BUSINESS ACADEMY AARHUS
SCHOOL OF APPLIED SCIENCES

CURRICULUM

for

Bachelors in digital Concept Development

Part II: Institutional Part

Commencement: 01.08.2025

Table of Contents

This curriculum is part of the national curriculum and they must be used together. 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 the programme's subject elements, divided into semesters

The table below indicates an overview of the programmes' national and institutional subject elements, including internship and bachelor project, divided into semesters.

Semester	Subject elements	ECTS
1st semester	National subject element: Digital concepts	15
1st semester	National subject element: Digital value creation	15
2nd semester	National subject element: Digital user experience	10
2nd semester	Institutional subject element: Digital responsibility	5
2nd semester	Institutional subject element: Data-driven design	5
2nd semester	The student chooses one of the following two electives: 1. Designing for the brain (10 ECTS) *or* 2. Interactive Design and Development (10 ECTS)	10
3rd semester	Internship	15
3rd semester	Bachelor project	15

2. The programme's institutional subject elements

On this programme, the institutional subject elements are weighted 20 ECTS, of which 10 ECTS are electives.

2.1. Digital responsibility - 5 ECTS

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.

2.2. 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.

2.3. Elective element

Designing for the brain -10 ECTS

Content
Designing for the brain 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.
This subject element also deals with the psychological and neurological aspects of UX. Finally, relevant new technologies, such as XR, 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 principles for behaviour changes 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
- 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:

- 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
- apply methods for the analysis and design of UX based on psychological and neurological aspects
- 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 own learning needs and develop own knowledge, skills and competencies in relation to the design of behavioural changes in web-based applications, UX design based on psychological and neurological aspects.

ECTS weight
Designing for the brain is weighted 10 ECTS credits.

Interactive design and development - 10 ECTS

Content

The elective Interactive design and development works with a wide range of technologies, focusing on the interaction between design and programming as well as alternative user interfaces. The focus is on new technologies in the development of concepts and prototypes, and how they can be used to create interactive experiences where technology and design merge.

The subject element focuses on specific technologies as well as business understanding and development of existing companies.

Learning objectives for Interactive design and development

Knowledge

The student will gain knowledge about:

- development-based knowledge of emerging technologies and can reflect on how they can be applied in the design and programming of interactive solutions
- an understanding of how technology can add a digital layer to physical concepts and create new interactive experiences
- an understanding of and can reflect on the possibilities of new technologies in relation to UX/UI and programming.

Skills

The student will get the skills to:

- apply current and relevant technologies to develop digital and interactive solutions
- apply new technologies in the development of prototypes and test these prototypes
- choose and argue for methods to conceptualise and realise an interactive design.
- master the transition from design to programming for cohesive UX

Competencies

The student will learn to:

- manage complex and development-orientated situations in the choice of technology based on being able to use this technology to create interactive experiences where technology and design merge.
- independently engage in interdisciplinary collaboration that produces interactive solutions
- identify and structure their own learning needs and develop their own skills and competencies in relation to the design of user experiences.

ECTS weight

Interactive design and development is weighted 10 ECTS credits.

3. The programme's exams

3.1. Overview of examinations for the programme:

The table below shows an overview of all the programme's exams divided into semesters, followed by descriptions of all the programme's exams.

Time	Exams	ECTS	Co-examiner (internal or external)
1st semester	Agile processes - Digital concepts (2 ECTS) - Digital value creation (2 ECTS) - Digital user experience (1 ECTS)	5	Internal
1st semester	Digital concept creation - Digital concepts (11 ECTS) - Digital value creation (10 ECTS) - Digital user experience (4 ECTS)	25	External
2nd semester	Digital business - Digital concepts (2 ECTS) - Digital value creation (3 ECTS) - Digital user experience (5 ECTS)	10	Internal
2nd semester	Digital responsibility	5	Internal
2nd semester	Data-driven design	5	Internal
2nd semester	Elective element 1. Designing for the brain (10 ECTS) *or* 2. Interactive design and development (10 ECTS)	10	Internal
3rd semester	Internship exam	15	Internal
3rd semester	Bachelor project	15	External

Information concerning times, dates and locations for the exams can be found in Canvas

3.2. Agile processes, 1st semester – 5 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 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 form and organisation including any formal requirements

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 to take the exam

Prerequisite 1: To take the exam, the student must have at least 80% attendance in the interdisciplinary course Agile Processes. The student can follow his/her attendance percentage in Attender.

Prerequisite 2: To take the exam, there is a prerequisite that the student has participated in the first sprint course, as described in Canvas.

The student can only take the exam if both prerequisites are met. If the attendance requirement is not met, cf. requirement 1, see below.

If the student has not attained at least 80% attendance:

The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the interdisciplinary subject, Agile processes (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the interdisciplinary subject: Agile processes
The student must submit an assignment in the interdisciplinary subject: Agile processes. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

Criteria for assessment and co-examiner

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

3.3. 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, Digital value creation and Digital user experience.

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

Knowledge

The student will gain 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 knowledge about:

- 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 must submit a written outline for the oral presentation. The outline must be a maximum of 1 standard page, and must be submitted via WISEflow before the oral exam (the deadline is available in Canvas).

The oral exam lasts 45 minutes and includes:

- About 20 min: Presentation of concept proposals, prototypes and arguments/analyses
- About 20 min: Exam
- 5 min.: Assessment

Prerequisites to take the exam

Prerequisite 1: 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.

Prerequisite 2: To take the exam, the student must have at least 80% attendance in the 2 subjects: 1. Digital concepts and 2. Digital value creation. The student can follow his/her attendance percentage in Attender.

Prerequisite 3: The student's written outline for the exam must also meet formal requirements (as indicated above) and must be submitted correctly and timely (see Canvas).

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance in one or more subjects:

The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained a minimum of 80% attendance in the 2 subjects 1. Digital concepts and 2. Digital value creation, (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the subject Digital concepts

The student must submit an assignment in the subject Digital concepts. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

Lack of attendance in Digital value creation

The student must submit an assignment in the subject Digital value creation. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly

managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

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).

Completion of the exam

If the student does not pass the exam, the student must prepare a new prototype based on a new case description.

3.4. Business model, 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, Digital value creation and Digital user experience.

Learning objectives for Digital concepts (equivalent to 2 ECTS):
Knowledge
The student will gain knowledge about:

- development-based knowledge concerning the impact of legislation on the development of digital concepts

Competencies
The student will learn 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 knowledge about:

- development-based knowledge of business models and their approach to value creation, including sustainability aspects
- 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 knowledge about:

- an understanding of and can reflect on the digital concept's importance for the user context, sustainability 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 a 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 in Canvas.

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: about 15 minutes
    a. The student is examined based on the project and learning objectives for the exam.
3. Deliberation and individual communication of marks: 10 minutes.

Prerequisites to take the exam

Prerequisite 1: To take the exam, the student must have at least 80% attendance in the subject Digital business. The student can follow his/her attendance percentage in Attender.

Prerequisite 2: In order for the student to take the oral exam, the contents of the written material must be credible. The material must meet formal requirements and be timely and properly submitted (see Canvas).

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance:

The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the interdisciplinary subject Digital business (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the subject Digital business
The student must submit an assignment in the subject Digital business. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

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 and the oral performance.

Completion of the exam
If the student does not pass the exam, the student will have to do the re-exam based on the submitted assignment.

3.5. Digital responsibility, 2nd semester - 5 ECTS

Learning objectives for the exam
The learning objectives for the exam are identical to the learning objectives for Digital responsibility (5 ECTS)

The exam form and organisation including any formal requirements
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. The report must also contain improvement proposals which are based on theory.

The written report must not exceed 5 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 to take the exam
Prerequisite 1: To take the exam, the student must have at least 80% attendance in the subject Digital responsibility. The student can follow his/her attendance percentage in Attender.

Prerequisite 2: For the student to take the oral exam, the contents of the written material must be credible. The material must meet formal requirements and be timely and properly submitted (see Canvas).

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance:
The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the interdisciplinary subject Digital business responsibility (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the subject Digital responsibility
The student must submit an assignment in the subject Digital responsibility. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

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

Completion of the exam
If the student does not pass the exam, the student will have to do the re-exam based on the submitted assignment.

3.6. Data-driven design, 2nd semester - 5 ECTS

Learning objectives for the exam
The learning objectives for the exam are identical to the learning objectives for Data-driven design (5 ECTS)

The exam form and organisation including any formal requirements

The exam is an individual written assignment based on an existing UX design. The student chooses a design based on a number of possible cases, and prepares a written account of the chosen concept's use of themes from data-driven design. The report must contain improvement proposals which are based on theory. In addition, the student must prepare a video focusing on the dissemination of data-based insights based on the handed in problem statement which relates to the chosen design.

The written report must not exceed 5 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.

The video must have a maximum duration of 5 minutes.

Prerequisites to take the exam

Prerequisite 1: To take the exam, the student must have at least 80% attendance in the subject Data-driven design. The student can follow his/her attendance percentage in Attender.

Prerequisite 2: The student's written report for the exam must also meet formal requirements (as indicated above) and must be submitted correctly and timely (see Canvas).

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance:

The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the interdisciplinary subject Data-driven design (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the subject Data-driven design

The student must submit an assignment in the subject Data-driven design. The submission will be assessed based on the form and structure of the submission, as well as whether the content is

credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

Criteria for assessment and co-examiner

The exam is assessed according to the 7-point scale and is an overall assessment of the written report and video, and there is an internal co-examiner.

Completion of the exam

If the student does not pass the exam, the student will have to do the re-exam based on the submitted assignment.

3.7. Elective element: Designing for the brain, 2nd semester - 10 ECTS

Learning objectives for the exam

The learning objectives for the exam are identical to the learning objectives for Designing for the brain.

The exam form and organisation including any formal requirements

The exam is an oral group exam based on a case.

The students work with a self-selected case during the course where they must develop a solution, which they present to the company before 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:

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

Prerequisites to take the exam

Prerequisite 1: To take the exam, the student must have at least 80% attendance in the elective course Designing for the brain. The student can follow his/her attendance percentage in Attender.

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance:
The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the interdisciplinary subject Designing for the brain (realisation and attendance can be followed in Attender), this will result in a recommendation for a compensation assignment before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the elective subject Designing for the brain
The student must submit an assignment in the elective subject Designing for the brain. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

Criteria for assessment and co-examiner
The exam is assessed according to the 7-point scale and is an overall assessment of the solution and the oral performance at the exam. The exam has an internal co-examiner.

Completion of the exam
If the student does not pass the exam, the student will have to do the re-exam based on the submitted assignment.

3.8. Elective element: Interactive design and development, 2nd semester - 10 ECTS

Learning objectives for the exam.
The learning objectives for the exam are identical to the learning objectives for the elective course Interactive design and development (10 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 via Canvas.

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 60 minutes for a group of 3 students, and 80 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: About 10 minutes
    a. The student is examined based on the project and learning objectives for the exam.
3. Deliberation and individual communication of marks: 5 minutes:

Prerequisites to take the exam

Prerequisite 1: To take the exam, the student must have at least 80% attendance in the elective course Interactive design and development. The student can follow his/her attendance percentage in Attender.

Prerequisite 2: In order for the student to take the oral exam, the contents of the written material must be credible. The material must meet formal requirements and be timely and properly submitted (see Canvas).

The student can only take the exam if both prerequisites are met. If the missing prerequisites are due to lack of attendance, cf. prerequisite 1, see below.

If the student has not attained at least 80% attendance:
The time for calculating attendance is included as an appendix to the activity plan (see Canvas). If the student has not attained at least 80% attendance in the elective course Interactive design and

development (implementation and attendance can be followed in Attender), this will result in a recommendation for remedial attempts before the regular exam. If the compensation assignment is not completed, it will be considered as missing an exam, and the student will have used one exam attempt.
A new compensation assignment will be prepared before the first re-examination. If this compensation assignment is also not completed, it is considered equivalent to missing the second re-examination.

A third and final compensation assignment will be prepared. If this compensation assignment is also not completed, the student has used up their third and final exam attempt.

The possible solutions are as follows:

Lack of attendance in the elective course Interactive design and development
The student must submit an assignment in the subject Interactive design and development. The submission will be assessed based on the form and structure of the submission, as well as whether the content is credible. The student will be evaluated according to whether they have seriously and credibly managed to cover the academic problem statement of the assignment. The assignment is assessed as met/not met. If the assignment is assessed as not being credible, the assignment can be rejected.

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.

Completion of the exam
If the student does not pass the exam, the student will have to do the re-exam based on the submitted assignment.

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 exam.

Formal requirements
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 in Canvas.

Non-compliance with the prerequisites or incorrect handing in of the internship exam will result in the student not being able to take part in the exam, and one exam attempt will have been used.

Criteria for assessment and co-examiner

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

Completion of the exam

If a student 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.

3.10. Bachelor project – 3rd semester – 15 ECTS

Learning objectives for the exam

The learning objectives for the exam 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 written part of the exam:
The bachelor's project must consist of a digital concept, a conceptual prototype or a digital product and a report.

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 part of the exam:
The exam is an individual, oral examination based on the handed-in bachelor project and the learning objectives for the exam. The oral exam must include a presentation and the exam is divided according to the following:

With 1 student:

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

With 2 students:

- Joint presentations by the students: About 10 min.
  Then one student leaves the room, and there is an:
- Individual exam presentation: About 5 min.
- Individual exam discussion: About 20 min.
- Deliberation and communication of marks: 10 min.

With 3 students:

- Joint presentations by the students: About 15 min.
  After that, the group leaves the room, and there is an:
- Individual exam presentation: About 5 min.
- Individual exam discussion: About 20 min.
- Deliberation and communication of marks: 10 min.

Prerequisites to take the exam

The following requirements must be met to take the oral part of the exam:

- The contents of the written report must be credible. The assignment must meet formal requirements and be timely and properly submitted (see Canvas).

Furthermore, the oral examination can only take place after the final internship exam and all other exams of the programme have been passed.

Criteria for assessment and co-examiner

The exam is assessed according to the 7-point scale and has an external co-examiner. An overall assessment of the student's written and oral performance will be made.

In the assessment of the bachelor's project, in addition to the academic content, the student's spelling and formulation are also important. The assessment reflects an overall assessment of the academic content as well as formulation and spelling ability.

Students who can document a relevant disability can apply for an exemption from the requirement that spelling and formulation skills are included in the assessment.

Completion of the exam

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 bachelor 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. It depends on an academic assessment.

4. General information about the programme's exams

Students who have started a semester cannot withdraw from the semester's exams.
All subject elements are concluded with an exam, which are assessed according to the 7-point scale.
All exams in the programme must be passed with a minimum mark of 2.

4.1. Number of exam attempts

The student has three attempts to pass an exam, except for the study start exam where the student has two attempts to pass the exam. Once an exam been passed, it cannot be retaken.
If a student applies for extra exam attempts, Business Academy Aarhus can give a dispensation for this if there are exceptional circumstances that can be documented.

4.2. 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 unless otherwise stated in the individual exam description.

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.

The hand-in of written assignments and projects as part of an exam takes place in WISEflow, unless otherwise stated in the description of the individual exam.

4.3. Special exam conditions

The Academy can, in accordance with the Ministerial Order for Examinations, grant exemptions from its own established examination conditions, including offering special conditions to students with physical or mental disabilities, when the Academy considers that this is necessary in order to put these students on an equal footing with the other students. It is a prerequisite that any offer does not change the academic level.

Applications for a dispensation for special exam conditions must be submitted in writing via the Academy's form system available on https://students.baaa.dk/examinations. Applications must be submitted four weeks before the exam. The application deadline can be waived if this is substantiated by exceptional circumstances.

The application must contain documentation of health conditions or a relevant specific functional impairment. If you have a permanent functional impairment, you only need to apply for special exam conditions once to be granted special exam conditions for all the exams in the programme.

Read more about applying for special exam conditions and the documentation requirements on https://students.baaa.dk/examinations/.

4.4. The use of aids and assistance

All aids are usually permitted, unless otherwise stated in the description of the individual exam. Please note that it is not permitted to communicate with other examinees during the exam. Read more on https://students.baaa.dk/examinations/, including what is considered exam cheating and how exam cheating will be sanctioned. You can also find information on the use of generative AI.

4.5. The student's responsibilities before and during the exam

It is always the responsibility of the student to ensure that they have internet access during the exam and that their computer is functional. It is also the student's responsibility to have downloaded the material from Canvas that they wish to use in connection with the exam.

In connection with the submission of your projects, the student is responsible for having access to WISEflow.

4.6. Exam language

According to section 23 of the Ministerial Order for Examinations, the examination or test is taken in the language of instruction of the subject element, unless the purpose relates wholly or partly to language skills in a specific language. ...

4.7. Illness and re-examinations

Dates for re-exams are available on Canvas.

It will be clear for each individual exam whether you must prepare a new written assignment for your re-examination, or whether you can take the re-examination based on the assignment or project you have already submitted.

Illness and re-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.

Illness exam

The illness must be documented by a doctor's certificate. The Academy must receive the doctor's certificate no later than six 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, 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 https://students.baaa.dk/examinations/.

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

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

To ensure that 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 for the student:

Active attendance can include:

- Hand-in of assignments and projects

- Oral presentations
- Compulsory attendance in terms of physical presence.

Active attendance includes the following on this programme: 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	• Attendance 80% in Agile processes • Attendance 80% in the subjects Digital value creation and Digital concepts • 5 compulsory assignments that must be passed
2nd SEMESTER	• One concept must be developed which must be pitched to a specific customer in the elective Designing for the brain. • Attendance 80% for each subject in the 2nd semester.

Active attendance and any active attendance requirements which are prerequisites to participate in any exam are indicated in the description of each exam in the paragraph '*prerequisites to take the exam*'.

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

6. 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
- 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 will 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 student is responsible for any costs associated with obtaining this documentation.

The programme may exempt students from the criteria for study activity if there are exceptional circumstances. In this case, the student must apply for a dispensation from the requirement for study activity. The dispensation application is submitted via the complaint form, which can be found at https://students.baaa.dk/examinations/, and Quality and student life will process your application for dispensation.

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.

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

6.1. Termination of enrolment due to lack of student

Students are obligated to participate in the class schedule as it is planned by Business Academy Aarhus.

The lecturers will continuously monitor the students' study activity. If a lecturer determines that a student has not participated in teaching activities for at least 2 weeks, or if a lecturer has a reasonable suspicion that a student is no longer an active student, the programme's administrative coordinator will send an inquiry to the student in question to check whether or not they are still active in the programme. If the student does not confirm within one week that they are still an active student, the administrative coordinator will send another inquiry to the student with another week's deadline. If the student still does not confirm that they are an active student, they will be expelled from their programme, as we will assume that the student's continued passivity is due to a lack of study activity.

Students who have been granted sabbatical leave or are otherwise absent for a valid reason are not included in the above.

7. 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. The company and the student together determine the goals for the student's

learning outcomes for the internship period, based on the learning objectives for the internship found in the national part of the curriculum. The learning objectives are the guidelines for the company's planning of the students' work. The learning objectives for each student must be approved by Business Academy Aarhus.

The internship period is 10 weeks. 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.

8. The programme parts that can be completed abroad

8.1. The programme parts and rules for prior credit approval

Business Academy Aarhus will help students find educational opportunities from foreign providers that are equivalent to the learning objectives of the programme.

Education abroad
Business Academy Aarhus may approve subject elements, or parts of these, if they have been passed at other educational institutions and when they are equivalent to similar subjects or parts thereof, in this curriculum.

The Academy may approve subject elements that have been passed in another Danish or foreign higher education programme as substitutes for subject elements included in this curriculum. On approval, the subject element is deemed to be passed if it was passed according to the rules of the programme in question. The assessment will be transferred as 'passed.'

Agreements with foreign educational institutions for parallel courses
After passing the 1st semester exam, students can choose to complete either part or the rest of their studies abroad. At Business Academy Aarhus, there is the possibility of an international study at other institutions, including in connection with the internship in the 3rd semester. Information about partner institutions and procedures is updated regularly by Business Academy Aarhus.

The Academy has a network of partners abroad, and the Academy's International Office can assist students who wish to take a part of their programme abroad. The International Office can be contacted for further information. Please note that it requires a lot of work from the individual student if they wish to spend time abroad, and that the programme's international coordinator must approve any stay. It is up to the individual student to investigate available subject elements for study abroad at the desired university, etc. International Office can help with advice, etc. but will not do any detailed planning, the student is responsible for this themselves.

8.2. Exams abroad

Subject elements
Students must do all their examinations at the partner institution abroad.

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

Rules for examinations abroad

For a description of the rules for conducting exams abroad, please refer to the section about examinations on https://students.baaa.dk/examinations/ This also describes the costs involved if the examination is held abroad.

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 or answer has been prepared without wrongful assistance. You can find the updated guidance on the use of generative AI on https://students.baaa.dk/examinations/

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.

Exam cheating occurs, among other things, when the student:

1) plagiarises, including reusing one's own text (self-plagiarism) without citing the source and using quotation marks,
2) fabricates,
3) conceals or misleads about one's own efforts or results,
4) engages in unauthorised collaboration,
5) receives or attempts to receive help during an exam or test, or helps others when it is not a group exam,

6) uses aids which are not allowed,
7) has unlawfully obtained prior knowledge of the examination paper,
8) provides incorrect attendance information, or
9) attempts to circumvent, deactivate or otherwise hinder the purpose of the educational institution's use of electronic monitoring programs.

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 - expulsion can also occur after the exam has been held. In less severe cases, the Academy will only give a warning.

Presumption of cheating, including plagiarism during and after the exam
Business Academy Aarhus conducts systematic digital plagiarism control. If, during or after an exam, there is a suspicion that an examinee has committed exam cheating, it will be reported to the head of the programme, who will initiate the further process for clarification of exam cheating.

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 the exam assessment with an 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. During the expulsion period, the student may not participate in a sick/re-exam but must wait until the programme's next ordinary exam. The student may also not attend classes or take any examinations during their period of expulsion.

Appeal against the ruling to expel due to exam cheating
The ruling to expel due to cheating, and that one examination attempt has been used, 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 or 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. Business Academy Aarhus 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, cf. the Ministerial Order for examinations, two weeks from the day the decision was communicated to the student.

10. Teaching and working forms

Teaching at Business Academy Aarhus is based on our educational platform.
The teaching is carried out as a combination of classroom teaching, lectures, workshops, study groups, exercises, major project work and, not least, supervision. The organisation of the teaching is based on relevant business practice and applied theory.

The programme includes teaching forms that can develop the student's independence, ability to collaborate and the ability to create innovation.
The programme includes, to the relevant extent, teaching in entrepreneurial culture, sustainability and the interaction between different forms of culture.

10.1. Practice-orientated learning

The teaching is interdisciplinary and practice-orientated. It takes place primarily in an open learning environment, which replaces traditional classroom teaching. The learning environment is designed to be flexible, so that lecturers and students can meet formally and informally in connection with interdisciplinary problem solving in projects and assignments for public and private organisations and companies.

10.2. Academic progression

The programme is structured around subject areas, which are further divided into a number of sub-topics, each with their own learning objectives. In addition, the internship helps students gain knowledge about the profession in practice and learn how to solve practical issues. The final project/bachelor's project puts specialisation and practice into perspective by having the student address a practical problem using academic theory and method.

10.3. Motivation

It is expected that the student takes responsibility for their own learning process, which requires motivation and commitment, independence, initiative and critical thinking.

10.4. Reading texts in foreign languages

Teaching and reading material on the programme will be mostly in English, however, some 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

11. Credit

The students are obliged to inform us of any completed subject elements from another Danish or foreign higher education programme or any relevant jobs. The institution evaluates, in each instance, credit on the basis of completed programme elements and any jobs which meet the objectives of the programme elements, the educational part and the internship parts. The decision is taken according to an academic assessment.

11.1. Credit agreements for subject elements

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 according to the above, the subject element is considered completed if it has been passed according to the rules of the institution in question.

12. 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.

13. Complaints regarding exams

Complaints about exams are handled according to the Ministerial Order for Examinations (no. 863 of 14/06/2022). The complaint deadline is 2 weeks after the assessment has been communicated or published.

You can complain about the assessment/mark or the examination process, and complaints must be submitted via the complaint form, which can be found at https://students.baaa.dk/examinations/ under 'complaints', where you can also find guidance on how to complain. Quality and Student Life manages exam complaints.

A mark cannot be changed administratively based on a complaint, but a decision on an examination complaint can, on the other hand, include:

1. an offer of new assessment of a written assignment (reassessment)
2. an offer of a new exam (re-examination)
3. that the student's complaint has been dismissed, or
4. a combination of 1-3, if the exam includes a written assignment with an oral defence.

An offer of a reassessment or re-exam may result in a lower mark. The student must, within two weeks after the decision has been made, accept or reject the offer. This decision is binding and cannot be changed. If the student does not accept the offer within the time limit, the reassessment or re-examination will not take place.

14. Commencement

This institutional part of the curriculum is valid from 01.08.2025 and is valid for all students who start their studies after 01.08.2025.

15. 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. 396 from 12/04/2024: Ministerial Order for Academy Profession degree programmes and Professional Bachelor degree programmes
- Ministerial Order no. 495 from 22/05/2024: Ministerial Order for technical and commercial business academies and professional bachelor courses
- Ministerial Order no. 624 from 02/06/2025: Ministerial Order for examinations in higher educational professional and business programmes
- Ministerial Order no. 46 from 21/01/2025: Ministerial Order for admission to Academy Profession degree programmes and Professional Bachelor degree programmes
- 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).