

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

**Course curriculum
2016 – 2018
Core national curriculum**

**Dania Academy –
University of Applied Sciences**



August 2016

Course Curriculum for the AP degree in Service, Hospitality, and Tourism Management

Approved by rector on behalf of the board members.

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Subject to misprints and changes

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1. Curriculum Content

The curriculum in question has been developed in compliance with the guidelines specified in the Danish ministerial order no. 1047 of 30/06/2016 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 educational institutions, providing the programme
- **The institution's specific curriculum**, which specifies guidelines and requirements, set by each educational provider. Components of a specific curriculum can be developed independently or in collaboration between several educational providers.

2. Curriculum Framework

2.1. Operational date

This core national curriculum for all education providers of the programme is valid from 1 September 2016.

2.2. Transitional

The curriculum, which the student joined 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, or whom does not graduate within two years from commencement (in January 2016), the student has to follow the curricula in force at the time they re-enter the program.

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.

2.3. 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. 633 of 12/05/2015 on professional higher education and bachelor programmes, and its later amendments
- Act no. 934 of 25/08/2014 on academies of professional higher education offering tertiary education, and its later amendments
- Danish ministerial order no. 1046 of 30/06/2016 on assessments and general examinations in professionally-oriented programmes
- Danish ministerial order no. 1047 of 30/06/2016 on professional higher education and bachelor programmes
- Danish ministerial order no. 1048 of 30/06/2016 on admission to higher education programmes and bachelor programmes, and its later amendments
- Danish ministerial order no. 114 of 03/02/2015 on grading scale and assessment, and its later amendments
- Danish ministerial order no. 601 of 12/06/2013 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).

Education institutions offering the programme

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

- University College of Northern Denmark, www.ucn.dk
 - Hobrovej 85, 9000 Aalborg
- Academy of Professional Higher Education Lillebælt, www.eal.dk:
 - Seebladsgade 1, 5000 Odense C
 - Boulevarden 19D, 7100 Vejle
- Dania Academy of Higher Education, www.eadania.dk/www.dbam.dk
 - Minervavej 63, 8900 Randers
 - Arvikavej 2, 7800 Skive
- Copenhagen Business Academy, www.cphbusiness.dk
 - Lyngby, Nørgaardsvej 30, 2800 Kgs. Lyngby,
 - Nørrebro, Blågårdsgade 23b, 2200 København N.
- Zealand Institute of Business and Technology, www.easj.dk
 - Campus Slagelse, Bredahlsgade 1, 4220 Slagelse
 - Campus Koege, Lyngvej 19, 4600 Køge
- MidtVest Academy of Professional Higher Education, www.eamv.dk
 - Valdemar Poulsens Vej 4, 7500 Holstebro
- Business Academy Aarhus, www.eeea.dk
 - Sønderhøj 32, 8260 Viby J

3. The program's aim and profile

3.1. The aim of the program

The aim of the professional higher education program 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.¹

3.2. 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:

- **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 are 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:

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

- **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

3.3. Duration of the program

The subjects and activities of the program is 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 program in total represents 120 ECTS points.

The student is required to participate in a number of assessments within the programme's first year after commencement of study. These assessments must be passed before the end of the programme's second year after the commencement of the study period, to be able to continue as a student at the programme.

In case of extraordinary circumstances, the institution may choose to grant exemption from this requirement.

3.4. Title

The students who have successfully satisfied all requirements of the programme are awarded a professional title of an

AP Graduate in Service, Tourism and Hospitality Management

In Danish referred to as Serviceøkonom (AK).

3.5. Entry requirements

The following educational backgrounds give access to the programme; cf. Danish ministerial order no. 223 of 11/03/2014 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.

4. Contents of the program

The subjects and activities of the program is 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 program in total represents 120 ECTS points.

The student is required to participate in a number of assessments within the programme's first year after commencement of study. These assessments must be passed before the end of the programme's second year after the commencement of the study period, to be able to continue as a student at the programme.

In case of extraordinary circumstances, the institution may choose to grant exemption from this requirement.

4.1. Program structure and contents

The program comprises:

- 1) 5 overall compulsory core areas, defined in the Ministerial order², with 75 ECTS-points distributed within:
 - a) Methodology
 - b) Service Industry
 - c) Organization
 - d) Planning
 - e) Communication

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

Compulsory core area	Core subjects (compulsory modules)
a) Methodology	1) Methodology, social sciences – 5 ECTS-point
b) Service Industry	2) Service Industry – 15 ECTS-point
c) Organisation	3) Organisational development – 15 ECTS-point
d) Planning	4) Business development - 15 ECTS-point 5) Service economics - 15 ECTS-point
e) Communication	6) Communication – 10 ECTS

Selected core subjects have been divided into sub modules, which is apparent in the descriptions of the compulsory modules.

- 2) Internship - 15 ECTS-point
- 3) Specialisation (elective element) – 15 ECTS-point
- 4) Final exam project - 15 ECTS-point

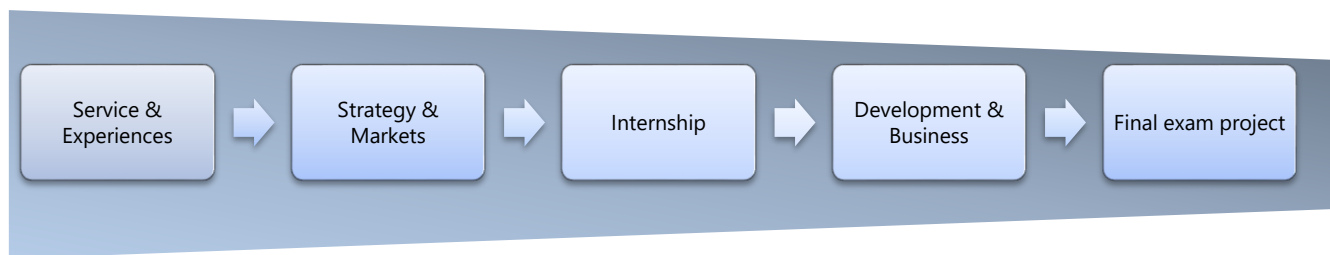
The curriculum describes the intended learning outcomes according to the qualification frame.³ The learning outcomes are thus described in terms of “Knowledge and Understanding”, “Skills” and “Competencies”.

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.

²Notice The Danish ministerial order no. 1521 of 16/12/2013, where the institution can chose to define that the first year exam must be passed in the first year

³ “The new Danish qualification frame in higher education” describes the level of the learning aims and objectives, visit www.ufm.dk

The themes are based on a funnel-shaped structure in which the student first obtains knowledge of the surrounding world and the industry, after which the themes are directed towards the company and the student's specialisation.



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

1. Semester – Service & Experiences

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 and a holistic understanding of how to run a company

2. Semester – Strategy & Markets

The focus of the theme is to enable the student to plan the running of the service company and assess how the market can be influenced

3. Semester - Internship

The focus of the theme is to enable the student to participate in running of the service company

3./4. Semester – Development & Business

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

4.2. Overview over the ECTS distribution

Figure 1. The core compulsory modules, subjects and specialisations ECTS distribution on semesters

			Semester	1a	1b	2a	2b	3a	3b	4a	4b	
			Theme	Service industry	Company	Strategy	Market	Internship	Company relations	Development	Final exam project	In all
Core area - 75 ECTS	SUBJECT Core subjects	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							
Service industry				5	4	2	4		0	0		15
	Service industry	Industry knowledge	5	5								5
		Service Design	8		4	2	2					8
Service law		2						2			2	
Organisation				2	3	2	0		3	5		15
	Organisational development	Leadership & Project management	7	2	3	2						7
		Organisation & HR	8						3	5		8
Planning				5	4	6	4		3	8		30
	Business development	Creativity & innovation	5	2						3		5
		Strategy & business plan	5			3				2		5
		Service marketing & trends	5		1	1	2		1			5
	Service economics	Economics	12	1	2	2	4			3		12
Global service economics		3	2	1							3	
Communication				0	0	2	2		4	2		10
	Communication	Business communication & networking	7			2	1		2	2		7
		Intercultural competencies	3				1		2			3
Specialisation, elective module - 15 ECTS					2	3	5		5			15
Internship - 15 ECTS								15				15
Final examination project - 15 ECTS											15	15
<u>TOTAL</u>				<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>120</u>

4.2.1 Overview over semesters

The semesters 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

4.3 Description of learning outcomes for the core subjects

The programme's learning outcomes include the knowledge and understanding, skills and competencies, which the students must acquire through the programme.

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

4.3.1 Methodology

The core area methodology is translated into the core subject:

- Methodology, social sciences - 5 ECTS-point

5 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• The students must be able to communicate issues and solutions
Competencies	<ul style="list-style-type: none">• 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 data

4.3.2 Service Industry

The core area Service industry is translated into the subject Service industry that is divided into three modules, which together form the overall subject:

- Industry knowledge – 5 ECTS
- Service design – 8 ECTS
- Service law – 2 ECTS

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

4.3.2.1 Industry Knowledge

5 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> • The student must be knowledgeable about the development and structure of the service industry at both national and international level • The student must have knowledge of the educations' areas of specialisation, including an understanding of the links between these • The student must be knowledgeable about the experience economy, its development and conceptual framework as well as its importance as growth factor, and its theories and concepts • The students must be able to relate the experience economy to the service industry in general and the specific specialisations streams
Skills	<ul style="list-style-type: none"> • The student must have the skills to assess relevant aspects of the service and experience economy in analysis and reports • The student must have the skills to explain the development of the specialization areas and identify the latest trends in the service and experience economy • The student must have the skills to relate the service and experience economy to the educations remaining subjects
Competencies	<ul style="list-style-type: none"> • the student must be able to participate in relevant work processes within the service industry and the experience economy • the student must be able to apply the theories of the experience economy in a practice related context • the student must be able to act in the service based on the current industry code within the specialization areas

4.3.2.2 Service Design

4 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> • The student must be knowledgeable about service management systems, service concepts and service delivery systems • The student must be knowledgeable about different principles for quality control
Skills	<ul style="list-style-type: none"> • The student must be able to participate in design and development of service concepts and service delivery systems
Competencies	<ul style="list-style-type: none"> • The student must be able to acquire knowledge with a view to improving service management systems and concepts

4 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> • The student must be knowledgeable about crucial parameters of establishing the optimum customer relations including loyalty and quality
Skills	<ul style="list-style-type: none"> • The student must be able to assist in establishing productive customer relations

Competencies	<ul style="list-style-type: none"> The student must be able to establish enduring relations with customers and setting up suggestions for improvements
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4.3.2.3 Service law

2 ECTS	3. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about the legal conditions which are crucial for service companies to act in relation to employees, customers and market, especially focus is put on marketing law, general contract law incl. agency, sale of goods, labour and employment law The student must be knowledgeable about agreements, the main agreement and the services directive
Skills	<ul style="list-style-type: none"> 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, from the process of preparation of the ads to drawing up the contract, especially with emphasis on Equal Treatment Act, Health Information Act, the Discrimination Act and Employment Act. The student must be able to judge when a legally binding agreement has been signed, including agreements concluded by the representatives. The student must have the skills to assess various offers made The student must be able to assess which party to buy a legal relationship bears the risk of accidental destruction of the purchased item. The student must also have knowledge of the parties' remedies the breach of a contract of sale
Competencies	<ul style="list-style-type: none"> 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

4.3.3 Organization

The core area Organization is translated into the core subject Organizational development that is divided into two modules, which together form the overall subject:

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

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

4.3.3.1 Leadership & Project Management

5 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must have knowledge and understanding of different organizational forms and their implications for efficiency and job satisfaction in the service company The student must have knowledge of theories and models to understand, manage and develop service companies and organizations The student must have knowledge of theories and models to understand the company's structure and culture and the factors that affect the motivation in service companies The student must be able to understand how management theories and models can be used in service The student must have knowledge of governance issues when a working group is formed in relation to creating the best possible performance The student must be familiar with the most common project tools, including IT, which can advantageously be used to manage a project
Skills	<ul style="list-style-type: none"> The student must have the skills to assess the applicability of theories/models in practical leadership situations The student must be able to communicate managerial decisions to managers, colleagues and employees The student must be able to analyse, plan, evaluate and justify the practical implementation of a project, including prepare economic forecasts for the practical implementation The student must be able to choose an appropriate project planning methodology - and understand when and whether the use of IT-software can be used advantageously
Competencies	<ul style="list-style-type: none"> The student must be able to assist in making managerial decisions The student must be able to apply 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 take responsibility and to plan and manage a project from start to finish

2 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must have knowledge of relevant models for identification of competency needs in the service The student must have knowledge of relevant models for setting personal development goals
Skills	<ul style="list-style-type: none"> The student must be able to apply relevant models and methods for identifying competencies The student must be able to apply relevant models and methods for setting personal development goals
Competencies	<ul style="list-style-type: none"> The student must be able to identify the service industry and their own skills The student must be able to set personal development goals

4.3.3.2 Organization

3 ECTS	3. semester
Knowledge and understanding	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 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 perform HR functions in his or her own department in accordance with the overall HR strategy of the service company
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5 ECTS	4. semester
Knowledge and understanding	<ul style="list-style-type: none"> • The student must be knowledgeable about different theories and models for developing and transforming the service company
Skills	<ul style="list-style-type: none"> • The student must have the skills to apply and assess different models for organisational development
Competencies	<ul style="list-style-type: none"> • 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

4.3.4 Planning

The core area Planning is translated into the core subjects Business development and Service economics, which together form the overall subject:

- Business development - 15 ECTS-point
- Service economics - 15 ECTS-point

4.3.4.1 Business Development

The subject Business development is divided into three modules, which together form the subject:

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

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

4.3.4.1.1 Creativity & Innovation

2 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> • The student must be knowledgeable about the connections between creativity, innovation, entrepreneurship and intrapreneurship, and how 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	<ul style="list-style-type: none"> • 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 be able to assess the appropriateness of the choice of the individual tools for practical development of ideas'
Competencies	<ul style="list-style-type: none"> • The student must be able to include aspects of creativity in projects and case studies

	<ul style="list-style-type: none"> The student must be able to participate in and undertake creative processes in service organizations
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3 ECTS	4. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must have knowledge of development from idea to market introduced of product or service The student must have knowledge of key concepts and typologies of innovation, including sources of innovation The student must have knowledge of relevant tools for managing innovation processes
Skills	<ul style="list-style-type: none"> The student must have the skills to assess how service companies can encourage creativity and The student must be able to describe and categorize innovations
Competencies	<ul style="list-style-type: none"> 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 facilitate creative and innovative processes in service companies The students must be able to work in an interdisciplinary and holistic approach to development processes

4.3.4.1.2 Strategy & Business Plan

3 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> 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
Skills	<ul style="list-style-type: none"> 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
Competencies	<ul style="list-style-type: none"> The student must be able to take part in the development of the service company's strategic plan

2 ECTS	4. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be familiar with relevant models for developing a business plan
Skills	<ul style="list-style-type: none"> The student must have the skills to apply relevant models and methods for developing a business plan
Competencies	<ul style="list-style-type: none"> The student must be able to develop a business plan

4.3.4.1.3 Service Marketing & Trends

1 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about fundamental service marketing concepts The student must be knowledgeable about the customer behaviour and market conditions of the service company

Skills	<ul style="list-style-type: none"> The student must have the skills to identify relevant customer behaviour and market conditions for a given company
Competencies	<ul style="list-style-type: none"> The student must be able to participate in the implementation of customer behaviour analysis

3 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about of the service company's parameter mix and customer relationships
Skills	<ul style="list-style-type: none"> The student must have the skills to use the company's parameter mix in relation to the company's customer relationship
Competencies	<ul style="list-style-type: none"> The student must be able to assess the relationship between the company's parameter mix and the company's customer relationship

1 ECTS	3. semester
Knowledge and understanding	<ul style="list-style-type: none"> the most recent development in the area of marketing the student should have knowledge of specific conditions for the service company's internationalization
Skills	<ul style="list-style-type: none"> The student must have the skills to identify the relevant conditions for the service company's selection of internationalization strategy
Competencies	<ul style="list-style-type: none"> 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

4.3.4.2 Service Economics

The subject service economics is divided into two 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 modules is described.

4.3.4.2.1 Economics

3 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about relevant elements in the financial operation of a company The student must be knowledgeable about relevant frameworks for financial reporting The student must be knowledgeable about alternative reporting systems ability to support management's strategic dispositions
Skills	<ul style="list-style-type: none"> The student must have the skills to use IT tools for the handling of economic issues The student must have the skills to produce accounts for the purpose analysis

6 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about pricing methods The student must be knowledgeable about application of revenue management The student must be knowledgeable about financial analysis including the methods for financial analysis which are applied in the service industry The student must be knowledgeable about budgeting types, structures and methods

Skills	<ul style="list-style-type: none"> The student must have the skills to set up solutions in the form of calculations and simulations. Including: contribution calculation, distribution calculation, retrograde calculation, total method, and the differential method The student must have the skills to develop relevant key financial indicators for a service company The student must have the skills set up relevant budgets for a company and a project
Competencies	<ul style="list-style-type: none"> The student must be able to critically evaluate each optimization tool in relation to the company's situation The student must be able to prepare an annotated financial analysis The student must be able to assess a company's financial development and use of budgeting in economic governance of the company

3 ECTS	4. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about financing alternatives and concept of interest
Skills	<ul style="list-style-type: none"> 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 perform relevant forms of zero analysis
Competencies	<ul style="list-style-type: none"> 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 The student must be able to select and apply the appropriate financial approach to practical problems in a range of analysis and projects

4.3.4.2.2 Global Service Economics

3 ECTS	1. semester
Knowledge and understanding	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The student must be able to include the socio-economic conditions regarding analysis and assessment

4.3.5 Communication

The core area Communication is translated into the core subjects Business communication and Intercultural competencies, which together form the overall subject

The core area communication is taught in English and is divided into two 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 modules is described.

4.3.5.1 Business Communication & networking

3 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about the fundamental communication theories and models and how these are applied in specific communicative tasks The student must be knowledgeable about how the communication of messages is carried out most appropriately, orally as well as in writing
Skills	<ul style="list-style-type: none"> The student must have the skills to negotiate and present in English The student must have the skills to engage in business communication in English
Competencies	<ul style="list-style-type: none"> In a business-related context, the student must be able to communicate in English, orally as well as in writing

2 ECTS	3. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must understand the importance of business networking in relation to the development of both the employee and the service The student must be knowledgeable about relevant theory on negotiation technique
Skills	<ul style="list-style-type: none"> 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 carry out a negotiation
Competencies	<ul style="list-style-type: none"> The student must be able to initiate or take part in relevant networking with a view to developing his or her own competencies The student must be able to negotiate effectively

2 ECTS	4. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must acquire knowledge on different techniques regarding the execution of presentations and meetings
Skills	<ul style="list-style-type: none"> The student must have the skills to apply different presentation techniques and to independently adjust his or way of communicating to the context
Competencies	<ul style="list-style-type: none"> The student must be able to communicate practice-oriented and professional issues and solutions to partners and co-workers The student must be able to pass on internal and external messages with a high degree of personal impact

4.3.5.2 Intercultural Competencies

1 ECTS	2. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must have knowledge of the concept of culture and cultural elements The student must understand the cultural significance for all forms of communication
Skills	<ul style="list-style-type: none"> The student must have the skills to apply cultural knowledge in relation to the global service company

	<ul style="list-style-type: none"> The student must have the skills to assess the impact of their own cultural background in meeting other cultures
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2 ECTS	3. semester
Knowledge and understanding	<ul style="list-style-type: none"> The student must be knowledgeable about the concept of culture, cultural elements and theories and tools for cultural analysis in relation to the global service company
Skills	<ul style="list-style-type: none"> The student must be able to propose practical solutions in the areas of cultural settings The student must be able to engage in business development, taking into account cultural elements
Competencies	<ul style="list-style-type: none"> 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, and externally and internally in the service company The student must be able to take into consideration the importance of culture in the development of service concepts

4.4 Specializations

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 – 15 ECTS
- Tourism Management – 15 ECTS

4.4.1 Specialization - Hotel- & Restaurant Management

Aim:

The aim of the elective Hotel and Restaurant Management is to qualify the student to independently plan and carry out significant management related and specialised work tasks in hotel, conference and restaurant companies.

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

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

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 and or is qualified for further education. The student should obtain a deeper understanding of the industry and therefore the skills to put the guest at the forefront as well as evaluate the business methods and revenue generation capacity.

The specialisation 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 two sub-modules:

- Hotel operations including F&B, menu planning, HACCP, revenue management, price determination for rooms, conferences, day meetings, sales- and distribution channels, PMS-systems and forecasting
- Strategic business analysis including environment, CSR, safety and legislation

Knowledge and understanding:

- The student must be knowledgeable about and 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 understand and distinguish between the different phases the guest goes through during a hotel stay
- The student must know and understand the central management tasks in the housekeeping and maintenance departments in a hotel or for a restaurant and be able make a comparison between having an in-house department or employing an external cleaning company
- The student must understand the “flow of goods throughout the house”, internal control, as well as being able to demonstrate process descriptions as a tool
- The student must be knowledgeable about HACCP

- The student must know about the central management tasks in the security department of a hotel, a restaurant or conference centre, together with how preventative efforts in security can be optimised
- The student must be knowledgeable about traditions and trends from the hotel, conference and restaurant industries, just as the student must understand the interrelation between not only these industries but also other industries and professions
- The student must be knowledgeable about hotel, conference and restaurant related classification systems, certifications and ownership forms
- The student must be knowledgeable about and understand the work tasks in different departments, so that positive relations between departments are generated
- The student must be knowledgeable about the income of the hotel, conference and restaurant based on Yield and revenue Management, up selling and key figures
- The student must be knowledgeable about the legal framework within which hotels, conferences and restaurants operate
- The student must know about the legislation and legal conditions which exist in relation to hotel, conference and restaurant operations as well as be able to establish the right time to seek legal assistance or advice

Skills:

- The student must have the skills to assess central work tasks in the F&B departments through an overall clarification of the service production process from identification of the customers' needs to buying goods, preparation, serving and account settlement
- The student must have the skills to independently provide suggestions for environmental improvements
- The student must be able to describe and analyse hotel, conference and restaurant concepts
- The student must be able to assess and contribute to the optimisation of the hotel's, restaurant's or conference's income based on Yield and revenue Management, up selling and key figures
- In relation to renovations of hotels and restaurants, the student must have the skills to evaluate operational improvements regarding housekeeping and property management
- The student must have the skills to evaluate the use of the 'smiley' system in the Danish hotel and restaurant industry

Competencies:

- The student must have the skills to evaluate and optimise the income of the hotel, restaurant or conference based upon revenue management, up selling, and key figures as well as to conduct an analysis of the price setting of the hotel's services
- The student must be able to take part in the menu planning and provide suggestions for replacements in the menu based on earning capacity
- The student must be able to evaluate the sales and distribution channels of the industry and well as take part in the development of these
- The student must be able to take part in the assessment of the degree of service which a company should have, internally as well as externally
- The student must be able to work independently and goal-oriented with all aspects of meeting and conference management
- The student must be able to, from the applicable conventions, set the salaries within the business area.
- The student must be able to price the hotel's services

- The student must be able to analyse and develop the processes and service deliveries (packages) of the hotel, the restaurant and the conference

4.4.2 Specialization - Tourism Management – Tourism & Experiences

ECTS: 15

Aim:

The aim is for the student to have the competencies to create experiences for the tourist. The student must be knowledgeable about and to be able to participate in innovative, coordinating and managerial functions in tourism companies and organisations based on a holistic understanding of the tourism system. The elective focuses on providing the students with a holistic understanding of the cooperation and transactions that take place between tourism actors in the industry. The modules will concentrate on both leisure- and business tourism.

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

Knowledge and understanding:

- The students must be knowledgeable about:
- Basic income tourism expressions and different forms of tourism
- Basic outgoing tourism expressions
- Experience companies within the tourism industry
- Products and experiences within tourism
- Experiences at a destination
- The destination's elements and actors
- The destination concept including public and private actors
- The interdependence of tourism actors
- Supply and demand within tourism
- Tourism markets and segments

Skills:

- The student must be able to assess to which degree a destination fulfils the tourist's needs
- The students must be able to use the expressions within incoming and outgoing tourism
- The student must have the skills to evaluate practice related issues within the different part of the tourism industry
- The student must have the skills to evaluate the importance of authenticity and hostmanship for a tourism company or organization
- The student must have the skills to evaluate the activities relevant for the actors at destinations
- The student must have the skills to use and evaluate tourism- and macro trends
- The student must have the skills to use and evaluate existing tourism analysis- and statistics
- The student must have the skills to evaluate the customer buying behaviour before, during and after their stay

- The student must have the skills to use branding as a concept and the different branding theories
- The student must have the skills to different practical aspects in developing a destination branding strategy

Competencies:

- The student must be able to take part in the development, designing and organisation of new tourism services at the destination
- The student must be able to take part in the making of a destination analysis
- The student must be able to take into consideration the experience economy within development of a destination
- The student must be able to use the principles of experience economy at both a company/organization and at a destination
- The student must be able to use trends in development of a company/organization and at a destination

4.5 Internship

The ECTS value of the internship is 15 points, which correspond to a length of three months⁴. The internship is placed at the beginning of the third semester (August, September, and October).⁵ 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 and goals) 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.

⁴ Which is in accordance with 13 weeks in all

⁵ 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.

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.

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 means of existence 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
- The student must be able to reflect on achieving professional and personal goals during the internship

The internship concludes with an examination.

4.6 Final Examination 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 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

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.⁶

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.

Economic considerations and elements to be included as a natural part of the basis for selection of the solution (s)⁷.

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

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 question⁸, and assigns the student a tutor.

The final examination project is to be developed on the basis of central areas in the education and the student's specialisation and it is to be expected that the project to a very high degree reflects the profile for a graduate in section 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

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

⁷The inclusion of economic considerations can be done through various budgets (Liquidity, operation, start-up, etc.), accounting, finance, investment, calculations or wholly or partly quantitative cost-benefit analysis

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

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.⁹

The oral examination (project defence) takes place after the written project report 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 report. The topic may be the same, but the research question of a new project should differ significantly from the one, which was previously used.

4.6.1 Final Examination Project – standard format

The final examination project 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.

The exact character count **MUST** be printed on the front page of the project, otherwise the assignment is rejected, and the re-examination cannot take place until the next scheduled exam.¹⁰

The final examination project report must amount to between 75 % and 100 % of the allowed characters. Project reports 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.

⁹ This section might also state the maximum amount of supervision time per student.

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

Allowed size of the final examination project are:

Final exam project	Maximum amount of characters in the hand-in, including spacing
1 student	Max. 100.000 characters
2 students	Max. 150.000 characters
3 students	Max. 200.000 characters

5. Overview of Examinations

Each student must take part in three external examinations and four internal examinations.

1. Methodology – internal examination
- 2. 1. Year interdisciplinary exam – external examination**
3. Economics – internal examination
4. Specialisation 1 – internal examination
5. Internship project – internal examination
6. Specialisation 2 – internal examination
- 7. Development & Communication – external examination**
- 8. Final exam project – external examination**

Below is a schematic overview of all assessments and their timing.

Figure 2. The education's exams, components and their timing

Semester, placement	Exam	Core areas	Subjects and modules	ECTS	Assessment	Grading	Weight ¹¹
1. Semester	E.g. Study start trial ¹²				Internal assessment	Passed / Not passed	
	Methodology	Methodology & service industry	Methodology & service industry	10	Internal assessment	One overall mark (7-scale) Written – 50% Oral – 50%	1
2. Semester	Economics	Planning	Economics	9	Internal assessment	One overall mark (7-scale) Oral – 100%	1
	1st year interdisciplinary exam	Methodology Service industry Organisation Planning	Service Design Leadership & Project management Creativity & innovation Strategy & business plan Service marketing & trends Global service economics Business communication & networking Intercultural competences	31	External assessment	One overall mark (7-scale) Written – 1/3 Oral – 2/3	1
	Speciality 1	Elective	Specialisation	10	Internal assessment	One overall mark (7-scale)	1

¹¹ Weights on the diploma which also stipulates the grade point average

¹² The study start trial is specific for each institution, see specific part of the curriculum

						Written – 50% Oral – 50%	
3. Semester	Internship	Internship	Internship	15	Internal Assessment	One overall mark (7-scale) Written – 1/3 Oral – 2/3	1
	Speciality 2	Elective	Specialisation	5	Internal assessment	One overall mark (7-scale) Written – 50% Oral – 50%	1
4. Semester	Development & Communication	Service industry Organisation Planning Communication	Law Organisation & HR Creativity & innovation Strategy & business plan Service marketing & trends Economics Business communication & networking Intercultural competences	25	External assessment	One overall mark (7-scale) Written – 50% Oral – 50%	1
	Final exam project	Final exam project		15	External assessment	One overall mark (7-scale) Written – 1/3 Oral – 2/3	2

5.1. General rules and regulations for exams and tests

The exams are marked using the 7-scales. You need a 02 to pass the exams.

Learning activities should be approved before the students can attend an exam.

OPTING OUT FROM TESTS

The student is automatically signed up for all tests and exams at his/her education.

- Opting out from written exams – 7 days before the time of the exam
- Opting out from oral exam with written assignment – 7 days before deadline for handing in the written part
- Opting out from written assignment or project for evaluation – 7 days before the hand-in deadline
- Opting out from final exam report – 14 days before project hand-in deadline

If the student, as a consequence of unusual circumstances, wishes to opt out after the deadline, the student may apply for exemption. The exemption may be granted if the students can document unusual circumstances.

Opting out must be done by email to the study secretary of the education at the study location. When the student receives a confirmation from the academy the opting out is valid. After this, the student will be signed up for the next test in the subject area, and the test the student opted out from will not count as a try.

The student should participate in a re-exam if the exam is not passed. There are max. 3 tries for the exams.

5.2. Examinations 1 semester

5.2.1 Social Science Methodology Project – internal exam

In the first semester the students develop a group project 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 in methodology and industry knowledge.

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 will be measured against specified criteria, i.e.:

- Successful completion of a group assignment with an independently chosen topic
- 20 min oral presentation and defence of the project, with individual assessment

The internal exam is individual, and an overall single mark according to the 7-scale, will be given to each student. The weight will be 50% for the written part and 50% for the oral part.

5.3. Examinations 2 semester

5.3.1 Economics – internal exam

At the end of second semester, the student must participate in the economics exam

The examination is a 20 min oral individual examination based on materials available 48 hours before the examination

The purpose of the exam is to document the student's ability within economics,

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

5.3.2 First year interdisciplinary Exam – external exam

At the end of second semester, the student must participate in first year interdisciplinary examination. The exam includes all mandatory modules on 1st year exclusive methodology and economy.

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 utilize a cross-disciplinary perspective.

Based on a case, students must in groups 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 - All 1st year subjects can be included at the exam if relevant.

The examiners are obliged only to prepare the case, so relevant learning objectives can be included in the examination, but the examiners must have access to the written assignments.

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

- The academic and methodological level
- The student's presentation and perspective

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 re-exam. At the re-exam, a new assignment is handed in.

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

5.3.3 Speciality 1 – internal exam

During the first year of study the students should develop a blog or a log-book that should contain 4-6 focus areas (defined by the speciality lecturer)

The students should make one post in each of the focus areas based on minimum 3 newspaper articles, magazines etc. and minimum 3 journals, reports etc.

The maximum number of characters for each focus area are 4000 excl. literature list.

At the end of second semester an oral exam will take place based on only one of the focus areas. The examination areas will be announced 7 days before the examination. The oral examination last for 20 minutes.

The internal exam is individual, and an overall single mark according to the 7-scale, will be given to each student. The weight will be 50% for the written part (all 4-6 focus areas) and 50% for the oral part.

5.4. Examinations 3 semester

5.4.1 Internship Project – internal exam

The Internship culminates with a written report developed by the students during 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.

An overall single mark according to the 7-scale, will be given to each student.

5.4.2 Speciality 2 – internal exam

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

In connection with the specialisation project, the student is assignment a supervisor.

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

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

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

5.5. Examinations 4 semester

5.5.1 Development & Communication – external exam

In the middle of the fourth semester, the student must produce a development- and communication 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. A communication strategy must be included in the project.

The student is expected specifically to focus on the subjects organization/HR, Service economics and business development from 3rd and 4th semester as well as Innovation from 4th semester, in the project.

The institution is to approve topic and research question.

Participation in the project requires participation in the group project with individualized sections, so that the student individual contribution can be identified.

The oral examination should be held in English because it will be a presentation for international investors.

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

5.6. Requirements regarding exams and learning activities

- All learning activities form the first year must be approved before handing in the 1st year interdisciplinary examination
- Before participating in the specialization exam the following exams and learning objectives must be passed/approved:
 - First year interdisciplinary exam
 - First year economic exam
 - Internship exam
 - All learning activities at the 3rd semester
- Before participating in external examination at 4th semester all previous examinations and learning activities should be passed or approved.

5.7. Demands regarding study programme

Regarding internal and external exams as well as learning activities the following is valid:

- All learning activities on 1 year must be approved before the student can take 1st year interdisciplinary exam
- Before the student can take the speciality exam on 3rd semester, 1st year interdisciplinary exam, economics exam, internship exam and learning activities on 3rd semester must be passed / approved
- Before the student can take external exam on 4th semester all previous exams and learning activities on 4th semester must be passed / approved

6. Study Activity

6.1. Examinations 2016-18

Examinations 2016 - 2018			
	To be submitted/handed out/approved	To be submitted	Examination dates

Methodology, internal exam, written/oral	Subject and problem statement to be approved 2 December 2016 at the latest	3 January 2017	Oral examination – week 4 2017
Methodology, internal exam, written/oral	Subject and problem statement to be approved 10 February 2017 at the latest	3 March 2017	Oral examination – week 10 2017
Methodology, internal exam, written/oral	Subject and problem statement to be approved 17 March 2017 at the latest	7 April 2017	Oral examination – week 16 2017
First year interdisciplinary external exam	9 May 2017	11 May 2017	Oral exam, week 20, 2017
First year interdisciplinary external re-exam	13 June 2017	15 June 2017	Oral exam, week 26, 2017
First year interdisciplinary external 2 nd re-exam	8 November 201	10 November 2017	Oral exam, week 46, 2017
Economics, written/oral internal exam	29 May 2017	31 May 2017	Oral exam, week 23 2017
Economics, written/oral internal re-exam,	21 June 2017	23 June 2017	Oral exam, week 26 2017
Economics, written/oral internal 2 nd re-exam,	20 November 2017	22 November 2017	Oral exam, week 48 2017
Specialisation 1, internal exam	6 December 2016	5 May 2017	Oral exam, week 21 2017
Specialisation 1, internal re-exam	8 May 2017	12 June 2017	Oral exam, week 25 2017
Specialisation 1, internal 2 nd re-exam	2 October 2017	30 October 2017	Oral exam, week 45 2017
Internship project - Internal exam		1 November 2017	Week 46 2017
Internship project, internal exam, re-exam		27 November 2017	Week 49, 2017
Internship project, internal exam, 2 nd re-exam		18 December 2017	Week 1, 2018
Specialization 2 - internal exam	Subject and problem statement to be approved 20 December 2017 at the latest	Hand in 5 January 2018	Oral exam week 3, 2018
Specialization 2, internal exam, re-exam	Subject and problem statement to be approved 22 January 2018 at the latest	Hand in 9 February 2018	Oral exam week 8, 2018
Specialization 2, internal exam, 2 nd re-exam	Subject and problem statement to be approved 5 March 2018 at the latest	Hand in 19 March 2018	Oral exam week 14, 2018
Development & Communication – external exam		Hand in 16 March 2018	Oral exam week 14, 2018
Development & Communication – external exam, re-exam		Hand in 20 April 2018	Oral exam week 21, 2018
Development & Communication – external exam, 2 nd re-exam		Hand in 14 May 2018	Oral exam week 21, 2018
Final examination project – external exam	Problem statement to be approved 19 April 2018	To be submitted on 24 May 2018	Oral exam week 24 or 25 2018

Final examination project – external exam – 1 st re-exam	Problem statement to be approved 13 August 2018	To be submitted on 20 September 2018	Oral exam week 41 2018
Final examination project – external exam – 1 st re-exam	Problem statement to be approved 26 October 2018	To be submitted on 3 December 2018	Oral exam week 51 2018

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

6.2. Standard format for written exams

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:

Examination/assessment	Allowed number of characters
Methodology project	Maximum 50 000 characters
First year interdisciplinary examination	Maximum 25 000 characters
Specialization 1	Maximum 4000 characters for each topic
Internship project	Maximum 35 000 characters
Specialization 2	Maximum 25 000 characters
Business development	Maximum 50 000 characters

The exact character count **MUST** be printed on the front page of every written assignment otherwise the assignment is rejected¹³.

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

¹³ When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well.

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.

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

6.3. 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.

6.3.1 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 individualization 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.

For examinations, where there 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.

6.4. Use of textbooks, study aids and other devices

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.

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. 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.

Previous assignments handed in by the student cannot be reused unless it is acknowledged in the text. Exceptions from this are assignments that must be improved to pass.

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. Such programs scan the Internet and the program'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.).

6.5. Feedback for Exams and Tests

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

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 announced at “Selvbetjening”/ “Self-care”.

6.6. 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.

6.7. 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 an 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.

6.8. 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.

6.9. Complaints about Exams

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.

6.9.1 Complaints 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.

6.9.2 Appeal 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.

6.9.3 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.

7 Study Activity

We measure the study activity by students participating in the different learning activities and projects. When these are approved the student can be enrolled in the examinations. This also affect the possibilities for applying for SU grants.

7.1 Study Activity Model

When you start as a student you will experience different activities and way of studies that can differ from what you have experienced earlier. The workload on the program is equivalent to a full time job. During the programme the students will work closely together with different companies and be in close contact with the industries.

There are a range of different activities throughout the programme. Some of the activities are initiated by the academy and some are initiated by the students themselves or in a group of students. This could be internship, field visits and other projects.

7.2 Student Participation

At the programme, it is a prerequisite (compulsory) for being an active student that: participate in all lectures, take all the ordinary exams, participate in the learning activities, and activities relevant to their studies.

This means that we keep status for participation in lectures and there are learning activities and internal tests that evaluate the student activity.

If a student has been absent more than 15%, he or she will be called in for an interview, where the study activity is evaluated. If the attendance does not improve after this, the student will receive a written warning.

If the students have received 2 written warnings is it not possible to get the learning activity approved and the student will be expelled from the programme.

The academy must, by law, inform the Authorities. If non-EU students are not active the Immigration Authorities will be informed, and the consequence may be that the residence permit is revoked and the student must leave the country.

7.3 Criteria for being study active

Regarding the learning activities, it is criteria for being study active that all learning activities are handed in in right time.

A student who has not passed a given exam (1st ordinary exam or the re-exams) and is not participating in the next ordinary exam will be withdrawn from the programme as the student has not been study active in 1 year.

7.4 Teaching and working forms

The academy is planning the programme according to the course curriculum joint part as well as specific part.

This will ensure a horizontal merit between the providers of the AP degree in Service, Hospitality and Tourism Management between 2nd and 3rd semester, which allow the student to change institution, with regard to the intern ship period, so that changing institution will be before the internship starts. It is not possible to change institution at other times.

The teaching is based on relevant profession practise and used theory. Relevant profession practise is widely regarded as problem statements in service functions from public and private companies, service industries, as well as companies producing physical articles, but also have related services.

In the 1st semester the student will get a thorough introduction to the line of business. Among other things the introduction will include practical persons from the main areas, which persons are able to inform about the special characteristics, demands and development possibilities, which are valid for the line of business.

The student's choice of elective elements will be the starting point for choosing relevant subjects and themes in the education. However, all mandatory lessons must be assuring a particular profession relating width in the classes

Working and teaching forms, which will develop self-independence, interpersonal skills as well as innovation ability will be the centre in the teaching. Besides group teaching and exercises, project working, interdisciplinary cases, mentoring, workshops and fieldwork will be central teaching and working forms.

7.5 Rules for participating in the internship

Regarding the internship, the below additions to the national guidelines are valid:

In connection with the 3 months (13 weeks) internship in a company within the service industry or similar lines of business, the host company must normally have relation to the specialisation which the student follows. If the company is working within related business areas, there must be a specific working plan for the student when the internship agreement is approved.

The internship period can be either in Denmark or abroad.

If the student wants to take the internship in another EU country, the International Office will help in applying for Erasmus funds. It might also be possible to apply for funds for countries outside EU. The International Office will inform about the different supplement programmes which are available regarding internship abroad.

After the internship period the student must have achieved the learning targets, which are described in the joint part. These are described more clearly below:

8 Internationalization

The academy supports the student in finding relevant educational possibilities with foreign suppliers, who are equivalent the learning targets for the programme.

The academy can approve passed programmes or parts of the programmes, which are passed at another institution and which are equivalent with the programmes or parts of the programmes in this course curriculum. As a starting point it is therefore possible to take all semesters abroad.

The internship can be taken abroad as an independent element (15 ECTS).

9 Merit

Credit and Qualification Transfer

Horizontal route

The curriculum of the programme allows the student to get access (transfer) to another education institution, provided they have passed the examinations, assessments 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 students wishes to be transferred.¹⁴

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.

Vertical route

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)
- A Professional Bachelor's Degree in Innovation and Entrepreneurship (1½ year)
- A Professional Bachelor's Degree in e-concept development (1½ year)

It is also possible to apply for a Professional Bachelor's Degree in International Sales and Marketing Management (1½ year), thus additional admission requirements must be expected

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.

¹⁴ 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.

9.1 Merit of elements

It is possible to apply for credit for assessments in education based on completed and passed courses from other programs that are commensurate with the profession, education parts or internship in the AP Programme.

Credit application is assessed individually by each institution, based on a professional assessment of whether the learning objectives of the educational element correspond to the learning objectives of the AP Programme.

9.2 Dispensation

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.