

# **Academy Profession degree (AP) in Service, Hospitality, and Tourism Management**

## **Course curriculum**

2013 – 2015

Core national curriculum

Core national curriculum for the AP Programme in Service, Hospitality, and Tourism Management.

Valid from 1 September 2013.

Errors and omissions exempted  
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# 1. Curriculum contents

The curriculum in question has been developed in compliance with the guidelines specified in the Danish ministerial order no. 636 of 29/06/2009 on professional higher education and bachelor programmes, and is divided into two parts, i.e.:

- **A core national curriculum**, which is designed to be used by all education institutions, providing the programme in question
- **The institution's specific curriculum**, which specifies **specific** guidelines and requirements, set by each educational provider. Some components of a specific curriculum can be developed independently or in collaboration between several educational providers.

The core national curriculum has been developed by the educational providers mentioned in chapter 9.3 of this course curriculum, and in accordance with the legislative frameworks in chapter 9.2.

A. The core national curriculum

## 2. The programme's aim and profile

### 2.1 The programme's aim

The aim of the professional higher education programme in service, tourism, and hospitality management is evident in the Danish ministerial order no. 700 of 03/07/2009 on professional higher education (AP Degree) in which is stated:

§ 1. The aim of the professional higher education programme in service, tourism and hospitality management is to qualify students to independently perform work assignments relating to the development, planning, implementation and delivery of services at national and international levels in businesses and organisations operating in the fields of service, leisure and business tourism, as well as hotels and restaurants.<sup>1</sup>

### 2.2 Competency profile

The aims above result in a line of professional and personal competencies, which students acquire through the educational programme.

The aim for the student is to work in a holistic and practice-related manner, based on the acquired theory, and be able to assess and provide reasons for his or her choice of actions and solutions regarding a specific organisational issue.

With an AP Degree in Service, Hospitality, and Tourism Management, the aim is to have acquired the following professional competencies:

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<sup>1</sup> The matching overall learning goals from the ministerial order can be found in appendix 1.

- **Practice-related competencies** ...to carry out practice-related tasks in service companies generally – which will enable you to directly operate in a company as well as the ability to turn theory into solutions in a practical setting
- **Economics competencies** – so the economic aspects always is taken into account
- **Specialisation competencies** which will enable you to develop skills in a selective module of the programme (prospectively referred to as specialisation)
- **Collaborative and empathic competencies** will enable the graduate to work both individually and in groups – as this is what will happen in the everyday working life
- **Communicative and linguistic competencies** – because you will be working in an industry heavily characterised by the need for networking and relations to others
- International and inter-cultural competencies – as the service industry is global
- **Methodical competencies** in order for you to define issues and provide methods for possible solutions

In order to manage oneself in the service industry and to acquire and practice the professional competencies, the programme also brings the individual student's personal competencies into focus.

Focus will thus be put on the acquisition of the abilities to be:

- **Responsible** – to take responsibility for tasks, on your own and with others , and to demonstrate a high degree of responsibility for yourself, your own life and for others
- **Enterprising and initiative** – that you are able to start up on your own – to set the pace and offer solutions, not simply aiming for the easiest answer to a problem
- **Reliable** – that you are able to handle tasks involving deadlines independently, and that you as a general rule are someone to be counted on
- **Curious and reflective** – that you are inquisitive and innovative, wanting to acquire knowledge, even regarding skills which do not seem important at first
- **Co-operative** – that you explore and encourage collaboration, and that you are willing to put yourself at the disposal of customers or employer, recognising that the service industry needs people who are willing to lend a hand whenever necessary

### 3. Duration, structure and contents of the programme

#### 3.1 Programme duration and ECTS value

The subjects and activities of the programme are planned as a full-time course of study and is equivalent to two years of full-time academic workload. Each year students complete 60 credits according to European Credit Transfer System, and the programme in total represents 120 ECTS credits.

The student is required to participate in a number of tests within the programme's first year after commencement of study. These tests, however, must be passed before the end of the programme's second year after the commencement of the study period. In case of extraordinary circumstances, the institution may choose to grant exemption from this requirement.

## 3.2 Programme structure and contents

The programme comprises:

- 1) Compulsory modules - 75 ECTS
- 2) Internship -15 ECTS
- 3) Elective - Specialisation stream - 15 ECTS
- 4) Final exam project - 15 ECTS

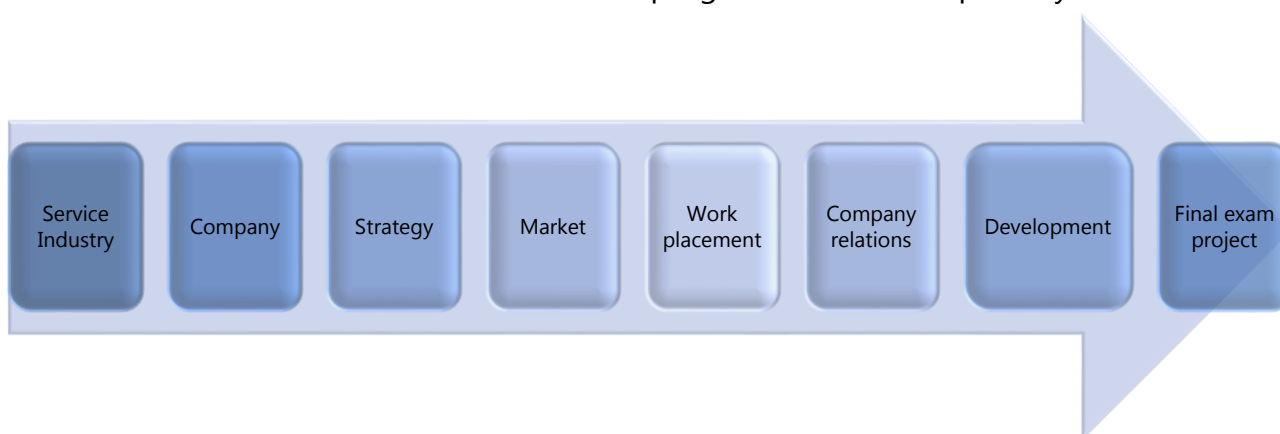
The curriculum describes the intended learning outcomes according to the qualification frame.<sup>2</sup> The learning outcomes are thus described in terms of "Knowledge and Understanding", "Skills" and "Competencies".

The compulsory modules of the programme have been drawn up in a line of core subjects:

- Methodology – 5 ECTS
- Service Industry – 15 ECTS
- Organisational Development – 15 ECTS
- Development – 15 ECTS
- Service Economics – 15 ECTS
- Communication – 10 ECTS

Selected core areas have been divided into modules.

The programme has been structured in a line of themes, cf. the figure below, which connect the different educational modules and ensure progression and transparency.



In the following section, the focus of each individual theme is described:

### 1. Semester

#### 1A – Service Industry

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<sup>2</sup> "The new Danish qualification frame in higher education" describes the level of the learning aims and objectives, visit [www.uvm.dk](http://www.uvm.dk)).



- The focus of the theme is for the student to obtain a basic knowledge about the development and significance of the experience economy as well as practice-related knowledge about conditions in the service industry

#### 1B – Company

- The focus of the theme is to provide the students with a holistic understanding of profitability and how to run a company

### 2. Semester

#### 2A – Strategy

- The focus of the theme is to enable the student to plan the running of the service company

#### 2B – Market

- The focus of the theme is for the student to be able to assess how the market can be influenced

### 3. Semester

#### 3A – Internship

- See chapter 5

#### 3B – Company relations

- The focus of the theme is to enable the student to enter into relations with the stakeholders of the service company with a special view to developing the company internationally

### 4. Semester

#### 4A – Development

- The focus of the theme is for the student to function as a discussion partner when developing innovative plans for a sustainable development of the service company and its employees

#### 4B – Final examination project

- See chapter 6

## 3.3 Semester calendar

The semester of the programme, run according to below schedule:

|             |   |
|-------------|---|
| 1. semester | September - January inclusive                 |
| 2. semester | February – July inclusive (including holiday) |
| 3. semester | August - January inclusive                    |
| 4. semester | February – June inclusive                     |

## 4. Description of learning outcomes of the core modules

The programmes learning outcomes include the knowledge and understanding, skills and competencies, which the students must acquire through the programme. See appendix 1 and 2 for further description.

In the chapter below, the intended learning outcomes are described closer in relation to the qualification frame. To ensure transparency, the core modules have been divided into sub-modules.

The individual ECTS value and placement of the core modules can be seen in appendix 3.

### 4.1 Methodology

ECTS value: 5

Learning outcome:

#### **Knowledge and understanding:**

- The student must know and understand how a combination of different methods (cross examination or methodological triangulation) is employed for establishing an issue
- The student must have a basic knowledge of scientific approaches

#### **Skills:**

- On the basis of different theories, the student must have the skills to interpret both qualitative as well as quantitative data
- The student must have the skills to communicate the scientific methods in writing as well as orally

#### **Competencies:**

- The student must, both individually and in cooperation with fellow students and service companies, be able to design investigations, just as the student must be able to gather and analyse information

### 4.2 Service Industry

ECTS value: 15

The specialisation Service Industry is divided into three sub-modules, which together form the module:

- Industry knowledge – 5 ECTS
- Service management and customer relations – 8 ECTS
- Service law – 2 ECTS

In the following passage, the intended learning outcome for each of the three sub-modules is described.

Learning outcome:

### **Industry knowledge:**

#### **Knowledge and understanding:**

- The student must be knowledgeable about the development and structure of the service industry at both national and international level with special focus on the specialisation modules of the programme
- The student must be knowledgeable about the experience economy from a macro perspective, its development and conceptual framework as well as its importance as growth factor. Furthermore, the student must be knowledgeable about its socio-economic and commercial effects
- The students must be able to relate the experience economy to the specialisations streams

#### **Skills:**

- The student must have the skills to explain the development of the service industry
- The student must have the skills to operate in the service industry using the industry code as starting point
- The student must have the skills to identify the most recent trends

#### **Competencies:**

- The student must be able to include relevant elements in relation to the service industry and the experience economy in analyses and reports

### **Service management**

#### **Knowledge and understanding:**

- The student must know about service management systems, service concepts and service delivery systems
- The student must be knowledgeable about crucial parameters of establishing the optimum customer relations including loyalty and quality
- The student must be knowledgeable about different principles for quality control

#### **Skills:**

- The student must have the skills to participate in the development of service concepts and service delivery systems
- The student must be able to assist in establishing productive customer relations

#### **Competencies:**

- The student must be able to acquire knowledge with a view to improving service management systems and concepts
- The student must be able to establish enduring relations with customers and setting up suggestions for improvements

### **Law**

**Knowledge and understanding:**

- The student must be knowledgeable about the legal conditions which are crucial for service companies to act in relation to employees, customers and market
- The student must be knowledgeable about agreements, the main agreement and the services directive

**Skills:**

- The student must have the skills to estimate legal issues in relation to the labour law, the employment law, the Contracts Acts, the Sale of Goods Act and the Marketing Act
- The student must have the skills to assess the employment situation in a legally correct way
- The student must have the skills to assess various offers made

**Competencies:**

- The student must be able to identify legal issues regarding contract formations and marketing of the service company as well as in relation to employment and the law of sales, just as the student must be able to enter into a professional cooperation about the solution of legal issues

## 4.3 Organisational development

ECTS value: 15

The subject organisational development has been divided into two sub-modules, which together form the module

- Leadership and project management – 7 ECTS
- Organisation and HR – 8 ECTS

In the following passage, the intended learning outcome for each of the sub-modules is described:

Learning outcome:

**Leadership and project management:****Knowledge and understanding:**

- The student must be knowledgeable about theories and models to understand, manage and develop service companies and organisations
- The student must acquire knowledge about theories and models in order to understand the structure and culture of the service company as well as acquire an understanding of the factors which influence the motivation in service companies
- The student must be able to understand how management theories and models can be employed in service companies
- The student must be knowledgeable about management conditions when a work group is to be composed in relation to creating the best possible performance

- The student must be familiar with the most common project tools (including IT) which can be used with advantage for managing a project

**Skills:**

- The student must have the skills to assess the applicability of theories/models in practical management situations
- The student must have the skills to pass on management decisions to managers, co-workers and employees
- The student must have the skills to analyse, plan, evaluate and provide reasons for the practical completion of a project - including the economic aspect
- The student must have the skills to choose an appropriate method for project planning – just as the student must be able to assess when and if an IT-based system can be used with advantage

**Competencies:**

- The student must be able to identify his or her personal areas of development regarding development, self-esteem and self-confidence
- The student must be able to make management decisions
- The student must be able to employ specific methods and tools for project management as well as to define goals and objectives for a project group
- The student must be able to claim responsibility as well as to plan and manage a project from beginning to end

**Organisation and HR:**

**Knowledge and understanding:**

- The student must know and understand different forms of organisations and the significance which these may have for the efficiency and well-being in the service company
- The student must be knowledgeable about different theories and models for developing and transforming the service company
- The student must be knowledgeable about methods and theories for the recruitment, development and dismissal of employees
- The student must be knowledgeable about work environmental conditions which influence the physical and psychological aspects of the work place – including employee satisfaction

**Skills:**

- The student must have the skills to apply and assess different models for organisational development
- The student must have the skills to assess fundamental conditions regarding the development and administration of employees in relation to organisational development
- The student must have the skills to communicate the HR policy of the service company to employees and business partners

**Competencies:**

- The student must be able to perform HR functions in his or her own department in accordance with the overall HR strategy of the service company
- The student must be able to take part in a cross-departmental cooperation regarding the HR strategy of the service company
- The student must be able to participate in processes of change and development with specific focus on his or her own area of work and responsibility
- The student must be able to handle basic conditions relating to work conditions as well as be able to seek proper expert advice

## 4.4 Business development

ECTS value: 15

The module business development is divided into three sub-modules, which together form the module:

- Creativity and innovation – 4 ECTS
- Strategy and business plan – 6 ECTS
- Service marketing and trends – 5 ECTS

In the following section, the intended learning outcome for each of the sub-modules is described.

Learning outcome:

### **Creativity and innovation:**

#### **Knowledge and understanding:**

- The student must be knowledgeable about the connections between creativity, innovation, entrepreneurship and corporate entrepreneurship, and these are encouraged in the company
- The student must be knowledgeable about creative tools for the practical aspect of idea development
- The student must be knowledgeable about how creative and innovative processes can be initiated and planned

#### **Skills:**

- The student must have the skills to handle different tools for the practical aspect of idea development and creativity in a practice-oriented context
- The student must have the skills to assess how service companies can encourage creativity and innovation

#### **Competencies:**

- The student must be able to include aspects relating to creativity and innovation in projects and cases
- The student must be able to take part in and carry out creative and innovative processes in service companies

## **Strategy and business plan**

### **Knowledge and understanding:**

- The student must be knowledgeable about the fundamental strategic concepts and tools which contribute to a service company's choice of strategy
- The student must be knowledgeable about the competitive position of the service company
- The student must be familiar with relevant models for developing a business plan

### **Skills:**

- The student must have the skills to analyse the strategic position of the service company
- The student must have the skills to conduct both an internal and an external analysis
- The student must have the skills to apply relevant models and methods for developing a business plan

### **Competencies:**

- The student must be able to take part in the development of the service company's strategic plan
- The student must be able to develop a business plan

## **Service marketing and trends**

### **Knowledge and understanding:**

- The student must be knowledgeable about fundamental service marketing concepts
- The student must be knowledgeable about the market conditions of the service company
- The student must be knowledgeable about conditions relating to the products and customers of the service company
- The student must be knowledgeable about the most recent development in the area of marketing tools

### **Skills:**

- The student must have the skills to conduct partner/stakeholder analysis
- The student must have the skills to assess and apply portfolio models and the product mix of a service company
- The student must have the skills to identify the most recent marketing tools

### **Competencies:**

- The student must be able to take part in the development of the strategic marketing of the service company, including the development of a marketing plan

## **4.5 Service economics**

ECTS value: 15

The module service economics is divided into two sub-modules, which together form the module:

- Economics – 12 ECTS
- Global service economics – 3 ECTS

In the following section, the intended learning outcome for each of the sub-modules is described.

Learning outcome:

### **Economics:**

#### **Knowledge and understanding:**

- The student must be knowledgeable about relevant elements in the financial operation of a company as well as IT-based solutions
- The student must be knowledgeable about company analysis including the methods for financial analysis which are applied in the service industry
- The student must be knowledgeable about the application of financial systems in practice – mainly in relation to bookkeeping
- The student must be knowledgeable about the common practice for financial analysis in the service industry

#### **Skills:**

- The student must have the skills to set up accounts, relevant budgets and key figures for the service company as well as be able to explain the conditions which may influence the financial situation positively
- The student must have the skills to describe and conduct an analysis of investments and alternative ways of financing
- The student must have the skills to set up relevant budgets for a company and a project
- The student must have the skills to provide possible solutions in the form of simple and relevant advanced calculations and simulations
- The student must have the skills to assess how non-financial ways of reporting may support the strategic work of the management
- The student must have the skills to assess practice-oriented issues and set up parameters for yield and revenue management

#### **Competencies:**

- The student must be able to evaluate the financial development of a company and to apply budgeting in the financial operation of a company
- The student must be able to calculate relevant key figures for the service company
- The student must be able to take part in the development of financial analysis
- The student must be able to carry out a calculation of the profitability of an investment as well as explain the choice of financing, including alternative ways of financing



## **Global service economics**

### **Knowledge and competencies:**

- The student must be knowledgeable about the role which global economy plays in both national and regional societal development
- The student must be knowledgeable about the mechanisms of the global economy including the macroeconomic conditions
- The student must be knowledgeable about the effects of different financial/political options

### **Skills:**

- The student must have the skills to describe and analyse the most significant macroeconomic factors in relation to the provision of services
- The student must have the skills to evaluate various market structures and competition policies (competition and market structure)

### **Competencies:**

- The student must be able to include the socio-economic conditions regarding analysis and assessment

## **4.6 Communication**

ECTS value: 10

The module communication is taught in English and is divided into two sub-modules, which together make out the module:

- Business communication and networking – 7 ECTS
- Intercultural competencies – 3 ECTS

In the following section, each of the two sub-modules is described.

Business communication and networking

### **Knowledge and understanding:**

- The student must be knowledgeable about the fundamental communication theories and models and how these are applied in specific communicative tasks and projects
- The student must be knowledgeable about how the communication of messages is carried out most appropriately, orally as well as in writing
- The student must acquire knowledge on different techniques regarding the execution of presentations and meetings
- The student must be knowledgeable about relevant theory on negotiation technique
- The student must understand the importance of business networking in relation to the development of both the employee and the service company

### **Skills:**

- The student must have the skills to apply different presentation techniques and to independently adjust his or way of communicating to the context
- The student must have the skills to carry out a negotiation
- The student must have the skills to negotiate and present in English
- The student must have the skills to identify relevant networks/networking channels for developing both employee and the organisation
- The student must have the skills to engage in business communication in English

#### **Competencies:**

- The student must be able to pass on internal and external messages with a high degree of personal impact
- The student must be able to communicate practice-oriented and professional issues and solutions to partners and co-workers
- In a business-related context, the student must be able to communicate in English, orally as well as in writing
- The student must be able to negotiate effectively
- The student must be able to initiate or take part in relevant networking with a view to developing his or her own competencies

Intercultural competencies:

#### **Knowledge and understanding:**

- The student must be knowledgeable about the concept of culture, cultural elements and cultural analysis in relation to the global service company
- The student must understand the cultural significance for all forms of communication

#### **Skills:**

- The student must have the skills to apply cultural knowledge in relation to the global service company
- The student must have the skills to provide practice-oriented solutions to cultural conflicts
- The student must have the skills to take part in business development, showing consideration for cultural aspects and differences

#### **Competencies:**

- The student must be able to identify behaviour and ways of living as a principle for the global service company. At the same time, the student must be able to operate in such a company
- The student must be able to identify cultural differences and ways of living in order for the student to operate in various cultural settings in the service industry

## **4.7 Specialisation stream – elective module**

ECTS value: 15

This section presents the elective modules as described in the core national curriculum. The ECTS value is according to the core national curriculum:

- Hotel and Restaurant Management – 5 ECTS + institution specific - 10 ECTS
- Tourism Management – 5 ECTS + institution specific - 10 ECTS
- Service Management - 5 ECTS + institution specific - 10 ECTS

Additional 10 ECTS are added to the electives by each specific institution offering the programme.

In each institution's specific curriculum, only the available specialisation modules are described.

The courses in each of the specialisation modules are expected to ensure that the students understand and are informed about the development in the remaining specialisation modules in order for relevant aspect to be included.

### **4.7.1 Specialisation – Hotel and Restaurant Management**

ECTS value: 5

Aim:

The aim is for the student to be qualified to independently plan and carry out significant management related and specialized work tasks in hotel, conference and restaurant companies.

The student should obtain a deeper understanding of the industry and therefore the ability to put the guest at the forefront as well as evaluate the business methods and revenue generation capacity.

Focus is put on the holistic understanding of the central working processes that take place in and between the hotel and restaurants different departments. Furthermore the student should develop knowledge of national as well as international hotel and restaurant concepts.

The specialisation module is based on service management, the experience economy and related theories and is therefore based on a natural interplay with the compulsory modules of the programme.

The specialisation is divided into three sub-modules:

- The history and classification system of the industry
- Hotel operations including F&B, menu planning, HACCP, yield management, price determination for rooms, conferences, day meetings and forecasting
- Strategic business analysis including environment, CSR, safety and legislation

#### **Knowledge and understanding:**

- The student must be knowledgeable about the traditions and trends that are occurring in the industry, just as the student must be able to account for the historical development within the hotel, conference and restaurant industry together with an understanding of how development in society influences the industry

- The student must be knowledgeable about hotel, conference and restaurant related classification systems, certification and ownership forms
- The student must understand the different work tasks within the different departments so that there are positive relations between the departments
- The student must know about the legislation and legal conditions which exist in relation to hotel, conference and restaurant operations

**Skills:**

- The student must have the skills to evaluate and optimise the income of the hotel, restaurant or conference based upon yield management, up selling, and key figures
- The student must be able to perform price setting of the hotel's services

**Competencies:**

- The student must be able to develop and optimise hotel's and restaurants service deliveries (packages)

## **4.7.2 Specialisation – Tourism Management**

ECTS value: 5

**Aim:**

The aim is, for the student to gain the knowledge and understanding, skills and competencies, to be able to carry out coordinating and advisory functions in tourism companies and organisations.

From an understanding of the destination as a central element, the student must gain an understanding of the tourism company's and organisations role in the tourism system.

Focus is on giving students a holistic understanding of the cooperation's and the transactions taking place between the tourism actors in the industry.

The specialisation is based on the theory of the field of tourism, and therefore based on a natural collaboration with the compulsory modules of the programme.

**Knowledge and understanding:**

- The student must be knowledgeable about the actors and elements in the field of the tourism industry
- The student must be knowledgeable about fundamental tourism concepts
- The student must be knowledgeable about different tourism segments and types of tourists
- The student must be knowledgeable about the different tourism actors dependence of each other

**Skills:**

- The student must have the skills to apply their knowledge within incoming- and outgoing tourism, and furthermore be able to optimise processes and workflows
- The student must be able to assess to which degree a destination fulfil the tourists needs

- The student must be able to assess to which degree a destinations fulfil the needs of different markets and segments, including both leisure and business

#### **Competencies:**

- The student must be able to take part in the preparation of a destination analysis
- The student must be able to take part in the development, design and planning of new tourism products for the destination

### **4.7.3 Specialisation – Service Management**

ECTS value: 5

#### **Aim:**

The aim is for the student to have the knowledge and understanding, skills and competencies to coordinate and give advice regarding tasks in relation to the development and implementation of events within different service areas.

The student should be able to define clear strategic objectives for an event and be able to secure the realisation of the defined objectives through an event management process. The student should be able to participate in the development, planning, implementation, and evaluation of an event – from smaller one-day events to larger events.

The student must understand the consultant/adviser term in relation to both the internal and external provision of services to a client/customer.

The specialisation is based on the theory of the field and is therefore based on a natural collaboration with the other compulsory modules of the programme. The specialisation must qualify the students for relevant further education.

#### **Knowledge and understanding:**

- The student must be able to understand the consultant/adviser term in relation to both the internal and external provision of services to a client/customer
- The student must be knowledgeable about the fundamental theoretical frameworks and tools which characterise the work of the consultant, including an understanding of how different consulting roles can influence the development and daily operation in a service company
- The student must obtain an understanding of the application of product and concept development in connection to the staging of events
- The student must know and understand strategic event management and the role which events and event management plays in both a regional and global context

#### **Skills:**

- The student must have the skills to evaluate the different roles of the consultant/advisor and apply these roles in a cooperation involving client and consultant, internally as well as externally
- The student must have the skills to set up goals for an event

- The student must be able to acquire new skills and knowledge about event management through structured preparation in connection with the staging of events
- The student must have the skills to evaluate, analyse and communicate product and concept development in strategic event management with reference to the connection between this development and the strategic planning of the organisation
- The student must have the skills to analyse, evaluate and communicate the significance in having good suppliers and an optimal supply chain when staging an event

#### **Competencies:**

- The student must be able to handle development of different products and concepts, and participate in interdisciplinary cooperation concerning implementation.
- The student must be able to develop the supply chain in connection with the staging of events

## **5. Internship – aim and general formalities**

The ECTS value of the internship is 15, which correspond to a length of three months<sup>3</sup>. The internship is placed in the beginning of the third semester (August, September, and October).<sup>4</sup> The internship can take place in both a national and an international setting.

Working within a service organisation during placement gives the student an opportunity to apply recently acquired theoretical knowledge to a business setting, which reinforces business competences. An internship allows the students to acquire practice-oriented skills from the service industry. This could, for example, be personnel, sales, marketing, finance and customer service departments. Furthermore, the student can perform actual practical tasks in the company during the placement period.

As a main rule, the student must before the internship - and no later than eight days after the beginning of the internship period – draw up and hand in a statement of aims (learning outcomes) for the internship for approval.

The institution assumes overall responsibility for ensuring that the placement meets the requirements of the programme, and it keeps the right to approve an internship company. In collaboration with the student, the company develops an action plan, which must be approved by the institution.

Along with the student, the company has the overall responsibility that the action plan is carried out, just as there should be a clear connection between the learning outcomes for the internship and the tasks and projects of the student while in the company.

In collaboration with the student, the company identifies the focus areas - the actual tasks and projects –, which the student will be responsible for while in the company. On completion of an internship, the student has to develop an internship project, focusing on the topics agreed upon with the company.

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<sup>3</sup> Which is in accordance with 13 weeks in all

<sup>4</sup> Each specific education institution has guidelines (cf. Danish ministerial order 636, chapter 6, § 18, subsection 3.2). See each institution's specific curriculum for further elaboration.

The intention with the internship is not training for performing functions in the company, but in a wider sense as a more general introduction to the different functions and management tasks in the company.

On completion of the internship, it is expected that – no matter the intended aim for the internship – the student has acquired the following knowledge and understanding, skills and competencies:

**Knowledge and understanding:**

- The student must be knowledgeable about the livelihood and organisation of the internship company

**Skills:**

- The student must have the skills to assess practice-oriented issues and gather information for solving work tasks and performing functions in the company

**Competencies:**

- The student must be able to take part in the operation, the development-oriented work processes and functions of the internship company
- The student must - in a structured context - be able to work out a project with based on a practice-oriented issue

## **6. Final exam project**

The aim of the final exam project is for the student to independently complete a cross-disciplinary and practice-oriented project, which demonstrates that the student has acquired the following knowledge and understanding, skills and competencies:

Knowledge and understanding:

- The student must be knowledgeable about relevant theories and methods within the compulsory modules of the programme as well as within the chosen specialisation

Skills:

- The student must have the skills to apply and combine a comprehensive range of skills and abilities which are related to the different fields of the service industry
- The student must have the skills to assess practice-oriented issues and adjust working procedures and processes
- The student must have the skills to assess practice-oriented issues and set and choose solutions
- The student must have the skills to communicate practice-oriented issues and possible solutions to partners/stakeholders
- The students must have the skills to apply central economic methods and analyses

Competencies:

- The student must be able to identify his or her personal development potential

- The student must be able to take part in development-oriented and/or cross-functional work processes and identify management and planning functions

## 7. Assessments and examinations

The degree to which a student participates actively in his or her studies is controlled through external and internal examinations as well as internal tests and learning activities (e.g. cases, projects, assignments, study trips) which are described in each institution's specific curriculum.

### 7.1 General assessment and examination regulations

For successful completion of the programme, each student must take and pass 5 external examinations and 3 internal examinations.

Additionally, a set of internal tests and learning activities are introduced in each institution's specific curriculum.

According to the core national curriculum, there are two forms of assessments:

1. External exams (assessments) – which are assessed by the examiner and designated by one or more external examiners
2. Internal exams (assessments) – which are assessed by one or more lecturers or service industry professionals

In the curriculum, there are four forms of assessments:

- External exams – nationwide setup
- Internal exams – nationwide setup
- Internal tests – specific for each institution
- Learning activities – specific for by each institution

At external and internal exams and internal tests, the 7-point scale or passed/not passed is applied. A minimum mark of 02 must be obtained to pass an examination/test. Learning activities must be approved, as a prerequisite requirement for participation in the exams.

As active student, one is automatically enrolled at all exams, tests and learning activities in the forthcoming exam term cf. 8.2, and the institutional part of curriculum.

Students not attending or unsubscribing the forthcoming exam are not considered an active student.

The following rules and regulations apply to external and internal examinations, tests, and learning activities:

- All first year internal exams, internal tests and learning activities must be passed / approved in order for the student to be able to participate in the first year interdisciplinary examination.



- The student can only take the examination in their specialisation stream on 3<sup>rd</sup> semester if the first year interdisciplinary examination as well as economics, internal tests and learning activities on 3<sup>rd</sup> semester have been passed / approved.
- For students to be able to attend the external exam on 4<sup>th</sup> semester, first year interdisciplinary exam, economics, internal exams, internal tests and learning activities must be passed/approved
- All external and internal examinations, internal tests and learning activities must be passed/approved in order to participate in the final exam project examination

The student is allowed a maximum number of three attempts per examination and internal test in order to pass.

## **7.2 Semester distribution of examinations**

The following section further specifies examinations of each semester, their aim, form, and marking process.

### **7.2.1 Examinations - first semester**

#### **7.2.1.1 Social science methodology project – internal exam**

In the first semester the students develop a group project (internal exam) based on the knowledge and skills acquired in the methodology (social sciences) module.

The methodology (social sciences) project must reflect the subjects, which have been taught during first semester as well as applied practice.

The purpose of the project is to enable the students to demonstrate that they have developed methodological competences in research question definition, research, and analysis. The students should also demonstrate their ability to critically evaluate work of other groups and present their opinions both orally and in writing.

Working in groups of 3-5 students, students are expected to define a research question, which can be industry-specific or of a more general nature. The education institution must approve the title of the project, its research question as well as provide project supervision.

The project is assessed on a pass/fail basis.

The students' performance will be measured against specified criteria, i.e.:

- Successful completion of a group assignment with an independently chosen topic
- Critical evaluation of the work of another group's project
- Oral presentation and defence of the project, with individual assessment

The whole process including examiners' evaluation of the project and the presentation is limited to 20 minutes per student.

Students not participating in the exam and students not doing an approvable effort, must participate in reexam. At the reexam, the institution defines the groups.

The internal exam is assessed on a pass/fail basis,

## 7.2.2 Examinations - second semester

### **7.2.2.1 Economics – external exam**

At the end of second semester, the student must participate in an external written exam of 3 hrs. in economics

The purpose of the exam is to document the students ability within economics, and take the form of a three hours written sit-down exam.

At the exam, all study aids<sup>5</sup> may be used. It is a prerequisite that all models, excel-spreadsheets e.g. Is taken with by the student, excel-spreadsheet e.g. is not handed out at the exam.

The exam is individual, and an overall single mark according to the 7-scale, will be given to each student.

### **7.2.2.2 First year interdisciplinary examination – external exam**

At the end of second semester, the student must participate in first year interdisciplinary examination. The exam includes all mandatory modules on 1<sup>st</sup> year exclusive economics.

During the examination, the student should demonstrate his or her ability to apply professional theoretical knowledge in practice, present this in writing, as well as demonstrate their ability to utilise a cross-disciplinary perspective.

Based on a written case, students must individually within 48-hours prepare a written assignment, which is to be handed in.

Subsequent the student must participate in a 30-minuts oral examination incl. voting. The oral exam is without preparation.

Participation in the examination includes:

- Presentation of the written assignment with further elaboration and perspectives
- Oral defence of the assignment

The students' performance will be measured against specified criteria, i.e.:

- The academic and methodological level
- The students presentation and perspective
- The oral defence of the assignment

All 1<sup>st</sup> year subjects can be included at the exam if relevant.

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<sup>5</sup> The regulations in 8.6 must be followed

The exam is individual, and one overall single mark according to the 7-scale and is to be announced on completion of the exam.

Handing in the assignment is a prerequisite for participation in the oral exam.

If the examination is not passed, the student must participate in reexam. At the reexam, a new assignment is handed in.

### **7.2.3 Examinations - third semester**

#### **7.2.3.1 Internship project – internal exam**

The Internship culminates with a written report developed by the students both during and after the placement period itself. The report should be based on an independently formulated research question and should include an evaluation of whether the intended outcomes – professional as well as personal - have been achieved.

The assessment, i.e. a written internship report (project) with a subsequent oral defence (a.k.a. the oral examination), takes place after completion of the internship.

The internship report forms the basis for an oral examination, which lasts 30 minutes, and it should include a presentation and the student's suggestions on how to put the project findings into perspective.

Where natural, the internship should partially reflect the knowledge acquired in the compulsory modules of the programme.

The internship is assessed on a pass/fail basis, and the result is to be announced on completion of the exam. If the examination is not passed, the student must undertake additional work and re-write the project. The maximum number of assessment attempts allowed for a student is three.

#### **7.2.3.2 Specialisation project – external exam**

At the end of third semester, the student must individually compose a specialisation project, which is to document the student's abilities to demonstrate the knowledge, skills and competencies obtained during the specialisation stream as well as relevant knowledge of related areas of the compulsory modules.

In connection with the specialisation project, the student is assigned a tutor.

The student's topic and research question must be approved / is approved by the Institution (tutor).

The specialisation project is based on the theories from the specialisation stream and desk research. It is mandatory to include supplementary literature, which support the assignments problem area.

Using fieldwork and data collection (field research) is optional: The student may choose to present individual findings in the project, provided they comply with the chosen research question.

The student will be examined in the project in an individual examination which – including voting and evaluation – will last 30 minutes per student.

Participation in the project examination includes:

- Presentation of the written project with further elaboration on the research question and project
- Oral defence of the project

The students' performance will be measured against specified criteria:

- The project's academic and methodological level
- The student's ability to present and reflect upon their work
- The student's oral defence

Understanding of the specialisation stream as well as compulsory modules areas, which are relevant to the subject matter of the project, may be examined during this assessment.

Further specific regulations in connection with the exam can be found in the specific part of the curricula.

In case of failure, the student must write a new project in order to participate in a re-examination. At the reexam, a new project must be prepared.

An overall single mark according to the 7-scale will be given to each student, to be announced on completion of the exam

## **7.2.4 Examinations and internal assessments - fourth semester**

### **7.2.4.1 Development project – internal exam**

In the middle of the fourth semester, the student must produce a development project. The aim of the project is to train the student's ability to demonstrate an understanding of as well as an ability to work with development-oriented problem solving. In addition, the student must also demonstrate his or her ability to combine knowledge and skills from several modules/subject areas in a holistic fashion.

The student is expected specifically to focus on the subjects organisational- and business development as well as service economics on 3<sup>rd</sup> and 4<sup>th</sup> semester, in the project.

The project is to be written in a group, which is responsible for coming up with a project topic as well as a research question within the area. The project will be completed with an individual oral assessment, 20 minutes for each student

The institution is to approve topic and research question.

Participation in the project includes:

- Participation in solving a group project
- Oral exam with individual assessment

The internal exam will be assessed in total as passed/not passed.

#### **7.2.4.2 Communication – external exam**

At the fourth semester, the student must take part in an internal exam. The exam is held in English.

The exam takes the form of an individual 25 minutes oral examination without preparation including voting. The exam is based on an exam paper, which is handed out to the students before the exam. Hereafter the student participates in the oral exam.

Participation in the exam includes:

- Preparation of an oral presentation starting from the exam paper.
- Oral examination with individual assessment

At the oral exam all elements of the subject of communication is expected to be included. Areas from other subjects can be included when deemed relevant.

The oral external exam is individual and students will receive one overall single mark according to the 7-scale.

#### **7.2.4.3 Final examination project – external exam**

The final examination project completes the course of study and takes place at the end of the fourth semester.

The project is designed to show the student's ability to methodologically develop and define a research question and, based on it, to design a specific project for an internship company.<sup>6</sup>

The aim of the project is to train and demonstrate the student's ability to combine knowledge and skills from the compulsory modules with the subject areas of the specialisation stream in order for the student to understand and relate to the work tasks of a company.

The project is based on gathered information, facts, and ideas and should demonstrate that the student can process, analyse and evaluate the selected material and can combine it with the relevant theories and methodology of the programme.

It is therefore required that the student uses detailed field and desk research to form the basis of the final examination project.

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<sup>6</sup> The academy must be informed in writing and approves in case you as a student will not be writing about your internship company.

Essentially, the final exam project is to be based on central issues in the compulsory modules and in the student's specialisation, including economic perspectives and calculations on the chosen subject matter<sup>7</sup>.

The student, the specific institution (project supervisor) and the internship company should agree on the project's title (topic), since the project is an academic report aimed at solving a practical problem of the given company. The institution must approve the subject and the initial research question<sup>8</sup>.

The final examination project is to be developed on the basis of central areas in the education and the student's speciality stream, and it is to be expected that the project to a very high degree reflects the profile for a graduate in chap. 2.2.

As a rule, the final exam project is developed individually as it is written primarily for the company where the student has completed his or her internship. However, permission can be granted to develop a project with a group of up to three students if a more industry-related subject matter is chosen or if the research question has been designed for a different company - nevertheless, still one operating within the area of the student's specialisation stream.

The institution's specific guideline specifies the rules and regulations on the submission dates and general requirements for the individual and group assessment.<sup>9</sup>

The oral examination (project defence) takes place after the written project has been handed in and lasts 60 minutes including the examiners' evaluation. An overall single mark will be given to each student for both written and oral components of the final exam project examination.

The student's ability to write without grammatical errors, to express themselves verbally in a clear, precise and focused manner, and accurately to use relevant terminology will be assessed, and this assessment will comprise 10 percentage of the final mark.

In case of the pass, mark is not achieved for the final exam project the student must write a new project. The topic may be the same, but the research question of a new project should differ significantly from the one, which was previously used. The same rules apply to cases of withdrawal from the examination when the student is unable to submit their project in due time.

At the oral external exam each student will receive one overall single mark according to the 7-scale.

## **8. General rules and regulations for examinations and tests e.g.**

### **8.1 Rules for external examinations and internal assessments**

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<sup>7</sup> Incorporation of economic aspects can take the form of budgets, accounting and financial analyses, investment analyses, calculations, cost/benefit analysis

<sup>8</sup> Students are allowed to adjust the research question; thus it will always be advisable to contact the supervisor

<sup>9</sup> This section also states the maximum amount of supervision time per student.

All students are automatically registered for the standard external examinations, internal exams and tests and learning activities.

These are:

- Methodology project (social sciences) – internal exam
- Economics – 3hrs. written – external exam
- First year interdisciplinary examination – external exam
- Internship project – internal exam
- Specialisation project - external exam
- Business development - internal exam
- Communication – internal exam
- Final examination project – external exam

As active participants of the programme in question, students must sit/take all the standard examinations and assessments.

If a student misses an examination or assessment without good reason, the student is recorded as absent and as having used their first attempt.

## 8.2 Examination and assessment schedule

For students enrolled in the programme in September 2013 the following examination schedule applies (subject to possible amendments):

| <b>Examination sessions 2013-2015</b>                        |  |  |   |
|--|--|--|---|
|  | <b>To be submitted/handed out/approved</b>       | <b>To be submitted</b>                       | <b>Examination dates</b>  |
| Methodology (social sciences) project – internal exam        |  |  | At the end of first semester, date to be announced by the institution |
| Methodology (social sciences) project – reexam               |  |  | Date to be announced by the institution                               |
| <b>First year interdisciplinary external exam, written</b>   | <b>20 May 2014 - case is handed out at 09.00</b> | 22 May 2014 – case is handed in at 12.00     | Oral exam, week 23 & 24, 2014   |
| Economics, written exam, 3 hrs.                              |  |  | Written exam, 3 hrs., 27 May 2014, 9.00 – 12.00                       |
| Economics, written exam, 3 hrs., reexam                      |  |  | Written exam, 3 hrs., 26 June 2014, 9.00 – 12.00                      |
| First year interdisciplinary external exam, written – reexam | 5 November 2014 – case is handed out at 09.00    | 7 November 2014 – case is handed in at 12.00 | Oral exam, week 48, 2014  |
| Economics, written exam, 3 hrs., 2. reexam                   |  |  | Written exam, 3 hrs., 11 November 2014, 9.00 – 12.00                  |
| Internship project - Internal exam                           |  |  | <b>Autumn 2014</b> , date to be announced by the institution          |

|  |  |   |  |
|--|--|---|--|
| Internship project,<br>internal exam, reexam         |  |   | Date to be announced by<br>the institution   |
| <b>Specialisation project<br/>- external exam</b>    | <b>To be approved on<br/>Friday 13 December<br/>2014 at the latest</b> | <b>To be submitted on<br/>Monday 6 January 2015</b>   | <b>Oral defence in week 4 or<br/>5, January 2015</b>                               |
| Specialisation project,<br>external exam, reexam     | To be approved on<br>Monday 28 February<br>2015 at the latest          | To be submitted on<br>Monday 17 March 2015  | Oral defence in week 13, 14<br>or 15, 2015   |
| <b>Communication –<br/>External exam</b>             | <b>Handed out 16 March<br/>2015</b>                                    |   | <b>Oral exam in week 15 &amp;<br/>15, 2015</b>                                     |
| Communication –<br>external exam – reexam            |  |   | Date to be announced by<br>the institution   |
| <b>Business development –<br/>internal exam</b>      |  |   | <b>Exam in week 12 &amp; 13,<br/>2015</b>  |
| Business development<br>internal exam – reexam       |  |   | Date to be announced by<br>the institution   |
| <b>Final examination<br/>project – external exam</b> | <b>Official start on<br/>Monday, 30 March,<br/>2015</b>                | <b>Hand in of approved<br/>topic and research<br/>question on 28 April<br/>2015<br/>To be submitted on<br/>Wednesday 28 May,<br/>2015</b> | <b>Oral exam takes place in<br/>June (to be scheduled by<br/>each institution)</b> |
| Final examination project<br>– external exam, reexam |  | One month before hand<br>in   | Oral defence - at the end of<br>October (to be scheduled by<br>each institution)   |

The following deadlines apply:

- Examination material is handed out at 9.00 on the announced date
- Submission of the written work must take place at 12.00 at the latest on the announced date

### 8.3 Standard format for written assignments

All written assignment must conform to the standard format regulations and **MUST NOT** exceed the allotted length, which is specified by the allowed number of characters.

The total character count for the original paper, including figure legends and tables, yet excluding front page, table of contents, list of references (bibliography) and appendices.

Characters are counted including spacing.

Appendixes may be enclosed to support projects, but as these do not form a direct part of the project, so the examiner and the external examiner are not obliged to read these.

Written projects should thus comply with the following rules:



| <b>Examination/assessment</b>            | <b>Allowed number of characters</b> |
|--|-------------------------------------|
| Methodology project                      | maximum 50 000 characters           |
| First year interdisciplinary examination | maximum 15 000 characters           |
| Internship project                       | maximum 35 000 characters           |
| Specialisation project                   | maximum 35 000 characters           |
| Communication                            | -                                   |
| Business development                     | maximum 50 000 characters           |
| Final examination project:               |                                     |
| • If written by one student              | maximum 100 000 characters          |
| • If written by two students             | maximum 150 000 characters          |
| • If written by three students           | maximum 200 000 characters          |

The exact character count **MUST** be printed on the front page of every written assignment, otherwise the assignment is rejected.

All written work must amount to between 75 % and 100 % of the characters.

Written work that amounts to less than 75 % of the specified number of characters, or more than 100 %, is rejected, and the re-examination cannot take place until the next scheduled exam.

If the student fails to conform to the above rule, the written assignment is rejected and the re-examination cannot take place until the next scheduled exam.<sup>10</sup>

The above rules are applicable to ALL written assignments, projects and hand ins.

## **8.4 Group projects**

The allowed group size for all group projects e.g. is defined as 3-5 students. This rule, however, does not apply to the final examination project.

### **8.4.1 Individualization of group projects**

For group projects, where it is a prerequisite that the hand in is individualized, each student's contribution must be clearly stated.

Assignments with individualisation requirements may consist of the following components:

1. The collective part includes introduction, problem formulation, conclusion and perspectives
2. The individual parts are one or more of each section that each student is responsible, stated by student name. The individual part must be fairly shared equally between the group's students.

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<sup>10</sup> When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well

For examinations, where the hand in is prepared by several students, and there it is not given an independent assessment of a written assignment, the hand in may be included in the evaluation of a subsequent individual oral examination.

## **8.5 Use of textbooks, study aids and other devices**

During written examinations and tests, students are allowed to use the textbooks and material provided during the lectures. The same applies to revision material/notes, supporting material and memory devices with the necessary documents saved on them.

The following is not allowed in the examination room under any circumstances:

- Use of Internet
- Use of Intranet
- Bluetooth
- Mobile phones
- Other electronic means of communication

Exceptions to this will only take place if this is clearly stated in the examination material (case) or otherwise declared.

All students have to bring their own textbooks, materials and study aids. It is not allowed to share or lent out textbooks, materials and study aids to other students during an exam. If a student is caught in possession of/using any unauthorized equipment, the student's participation in the examination will be suspended immediately, and the student cannot participate in the exam until the next scheduled exam.

In connection with written exams and tests, it is mandatory to turn off and hand in mobile phones and other electronic communication devices to the invigilator.

The invigilator has the right to control all materials e.g. brought to the exam/test.

At written exams and tests student must prepare the materials (calculator, pencils e.g.) before the exam/test starts. Bags are to be placed according to the invigilator requests.

Students are under no circumstances allowed to communicate during the exam/test. It is though allowed, by raise of hand, to communicate with the invigilator.

If a student tires to communicate with other students or uses non-permitted aids, the student will be suspended immediately

## **8.6 Conduct with regard to written assignments**

When developing a written assignment, a student is expected to support his or her discussion topics by referring to relevant sources. The source(s) of any map, photograph, illustrations, internet publications, tables, statements, testimonials or similar must be clearly indicated. A student is also allowed to present ideas from a textbook by means of paraphrasing.

That means that the student must refer appropriately to the work of others and give the sources of information and ideas.

The number of quotations should be limited, and the student is only allowed to use a quote, where the length of the quote amounts to 2-3 lines – it should be as brief as possible to make the point and demonstrate relevance to the subject matter.

When quoting, the student must remember to:

- Place quotes between quotation marks
- Indicate the title and page of the book
- Indicate the author's name

Unacknowledged use of other people's work is considered "cheating" and is called plagiarism. When instances of plagiarism are detected, the written assignment is rejected and the student is expelled from the programme.<sup>11</sup>

Cheating by plagiarism cover cases, where a written paper is presented as produced by the student him or herself, even though it:

1. includes identical or near-identical wording of other people's statements or works where the text is not set off by the use of quotation marks, italics, indentation or any other clear indication with a reference to the source
2. includes substantial sections of text that are so similar to another work in wording etc. that on comparison it is clear that the sections could not have been written without the use of the other work includes the use of other's words or ideas without giving due credit to the sources
3. re-uses text and/or central ideas from your own previously assessed works without observing the stipulations in sections 1 and 3.
4. Previously produced projects and parts of these can only form part of a project on equal terms with other source material – in other words, sections and analyses cannot be directly "re-cycled". Excepted is assessments and learning activities where the paper is to be improved before approval.

When the student submits his or her written assignment, the student **must** sign it, declaring the work to be without any unlawful help.

To make sure that plagiarism does not take place, the institutions can choose to use an electronic program that checks plagiarism e.g. Urkund. Such programmes scan the internet and the programme's database for plagiarism.

Students must expect to hand in a majority of the assessments in both paper and electronically form (by mail, USB e.g.).

## 8.7 Results of assessments

Assessment results at oral exams, tests and learning activities will be given to the student immediately after the assessment.

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<sup>11</sup> See the official legislation regarding copyright at [www.copydan.dk](http://www.copydan.dk)

For exams, tests and learning activities, where the student does not receive the assessment in immediate connection with the exam, test or learning activity, the students will be given the expected date for publication of the result, when the exam is issued.

The institution is to aim at publicizing the result no more than 10 working days after the assessment has been held.

Assessment grades given after written tests will be forwarded by mail to the student. Grades are not given via phone or e-mail.

## **8.8 Irregularities, incorrect behaviour / breach of rules**

The rules must be followed at all times during tests.

A student who tries to obtain or gives another students irregular help to answer tests or uses prohibited aids will be expelled from the test immediately.

If it is assumed that a student, during a assessment, get hold of help or gives help to others, has used the work of others, or used previously tested work without references, the student will be expelled from the assessment

Also, the student may be expelled from the education for a time period to be decided in each case. I such cases, the student is given a warning and repeat breaches may result in permanent expulsion.

If a student is disturbing the exam and does not followed the guidelines of the invigilation, the student will be expelled from the exam.

If a student leaves the exam room before the end of the test, or without the explicit permission from invigilation, or without a representative from the invigilation (e.g. to go to the toilet) the person is considered to have terminated his or her exam, and cannot re-enter.

At written assessments, the students must not leave the exam room before the answer sheet is handed in.

## **8.9 Assessment on special conditions**

For students with physical or psychological dysfunctions and students with similar disadvantages, special assessment conditions may be agreed, where it is deemed necessary, to put the student on the same level as other students in the exam situation.

It is a prerequisite that the alleviation does not alter the academic level and contents of the test.

If students believe that they are entitled to "special conditions", a written application must be sent to the institution, no later than three months before the exam takes place – documenting the dysfunction.

## **8.10 Language used**

In relation to taking exams, tests, learning activities e.g., the main rule is that tests are taken in the language stated, unless the purpose of the test is to document skills in another language.

International classes sit their assessments in English.

If students wish to take the exam in another language than stated, they must send a written application to the institution no later than three months in advance, and compelling arguments must be stated.

## **8.11 Complaints about exam**

It is recommendable that students, before complaining, seek advice at the student counsellor.

The below regulations are developed according to the Danish Executive order no. 714, of 26/11/2012, on Examination regulations for vocational oriented programmes, especially chapter 10.

In the executive order, complaints are divided in two kinds:

1. complaints about the examination basis etc., the course of the exam and/or the assessment, and
2. complaints on the grounds of legal irregularities.

The two kinds of complaints are dealt with differently.

### **8.11.1 Complaint about assessment, course and basis**

Complaints about an exam must be addressed to the institution. The complaint must be written (paper), substantiated, dated and signed.

Complaints must be submitted no later than two weeks (14 days) after the result of the assessment has been submitted to the student.

Complaint may be about;

- 1) The basis of the test, including questions, the test itself and the like as well as the test in relation to the purpose of the education,
- 2) The actual execution of the test, or
- 3) The assessment of the test result

The complaint may concern any exam or assessment including written examinations, oral examinations and combined exams as well as practical exams. The complaint should be submitted to the relevant programme director.

The complaint will immediately be brought before the original assessors, i.e. the examiner and the external examiner from the exam in question. The statement made by the assessors must

be usable as the base of the institution's decision on academic/professional matters. The institution will usually give the assessors a deadline of 2 weeks to make their statements.

Immediately after the statements are made available, the student will be given the opportunity to comment on them within, one week.

The decision will be made by the institution based on the academic/professional statements made by the assessors and any comments made by the student.

The decision must be made in writing and must be substantiated. It may regard

1. an offer of a new assessment (re-assessment), this only applies to written examinations
2. an offer of a new examination (re-sit)
3. a dismissal of the complaint

If it is decided that the student will be offered re-assessment or a re-sit exam, the institution will appoint new assessors. Re-assessment may only be offered in cases of written exams where written material exists for assessment, as new assessors will not be able to (re-)assess an already held oral exam and as the notes of the original assessors are personal and cannot be passed on to others.

If the decision is to offer the student a re-assessment or re-sit exam, the student must be notified that a re-assessment or a re-sit exam may result in a lower grade. The student must accept the offer within 2 weeks of the announcement of the decision. Acceptance of an offer of re-assessment or re-sit exam cannot be cancelled. If the student does not accept the offer within the deadline, re-assessment or a re-sit exam will not be carried out.

Re-assessment or a re-sit exam must take place as soon as possible.

On re-assessment, the assessors must be presented with the case documents: The exam paper, the student's assignment, the statements made by the original assessors with the comments made by the student, and the decision made by the institution.

The assessors will deliver the result of the re-assessment including a written explanation and their assessment.

If it is decided that a re-assessment or re-sit exam will be offered, the decision will apply to all students who took the exam in question if their assignment features the same deficiency as the one being complained about.

### **8.11.2 Appeals procedure**

The student may bring the institution's decision on academic/professional matters before an appeals board. The activities of the appeals board fall under the Danish Public Administration Act including the stipulations on legal incapacity and the duty of silence.

The appeal should be submitted to the institution.

The deadline for appeals is two weeks after the student has been notified of the decision. The above-mentioned requirements to complaints (being in writing, substantiated etc.) also apply to appeals.

### **8.11.3 Complaint about legal irregularities**

Complaints on the grounds of legal irregularities in decisions made by the assessors in connection with re-assessment or re-sit exams or the appeals board's decisions may be brought before the institution within 2 weeks of the day the student was notified of the decision.

Complaints on the grounds of legal irregularities in decisions that were made by the institution according to the stipulations in the executive order on examination regulations may be submitted to the Institution, which will make a statement. The student must be given the opportunity to comment on this statement, the deadline being usually one week.

The institution will submit the complaint, the statement and any comments made by the student to the Danish Agency for Higher Education and Educational Support. The deadline for lodging complaints with the institution is 2 weeks (14 days) from the day the student was notified of the decision.

## **9. Legal basis of the curriculum**

In the following section, the legal basis of the curriculum is described.

### **9.1 Entry requirements**

The following educational backgrounds give access to the programme; cf. Danish ministerial order no. 210 of 01/03/2013 on admission, enrolment and leave of absence on higher education programme and its later amendments:

**1. Admission with an upper-secondary background** (upper-secondary school leaving examination, higher commercial examination, higher technical examination, higher preparatory examination):

Specific admission requirements:

- Mathematics at level C or Business economics at level C

**2. Admission with vocational education and training (VET):**

- One of the following:
  - Vocational training in bakery (step 2)
  - Vocational office administration training with specialisations
  - Vocational training in butchery (step 2)
  - Vocational training as event coordinator
  - Vocational training in gastronomy with specialisations
  - Vocational retail training with specialisations
  - Vocational training in commerce with specialisations

- Vocational training in pastry (step 2)
- Vocational training in office with specialisations
- Vocational training as a receptionist
- Vocational training as a waiter (step 2)

Each institution is in a position to admit applicants to the programme in question with alternative qualifications (other relevant vocational training) provided there is evidence to show the capacity to pursue the course of study.

Entrance to the programme is merit based; those who are deemed to meet the entry requirements best will be accepted into the programme.

As part of the eligibility assessment process, applicants may be invited to an interview, an additional entry examination, or both.

## **9.2 Programme's legal framework**

The curriculum in question fully complies with the following laws, acts and orders, which are applicable to all education institutions offering the programme:

- Danish ministerial order on the professional higher education within service, tourism and hotel management (AP degree in Service, Hospitality and Tourism Management) no. 700 of 03/07/2009
- Act no. 467 of 08/05/2013 on professional higher education and bachelor programmes, and its later amendments
- Act no. 214 of 27/02/2013 on academies of professional higher education offering tertiary education, and its later amendments
- Danish ministerial order no. 714 of 27/06/2012 on tests and general examinations in professionally-oriented programmes
- Danish ministerial order no. 636 of 29/06/2009 on professional higher education and bachelor programmes
- Danish ministerial order no. 745 of 24/06/2013 on admission to higher education programmes and bachelor programmes, and its later amendments
- Danish ministerial order no. 262 of 20/03/2007 on grading scale and assessment, and its later amendments
- Danish ministerial order no. 684 of 27/06/2008 on accreditation and approval of professional higher education and bachelor programmes, and its later amendments

The above-mentioned documents constitute the legal framework of the programme in question, yet the list is incomplete. All accepted students must be familiar with these orders and acts. Other acts and orders, which are not on the list, may also be relevant ([www.retsinfo.dk](http://www.retsinfo.dk)).

## **9.3 Education institutions offering the programme**

The following education institutions are eligible to offer the Service, Hospitality, and Tourism Management programme:



- University College Northern Denmark, [www.ucn.dk](http://www.ucn.dk)
  - Lindhold Brygge 35, 9400 Nørresundby
- Academy of Professional Higher Education Lillebælt, [www.eal.dk](http://www.eal.dk):
  - Landbrugsvej 55, 5260 Odense S
  - Boulevarden 48, 7100 Vejle
- Dania, Danish Academy of Business and Technology, [www.eadania.dk](http://www.eadania.dk)
  - Minervavej 63, 8900 Randers
  - Arvikavej 2, 7800 Skive
- Copenhagen Business Academy, [www.cphbusiness.dk](http://www.cphbusiness.dk)
  - Lyngby, Trongårdsvej 44, 2800 Kgs. Lyngby,
  - Valby, Vigerslev Allé 18, 2500 Valby
- Zealand Institute of Business and Technology, [www.easj.dk](http://www.easj.dk)
  - Campus Slagelse, Bredahlsgade 1, 4220 Slagelse
  - Campus Koege, Lyngvej 19, 4600 Køge
- MidtVest Academy of Professional Higher Education, [www.eamv.dk](http://www.eamv.dk)
  - Valdemar Poulsens Vej 4, 7500 Holstebro

## 9.4 Title

The students who have successfully satisfied all requirements of the programme are awarded a professional title of an **AP Graduate in Service, Hospitality, and Tourism Management**.

## 10. Temporary provisions - progression regulations

The curriculum, which the student joint, is valid until the student, graduates.

For students not following the curricula they joined e.g., due to sabbatical after their first year of studies has to follow the curricula in force at the time they re-enter the programme.

In case of examination/assessment re-sits, the student must complete the requirements for the examinations and other assessments of the new curriculum. However, the student may apply for an exemption from the above regulation (in order to be given permission to sit their examinations under the old curriculum), provided a written application is submitted to the education institution no later than four months prior to the date of examination.

## 11. Credit and qualification transfer

### 11.1 Horizontal route

The curriculum of the programme allows the student to get access (transfer) to another education institution, provided they have passed the examinations, tests and assessments of the first year of studies.

Transfer should always take place before 1 June, i.e. before internship commencement. The decision to change one's current education provider rests solely with the student, and it is his/her responsibility to submit a written application to the education institution to which the student wishes to be transferred.<sup>12</sup>

The student can be exempt from the above regulations, provided there is a good reason for it. A written application must be forwarded to the education institution, at which the student wishes to be enrolled.

## **11.2 Vertical route**

### **11.2.1 Transfer to a partner institution in Denmark**

At the present time, the below top-up programmes are directly accessible:

- A Professional Bachelor's Degree in International Hospitality Management (1½ year)
- A Professional Bachelor's Degree in Sport Management (1½ year)

Furthermore, there have been established the following agreements with Danish Universities:

With Roskilde University:

- a B.Sc. in Economics and Business Administration can be obtained within 1 ½ years
- One-year credit transfer to the Social Science Basic Studies education.

With Copenhagen Business School (CBS):

- (for all Hospitality and Tourism Management students) A B.Sc. in Business Administration and Service management can be obtained within 2 years

In addition, there is also an agreement for a 1½-year top up on the University of Southern Denmark (a M.Sc.).

### **11.2.2 Transfer to an institution abroad**

For the students who want to take a top-up abroad, there are a number of credit agreements. Credit agreements are both established nationwide and by the individual provider of the AP programme. Further information about credit agreements are obtained at the individual provider.

## **12. The open learning scheme**

The rules are to be further specified by the Danish ministry of education.

## **13. Possibility for discretionary exemption**

Being awarded an exemption, i.e. that you are not required to take a particular course/module of the programme, is possible, yet each case (application for exemption) is evaluated on an

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<sup>12</sup> The student must notify the education institution about his/her withdrawal from the programme in writing when admitted into the new education institution. This includes submitting a grade report for the first year of studies.

individual basis. Exemption from the participation in one or several examinations/learning activities/internal tests is not possible.

Applying for an exemption is possible at any time in compliance with the rules and regulations of the curriculum. The application, however, must be submitted in due time and is assessed individually by the specific institution.

## **14. Operational date**

This core national curriculum for all education providers of the programme is valid from 1 September 2013.

The steering committee for the AP Programme in Service, Hospitality, and Tourism Management, September 2013

## **Appendix 1 – Ministerial order on intended learning outcomes**

Cf. the Danish ministerial order no. 700 of 03/07/2009 on the professional higher education programme in service, tourism, and hospitality management, the intended learning outcomes are as stated below:

The aim of learning outcomes for the professional higher education programme in service, tourism, and hospitality management

The intended learning outcomes include the knowledge and understanding, the skills and the competencies, which the student must acquire through the programme.

### **Knowledge and understanding – the student must be knowledgeable about:**

- 1) Business terminology and concepts as well as the industry's application of theory and methodology in practice on both national and international level
- 2) The company's possibilities for cooperation with the customer regarding the development of services
- 3) Relevant industries within the areas of business and leisure tourism, hotel and travelling and other service industries, their structure, development and organisation as well as the interaction between these
- 4) Fundamental strategic concepts and tool, which influence the service organisation's choice of strategy
- 5) The potential for internationalisation through working relations as well as the effect of the internationalisation process on the service company

### **Skills – the student must have the skills to:**

- 1) Assess the conditions relating to costs for the service company with a view to financial calculations and budgeting
- 2) Assess the connections between the service concept, supply system, and competitive system of the service company as well as the skills to assess relevant development potential for the company
- 3) Apply knowledge about cultures in negotiation situations as well as set up and communicate practice-oriented solutions to partners and customers in both Danish and English
- 4) Apply portfolio models to describe the products of the service company
- 5) Assess practical management situation with the aim of choosing appropriate solutions

### **Competencies – the student must be able to:**

- 1) Handle different situations – both national and international ones - relating to sales and development within the service profession
- 2) Acquire skills and knowledge in relation to the service profession when a specific issue requires it
- 3) Handle structural and cultural issues within his or own area based on an overall evaluation of the company in question
- 4) Take part in professional and cross-functional cooperation including collaborations on managerial functions and work tasks relating to personnel

## Appendix 2 – Qualification frame – level 5

The Danish qualification frame for lifelong learning is a collected and systematic overview of the different publicly approved levels within the Danish educational system.

The levels and diplomas are placed at one of the frame's eight levels based on learning outcome (knowledge and understanding, skills and competencies) which the students acquire through the programmes.

The AP Programme in Service, Tourism, and Hospitality Management is placed at level five of the qualification frame.

### Description of levels – programmes at level five

The intended learning outcome, which is expected to be acquired at level five, is described below:

| <b>Knowledge and understanding</b>   | <b>Skills</b>   | <b>Competencies</b>   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Must be knowledgeable about practice and application of methodology and theory within a business or subject area.</li></ul>                                | <ul style="list-style-type: none"><li>• Must have the skills to apply and combine a comprehensive range of skills, which are connected to the practice and work processes of the field.</li></ul> | <ul style="list-style-type: none"><li>• Must be able to take part in development-oriented and/or cross-functional work processes.</li></ul>   |
| <ul style="list-style-type: none"><li>• Must understand practice and/or the most commonly applied theories and methods as well as understand the application of these in the profession.</li></ul> | <ul style="list-style-type: none"><li>• Must have the skills to assess practice-oriented issues and adjust work procedures and processes.</li></ul>   | <ul style="list-style-type: none"><li>• Must be able to carry out clearly defined planning and management functions in relation to the practice of the business and subject area.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Must have the skills to communicate practice-oriented issues and potential solutions to partners and users.</li></ul>                                     | <ul style="list-style-type: none"><li>• Must be able to identify and develop own potential for further education in different learning environments.</li></ul>                              |

## Appendix 3 – ECTS distribution

|                               |   |    | 1a               | 1b      | 2a       | 2b     | 3a             | 3b                | 4a          | 4b                 |            |
|-------------------------------|---|----|------------------|---------|----------|--------|----------------|-------------------|-------------|--------------------|------------|
|                               | THEME   |    | Service industry | Company | Strategy | Market | Work placement | Company relations | Development | Final exam project | In total   |
|                               | Compulsory - 75 ECTS                            |    |                  |         |          |        |                |                   |             |                    |            |
| Module                        | Methodology                                     |    | 3                | 2       | 0        | 0      |                | 0                 | 0           |                    | 5          |
| Methodology (social sciences) | Philosophy of science and methodology           | 3  | 3                |         |          |        |                |                   |             |                    | 3          |
|                               | Analysis and statistics                         | 2  |                  | 2       |          |        |                |                   |             |                    | 2          |
|                               | Service industry                                |    | 5                | 4       | 2        | 4      |                | 0                 | 0           |                    | 15         |
| Service industry              | Industry knowledge                              | 5  | 5                |         |          |        |                |                   |             |                    | 5          |
|                               | Service management                              | 8  |                  | 4       | 2        | 2      |                |                   |             |                    | 8          |
|                               | Law   | 2  |                  |         |          | 2      |                |                   |             |                    | 2          |
|                               | Organisation                                    |    | 2                | 3       | 2        | 0      |                | 3                 | 5           |                    | 15         |
| Organisational development    | Leadership and project management               | 7  | 2                | 3       | 2        |        |                |                   |             |                    | 7          |
|                               | Organisation and HR                             | 8  |                  |         |          |        |                | 3                 | 5           |                    | 8          |
|                               | Planning  |    | 5                | 4       | 6        | 4      |                | 3                 | 8           |                    | 30         |
| Business development          | Creativity and innovation                       | 4  | 2                |         |          |        |                |                   | 2           |                    | 4          |
|                               | Strategy and business plan                      | 6  |                  |         | 3        |        |                |                   | 3           |                    | 6          |
|                               | Service marketing and trends                    | 5  |                  | 1       | 1        | 2      |                | 1                 |             |                    | 5          |
| Service economics             | Economics                                       | 12 | 1                | 2       | 2        | 2      |                | 2                 | 3           |                    | 12         |
|                               | Global service economics                        | 3  | 2                | 1       |          |        |                |                   |             |                    | 3          |
|                               | Communication                                   |    | 0                | 0       | 2        | 2      |                | 4                 | 2           |                    | 10         |
| Communication                 | Business communication and networking           | 7  |                  |         | 2        | 1      |                | 2                 | 2           |                    | 7          |
|                               | Intercultural competencies                      | 3  |                  |         |          | 1      |                | 2                 |             |                    | 3          |
|                               | Specialisation - 15 ECTS                        |    |                  |         |          |        |                |                   |             |                    |            |
| Service Management            | Specialisation – core national - 5 ECTS         | 5  |                  | 2       | 3        |        |                |                   |             |                    | 5          |
|                               | Specialisation – institution specific – 10 ECTS | 10 |                  |         |          | 5      |                | 5                 |             |                    | 10         |
| Tourism/Hotel Management      | Specialisation - 15 ECTS                        | 15 |                  | 2       | 3        | 5      |                | 5                 |             |                    | 10         |
|                               | Internship - 15 ECTS                            |    |                  |         |          |        | 15             |                   |             |                    | 15         |
|                               | Final exam - 15 ECTS                            |    |                  |         |          |        |                |                   |             | 15                 | 15         |
|                               | In total  |    | 15               | 15      | 15       | 15     | 15             | 15                | 15          | 15                 | <b>120</b> |

## Appendix 4 - Plan of assessments and diploma

| Assessment title   | Assessment form              | What is examined  | Weight            | Overall assessment                     |
|--|------------------------------|---|-------------------|--|
| Methodology (social sciences) – internal exam                | Project with an oral defence | Written part<br>Oral - defence<br>Written and oral – opposing | 1/2<br>1/4<br>1/4 | One overall mark - pass/not passed     |
| Economics, written external exam                             | Written, 3 hrs. exam         | Written   | 1                 | One overall mark (7-scale)             |
| First year interdisciplinary examination, oral external exam | Oral exam, 30 min.           | Written<br>Oral   | 1/3<br>2/3        | One overall mark (7-scale)             |
| Internship project – internal exam                           | Project                      | Written part<br>Oral - defence                                | 1/3<br>2/3        | One overall mark - pass/not passed     |
| Specialisation project – external exam                       | Project                      | Written part<br>Oral part                                     | 1/2<br>1/2        | One overall mark (7-scale)             |
| Business development – internal exam                         | Project                      | Written part<br>Oral - defence                                | 1/2<br>1/2        | One overall mark – passed / not passed |
| Communication – external exam                                | Oral exam, 25 min.           | Oral  | 1                 | One overall mark (7-scale)             |
| Final exam project – external exam                           | Project                      | Written part<br>Oral part                                     | 1/3<br>2/3        | One (mark) double weight (7-scale)     |

The results of the assessments will be evident from the diploma, which will include the following information:

Diploma transcript:

| Type of assessment  | ECTS      | Mark                | Weight   |
|---|-----------|---------------------|----------|
| Methodology (social sciences) project – internal assessment         | 10        | Pass                | -        |
| <b>Economics, 3 hrs. external exam</b>                              | <b>7</b>  | <b>Mark awarded</b> | <b>1</b> |
| <b>First year interdisciplinary examination, oral external exam</b> | <b>29</b> | <b>Mark awarded</b> | <b>1</b> |
| Internship project – internal exam                                  | 15        | Pass                | -        |
| <b>Specialisation – external exam</b>                               | <b>15</b> | <b>Mark awarded</b> | <b>1</b> |
| Business development – internal exam                                | 19        | Pass                | -        |
| <b>Communication – external exam</b>                                | <b>10</b> | <b>Mark awarded</b> | <b>1</b> |
| <b>Final examination project, examination</b>                       | <b>15</b> | <b>Mark awarded</b> | <b>2</b> |

The grade average calculated according to the weight of each exam will also appear on the diploma.

## Appendix 5 - Assessment criteria – external exams

The national network, with the purpose of securing a consistent evaluation/level of examinations using an external examiner, has produced the evaluation plan below. The overall purpose of the evaluation plan is similarly that it should function as a tool when deciding on grades according to the 7-point grading scale.

The evaluation plan applies to the first year interdisciplinary exam, economics, the specialisation project, communication as well as the final exam project.

### The 7-point grading scale

The grades given in accordance with the 7-point grading scale is to reflect the level of achievement of the academic goals set for the specific subject or course demonstrated by the student. The learning goals will be evident from the course curriculum as well as from the outline below.

During the individual examination, the grading will be based on the absolute achievement of the academic goals, and there will be no expectations regarding specific distribution of grades. If the examination requires passed/failed, the student will have passed when given the grade 02, 4, 7, 10, or 12.

When the student enters the room in which the examination is taking place, the starting point for the exam session is the grade 12 - the 7-point grading scale expresses the level of goal achievement and the starting point is thus total achievement of goals. This means that only the extent and nature of weaknesses may bring the performance to a grade lower than 12.

### Overall assessment

In connection with examinations where the student is examined by an oral examination based on a writing project or a case study assignment, and there must be given one overall grade, it is not permitted to judge either the written or the oral performance separately.

### 5.1 Evaluation plan – first year interdisciplinary examination

Relating to the first year interdisciplinary examination, the following basis for evaluation has been established.

| Grade                           | Description   | Requirements and evaluation  |
|---------------------------------|---|--|
| 12<br>The excellent performance | For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses | Knowledge and understanding: <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology in the service industry as well as how these are put to practice</li> <li>• Must understand concepts and methods from the compulsory modules taught during the programme's first year as well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basis of a project case</li> <li>• Must be able to communicate the issues and solutions of the project case</li> </ul> |
|                                 |   | What should be included in the evaluation:   |



|  |   |   |
|--|---|---|
|  |   | <ul style="list-style-type: none"> <li>All questions have been answered satisfactorily according to the assignment</li> </ul> <p>Examples of weaknesses allowing the grade 12:</p> <ul style="list-style-type: none"> <li>Few or minor weaknesses which do not appear misleading in relation to the assignment</li> </ul>   |
| 10<br>The very good performance                            | For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses |   |
| 7<br>The good performance                                  | For a good performance displaying good command of the relevant material but also some weaknesses                                    | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Must be knowledgeable about the applied theory and methodology in the service industry as well as how these are put to practice</li> <li>Must understand concepts and methods from the compulsory modules taught during the programme's first year and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Must be able to assess practice-oriented solutions and set up possible solutions on the basis of a project case</li> <li>Must be able to communicate the issues and solutions of the project case</li> </ul> |
|  |   | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>70-85 percentage of all questions have been answered satisfactorily according to the assignment or all questions have been answered with some weaknesses</li> </ul>  |
| 4<br>The fair performance                                  | For a fair performance displaying some command of the relevant material but also some major weaknesses                              |   |
| 02<br>The performance which meets the minimum requirements | For a performance meeting only the minimum requirements for acceptance  | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Must be knowledgeable about the applied theory and methodology in the service industry as well as how these are put to practice</li> <li>Must understand concepts and methods from the compulsory modules taught during the programme's first year and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Must be able to assess practice-oriented solutions and set up possible solutions on the basis of a project case</li> <li>Must be able to communicate the issues and solutions of the project case</li> </ul> |
|  |   | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>50-60 percentage of all questions have been answered satisfactorily according to the assignment or all questions have been answered to a degree which fulfils the minimum requirements for acceptance</li> </ul>   |
| 00<br>The performance which does not                       | For a performance which does not meet the minimum requirements for acceptance   |   |

|                                     |   |  |
|-------------------------------------|---|--|
| meet the minimum requirements       |   |  |
| -03<br>The unacceptable performance | For a performance which is unacceptable in all respects |  |

## 5.2 Evaluation plan – economics

The examination in question is a written examination consisting of a number of tasks with appertaining weight indicated in percentage. A total grade is awarded for the entire performance, in which the student's ability to satisfactorily answer the separate sub questions as well as an overall evaluation of the examination is taken into consideration.

A suitable procedure may be to grade according to a 100-point scale. Each task will be given a certain number of points, which together with the overall evaluation of the examination will result in an appropriate grade for the student's performance. To achieve a passed grade, at least 50 points must be awarded.

It is not allowed to award each sub task a specific grade which will then be put together to form an overall average grade for the entire performance.

| Grade  | Description   | Requirements and evaluation  |
|--|---|--|
| 12<br>The excellent performance                            | For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses | What should be included in the evaluation: <ul style="list-style-type: none"> <li>All questions have been answered satisfactorily according to the assignment</li> <li>Few or minor weaknesses which do not appear misleading in relation to the assignment</li> </ul>     |
| 10<br>The very good performance                            | For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses             | What should be included in the evaluation: <ul style="list-style-type: none"> <li>85 – 95 % of the questions have been answered satisfactorily according to the assignment</li> <li>Few weaknesses which do not appear misleading in relation to the assignment</li> </ul> |
| 7<br>The good performance                                  | For a good performance displaying good command of the relevant material but also some weaknesses  | What should be included in the evaluation: <ul style="list-style-type: none"> <li>70 – 85 % of the questions have been answered satisfactorily according to the assignment, or all questions have been answered with some weaknesses</li> </ul>                            |
| 4<br>The fair performance                                  | For a fair performance displaying some command of the relevant material but also some major weaknesses  | What should be included in the evaluation: <ul style="list-style-type: none"> <li>60 – 70 % of the questions have been answered satisfactorily according to the assignment, or all questions have been answered with a great deal of errors</li> </ul>                     |
| 02<br>The performance which meets the minimum requirements | For a performance meeting only the minimum requirements for acceptance  | What should be included in the evaluation: <ul style="list-style-type: none"> <li>50 – 60 % of the questions have been answered satisfactorily according to the assignment, or all questions have been answered just at an acceptable level</li> </ul>                     |
| 00<br>The performance which does not                       | For a performance which does not meet the minimum requirements for acceptance   | What should be included in the evaluation: <ul style="list-style-type: none"> <li>Less than 50 % of the questions have been answered satisfactorily according to the assignment, or all questions have been answered unacceptably</li> </ul>                               |

|                                     |   |   |
|-------------------------------------|---|---|
| meet the minimum requirements       |   |   |
| -03<br>The unacceptable performance | For a performance which is unacceptable in all respects | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• Less than 30 % of the questions have been answered satisfactorily according to the assignment, or all questions have been answered highly unacceptably manner</li> </ul> |

### 5.3 Evaluation plan – the specialisation project, external exam

| Grade                           | Description   | Requirements and evaluation   |
|---------------------------------|---|---|
| 12<br>The excellent performance | For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology within the specialisation area as well as how these are put to practice</li> <li>• Must understand concepts and methods from the specialisation's subject area and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated satisfactorily</li> <li>• The project must include hitherto unexplored knowledge in relation to the specialisation area or contemplation in relation to the specialisation area</li> </ul> <p>Examples of weaknesses allowing the grade 12:</p> <ul style="list-style-type: none"> <li>• Few or minor weaknesses which do not appear misleading in relation to the self-elected and approved research question</li> </ul> |
| 10<br>The very good performance | For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses             |   |
| 7<br>The good performance       | For a good performance displaying good command of the relevant material but also some weaknesses  | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology within the specialisation area as well as how these are put to practice</li> <li>• Must understand concepts and methods from the specialisation's subject area and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul>  |

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|  |  | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated sufficiently</li> <li>• The project must include hitherto unexplored knowledge in relation to the specialisation area, and this knowledge must be dealt with in a sufficient manner - or must include contemplation in relation to the specialisation area</li> </ul> <p>Examples of weaknesses allowing the grade 7:</p> <ul style="list-style-type: none"> <li>• Some weaknesses which do not appear misleading in relation to the self-elected and approved research question</li> </ul>   |
| 4<br>The fair performance  | For a fair performance displaying some command of the relevant material but also some major weaknesses |  |
| 02<br>The performance which meets the minimum requirements         | For a performance meeting only the minimum requirements for acceptance                                 | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology within the specialisation area as well as how these are practiced</li> <li>• Must understand concepts and methods from the specialisation's subject area and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated acceptably</li> <li>• The project must include hitherto unexplored knowledge in relation to the specialisation area, and this knowledge must be dealt with in manner which meets the requirements minimally - or must include contemplation to a degree which is just acceptable in relation to the specialisation area</li> </ul> <p>Examples of weaknesses allowing the grade 02:</p> <ul style="list-style-type: none"> <li>• Some weaknesses in relation to the student's ability to demonstrate his or her knowledge and understanding, skills and competencies. These flaws ruin the overall impression of the performance, yet they are acceptable within the achievement goals of the examination</li> </ul> |
| 00<br>The performance which does not meet the minimum requirements | For a performance which does not meet the minimum requirements for acceptance                          |  |
| -03<br>The unacceptable performance                                | For a performance which is unacceptable in all respects  |  |

## 5.4 Evaluation plan – communication

As the exam has a 50% written weighting and a 50% oral weighting the following is meant as a guideline for grading the exam.

### Written language

Clear and understandable academic language using advanced technical vocabulary with no or a few grammatical errors. This may include a few or minor weaknesses, which do not appear misleading in relation to the understanding of the exam project. No spelling errors due to word spell check. No subject/verb conjugation errors. No article errors. No or a few tense errors with an acceptable level of punctuation errors. However, none of the errors must prevent a clear understanding of what is being communicated. This also refers to an over-extended use of academic language meaning that the content holds no meaning.

### Oral Presentation

The student presents a clear and professional use of presentation technique skills in both non-verbal and verbal communication forms. The student has confidence and sells the product of the exam project well. The student uses visual aids as support and the language used is in correspondence to that of the written project. The student speaks fluently, clearly and confidently with no or a few grammatical errors.

| Grade | Description  | Requirements and evaluation  |
|-------|--|--|
| 12    | For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses. | <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Students must be knowledgeable about the applied theory and methodology in the field of Communication as well as how these are put into practice.</li> <li>• Students must understand concepts and theories on Intercultural Communication as well as being able to assess how these concepts and methods are applied in companies and businesses throughout the world.</li> <li>• This level depicts a product, which uses communication and culture theory to create a realistic and convincing communication strategy (also from a financial point of view). The strategy must include measurable goals. The strategy must include relevant and convincing arguments. In order to obtain 12 the communication strategy must include cross-disciplinary subjects such as economics, marketing, service management, management etc. in addition to the communication strategy. The strategy presented is as such ready for implementation.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basis of the exam project.</li> </ul> |

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|    |  | <p>Oral part:</p> <ul style="list-style-type: none"> <li>• Innovative, professional, well-structured, well organized, timed presentation with a clear agenda.</li> <li>• Focus on quality not quantity.</li> <li>• Ability to fulfill the role of a consultant convincingly.</li> <li>• Strategic/considered use of dress code fitting the message and audience.</li> <li>• Use of subject terminology at a fluent level.</li> <li>• Ability to use non-verbal communication techniques.</li> <li>• Ability to communicate, fluently in English.</li> <li>• Ability to argue convincingly for the chosen strategy (negotiation).</li> <li>• Ability to demonstrate a practical and reflective understanding of the importance of cultural differences to the chosen strategy.</li> </ul> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• 95-100 percent of the questions in the exam project should be answered satisfactorily according to the exam project or all questions have been answered with few/minor weaknesses.</li> </ul> <p>Examples of weaknesses allowing the grade 12:</p> <ul style="list-style-type: none"> <li>• Few or minor weaknesses which do not appear misleading in relation to the exam project.</li> </ul> |
| 10 | For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses. | <p>The communication strategy does not allow for direct implementation but offer through the use of relevant material suggestions for the future implementation.</p> <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Students must be knowledgeable about the applied theory and methodology in the field of communication as well as how these are put into practice.</li> <li>• Students must understand the concepts of both culture and communication as well as an understanding of the aspects of intercultural competencies and the effect of a lack thereof.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basic of the exam project.</li> </ul> <p>Oral part:</p> <ul style="list-style-type: none"> <li>• Innovative, professional, well structured, well organized, timed presentation with a clear agenda</li> <li>• Focus on quality not quantity</li> <li>• Ability to fulfill the role of a consultant</li> <li>• Strategic/considered use of dress code fitting the message and audience</li> <li>• Demonstrated advanced use of subject terminology</li> </ul>                                     |

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|   |   | <ul style="list-style-type: none"> <li>• Ability to use non-verbal communication techniques</li> <li>• Ability to communicate, in English, with some errors, which do not distract from/confuse the meaning of the message</li> <li>• Acceptable arguments for the chosen strategy</li> <li>• Ability to demonstrate understanding of and reflects on the importance of cultural differences to the chosen strategy</li> </ul>   |
| 7 | For a good performance displaying good command of the relevant material but also some weaknesses. | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• 85 – 95 percent of the questions in the exam project should be answered satisfactorily according to the exam project or all questions have been answered with some weaknesses.</li> </ul>   |
|   |   | <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Students must be knowledgeable about the applied theory and methodology in the field of communication as well as how these are put into practice.</li> <li>• Students must understand the concepts of both culture and communication as well as an understanding of the aspects of intercultural competencies and the effect of a lack hereof.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basic of the exam project.</li> </ul> <p>Oral part:</p> <ul style="list-style-type: none"> <li>• Structured, organized, timed presentation with an agenda which lacks independence (over-reliance on AVAs e.g. reading from slides instead of "talking around" them)</li> <li>• Struggles to maintain role of consultant – loses the thread/over plays role</li> <li>• Attempt at considered use of dress code trying to fit message and audience – but mismatch is apparent</li> <li>• Uses subject terminology</li> <li>• Uses some non-verbal communication techniques consciously</li> <li>• Demonstrates good ability to communicate and converse in English, but has weaknesses in size of vocabulary and grammar which may distract from/confuse the message</li> <li>• Struggles to present realistic and convincing arguments for the chosen communication strategy</li> <li>• Displays a theoretical understanding of (but limited reflection on) the importance of cultural differences relative to the communication strategy</li> </ul> <p>What should be included in the evaluation:</p> |

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|    |   | <ul style="list-style-type: none"> <li>70-85 percent of the questions in the exam project should be answered satisfactorily according to the exam project or all questions have been answered with some weaknesses</li> </ul>  |
| 4  | For a fair performance displaying some command of the relevant material but also some major weaknesses. | <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Students must be knowledgeable about the applied theory and methodology in the field of communication as well as how these are put into practice.</li> <li>Students must understand the concepts of both culture and communication as well as an understanding of the aspects of intercultural competencies and the effect of a lack thereof.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Must be able to assess practice-oriented solutions and set up possible solutions on the basis of the exam project.</li> </ul> <p>Oral part:</p> <ul style="list-style-type: none"> <li>Attempt at a structured presentation, but untimed, unorganized and unfocused</li> <li>More quantity than quality with obvious dependency on AVAs (slides)</li> <li>Attempts role of consultant, but unconvincing and inconsistent – struggles to differentiate exam situation from consultancy role</li> <li>No obvious consideration given to dress code vs. message and audience</li> <li>Weak use of subject terminology</li> <li>Unconscious use of non-verbal communication skills</li> <li>Demonstrates ability to communicate and speaks English at a conversational level with errors that may inhibit understanding of the general message. Displays weak abilities to negotiate</li> <li>Arguments for communication strategy are unrealistic and without practical application</li> <li>Demonstrates weak theoretical and unreflective understanding of the importance of cultural differences to communication strategy</li> </ul> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>60 -70 percent of the questions in the exam project should be answered satisfactorily according to the exam project or all questions have been answered with some major weaknesses.</li> </ul> |
| 02 | For a performance meeting only the minimum requirements for acceptance.                                 | <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Students must be knowledgeable about the applied theory and methodology in the field of</li> </ul>   |



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|    |  | <p>communication as well as how these are put into practice.</p> <ul style="list-style-type: none"> <li>• Students must understand the concepts of both culture and communication as well as an understanding of the aspects of intercultural competencies and the effect of a lack hereof.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basic of the exam project.</li> </ul> <p>Oral part:</p> <ul style="list-style-type: none"> <li>• Unstructured, untimed, unorganized and unfocused presentation</li> <li>• More quantity than quality and dependent on AVA</li> <li>• Struggles to maintain role of consultant – difficulty in distinguishing consultancy role from exam role</li> <li>• Little consideration given to dress code, message, audience fit</li> <li>• Struggles to utilize theoretical terminology</li> <li>• Limited use of non-verbal communication skills</li> <li>• Struggles with fluency in communicating in English, with errors that require clarification of the message sent (jumbled and confusing phrases), displays minimum negotiation skills</li> <li>• Can communicate in English but struggles to speak English at more than a basic conversational level and cannot effectively communicate the strategy</li> <li>• Arguments for the chosen communication strategy impractical and unrealistic</li> <li>• Cannot reflect on the importance of cultural differences on the communication strategy</li> </ul> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• Between 50 - 60 percent of all questions have been answered to a degree, which fulfills the minimum requirements for acceptance.</li> </ul> |
| 00 | For a performance which does not meet the minimum requirements for acceptance. | <p>Written part:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Students must be knowledgeable about the applied theory and methodology in the field of communication as well as how these are put into practice.</li> <li>• Students must understand the concepts of both culture and communication as well as an understanding of the aspects of intercultural competencies and the effect of a lack hereof</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to assess practice-oriented solutions and set up possible solutions on the basic of the exam project.</li> </ul> <p>Oral part:</p>  |

|     |   |   |
|-----|---|---|
|     |   | <ul style="list-style-type: none"> <li>• No consideration of dress code re. message/audience</li> <li>• Unstructured, unpracticed, untimed, insecure presentation with no agenda</li> <li>• Few/lack of presentation techniques</li> <li>• Unconvincing arguments for communication strategy</li> <li>• Has prepared, but cannot communicate effectively</li> <li>• Struggles to speak English fluently and uses jumbled and confusing/unclear/insecure language with limited vocabulary heavy reliance on conversational English</li> <li>• Unacceptable level of technical/theoretical terms</li> <li>• Unable to act role of consultant</li> <li>• Communication plan is unrealistic and cannot be implemented</li> </ul>  |
|     |   | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• Less than 50 percent of all questions have been answered to a degree, which fulfills the minimum requirements for acceptance.</li> </ul>   |
| -03 | For a performance which is unacceptable in all respects | <p>Written part:<br/>None of the requirements of the exam project are met.</p> <p>Oral part:</p> <ul style="list-style-type: none"> <li>• Unplanned and generally unacceptable presentation skills demonstrating clear lack of focus</li> <li>• Overwhelming quantity with little quality (repeats verbatim project file)</li> <li>• Cannot consult at a credible level, overwhelmed by exam role</li> <li>• No fit between message, audience and dress code</li> <li>• Cannot remember/use theoretical terminology</li> <li>• No use of non-verbal communication skills</li> <li>• Cannot argue for the chosen communication strategy</li> <li>• Cannot master the English language at a basic or even conversational level, "order a beer" level of English capability. Use of English confuses/disturbs and distracts significantly from understanding the message</li> <li>• Unacceptable level of understanding of the importance of cultural differences to the communication strategy (displays no understanding of the connection between cultural differences and the communication strategy)</li> </ul> |

### 5.5 Evaluation plan – final exam project

| Grade | Description | Requirements and evaluation |
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| <p style="text-align: center;">12</p> <p>The excellent performance</p> | <p>For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses</p> | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology of the compulsory modules and the specialisation area as well as how these theories and methods are put to practice</li> <li>• Must understand concepts and methods from the subject areas of the compulsory modules and of the specialisation area and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to apply a comprehensive amount of technical, creative and analytical skills associated with employment within the service industry</li> <li>• Must be able to assess practice-oriented issues and offer solutions to problems</li> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to handle development-oriented situations within the service industry</li> <li>• Must be able to enter into a professional and interdisciplinary collaboration</li> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul> |
| <p style="text-align: center;">10</p> <p>The very good performance</p> | <p>For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses</p>             | <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated satisfactorily</li> <li>• The project must include either hitherto unexplored knowledge in relation to the specialisation area or contemplation in relation to the specialisation area, specifically including relevant compulsory subject areas</li> <li>• Economic reflections must be included (see note below<sup>13</sup>)</li> </ul> <p>Examples of weaknesses allowing the grade 12:</p> <ul style="list-style-type: none"> <li>• Few or minor weaknesses which do not appear misleading in relation to the self-elected and approved research question</li> </ul>  |

<sup>13</sup> Inclusion of economic reflections may happen through various types of budgets (cash budgets, operating budgets, start-up budgets, etc.), financial analysis, investment, estimates or wholly or partly quantitative cost-benefit analyses.

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| <p>7<br/>The good performance</p>                                  | <p>For a good performance displaying good command of the relevant material but also some weaknesses</p>       | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology of the compulsory modules and the specialisation area as well as how these theories and methods are practiced</li> <li>• Must understand concepts and methods from the subject areas of the compulsory modules and of the specialisation area and well as being able to assess how these concepts and methods are applied within the service industry</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to apply a comprehensive amount of technical, creative and analytical skills associated with employment within the service industry</li> <li>• Must be able to assess practice-oriented issues and offer solutions to problems</li> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to handle development-oriented situations within the service industry</li> <li>• Must be able to enter into a professional and interdisciplinary collaboration</li> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul> <hr/> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated sufficiently</li> <li>• The project must include either hitherto unexplored knowledge in relation to the specialisation area or contemplation in relation to the specialisation area, specifically including relevant compulsory subject areas</li> <li>• Economic reflections must be included</li> </ul> <p>Examples of weaknesses allowing the grade 7:</p> <ul style="list-style-type: none"> <li>• Some weaknesses which do not appear misleading in relation to the self-elected and approved research question</li> </ul> |
| <p>4<br/>The fair performance</p>                                  | <p>For a fair performance displaying some command of the relevant material but also some major weaknesses</p> |   |
| <p>02<br/>The performance which meets the minimum requirements</p> | <p>For a performance meeting only the minimum requirements for acceptance</p>                                 | <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Must be knowledgeable about the applied theory and methodology of the compulsory modules and the specialisation area as well as how these theories and methods are practiced</li> <li>• Must understand concepts and methods from</li> </ul>   |

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|  |  | <p>the subject areas of the compulsory modules and of the specialisation area and well as being able to assess how these concepts and methods are applied within the service industry</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Must be able to apply a comprehensive amount of technical, creative and analytical skills associated with employment within the service industry</li> <li>• Must be able to assess practice-oriented issues and offer solutions to problems</li> <li>• Must be able to communicate the issues and solutions of the assignment</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Must be able to handle development-oriented situations within the service industry</li> <li>• Must be able to enter into a professional and interdisciplinary collaboration</li> <li>• Must be able to acquire skills and knowledge relating to the specialisation area in a structured manner</li> </ul> <hr/> <p>What should be included in the evaluation:</p> <ul style="list-style-type: none"> <li>• The research question – which has been chosen by the student – must have been treated acceptably</li> <li>• The project must include hitherto unexplored knowledge in relation to the specialisation area, and this knowledge must be dealt with in manner which meets the requirements minimally - or must include contemplation to a degree which is just acceptable in relation to the specialisation area</li> </ul> <p>Examples of weaknesses allowing the grade 02:</p> <ul style="list-style-type: none"> <li>• Some weaknesses in relation to the student's ability to demonstrate his or her knowledge and understanding, skills and/or competencies. These flaws ruin the overall impression of the performance, yet they are acceptable within the achievement goals of the assignment.</li> <li>• No economic reflections are included</li> </ul> |
| <p>00<br/>The performance which does not meet the minimum requirements</p> | <p>For a performance which does not meet the minimum requirements for acceptance</p> |   |
| <p>-03<br/>The unacceptable performance</p>                                | <p>For a performance which is unacceptable in all respects</p>                       |   |