen subject within the programme's overall goals. The subjects are stipulated in the curriculum's part IV: Electives – speciality module and International Summer School

The student gets experience by:

- formulating, delimiting and structuring the chosen subject independently
- setting the goals for the acquisition of knowledge, skills and competencies
- preparing a relevant literature study
- presenting the results of the literature study in a seminar report
- participating in an academic study group

Work on the specialty module represents a workload of 5 ECTS, corresponding to 140 hours of work per student. Each group must read what corresponds to 350-400 pages of relevant new literature.

The students work in pairs with the chosen subject, and a teacher is appointed to a study group consisting of 8-10 students, their primary role is supervision.

A start-up seminar is held and an introduction, where the team leader introduces the students to the specialty module in its entirety.

Thereafter, the supervisor organises a process seminar. At the process seminar, students (two and two) present their proposals for a final definition of a subject and a problem statement, as well as preliminary thesis statement for the literature study. As part of this, students present a summary of a self-found scientific article that relates to the subject. Finally, students present the expected structure (including the main and sub-subjects and delimitation) of the literature study. The material is presented to the seminar group (duration of maximum 15 minutes per group).

The work with the speciality module will end in a series of seminars where participants (in pairs) will present to the rest of the study group. The presentation must be based on the completed report and exemplify interesting problem statements within the subject element.

### **Learning objectives for the speciality module**

The course must put the programmes subject areas into perspective and has the following learning objectives for knowledge, skills and competencies:

#### Knowledge

The student will gain knowledge about:

- and can reflect about the theories, methodology and practice within the selected subject in relation to the relevant profession's practice and the application of theory and method
- practical and applied theory and methodology within the chosen subject and the relevant profession, based on the gathered relevant and scientifically based literature and extracted essence from this

#### Skills

The student will get the skills to:

- apply the methods and tools of the chosen subject and master the skills associated with employment within the relevant profession, including comparing theories and discussing theoretical issues
- evaluate practice-orientated and theoretical issues connected to the chosen subject and justify and choose appropriate solutions for this
- communicate practice-orientated and academic issues and solutions in relation to the chosen subject to partners and users including peers and non-specialists

#### Competencies

The student will learn to:

- handle complex and development-orientated situations within academic relationships in relation to the chosen subject
- independently engage in academic and interdisciplinary collaboration in relation to the chosen subject and assume responsibility within the framework of a professional ethics
- identify their own learning needs and develop their own knowledge, skills and competencies in relation to the chosen subject and the relevant profession.

### **ECTS weight**

The speciality module is weighted 5 ECTS credits.

## **2.4.2 Institutional subject element b – International Summer School**

### **Content**

Business Academy Aarhus offers international summer schools in collaboration with the partner universities. The content and learning objectives of the summer schools depend on the theme and destination.

Learning objectives for International summer schools

The learning objectives and exam form for each summer school can be found in the description of the summer schools on Study Update. The application deadline for international summer schools is on 1 March.

### **ECTS weight**

International summer schools are weighted 5 ECTS credits.

Business Academy Aarhus offers a range of summer schools. The learning objectives and exam form for each summer school can be found in the description of the summer schools on Study Update.

## **3. Exams on the programme**

When starting on a subject element, semester, etc., the students will automatically be registered for the relevant exams. Registration for an exam means that one exam attempt has been used. This does not apply to 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

Time	Subject/exam	ECTS	Internal/external assessment	Assessment
1st semester	<b>1st semester exam:</b> Innovation processes  National subject elements: <ul style="list-style-type: none"> <li>- Innovation</li> <li>- Management</li> <li>- Business development</li> <li>- Entrepreneurship</li> </ul> Institutional subject elements: <ul style="list-style-type: none"> <li>- Personal competencies and character traits</li> <li>- Collaborative effort and facilitation</li> </ul>	30	Internal	7-point scale
2nd semester	<b>2nd semester exam:</b> Business model  National subject elements: <ul style="list-style-type: none"> <li>- Innovation</li> <li>- Management</li> <li>- Business development</li> <li>- Entrepreneurship</li> </ul>	20	External	7-point scale
2nd semester	<b>Institutional subject element:</b> <b>Employability</b>	5	Internal	7-point scale
2nd semester	<b>Institutional subject element: Elective element</b>	5	Internal	7-point scale
3rd semester	<b>Internship</b>	15	Internal	7-point scale
3rd semester	<b>Bachelor Project</b>	15	External	7-point scale

**Information concerning times, dates and locations for the exams are on Study Update**

For all 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 exam project was prepared by one student or a group of students and not passed, the student can choose to work further on the existing project or prepare a new project.

### 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.

### Sickness and re-examinations

The specific time limits appear in each exam description.

Information about the time and place of sick/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.

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 the website 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.

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 Innovation processes 1st semester – 30 ECTS

#### Learning objectives for the exam

The learning objectives for this exam are identical to the learning objectives for the two local subject elements, personal competencies and character traits, 5 ECTS (see section 2.1), and collaborative effort and facilitation, 5 ECTS (see section 2.2). The exam also includes the 4 national elements subject elements i.e. innovation, entrepreneurship, business development and management. 7 ECTS out of 10 will be examined in innovation, 5 ECTS out of 10 ECTS in management, 5 ECTS out of 10 in entrepreneurship, and 3 ECTS out of 10 in business development. The learning objectives for the 1st semester exam can be found in part III: Learning objectives according to semester for the subject elements.

#### Exam form and organisation

The exam is an individual, oral examination with a visual presentation of a business idea (e.g. a prototype) based on a written group project as well group and individual reflection.

Groups consist of 3-5 students.

#### *Formal requirements for a written project*

The group must collect and analyse their own empirical data to support the innovation process as well as demonstrate their ability to manage the innovation process. In addition, the group must demonstrate their ability to select, use and discuss subject elements in relation to the group's innovation process.

The student must go through the innovation process and then describe the next step in the process and produce a prototype or other visual presentation of a value-creating idea.

The project must have approximately 10,500 keystrokes per group member, i.e. between 31,500 and 52,500 keystrokes per report (+/-5%), depending on the group size.

The structure of the report must follow the guidelines for written assignments 2019, which can be found on Study Update. The report must be submitted electronically.

### *Group reflection*

At the same time as the project, a video must be uploaded with a reflection by the group covering their cooperation and facilitation in relation to the process of innovation. The video must not be longer than 3 minutes.

### *Individual reflection*

At the same time as the project, you must also upload a written, individual assessment of your own personal development in the innovation process in the template, which is available on Canvas.

### *The oral exam*

The oral exam starts with the entire group presenting the business idea with the visual presentation (and the prototype for example) for 5 minutes (regardless of group size). After this, there will be an individual examination lasting 20 minutes. This means that the oral exam is conducted as follows:

- 5 minutes: The whole group presents

Individual examination (20 minutes total per student):

- 5 minutes: Presentation and the students' own reflections on a self-selected sub-part of the project
- 10 minutes: Exam
- 5 minutes: Assessment.

### *Prerequisites to take the exam*

The project must meet the formal requirements, have a credible content and be handed in on time and properly (see Study Update). In addition, the group and individual reflection must have been handed in on time with credible content to allow you to do the oral exam.

It is a prerequisite for taking the oral part of the exam that students confirm their co-responsibility for the preparation on the project's front page

Non-compliance with one or more of these conditions means that the student cannot participate in the exam, and one exam attempt will have been used.

### *Criteria for assessment and co-examiner*

An individual mark according to the Danish 7-point scale is given based on an overall assessment of the written group project and the group presentation as well as the individual oral presentation. The exam has an internal co-examiner.





### 3.4 Business model, 2nd semester – 20 ECTS

#### Learning objectives for the exam

The learning objectives for this exam are the same as the four national subject elements innovation, management, business development and entrepreneurship. 3 ECTS from innovation, 5 ECTS from management, 5 ECTS from entrepreneurship and 7 ECTS from business development will be examined. The learning objectives for the 1st semester exam can be found in part III: Learning objectives according to semester.

#### Exam form and organisation

The exam is an individual, oral examination based on a written group project and a presentation of a visual product. The group size for the written group project is 3-5 students.

#### *The written project*

The written group project must contain the description and analysis of the chosen business model, including analysis of the possibilities for scaling. The business model is drawn up for a selected company. The point of departure may be either entrepreneurship or intrapreneurship.

The project report must have 10,500 keystrokes per person in the group, in other words the project has a scope of between 31,500 and 52,5000(+/- 5%) keystrokes per report including spaces, footnotes, figures and tables, but excluding the front page, table of contents, bibliography and appendices.

The structure of the report must follow the guidelines for written assignments 2019, which can be found on Study Update. The report must be submitted electronically.

#### *The oral exam*

The visual product must be brought and be presented in connection with the oral exam. The visual product may be a video, a prototype of a physical or digital product, a homepage, presentation material for potential investors or other stakeholders.

The oral exam starts with a group presentation of 5 minutes, where all group members participate.

Afterward there will be a 20 minute individual oral exam. This means that the oral exam is conducted as follows:

- 5 minutes: The whole group presents the visual product

Individual examination (20 minutes total per student):

- 5-8 minutes: Presentation
- 7-10 minutes: Exam
- 5 minutes: Assessment.

#### Prerequisites to take the exam

In order to take the oral exam, the contents of the written report must be credible. The assignment must meet the formal requirements according to the above and be handed in correctly and on time (see Study Update).

It is a prerequisite for taking the oral exam that students confirm their co-responsibility for the preparation on the project's front page.

#### Assessment criteria and the exam

An individual mark according to the 7-point scale is awarded based on an overall assessment of the student's written and oral performance. There is an external co-examiner.

#### Completion of the exam

If the overall assessment results in a mark lower than 02, the student will be required to prepare a new report in order to re-qualify for examination in the 1st external exam.

### 3.5 Institutional subject element: Employability, 2nd Semester – 5 ECTS

#### Learning objectives for the exam

The learning objectives for this exam are the same as the learning objectives for the subject employability.

#### Exam form and organisation

The exam consists of two continuous assessment activities and a written exam hand-in, which provides an overall mark for the subject. The continuous assessment activities count for 30% of the mark, while the mark obtained at the exam counts for 70%.

#### *The continuous assessment activities*

The continuous assessment activities consist of two hand-ins over the course of the subject, both of which lead to the final exam. For each individual continuous assessment activity, points will be awarded which will be converted to a mark, which is weighted 30% of the mark for the subject.



The continuous assessment activities consist of two hand-ins, as described below:

Assessment activities	Credits	Assessment
A. Hand-in 1: Presentation of opportunities on the Danish or international labour market. Max. 4,200 keystrokes.	0-50 credits	You will get 0 credits if you don't hand-in The hand-in is evaluated on a scale of 0-50 credits
B. Hand-in 2: Self-reflection on own standpoint matched with options presented in hand-in 1. Max 4,200 keystrokes.	0-50 credits	You will get 0 credits if you don't hand-in The hand-in is evaluated on a scale of 0-50 credits
Total credits for the continuous assessment activities	100	

Mark on 7-point scale	Total credits
12	90-100
10	71-90
7	51-70
4	31-50
2	21-30
00	11-20
-3	0-10

The students have 1 attempt to complete the continuous assessment activities A and B throughout the semester. With an undocumented absence or a hand-in without any content, the student will receive the lowest points according to the above table. If the students have documented absence due to sickness, maternity/paternity leave etc, active participation will be assessed in relation to the actual participation.

The results of the continuous assessment activities will be shown on the diploma under: Employability, continuous assessment activity.

*The written exam:*

The exam is an individual, written exam hand-in.

The student hands in a written presentation of 4-5 pages, with max. 10,500 keystrokes consisting of:

- 1) A job application to a named company or a motivated application for office space in GROW (for internship in your own company) and a CV

- 2) A game plan cf. the subject description, where the student first describes their goals for the development/achievement of career readiness and career competencies, as well as the value that the student will create in the labour market and finally an outline on how the goals will be reached.

#### Prerequisites to take the exam

No specific prerequisites

#### Criteria for assessment and co-examiner

One overall mark will be given where each continuous assessment activity is weighted 30% of the mark, while the written exam is weighted 70% of the mark. The written exam must be passed.

A mark is given according to the 7-point scale. The marks are individually noted and weighted on the diploma. The written exam is evaluated by an internal co-examiner.

### 3.6 Speciality module – elective, 2nd Semester – 5 ECTS

#### Learning objectives for the exam.

The learning objectives are specified in the current curriculum. In addition to the overall learning objectives, students will, as part of their work with the speciality module, develop their own learning objectives.

#### The exam form and organisation including any formal requirements

The exam consists of an oral seminar held in groups based on a written group report.

As a rule, the groups must consist of two students and only in the case of odd numbers in a seminar group will this be waived.

A kickoff meeting will be held for students, and students are able to apply for supervision with their supervisor during the process. The work with the speciality module is completed with an oral exam in seminar form where participants will present to the rest of the study group. The presentation must be based on a report, and exemplify interesting problem statements within the subject element. Following the presentation, the issues and solutions presented will be discussed.

If there is an odd number or if a student needs to take a re-exam, the student must form a 3-person group or if given dispensation, write the report alone.

#### *The written part of the exam*

The speciality module report must be max:

- With 1 student: 10 standard pages
- With 2 students: 15 standard pages
- With 3 students: 20 standard pages

### *The oral part of the exam*

The oral exam is held as a joint seminar. All students involved are expected to have read the reports in connection with their study group's work and to participate actively in the discussion. As a starting point, 45 minutes are allocated to each group (of 2 students) doing the seminar series (see time frame for more or less below). The group must use their time as follows: Presentation, questions, discussion points, small cases/tasks etc. During the exam time (30/45/60 min), individual students will be assessed individually.

The following times have been allocated for presentations at the seminar series:

- With 1 student: 30 min.
- With 2 students: 45 min.
- With 3 students: 60 min.

### *Prerequisites for the exam – active attendance and submission requirements*

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 is done when the project is uploaded in WISEflow.

### *Criteria for assessment and co-examiner*

The assessment criteria for the exam are identical to the defined learning objectives which can be found in the current curriculum.

After the final seminar, the supervisor will individually inform the student what their mark is for the specialty module. The assessment is based on an overall assessment of the written work, presentation (including individual examination) and participation in the discussions for all the reports during the completed seminar.

The exam is assessed with an internal co-examiner and the overall mark is awarded according to the 7-point scale.

## **3.7 International Summer School – electives, 2nd Semester – 5 ECTS**

Business Academy Aarhus offers a range of summer schools. The learning objectives and exam form for each summer school can be found in the description of the summer schools on Study Update.



### 3.8 Internship exam, 3rd semester - 15 ECTS

#### Learning objectives for the exam

The assessment criteria for the exam are identical to the learning objectives for the internship which can be found in the national part of the curriculum and are based on the individual learning objectives.

#### The exam form and organisation including any formal requirements

The exam is an individual oral examination based on an individually prepared written report.

#### *Formal requirements for the written report*

The written report must address an academic problem statement from an internship company as well as the learning objectives for the internship. The report must be 10 standard pages.

#### *The oral exam*

The oral exam is 30 minutes and includes:

- a 5-minute presentation
- 15-20 minutes examination
- 5-10-minutes assessment.

#### Prerequisites for the exam – active attendance and submission requirements

In order to be able to hand-in the internship report and participate in the oral exam, the students must have completed 10 weeks of their internship.

In order for the student to take the exam, the contents of the written report must be credible. The report must meet formal requirements and be timely and properly submitted.

It is a prerequisite for taking the oral exam that students confirm their responsibility for the preparation of the project with their signature, this is done when the report is uploaded in WISEflow.

#### Criteria for assessment and co-examiner

The examination is assessed with an internal co-examiner according to the 7-point scale. One mark is awarded based on an overall assessment of the student's written report and the oral exam.

#### Completion of the exam

##### ***Exam failed***

If a student is given less than the mark 02, it is a fail and one exam attempt will have been used.

If the overall assessment results in a mark lower than 02, the student will be required to prepare another report in order to re-qualify for the internship exam.

##### ***Project not handed in/written answers***

If a student does not hand in their internship report, one exam attempt will have been used. The students can continue work on the same report.

### ***Not participated in the exam/oral examination***

If a student hands in their internship report, but doesn't participate in the oral exam, one exam attempt will have been used.

## **3.9 Bachelor project – 3rd semester – 15 ECTS**

### **Learning objectives for the exam**

The learning objectives are identical to the learning objectives for the Bachelor project, which can be found in the national part of the curriculum.

### **The exam form and organisation including any formal requirements**

The Bachelor project can be prepared individually or in a group of 2-3 students together. In all cases, the oral examination will be conducted as an individual examination.

The Bachelor Project must not exceed:

- With 1 student: 100,000 keystrokes
- With 2 students: 150,000 keystrokes
- With 3 students: 200,000 keystrokes

The number of keystrokes includes spaces, footnotes, figures and tables but does not include the front page, table of contents, bibliography and appendices. The Bachelor project's suggested requirements are detailed in a separate document, available on Study Update.

Further requirements for the Bachelor's project can be found in the national part of the curriculum.

### **Oral exam**

Based on the written report, the student has an individual oral exam of 45 minutes' duration, including:

- 5-10 minutes presentation of the Bachelor project
- 30 minutes examination
- 5-10 min for the assessment.

### **Prerequisites to take the exam**

All other exams on the programme must be passed before the student can do the bachelor exam. 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 as an overall assessment with an external co-examiner and one overall mark is given according to the Danish 7-point scale for the Bachelor project and the oral exam.

### Completion of the exam

#### **Pass / fail exams**

If a student is given less than the mark 02 for the Bachelor project, it is a fail and one exam attempt will have been used.

It does not matter whether the student produced the exam alone or in groups, a fail means that a new project with a new thesis statement must be prepared.

#### **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 may not work further on the existing project but must prepare a new project with a new thesis statement.

## **4. 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 an exam based on a written report. Please refer to section 3 for a description of the internship exam.

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.

## **5. The programme parts that can be completed abroad**

### **5.1 The programme parts and rules for prior credit approval**

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



Upon approval of the prior credit approval, the subject 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 subject element 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 wide 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.

## **5.2 Examinations abroad in the 2nd semester**

### **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.

## **6. 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. The 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.

### **6.1 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.

## **7. The use of aids and assistance**

During exams, all aids and assistance, including electronic devices, are allowed, unless a ministerial order or curriculum for the specific programme specifies restrictions for use.

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

## **8. 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.

## 9. 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.

### 9.1 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.

## 9.2 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.

## **10. Complaints regarding exams and the appeals of decisions<sup>1</sup>**

### **10.1 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 section 10 of the Ministerial Order on Examination Regulations.

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.

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1. See Ministerial Order for Examinations chp 10.

## 10.2 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 [Study Update](#).

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 complaint, 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 appoint 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 Study Update within two weeks (14 calendar days) after the evaluation 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

### **10.3 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](mailto: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.

#### **10.4 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.

### **11. 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.

## **12. Rules for credit for subject elements**

### **12.1 Credit for subjects covered by the curriculum's institutional part**

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

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

### **12.2 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 subject 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 subject element is considered completed if it is passed according to the rules of the programme.

## **13. 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

<b>ACTIVE ATTENDANCE ON THE INNOVATION AND ENTREPRENEURSHIP BACHELOR PROGRAMME INCLUDES:</b>	
Active attendance for presentation of assignments/projects. If the student is prevented from meeting due to illness for e.g. the student must notify the team leader.	
<b>1st SEMESTER</b>	<ul style="list-style-type: none"> <li>• Obligation to participate in oral presentations.</li> </ul>
<b>2nd SEMESTER</b>	<ul style="list-style-type: none"> <li>• Obligation to participate in oral presentations.</li> </ul>

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.

#### 14. 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 exams
- 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 3rd 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](http://su.dk). (in Danish only)

## **15. Requirements concerning a foreign language**

The teaching material on the programme will be mostly in English, however, parts of the teaching could be in Danish, for example with guest lecturers etc.

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

## 16. 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.

## 17. Commencement and transitional schemes

This part of the institutional curriculum is valid from 20.08.2018 and is valid for students who are enrolled after 20.08.2018.

## 18. Legal basis

The following current legislation applies to the programme:

- Ministerial Order no. 153 from 27/02/2018: Ministerial Order for Academies of Professional Higher Education
- Ministerial Order no. 986 from 18/08/2017: Ministerial Order for Academy Profession degree programmes and Bachelor degree programmes (LEP law).
- Ministerial Order no. 80 from 28/01/2019: Ministerial Order for technical and commercial business academies and professional bachelor courses
- Ministerial Order no. 1500 from 02/12/2016: Ministerial Order for examinations in higher educational business programmes
- Ministerial Order no. 211 from 27/02/2019: Ministerial Order for admission to business academies and professional bachelor courses
- Ministerial Order no. 114 from 03/02/2015: Ministerial Order for marking scales and other assessment criteria.

The applicable laws and ministerial orders are available on [www.retsinfo.dk](http://www.retsinfo.dk) (in Danish only).