

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

## **Course curriculum 2011 – 2013**

Course description for the AP Programme in Service, Hospitality, and Tourism Management.  
Valid from 1 August 2011.

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# 1. Curriculum contents

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

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

The core national curriculum has been developed by the educational providers mentioned in chapter 8.3 of this course curriculum.

## A. The core national curriculum

### 2. The programme's aim and profile

#### 2.1 The programme's aim

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

#### 2.2 Competency profile

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

The aim for the student in is to work in a holistic and practice-related manner based on the acquired theory, and that the student is 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:

- **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

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

- **Communicative and linguistic competencies** – because you will be working in an industry heavily characterised by the need for networking and relations to others
- **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
- **Methodical competencies** in order for you to define issues and provide methods for possible solutions
- **International and inter-cultural competencies** – as the service industry is global
- **Specialisation competencies** which will enable you to develop skills in a selective module of the programme (prospectively referred to as specialisation)

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

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

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

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

### 3.1 Programme duration and ECTS value

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

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

### 3.2 Programme structure and contents

The programme comprises:

- 1) Compulsory modules - 75 ECTS
- 2) Internship -15 ECTS

- 3) Specialisation (elective subject) - 15 ECTS
- 4) Final exam project - 15 ECTS

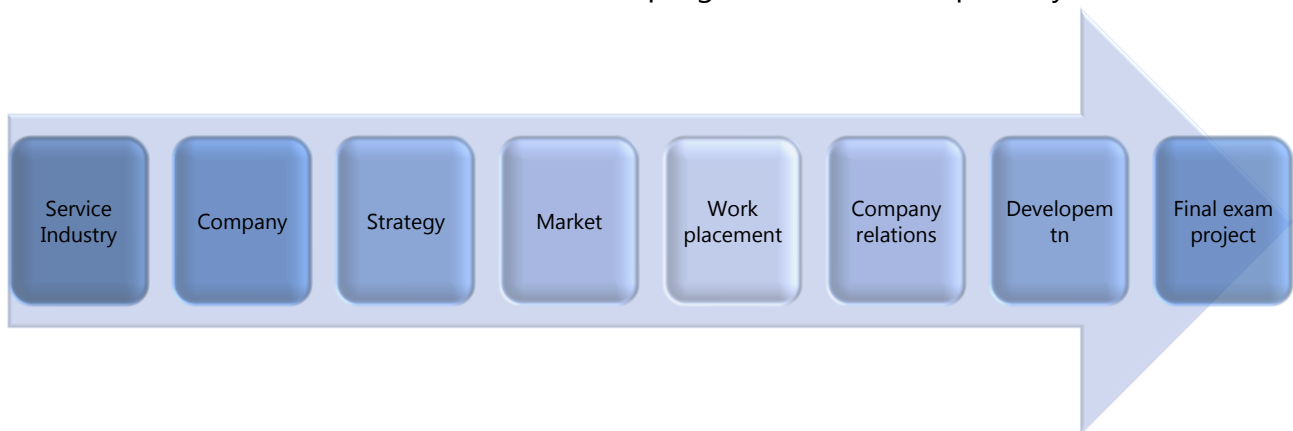
The curriculum describes the intended learning outcomes according to the qualification frame.<sup>2</sup> The learning outcomes are thus described in terms of "Knowledge and Understanding", "Skills" and "Competencies".

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

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

These all come with matching subject/course descriptions. A few of the core areas have been divided into modules for the sake of clarity.

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



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

## 1. Semester

### 1A – Service Industry

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

### 1B – Company

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

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



## 2. Semester

### 2A – Strategy

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

### 2B – Market

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

## 3. Semester

### 3A – Internship

- See chapter 5

### 3B – Company relations

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

## 4. Semester

### 4A – Development

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

### 4B – Final examination project

- See chapter 6

## 3.3 Semester calendar

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

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

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

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

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

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

## **4.1 Methodology**

ECTS value: 5

### **Learning outcome:**

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

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

#### **Skills:**

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

#### **Competencies:**

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

## **4.2 Service Industry**

ECTS value: 15

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

- Industry knowledge – 5 ECTS
- Service management – 8 ECTS
- Law – 2 ECTS

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

### **Learning outcome:**

#### **Industry knowledge:**

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

- The student must be knowledgeable about the development and structure of the service industry at both national and international level with special focus on the specialisation modules of the programme
- The student must know and understand the development and conceptual framework of experience economy as well as the relation to specialisation modules of the programme

**Skills:**

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

**Competencies:**

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

## **Service management**

**Knowledge and understanding:**

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

**Skills:**

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

**Competencies:**

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

## **Law**

**Knowledge and understanding:**

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

**Skills:**

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

**Competencies:**

- The student must be able to identify legal issues regarding contract formations and marketing of the service company as well as in relation to employment and the law of

sales, just as the student must be able to enter into a professional cooperation about the solution of legal issues

## **4.3 Organisational development**

ECTS value: 15

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

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

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

### **Learning outcome:**

#### **Leadership and project management:**

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

- The student must be knowledgeable about theories and models to understand, manage and develop service companies and organisations
- The student must acquire knowledge about theories and models in order to understand the structure and culture of the service company as well as acquire an understanding of the factors which influence the motivation in service companies
- The student must be able to understand how management theories and models can be employed in service companies
- The student must be knowledgeable about management conditions when a work group is to be composed in relation to creating the best possible performance
- The student must be familiar with the most common project tools (including IT) which can be used with advantage for managing a project

##### **Skills:**

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

##### **Competencies:**

- The student must be able to identify his or her personal areas of development regarding development, self-esteem and self-confidence
- The student must be able to make management decisions

- The student must be able to employ specific methods and tools for project management as well as to define goals and objectives for a project group
- The student must be able to claim responsibility as well as to plan and manage a project from beginning to end

## **Organisation and HR:**

### **Knowledge and understanding:**

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

### **Skills:**

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

### **Competencies:**

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

## **4.4 Business development**

ECTS value: 15

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

- Creativity and innovation
- Strategy and business plan
- Service marketing and trends

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

## **Learning outcome:**

### **Creativity and innovation:**

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

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

#### **Skills:**

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

#### **Competencies:**

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

### **Strategy and business plan**

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

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

#### **Skills:**

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

#### **Competencies:**

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

## **Service marketing and trends**

### **Knowledge and understanding:**

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

### **Skills:**

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

### **Competencies:**

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

## **4.5 Service economics**

ECTS value: 15

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

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

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

### **Learning outcome:**

#### **Economics:**

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

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

##### **Skills:**

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

#### **Competencies:**

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

### **Global service economics**

#### **Knowledge and competencies:**

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

#### **Skills:**

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

#### **Competencies:**

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

## **4.6 Communication**

ECTS value: 10

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



- Business communication and networking (in English) – 7 ECTS
- Intercultural competencies – 3 ECTS

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

## **Business communication and networking**

### **Knowledge and understanding:**

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

### **Skills:**

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

### **Competencies:**

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

## **Intercultural competencies:**

### **Knowledge and understanding:**

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

### **Skills:**

- The student must have the skills to apply cultural knowledge in relation to the global service company

- The student must have the skills to provide practice-oriented solutions to cultural conflicts
- The student must have the skills to take part in business development showing consideration for cultural aspects and differences

**Competencies:**

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

## **4.7 Specialisation – elective modules**

ECTS value: 15

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

- Hotel and Restaurant Management – 15 ECTS
- Tourism Management – 15 ECTS
- Service Management - 5 ECTS + institution specific - 10 ECTS

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

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

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

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

ECTS value: 15

**Aim:**

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

Focus is put on the holistic understanding of the central working processes that take place in and between the hotel and restaurants different departments, furthermore the student should develop knowledge of national as well as hotel and restaurant concepts. The specialisation module is based on service management, the experience economy and related theories and is therefore based on a natural interplay with the compulsory modules of the programme.

The specialisation is divided into three sub-modules:

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

### **Knowledge and understanding:**

- The student must be knowledgeable about the traditions and trends that are occurring in the industry, just as the student must be able to account for the historical development within the hotel, conference and restaurant industry together with an understanding of how development in society influences the industry
- The student must be knowledgeable about hotel, conference and restaurant related classification systems, certification and ownership forms
- The student must understand and distinguish between the different phases the guest goes through during a hotel stay
- The student must understand the different work tasks within the different departments so that there are positive relations between the departments
- The student must know and understand the central management tasks in the housekeeping and maintenance departments in a hotel or for a restaurant and be able to 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 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
- 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 yield 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

## **4.7.2 Specialisation – Tourism Management**

ECTS value: 15

### **Aim:**

The aim is for the student to have knowledge about and to be able to participate in managerial, coordinating and innovative functions in tourism companies and organisations based on a holistic understanding of both incoming and outgoing tourism, including an understanding of the company's/organisation's role in the tourism system.

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

### **Knowledge and understanding:**

- The student must be knowledgeable about fundamental concepts of tourism
- The student must be knowledgeable about the connections between the different forms of tourism

### **Skills:**

- The student must have the skills to identify and handle trends and tendencies within the different forms of tourism
- The student must have the skills to apply and evaluate the concepts of leisure and business tourism at a destination
- The student must have the skills to apply and evaluate the concepts of incoming and outgoing tourism
- The student must have the skills to apply and evaluate the principles of tourism planning in companies and organisations as well as at destinations
- The student must have the skills to take part in the development and sale of new and sustainable tourism services

### **Competencies:**

- The student must be able to take part in the preparation of a destination analysis
- The student must be able to take part in the development of the company, the organisation and the destination
- The student must be able to take part in the development of a marketing plan for the destination

### **4.7.3 Specialisation – Service Management (joint part)**

ECTS value: 5

#### **Aim:**

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

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

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

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

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

- The student must be knowledgeable about the fundamental theoretical frameworks and tools which characterise the work of the consultant, including an understanding of how different consulting roles can influence the development and daily operation in a service company
- The student must know and understand strategic event management and the role which events and event management plays in both a regional and global context

#### **Skills:**

- The student must have the skills to evaluate the different roles of the consultant/advisor and apply these roles in a cooperation involving client and consultant, internally as well as externally
- The student must have the skills to set up goals for an event
- The student must have the skills to evaluate, analyse and communicate product and concept development in strategic event management with reference to the connection between this development and the strategic planning of the organisation
- The student must have the skills to analyse, evaluate and communicate the significance in having good suppliers and an optimal supply chain when staging an event

#### **Competencies:**

- The student must be able to understand the consultant/adviser term in relation to both the internal and external provision of services to a client/customer
- The student must obtain an understanding of the application of product and concept development in connection to the staging of events
- The student must be able to acquire new skills and knowledge about event management through structured preparation in connection with the staging of events

- The student must be able to develop the supply chain in connection with the staging of events

## 5. Internship – aim and general formalities

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

Working within a service organisation during placement gives the student an opportunity to apply recently acquired theoretical knowledge to a business setting, which in its turn reinforces their business competences and ensures further progress in their learning process in relation to the general aim and objectives of the programme. A 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 concrete practical tasks in the company during the placement period.

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

The institution assumes overall responsibility for ensuring that the placement meets the requirements of the programme, and it keeps the right to approve a 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 institution has the overall responsibility that the action plan is carried out, just as there should be a clear connection between the learning outcomes for the internship and the tasks and projects of the student while in the company.

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

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

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

### **Knowledge and understanding:**

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

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<sup>3</sup> Each specific education institution has guidelines (cf. Danish ministerial order 636, chapter 6, § 18, subsection 3.2). See each institution's specific curriculum for further elaboration.

**Skills:**

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

**Competencies:**

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

## 6. Final examination project

The aim of the final examination 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

**Competencies:**

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

## 7. Assessments and examinations

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

### 7.1 General assessment and examination regulations

For successful completion of the programme, each student must take and pass three examinations and four internal assessments.

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

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

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

All examinations and assessments take place during the examination sessions following the completion of classes in each semester.

A minimum mark of 02 must be obtained to pass an examination/assessment/ assignment.

Learning activities must be approved.

The following rules and regulations apply to examinations, assessments, and learning activities:

- All first year internal assessments and learning activities must be passed/approved in order for the student to be able to sit a first year interdisciplinary examination.
- The student can only take the examination in their specialisation module if the first year interdisciplinary examination as well as internal assessment and learning activities have been passed/approved.
- All examinations, internal assessments and learning activities must be passed/approved in order to sit the final exam project examination

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

## **7.2 Semester distribution of examinations and assessments**

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

### **7.2.1 Examinations and Internal assessments – 1st semester**

#### **7.2.1.1 Methodology project**

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

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

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



Working in groups, the 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 students' performance will be measured against specified criteria, i.e.:

- Successful completion of a group assignment with an independently chosen topic
- Critical evaluation of work of another group's project
- Oral presentation and defence of the project (to be followed by an individual assessment)

The project is assessed on a pass/fail basis.

The whole process including examiners' evaluation of the project and the presentation is limited to 45 minutes per project.

## **7.2.2 Examinations and internal assessments - 2nd semester**

### **7.2.1.2 First year interdisciplinary examination**

At the end of second semester, the student must participate in first year interdisciplinary examination (external examination)

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

The examination will take place at the end of second semester and takes the form of a six-hour written examination. 24 hours prior to the examination, the students are introduced to the interdisciplinary exam topic (business case).

The case may be discussed among the students, but neither staff, nor lecturers can answer any questions related to it.

The business case (exam topic) is based on the contents of the core modules of the first and second semesters with service economics as a compulsory element.

## **7.2.3 Examinations and internal assessments - 3rd semester**

### **7.2.3.1 Internship project**

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

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

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

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

The internship is assessed on a pass/fail basis, and the result is to be announced on completion of the exam.

If the examination is failed, the student must undertake additional work and re-write the project. The maximum number of assessment attempts normally allowed for a student is three.

### **7.2.3.2 Specialisation project**

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

The specific institution should approve the student's project topic/research question. The student is not allowed to use the same research question or topic as in work the placement project and the final exam project.

The topic forms the basis of a research question, which must be answered in the project. Supervision is only provided in relation to choice of topic and defining the research question. The student will thus receive no supervision in relation to the actual writing of the project.

A satisfactory project should be based on desk research. It should focus on the theories from the specialisation module. It is, however, a requirement that the student justifies and elaborates the chosen research question, using his or her own professional experience and examples from service organisations.

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

A student is not allowed to base the project solely on their practical experience and examples from their internship project.

The student will be examined in the project in an individual examination which – including voting and evaluation – will last 45 minutes per student.

Participation in the project examination includes:

- Presentation of the written project with further elaboration on the research question and the process and strategy for student reflection
- Oral defence of the project (examination)

The students' performance will be measured against specified criteria:

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

- The student's oral defence

Understanding of the specialisation module 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. The student is allowed to keep the same topic, but the research question should differ significantly from the one previously used.

## **7.2.4 Examinations and internal assessments - 4th semester**

### **7.2.4.1 Communication**

At the fourth semester, the student must take part in an internal assessment.

The aim of the internal assessment is to document the student's ability within the compulsory module of Communication.

The internal assessment is individual and will be awarded a mark according to the 7-point grade scale.

### **7.2.4.2 Development project**

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

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

The institution is to approve topic and research question as well as assign a group supervisor.

Participation in the project includes:

- Participation in solving a group project
- The individual assessment

The internal assessment will be assessed in total as passed/failed.

### **7.2.4.3 Final examination project**

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 concrete project for a internship company.<sup>4</sup>

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

The project is based on gathered information, facts, and ideas and should demonstrate that the student can process, analyse and evaluate the selected material and can combine it with the relevant theories and methodology of the programme. It is therefore required that the student uses detailed field and desk research to form the basis of the final examination project.

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

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 project research question.

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

The institution's specific curriculum specifies the rules and regulations on the submission dates and general requirements for the individual and group assessment.<sup>5</sup> The specific institution must approve the title and research question of the final exam project, just as the student is appointed a project supervisor.

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

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

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

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<sup>4</sup> The academy must be informed in writing and approves in case you as a student will not be writing about your internship company.

<sup>5</sup> This section also states the maximum amount of supervision time per student.

## **7.3 General rules and regulations for examinations and assessments**

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

All students are automatically registered for the standard external examinations and internal assessments.

These are:

- Pilot project – (internal assessment)
- First year interdisciplinary examination – (external assessment)
- Internship project – (internal assessment)
- Communication – examination (internal assessment)
- Business development - (internal assessment)
- Examination specialisation - examination (external assessment)
- Final examination project – examination (external assessment)

In case a pass mark is not achieved or the student withdraws from the examination (assessment) because of illness, the student is allowed to re-sit their exams as a first attempt.

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

If a student misses an examination or assessment without good reason, the student is recorded as absent and as having used their first attempt. A student is then only allowed to sit their missed exams during the scheduled exam session in the following year.<sup>6</sup>

If a student wants to withdraw from the standard examinations/assessments, they must provide a written explanation at least a fortnight prior to the date of the exam.<sup>7</sup> The student is then only allowed to sit their missed exams during the scheduled exam session in the following year.

If a student wants to withdraw from the final year project, they must notify the specific institution in writing at least one month prior to the date of the project submission.

### **7.3.2 Standard format for written assignments (projects)**

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.

One standard A4 page should not contain more than 2400 characters including spaces.

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.

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<sup>6</sup> Valid reasons for withdrawal must be documented.

<sup>7</sup> The time at which the material is made available.

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

Written projects should thus comply with the following:

<b>Examination/assessment</b>	<b>Allowed number of characters</b>
Methodology project	maximum 84 000 characters
First year interdisciplinary examination	-
Internship project	maximum 35 700 characters
Specialisation project	maximum 42 000 characters
Communication	See the specific institution's curriculum
Business development	See the specific institution's curriculum
Final examination project:	
• If written by one student	maximum 115 500 characters
• If written by two students	maximum 189 000 characters
• If written by three students	maximum 231 000 characters

The exact character count **MUST** be printed on every written assignment.

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 examination session.<sup>8</sup>

Written work that amounts to less than 50% of the specified number of characters is rejected, and the re-examination cannot take place until the next scheduled examination session.

In the event that a student fails to conform to the existing standard format and exceeds the allowed length, the assignment will be assessed only until the specified number of characters has been reached.

The above rules are applicable to ALL written assignments/projects.

### **7.3.3 Group projects**

The optimal group size for all group activities is 3-5 students. This rule, however, does not apply to the final examination project.

In the case of group projects, which are awarded a mark, the contribution of each student must be identifiable. Similarly, each student's contribution to the project must be of a size and scope which enables an individual assessment.

Joint contributions in projects will typically be the introduction, research question, problem statement, delimitation, methodology section, and reflection.

### **7.3.4 Results of examinations and tests**

At oral examinations/assessments, the student will be informed of the result of the examination/assessment immediately after the examination.

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<sup>8</sup> When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well. The exact rules can be found in the institution specific curriculum.

For other examinations/assessments, clear guidance on the result publication date will be given to the students when the examination material is handed out.

The institutions seek to finish the process so that students receive marks and feedback within a period of 10 days from the date of examination.

The results of written examinations and assessments will be published in the form of a formal exam result letter specifying the mark, or an electronic notice will be available (with the examination number) from the relevant department at the specific institution. Results cannot be issued over the phone.

### 7.3.5 Examination and assessment schedule

For students enrolled in a programme in September 2011, the following examination schedule applies (subject to possible amendments):

<b>Examination sessions 2011-2013</b>			
	<b>To be submitted/handed out/approved</b>	<b>To be submitted</b>	<b>Examination dates</b>
Methodology project			<b>At the end of first semester 2011 (date to be announced by the institution)</b>
Methodology project – re-sit			Date to be announced by the institution
<b>First year interdisciplinary examination, written</b>	<b>6 June 2012 - case is handed out at 09.00</b>	<b>7 June 2012 9.00 – 15.00 Written examination</b>	
First year interdisciplinary examination, written – re-sit	7 November 2012 – case is handed out at 09.00	8 November 2012 9.00 – 15.00	
<b>Internship project - Internal assessment</b>			<b>Autumn 2011</b> Date to be announced by the institution
Internship project re-sit			Date to be announced by the institution
<b>Specialisation project (exam)</b>	<b>To be approved on Friday 14 December 2012 at the latest</b>	<b>To be submitted on 7 January 2012</b>	<b>Oral defence in week 4 or 5, 2013</b>
Specialisation project - re-sit	To be approved on Monday 4 March 2013 at the latest	To be submitted on Thursday 14 March 2013	Oral defence in week 13, 14 or 15, 2012
<b>Communication (internal assessment)</b>			<b>Fourth semester</b> Date to be announced by the institution
Communication (internal assessment) – re-sit			Date to be announced by the institution
<b>Business development (internal assessment)</b>			<b>Middle of fourth semester 2013 (to be scheduled by each institution)<sup>9</sup></b>
Business development (internal assessment) – re-sit			Date to be announced by the institution
<b>Final examination project</b>	<b>Official start on Monday, 1 April, 2013</b>	<b>To be submitted on Thursday 30 May, 2012</b>	<b>Oral exam takes place in June (to be scheduled by each institution)</b>
Final examination project – re-sit	Official start on Wednesday 14 August, 2013	To be submitted on Monday 21 October, 2013	Oral defence - at the end of October (to be scheduled by each institution)

<sup>9</sup> The assessment must be placed before the official start of the final exam project.

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

### **7.3.6 Examination appeals procedure**

According to the Danish Executive order no. 1016, 782, of 24/08/2010 on Examination regulations for vocational oriented programmes, a student may initiate a formal procedure of examination appeal and submit a well-documented written statement within two weeks of receiving their mark/feedback.

### **7.3.7 Use of textbooks, study aids and other devices during the examination**

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

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

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

Exceptions to this will only take place if this is clearly stated in the examination material.

If a student is caught in possession of/using any unauthorized equipment, the student's participation in the examination will be suspended immediately. The student's participation in the exam thus cannot take until the next scheduled examination session.

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

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

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

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

When quoting, the student must remember to:

- Place quotes between quotation marks



- Indicate the title and page of the book
- Indicate the author's name

Unacknowledged use of other people's work is considered "cheating" and is called plagiarism. When instances of plagiarism are detected, the written assignment is rejected and the student is expelled from the programme.<sup>10</sup>

Previously produced projects and parts of these can only form part of a project on equal terms with other source material – in other words, sections and analyses cannot be directly "re-cycled".

When the student submits his or her written assignment, the student **must** sign it, declaring the work to be his or her own.

### **7.3.9 Non-appearance / withdrawal regulations**

If a student is unable to participate in or wishes to withdraw from the examinations described above, a written request must be sent to the institution in due time. Permission will be granted only if the education institution considers that the cause of absence from the examination is relevant (e.g. death of a close relative, serious illness (injury) or on other compassionate grounds).

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

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

### **8.1 Entry requirements**

The following educational backgrounds give access to the programme; cf. Danish ministerial order no. 87 of 07/02/2011 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
  - Gourmet (step 2)

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<sup>10</sup> See the official legislation regarding copyright at [www.copydan.dk](http://www.copydan.dk)

- Vocational training in commerce with specializations
- 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.

## **8.2 Programme's legal framework**

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

- Danish ministerial order on the professional higher education within service, tourism and hotel management (AP degree in Hospitality and Tourism Management) no. 700 of 03/07/2009
- Danish ministerial order no. 636 of 29/06/2009 on professional higher education and bachelor programmes
- Act no. 207 of 31/03/2008 on professional higher education and bachelor programmes, and its later amendments
- Act no. 850 of 12/09/2009 on academies of professional higher education offering tertiary education, and its later amendments
- Danish ministerial order no. 1016 of 24/08/2010 on tests and general examinations in professionally-oriented programmes
- Danish ministerial order no. 87 of 07/02/2011 on admission to higher education programmes and bachelor programmes, and its later amendments
- Danish ministerial order no. 262 of 20/03/2007 on grading scale and assessment, and its later amendments
- Danish ministerial order no. 684 of 27/06/2008 on accreditation and approval of professional higher education and bachelor programmes, and its later amendments

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

## **8.3 Education institutions offering the programme**

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

- University College Northern Denmark, [www.ucn.dk](http://www.ucn.dk)
  - Lindholm Brygge 35, 9400 Nørresundby

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

## 8.4 Title

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

## 9. Temporary provisions - progression regulations

The students, who took a sabbatical after their first year of studies whilst following the previous curriculum, would need to complete the course of the second year of studies according to the curriculum in question.

In case of examination/assessment re-sits, the student must complete full 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.

## 10. Credit and qualification transfer

### 10.1. Horizontal route

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

Transfer should always take place before 1 June, i.e. before internship commencement.

The decision to change one's current education provider rests solely with the student, and it is his/her responsibility to submit a written application to the education institution to which the student wishes to be transferred.<sup>11</sup>

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

## **10.2. Vertical route**

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

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

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

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

With Roskilde University:

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

With Copenhagen Business School (CBS):

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

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

### **10.2.2. Transfer to a partner institution abroad**

For the students with a Hotel and Restaurant Management specialisation module, a credit transfer to a B.Sc. degree at Oxford Brookes University is possible.

For the students with a Tourism Management specialisation module, a credit transfer to a B.Sc. degree at Plymouth University is possible.

Agreements with the following education institutions exist:

- Harstad University College, Norway
- School of Hotel Management, Stavanger, Norway
- Hawaii Pacific University, Honolulu, USA
- International College of Hotel Management, Adelaide, Australia (via HRS / NOEA)
- School of Hotel Management, Switzerland
- NHTV Breda University of Professional Education

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<sup>11</sup> The student must notify the education institution about his/her withdrawal from the programme in writing when admitted into the new education institution. This includes submitting a grade report for the first year of studies.

- CHN University, University Leeuwarden, the Netherlands

## **11. The open learning scheme**

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

## **12. Possibility for discretionary exemption**

Being awarded an exemption, i.e. that you are not required to take a particular course/module of the programme, is possible, yet each case (application for exemption) is evaluated on an individual basis. Exemption from the participation in one or several examinations/learning activities/internal assessments is not possible.

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

## **13. Operational date**

This core national curriculum for all education providers of the programme is valid from 1 August 2011.

The steering committee for the AP Programme in Service, Hospitality, and Tourism Management, August 2011

## **B. Institutional part**

### **14. The content of the institutional part**

The institutional part of the course description for the AP degree programme in Service, Hospitality, and Tourism Management describes the requirements, rules, and regulations applicable for the planning and execution of the programme at Dania, Danish Academy of Business and Technology.

As will appear from the national core description, there are some of the areas under the institutional part, which the institution offering the programme has chosen to form in cooperation, and thereby make mandatory for all institutions.

This institutional part describes the areas where the requirements and rules are specific for the programme at Dania in Randers, hence the programme is not offered in English in Skive.

### **15. Elective element**

The speciality service management has, as described earlier, a shared part of 5 ECTS and an institution specific part of 10 ECTS.

At Dania in Randers the Service Management specific part contains to specialities

- Sport & Event Management
- Fitness & Wellness Management

Both electives are not taught in English on this take.

## **16. Rules for the internship**

During their studies at the AP degree programme, the students have to participate in 13 weeks (3 months) work placement in a relevant company within the industry. As a main rule, the placement company's area of business follows the speciality chosen by the student.

The work placement can take place in Denmark or abroad.

If the student wishes to take the internship in another EU country, the international office will assist in seeking funding from the Erasmus programme. In some cases, it will also be possible to seek funding to internships in countries outside EU. The International Office will inform students about the different possibilities.

After the work placement, the student has to have achieved the learning objectives described in chap. 5.

The student's choice of objective and statement of problem is individually formulated, which means that the Academy is flexible in its approval. It is though the Academy's responsibility, that the approved objective and statement of problem reflects the goals for the internship.

The core subjects is to be incorporated when relevant.

In connection with the internship, students and companies can obtain further information in the "Guidelines for Internship".

## **17. Further internal and external assignments and compulsory projects**

In connection with internal tests and learning activities there are defined a number of these, which students has to pass og get approved.

An overview over the exams, internal tests, and learning activities is shown in appendix 5.

As a main rule, students will in due time receive guidelines for the activities (on Fronter) just as they will appear in the schedule.

## **18. Parts of the educations which can be taken abroad**

The Academy supports the student in finding relevant educational offers abroad at foreign educational institutions, which is equivalent to the learning objectives for the education / semester taken abroad.

The Academy can approve, that elements taken and passed at another institution, equivalent to specific elements of the programme, is approved. As a starting, it is therefore possible to take all semesters abroad.

The internship can, as a separate element, be taken abroad.

## **19. Requirements for Written Assignments and Projects**

The requirements, rules, and regulations concerning exams and internal assignments etc. is described in chap. 7.

In connection with each activity, further requirements will be listed in guidelines, which the student can collect from Fronter. The guidelines will clarify the requirements and give further guidelines and advises.

## **20. Applied Instruction and Work Types**

The academy structures the programme in accordance with the national core curriculum and the institutional part.

The Academy is obliged to secure that there are a national merit between 2<sup>nd</sup> and 3<sup>rd</sup> semester, so that students wishing to change to another institution offering the programme, can do this. Students, who wish to change institution, must do this before 3<sup>rd</sup> semester starts august 1st.

The instruction is amongst other things, concentrated around relevant business practice, and applied theory. Business practice is broadly understood as problems and focus areas in service functions in public and private held companies, as well as companies within production with a large amount of incorporated service.

During the 1<sup>st</sup>semester, the students get a thorough introduction to the industry. The introduction will, amongst other things, contain participation from the industry.

The student's choice of speciality will form the basis for the themes and subjects presented in the instruction/lessons e.g., it is thus important to notice that the core elements imply that students get a broad knowledge within the service industry.

The instruction and learning methods contain, class room teaching, lectures, dialogue teaching, exercises, mentoring, workshops, fieldwork, case work, presentations, seminars, guest lecturers, projects, and internship. All methods giving the students qualifications and skills within cooperation and innovation, and making students able to work independently.

## **21. Guidelines for Differentiated Instruction**

The teaching is not differentiated, as a starting point, which means that the teaching the all students receive is the same. In the subjects, lectures will thus differentiate in the daily teaching when needed.

## **22. Rules on Transfer of Credit**

All rules regarding transfer of credit has been made on a national level.

## **23. Rules on the Students' Obligation to Participate in the Instruction**

At the programme, it is a prerequisite (compulsory) for being an active student that: students participate in all lectures, take all the ordinary tests, exams, learning activities, and activities relevant to your 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 several times, 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 not be regarded as an active student, and relevant authorities will be informed.

Ultimately, the student may be expelled from the Academy.

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

## **24. Regulations on materials in foreign language**

In connection with the programme, the main rule is that all learning activities, tests and exams is held in the language in which the classes and subjects has been held.

As student, one shall expect that the literature completely or partly be in English. The student is obliged to buy the necessary dictionaries.

## **25. Operation date**

This institutional course description for the AP Programme in Service, Hospitality, and Tourism Management at Dania, Randers is valid from September 1<sup>st</sup> 2011.

Mai Britt Pilkjær Jacobsen  
programme manager



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

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

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

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

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

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

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

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

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

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

## Appendix 2 – Qualification frame – level 5

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

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

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

### Description of levels – programmes at level five

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

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



## Appendix 4 - Plan of assessments and diploma

Assessment title	Assessment form	What is examined	Weight	Overall assessment
Methodology – internal assessment	Project with an oral defence and opposition to an opposing group’s project	Written part Oral - defence Written and oral – opposing to other group	0,5 0,25 0,25	One overall pass/fail mark
<b>First year interdisciplinary examination, written examination</b>	Project	Written	1,0	One overall mark
Internship project	Project	Written part Oral - defence	0,75 0,25	One overall pass/fail mark
<b>Specialisation project – examination</b>	Project	Written part Oral part	0,5 0,5	One overall mark
<b>Communication – examination</b>	Specific for each institution	Specific for each institution	1,0	One overall mark
Business development – internal assessment	Project	Specific for each institution	1,0	One overall pass/fail mark
<b>Final exam project – examination</b>	Project	Written part Oral part	0,6 0,4	One (mark) double weight

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

### Diploma transcript

Type of assessment	ECTS	Mark	Weight (%)
Methodology– internal assessment	10	Pass	-
<b>First year interdisciplinary examination, written examination</b>	40	<b>Mark awarded</b>	<b>20</b>
Internship project – internal assessment	15	Pass	-
<b>Specialisation - examination</b>	<b>15</b>	<b>Mark awarded</b>	<b>20</b>
<b>Communication – internal assessment</b>	<b>10</b>	<b>Mark awarded</b>	<b>20</b>
Business development – internal assessment	15	Pass	-
<b>Final examination project, examination</b>	15	<b>Mark awarded</b>	<b>40</b>

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

## Appendix 5 - Joint overview over learning activities, exams and assignments during the programme

All exams, learning activities (LA), assignments e.g. that the student has to pass during the programme are listed in the table below. The exact date and time for each activity can be found in the annual programme.

Students have 2 attempts to pass a learning activity – hence students have to improve the LA if not passed the first time.

Assignment form	Theme	Content	Structure	Size (1ns = 2400 characters)	Guidance	Evaluation
<b>1 YEAR</b>						
LA 1.	Career platform	Methodology and Industry knowledge Description of a line of business within the elective (speciality) and a vision for the students future within the business	Group project (3-5 students) and a individual part, handed in separately before the individual interview on 1. semester  1 week	Group project, Max. 10 normal pages (24.000 characters)  Individual part, Max. 2 normal pages (4200 characters)	Yes	Oral response. Joint assessment of the group and individual part.  Approved / Not approved
LA 2	Innovation cup	Innovative project <ul style="list-style-type: none"> <li>• innovation</li> <li>• cooperation in interdisciplinary (educational) groups</li> </ul>	Group project – all Dania students across educations  24 hrs. +	See the instructions	Yes	Approved / Not approved
<u>Internal test</u>	Methodology project	Independently formulated statement of purpose <ul style="list-style-type: none"> <li>• Methodology</li> <li>• Elements from 1<sup>st</sup> semester</li> </ul>	Group project 3-5 students. Written and oral 6 weeks	Max. 35 normalpages (84.000 characters )	Yes	Oppose – oral response.  Approved / Not approved
LA 3	Project week (theme)		1½ week	See the instructions	Yes	Approved / Not approved
LA 4	Trial exam	Trial exam in all the core subjects	Individual test <ul style="list-style-type: none"> <li>• 24 hrs. to work on the case</li> <li>• 6 hrs. individual exam</li> </ul>	-	No	Oral response on class, written marking  Approved / Not approved
LA 5	Student activity	Status on student activity 1. year			-	Approved / Not approved

<u>Exam</u>	1 <sup>st</sup> year interdisciplinary exam	Exam in all the core subjects	Individual exam <ul style="list-style-type: none"> <li>• 24 hrs. to work on the case</li> <li>• 6 hrs. individual exam</li> </ul>	-	No	Grade
LA 6	Speciality	Written LA in the speciality, determined in the teaching plan for each individual speciality	Determined by the speciality lecturer	See the instructions	Yes/No	Approved / Not approved
LA 7	Internship, speciality, industry	Individual written LA – starting from the industry/business where each student is to go for internship	Individual – case material that is to be analyzed / answered 2-3 days to prepare the writing and presentation	See the instructions	No	Oral presentation and examination in subjects  Approved / Not approved
<b>2 YEAR</b>						
<u>Internal test</u>	Internship project	The student solves a concrete problem for the internship company, all subjects on 1 <sup>st</sup> year	Individual	Max. 16 normal pages (42.000 characters )	Yes	Oral presentation and feedback Passed / Not Passed
<u>Exam</u>	Speciality	Project with the purpose of absorption in the specific speciality	Individual	Max. 17,5 normal pages (42.000 characters )	No	Grade
LA 8	Economics, leadership and organisation	Written assignment		See the instructions	No	Approved / Not approved
<u>Internal test</u>	Development project	Development project (business plan) for a new company or a new business area for an existing company. <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Business development</li> <li>• HR</li> </ul>	Individually or group project (3-5 students)	See the instructions	Yes	Oral response  Approved / Not approved
<u>Internal test</u>	Communication	Assignment to document students ability within communication	Individual presentation	See the instructions	No	Written / oral presentation  Grade
LA 9	Student activity	Status on student activity 2. year		-		Approved / Not approved

<u>Final exam project</u>	The final examination project	The student formulates individually, for the internship company, a problem within an area of interest <ul style="list-style-type: none"><li>• all subjects</li></ul>	Individual	See the guidelines	Yes	Grade
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(14sep2011)

