

# **Bachelor of International Hospitality Management**

## **Course curriculum 2013 – 2015**

Joint part

Course curriculum for the Bachelor of International Hospitality Management at Dania – Danish Academy of Business and Technology, Randers.  
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## 1. Introduction

Welcome to the Bachelor of International Hospitality Management. The degree programme in question is aimed at applicants who wish to obtain a qualifying further education studying towards hotel, tourism, and experience management and who wish to gain applied management competencies.

The Bachelor of International Hospitality Management (BAihm) programme is aimed at ensuring development of professional competencies, and will provide the graduate with qualifications for further education in the future<sup>1</sup>. The programme is designed to equip the graduates with knowledge and skills that will enable them to work as e.g. managers, administrators, project managers, or perform other functions in the multi-faceted hospitality industry.

The programme is based on current legislation.

## 2. Institutions offering the programme

The following education institutions are eligible to offer programme:

1. Dania, Danish Academy of Business and Technology, [www.eadania.dk](http://www.eadania.dk)  
Minervavej 63, 8900 Randers
2. University College of Northern Denmark /[www.ucnorth.dk](http://www.ucnorth.dk):  
Lindholm Brygge 35, 9400 Nørresundby
3. Academy of Professional Higher Education Lillebælt / [www.eal.dk](http://www.eal.dk):  
Tietgen Business College, Nonnebakken 9, 5000 Odense C
4. Copenhagen Business Academy / [www.cphbusiness.dk](http://www.cphbusiness.dk)  
Vigerslev Allé 18, 2500 Valby

## 3. Curriculum content

The curriculum for the programme is developed in compliance with the guidelines specified in Danish Ministerial Order no. 636 of 29/06/2009 on professional higher education and bachelor programmes and is divided into two parts, i.e.

- **the core national curriculum** designed for use by all institutions offering the programme and
- **the institution's specific curriculum**, which specifies concrete guidelines and requirements set up by each education provider. The institution's specific curriculum should at least specify the requirements to the student with regard to his/her partic-

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<sup>1</sup> Based on the recommendations on the future of further education within experience economy and development of a Bachelor's degree programme focusing on specific business branches and industries expressed by the working group.

ipation in tuition. Components of a specific curriculum can be developed independently or in collaboration between several education providers.

The core national curriculum in question was developed in collaboration between the four Danish educational institutions offering the programme.

#### 4. Programme aim and duration

The aim of the programme is to prepare graduates to independently analyse, evaluate and review business issues and scenarios, and to perform different complex tasks related to general operation, development and planning, administration and management in hospitality enterprises.

The Bachelor of International Hospitality Management is a three-semester 18-month professional bachelor programme designed to act as an extension (top-up) of the AP programme in Service, Hospitality and Tourism Management and the AP in Marketing Management or other similar programmes.

The programme is approved and accredited by the Danish Ministry of Science, Innovation and Higher Education and the Danish Accreditation Council.

The programme will fill a gap in the Danish educational system, as applicants who have already completed their short-cycle higher education will only need to use one year and six months to obtain a Bachelor's degree. More information on credit transfer, existing cooperation agreements and how to connect with a Master's degree can be found in Chapter 9.

The following figure (Fig. 1) demonstrates the programme's position in relation to short-cycle and higher education. A full-time academic year is equivalent to 60 ECTS credits.

**Figure 1 - The Bachelor of International Hospitality Management programme in the educational system**



## 4.1 Competence profile of a graduate

An individual who has obtained a Bachelor's Degree in International Hospitality Management must possess the following knowledge and understanding, skills and competencies:

**Figure 2 - Competence profile**

Graduates will, after successful completion of the programme, have the following:	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>possess knowledge of business practice, applied theory, and methods widely used in the industry</li> <li>appreciate the theory and methods and their application in business settings.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>be able to apply relevant methodology and tools as well as demonstrate the skills relevant to a job within the industry</li> <li>be capable to critically evaluate practical problems faced by the hospitality industry as well as identify possible solutions and justify one's choice by means of reasoning and evidence.</li> <li>be able to define, articulate, and communicate problem statements and problem solutions to partners and customers (stakeholders) in an appropriate manner.</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>be able to manage complex and development-oriented situations that may arise in business or educational contexts</li> <li>be able to enter into professional and cross-disciplinary cooperation and take responsibility within the framework of professional ethics.</li> <li>be capable of identifying own learning and training needs and of obtaining knowledge and skills related to the industry.</li> </ul>
<b>Workload</b>	<p>210 ECTS credits (120 + 90) aggregate</p> <p>The programme is designed as an independent extension of the academy profession degree studies. The top-up programme equals to 90 ECTS credits including 3-month work placement.</p>

Source: Qualifications Framework for Danish Higher Education, [www.iu.dk](http://www.iu.dk)

**Figure 3 - intended learning outcome**

Intended learning outcome for the Bachelor of International Hospitality Management programme.	
<b>Knowledge and understanding</b>	<p>At the end of the course, the student will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>various principles for cost analyses (calculations) and their application within the industry</li> <li>central concepts of yield and revenue management in the international hospitality context</li> <li>human resource management in general, labour market agreements, and legal obligations that influence human resource management within the hospitality sector</li> <li>stress and stress management.</li> <li>how the organisational context is manifested in practice in the hospitality industry. This will include specific company culture, professional culture, functional culture, and departmental culture.</li> <li>strategic models and tools within the hospitality sector</li> <li>strategic management</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• developing departmental- and activity budgets and accounts for further analysis</li> <li>• preparing cost calculations according to recognized methods in the industry and calculations for specific industry key figures</li> <li>• applying the principles of yield and revenue management in order to give input for improving the turnover of the company on both the short and long term</li> <li>• applying labour market agreements and their regulations in planning within the hospitality company</li> <li>• recommending qualifications that individual departments or companies should aim for</li> <li>• applying and assessing cultural models and concepts as well as ideas for management and development within a hospitality company or organisation</li> <li>• developing and communicating the strategy for the individual company or organisation, and identifying the success factors contributing to the development of the company</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• producing budget proposals and key figures as part of the company's financial management, based on inputs from the company's various departments and activities</li> <li>• analysing the company's situation as well as making and assessing various proposals for optimising its operations</li> <li>• planning work distribution with regard to valid rules and regulations</li> <li>• implementing qualification development plans</li> <li>• communicating and negotiating with people, companies, and organisations across cultures, also while dealing with economical, managerial and legal aspects as well as ethical considerations</li> <li>• analysing strategic challenges of an organisation</li> <li>• developing strategies for the new as well as old markets</li> <li>• developing new concepts</li> <li>• developing a business plan for the implementation of a new strategy and relating this to a strategic management perspective</li> </ul>

Source: Danish Ministerial Order, no. 1282 of 15/12/2009

The aggregate programme is a combination of an AP degree and a bachelor degree with a total duration of 3 ½ years (and a total value of 210 ECTS credits). One year of full-time study corresponds to app. 1650 student working hours.

A full-time study load is achieved through a combination of scheduled classes (directed studies), preparation for classes and written assignments, other activities related to the studies, work placement and projects for selected companies as well as self-study and participation in examinations.

## 4.2 Degree title

A degree of **Bachelor of International Hospitality Management** is awarded on successful completion of the programme.

## 5. Programme structure and content

The programme consists of three semesters (5<sup>th</sup>-7<sup>th</sup> extension semesters), which will enable the student to acquire academic qualifications within the allocated time.



Having successfully completed the programme, the graduate will have obtained 3.5 years of studies, equivalent to 210 ECTS credits.

## 5.1 Credit policies

There is a credit transfer policy for parts of the program based on already achieved qualifications.

The program organizing institution may in each single case award credit transfer for finished modules from Danish or international higher education programs. The decision is based on analysis of the equivalence of the relevant modules made by professional staff.

The equivalence is evaluated on the background of documented and finished modules which are at par with the sections of the program the applicant seeks credit for for.

Credit transfer is based on an institutional assessment of the parity of already finished modules with the modules of a theoretical nature and also an assessment of career qualifications or internship qualifications and goals that should be at par with the modules the applicant wishes to have transferred.

Proper documentation for passed and finished modules would be formal exam and test certificates or diplomas and/or certificates for courses or modules. Career based qualifications can be documented with employment contracts, recommendations or letters of recommendation or similar.

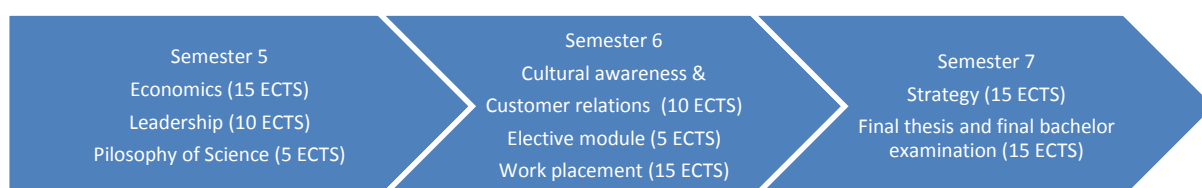
Applications for credit transfer (exemption) shall be made in writing with proper attestation and signed and stamped documents. Applications must be sent to the programmed director in charge of the relevant program at the institution applied for. Credit transfer can be awarded as either a shorter study period for the entire program or as exemption from participation in certain modules.

## 5.2 Semester structure and ECTS distribution

The semester structure of the programme varies in two models – depending on which of the institutions that offers the programme. The two models are illustrated below. The difference between the two models consists in whether work placement and strategy are placed on 6<sup>th</sup> or 7<sup>th</sup> semester.

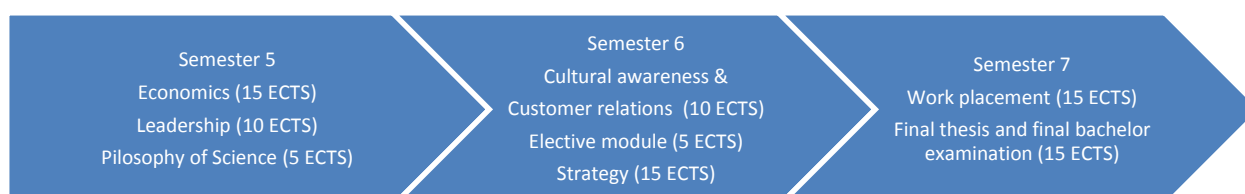
### Model 1:

- Copenhagen Business Academy, Vigerslev Allé 18, 2500 Valby, [www.cphbusiness.dk](http://www.cphbusiness.dk)



## Model 2:

- Dania, Danish Academy of Business and Technology, Minervavej 63, 8900 Randers, www.eadania.dk
- University College of Northern Denmark /www.ucnorth.dk: Lindholm Brygge 35, 9400 Nørresundby
- Academy of Professional Higher Education Lillebælt / www.eal.dk: Tietgen Business College, Nonnebakken 9, 5000 Odense C



Below is shown a more detailed distribution of the ECTS-points:

**Figure 4 - ECTS distribution**

	Semester 5	Semester 6	Semester 7
<b>Economics</b>	<b>15 ECTS</b>		
Optimization and revenue management	4		
Financial management through key figures and annual report	3		
Departmental and activity budgeting	4		
Investments and financing	2		
Distribution of costs	2		
<b>Leadership</b>	<b>10 ECTS</b>		
Employment law and work environment system	3		
Human resource management and Leadership	7		
<b>Philosophy of science and Methodology</b>	<b>5 ECTS</b>		
<b>Elective modules</b>		<b>5 ECTS</b>	
Further details are available in the institutions' specific curricula			
<b>Cultural awareness &amp; customer relations</b>		<b>10 ECTS</b>	
(can be taken as an international module (read: abroad)). Further details are available in the institutions' specific curricula			
The concepts of culture and the hospitality industry		2	
Guest/customer behaviour		3	
Negotiation techniques		2	
Organizational culture		3	
<b>Work placement</b>			<b>15 ECTS</b>
Work placement and work placement project report (The institution decides whether the work placement is placed on 6th or 7th semester – consult the institution specific curriculum)			
<b>Business strategy</b>		<b>15 ECTS</b>	
(The institution decides whether the business strategy is placed on 6th or 7th semester – consult the institution specific curriculum)			
Strategic analysis		3	
Strategy, concept and product development		5	
Strategic implementation and management		7	
<b>Final bachelor project</b>			<b>15 ECTS</b>
<b>TOTAL ECTS</b>	<b>30 ECTS</b>	<b>30 ECTS</b>	<b>30 ECTS</b>

## 5.3 Teaching methods and learning styles

A variety of teaching and learning methods is used, i.e. lecturing, classroom teaching, guest lecturing, practical classes, presentations (including student presentations), case studies, seminars (workshops), and project work, as well as work placement in relevant organisations.

A more detailed description of the content and concrete learning outcomes of each course, industry-related activities, work placement, and bachelor project can be found in Chapter 6.

The sixth semester is an international module and therefore the language of tuition is English.

## 6. Course descriptions

### 6.1 Economics

Value: 15 ECTS

#### Aim

The course should equip the student with the knowledge of and skills required to prepare corporate budgets and costing calculations. The student must also be able to prepare relevant key figures and critically apply them in the management of hospitality enterprises. Finally, the student must apply yield and revenue management in optimising the company turnover, both on the short and the long term.

#### 6.1.1 Economics – intended learning outcome

##### Knowledge and understanding:

At the end of the course, the student will be able to demonstrate knowledge of:

- fundamental accounting principles, how to draw up budgets and accounts for analysis of the corporate key figures
- investment and financing, the more complex issues of budgeting, and the cost structure in the international hospitality context
- establishing a company, including how to obtain a trade license
- various principles for cost analyses (calculations) and their application within the industry
- central concepts of yield and revenue management in the international hospitality context
- mixed costs and (in-)direct costs and methods for the distribution of these

##### Skills

At the end of the course, the student will have acquired skills in:

- developing departmental- and activity budgets and accounts for further analysis
- preparing cost calculations according to recognized methods in the industry and calculations for specific industry key figures

- using different methods for the distribution of mixed and indirect costs
- creating well-founded alternative proposals for investment and financing
- applying the principles of yield and revenue management in order to give input for improving the turnover of the company on both the short and long term

### **Competencies**

At the end of the course, the student will have obtained competencies in:

- producing budget proposals and key figures as part of the company's financial management, based on inputs from the company's various departments and activities
- analysing the company's situation as well as making and assessing various proposals for optimising its operations

## **6.2 Leadership**

Value: 10 ECTS

### **Aim**

The course in question focuses on the company's strategic human resource and competency development, and stresses the link between business strategy and staff development as well as the transition from operational HR processes to a development-oriented human resource management. It also addresses the topic of staff as a resource from various perspectives.

The course relates to the applicable employment law. Additionally the course teaches the student to independently practice management as a discipline, including successful development of personal leadership (organizational structure, management work, working for the board of directors) and to identify their own development needs

The course will equip the student with the knowledge and skills required to independently perform leadership and cooperation tasks, and apply relevant tools and information to succeed in general management, human resource management, and development.

### **6.2.1 Leadership – intended learning outcome**

#### **Knowledge and understanding**

At the end of the course, the student will be able to demonstrate knowledge of:

- methodology and theories that can be used for skills development and retention in practice
- the role of the various types of organisations and organisational structures in skills development and management
- the legal framework, including practice concerning the individual and collective labour laws and the principles of searching for legally relevant material
- business practice and use of occupational health, safety and environmental management systems
- strategic, individual and departmental competency development, including development and maintenance of competency
- personal leadership, including understanding of what can support the organic and evolving organisation in practice

## **Skills**

At the end of the course, the student will have acquired skills in:

- assessing, justifying and communicating empirical and theoretical methods of identifying organisation's competency gap at the strategic, departmental and individual levels in order to be able to address it
- addressing, justifying and communicating the advantages and disadvantages of various organisational types and structuring impact on the strategic competency development
- assessing his/her own leadership form on the basis of theoretical and practical issues as well as justifying and selecting relevant forms
- assessing the effects and consequences of a violation of the human resource legislation, practice and the theory together with justifying and selecting legal procedures and actions
- acting within the existing legal framework, including skills in making an independent evaluation of personnel and legal conditions, and assessing the need for and selecting relevant cooperation partners

## **Competencies**

At the end of the course, the student will have obtained competencies in:

- independent development of capability development plan for an organisation, both at the group and individual level, and assuming responsibility within the framework of the professional etiquette
- to handle the impact of a complex organization type on competency development and his/her own management
- working in cross-disciplinary teams and contributing with the essential knowledge of the legal aspects of human resource management together with ensuring updates on human resource legislation, both for him/herself and the organisation

## **6.3 Philosophy of science and methodology**

Value: 5 ECTS

### **Aim:**

An illustration of the effect the choice of scientific paradigm has on methodology, and what implications it has on the analysis and assessment of practice. Furthermore, the aim of the subject is to form the basis of academic work and to examine the key methodological approaches within the social sciences. In the subject an understanding of the different methodological approaches ability to produce knowledge will be reflected upon.

A critical reflection on the production of knowledge in society

### **6.3.1 Philosophy of science and Methodology – intended learning outcome**

#### **Knowledge and understanding**

At the end of the course, the student will be able to demonstrate:

- an insight into important perspectives on knowledge and insight
- a well-founded understanding of what knowledge is in a social science context

- a basic understanding of fundamental schools and problem areas within philosophy of science, in a social scientific perspective
- an understanding of methodological approaches that support the generation of knowledge
- a knowledge and understanding of the central paradigms within the social scientific disciplines
- an understanding of methodology

### **Skills**

At the end of the course, the student will have acquired skills in:

- the ability of being critical of empirical studies, including being able to discuss what knowledge is, how it is generated and how it connects to practice
- being able to reflect on, and take part in a discussion on the generation of knowledge
- the ability to work on problem areas within philosophy of science and methodology, and integrate the understanding of science and methodology with academic professionalism in project writing
- the ability to collect, transform and interpret quantitative and qualitative data. As well as being critical of presented data material, including an understanding of different scales of measurements, the ability to evaluate the relevance, actuality, validity, reliability of data and the data's ability to be used to generalize
- the ability to prepare a problem analysis and problem delimitation. As well as a preparation of a problem formulation and possible hypothesis, and finally to discuss methodological considerations and argue choice of research methods.
- being able to structure and analyse according to principles within scientific work

### **Competencies**

At the end of the course, the student will have obtained competencies in:

- the ability to use scientific and methodological approaches in the research and solving of a practical problem
- the ability to produce scientifically based reports and projects as well as communication of research results and suggestions in a clear and easy to read report. A report that consists of a problem formulation, methodological considerations and an assessment of the reliability and validity of the results and preconditions.
- being able to prepare a research plan and assess the strengths and weaknesses of different research methods
- arguing choice of method and being critical of same.

## **6.4 Cultural awareness and customer relations**

Value: 10 ECTS

This course can be completed either in Denmark or at a foreign educational institution. It includes topics such as cultural understanding, hospitality culture, communication, and operations in the hospitality industry. It could be an advantage to complete this course abroad.

## **Aim**

The course will lead to the development of culture and guest relation awareness, and should enable the student to apply the complexities of cultural concepts and analysis to company operations and development as well as negotiations with representatives from other cultures.

### **6.4.1 Cultural awareness and customer relations – intended learning outcome**

#### **Knowledge and understanding**

At the end of the course, the student will be able to demonstrate knowledge of:

- how the organisational context is manifested in practice in the hospitality industry. This will include specific company culture, professional culture, functional culture, and departmental culture.
- concepts, theories, and models for cultural understanding and their application within the hospitality industry
- communication techniques used with guests, customers, suppliers, stakeholders, etc

#### **Skills**

At the end of the course, the student will have acquired skills in:

- applying the knowledge of culture in comparative studies of national cultures
- applying and assessing cultural models and concepts as well as ideas for management and development within a hospitality company or organisation
- applying and assessing rhetorical patterns as well as verbal and non-verbal communication

#### **Competencies**

At the end of the course, the student will have obtained competencies in:

- carrying out and applying relevant cultural analyses in relation to company development
- communicating and negotiating with people, companies, and organisations across cultures, also while dealing with economical, managerial and legal aspects as well as ethical considerations

## **6.5 Elective module**

VALUE: 5 ECTS

Further details are available in the institution's specific curriculum.

## **6.6 Business strategy**

Value: 15 ECTS

The course will be held on 6<sup>th</sup> or 7<sup>th</sup> semester depending on the institution.

## **Aim**

The course will equip the student with the knowledge and skills required to understand the strategic challenges of the hospitality industry and skills required to assess a company's development possibilities. Additionally, the student should be able to develop new markets and concepts and prepare proposals for strategic development of an enterprise.

### **6.6.1 Business Strategy – intended learning outcome**

#### **Knowledge and understanding**

At the end of the course, the student will be able to demonstrate knowledge of:

- models and theories for strategic analysis
- strategic models and tools within the hospitality sector
- development and implementation of strategy
- strategic management

#### **Skills**

At the end of the course, the student will have acquired skills in:

- developing and communicating the strategy for the individual company or organisation, and identifying the success factors contributing to the development of the company
- entering into dialogue with the management and employees regarding the company's strategic challenges
- identifying cooperation possibilities through entering alliances/networks with other stakeholders

#### **Competencies**

At the end of the course, the student will have obtained competencies in:

- analysing strategic challenges of an organisation
- developing strategies for the new as well as old markets
- developing new concepts
- developing a business plan for the implementation of a new strategy and relating this to a strategic management perspective

## **7. Work placement**

Value: 15 ECTS

The work placement is held on 6<sup>th</sup> or 7<sup>th</sup> semester depending on the institution (refer to the institutions specific curriculum).

The work placement period has the value of 15 ECTS credits and takes place in the sixth semester. Work placement is a full-time equivalent of a job performed in a business setting, with a workload of 30 hours per week, excluding writing a work placement report and a work placement learning journal.

Scheduling the work placement in the sixth/seventh semester allows the student to acquire professional competence and apply theory and methodology in a real-life business setting and also to assess and reflect on the practical issues that are relevant to the bachelor project and final bachelor examination. The student who is enrolled on the bachelor programme will normally have completed a compulsory 3-month work placement with the value of 15 ECTS credits as a part of their AP degree (or similar). To successfully complete a



bachelor degree, the student should therefore complete another 3-month (15 ECTS-credit) placement.

The student may receive Danish Government student support (in Danish: SU) during the placement if he/she is entitled to SU. The placement itself is a non-paid experience; however, the student may on an individual basis negotiate a salary or any other remuneration with the placement host.

## **7.1 Aim of the work placement**

The aim of the practical experience is to allow the student to develop professional qualifications required for acting professionally in situations of increased complexity and to provide the student with insights into complex issues that a manager/consultant is faced with in his daily work in the hospitality sector.

To ensure that the placement is not a mere apprenticeship in its traditional sense, the student must reflect on practice and relate his/her new knowledge of practice to the theoretical instruction at the educational institution. The interaction between theory and practice is what characterizes this bachelor programme; however, is also a significant challenge to achieve the desired synergy between the education's practical and theoretical parts.

The placement must contribute to achieving the objectives of the programme, described in figure 2 and 3 in terms of obtained knowledge and understanding, skills, and competencies.

Together with the above, it gives the student the opportunity for practical application of knowledge and tools and helps develop skills in assessing and reflecting on practical issues, as well as substantiating chosen actions and solutions. Moreover, the central idea of the placement is to enable the student to handle complex situations in practical contexts, undertake responsibility, and participate in leadership functions as well as identify one's own learning needs.

Since the placement is a part of the learning process, it is important to evaluate it from all perspectives, which in its turn will ensure that the placement of the future students can be improved and the experience gained can be integrated into the teaching process.

## **7.2 Work placement company search and placement provider approval**

It is the student's responsibility to search independently and individually for a work placement host. The training provider may provide some guidance and assistance. The choice of the work placement company, and the work placement contract, must be approved by the supervisor. In the case, when the relevance of the company's profile (and thus aims and objectives of the placement) to the programme is questionable, it is the Institution who takes a decision on whether or not a placement host can be approved.

## **8. Bachelor project – aim, prerequisites and content**

The Bachelor programme in the International Hospitality Management culminates in the development and submission of a final bachelor project and a subsequent final bachelor examination at the end of the seventh semester. The bachelor project should demonstrate the student's ability to combine theoretical, practice- and development-orientated elements and communicate it through a solid methodological (read: at both academic and professional levels) foundation. The project is a research into and an analysis of a practical (existing) problem, which is carried out in cooperation with an enterprise/organisation<sup>2</sup>. The bachelor project should be of interdisciplinary character and must contain financial considerations.

The bachelor project is normally produced on an individual basis. However, by exception, the students may send application for special consideration if they wish to write a group bachelor project to the Institution. The paper must demonstrate the student's interdisciplinary knowledge and academic perspective. The overall subject of the bachelor project is to be defined by the student in cooperation with an assigned project supervisor and an enterprise. The research question together with the project title should be submitted to the appointed supervisor for approval.

In the bachelor project the candidate should be able to reflect on the ways methodology and theories are applied in the international hospitality enterprises. A key requirement will also be that the candidate displays an ability to use methods and tools for data collection and analysis, what should in its turn enable the candidate to create effective solutions to practical problems and communicate that to the partners (stakeholders) and end users. The candidate is also expected to evaluate the research problem(s) and support his/her viewpoint on the possible initiatives and solutions with reasoning and evidence.

The candidate must have taken all courses and have passed all previous examinations and compulsory progression assessments, including work placement, to be accepted to the final bachelor examination.

## **9. Examinations and assessments**

In the present chapter, as well as chapter 10 and 11 (further in the Institutions' specific curriculum) specifics and time schedule are presented.

### **9.1 Overview over exams and assessments**

Examinations and assessments cover widely all types of exams, internal/external exams/assessments, national/institutions' specific exams and assessments and learning activities.

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<sup>2</sup> In exceptional situations, the final bachelor project can be based on a broader industry-related business problem, which is not related to the specific enterprise. In this case, the research question must be defined in cooperation between the student and the education provider. Both project title and the research question must be approved by the appointed supervisor.

External exams are assessed by an examiner and a censor, where censors are appointed by The Agency of Higher Education and Educational Support. Internal assessments are assessed by one or more examiners from the institution.

**Figure 5 – exams and assessments**

	ECTS	Examinations and assessments
<i>5. semester</i>		
<i>Economics</i>	15	<p><b>Written individual examination</b></p> <p>A written assignment is handed out, and the student has 4 hours to work out/answer this assignment. The assignment combines essential areas of the different subjects covered in Economics, and is a reflection of the content and work methods of the subject.</p> <p>Aid: all aids used during lessons are allowed (calculators, computer, Excell i.e). Communication with others is NOT allowed during the exam, this includes communication using digital medias. The exam paper will be made available electronically.</p> <p>The assignment is available electronically.</p> <ul style="list-style-type: none"> <li>• External assessment according to the 7-point marking scale</li> <li>• Weight: written 1.0</li> </ul>
<i>Leadership</i>	10	<p><b>Combined oral and written individual assessment</b></p> <p>One week prior to the hand in date a case study is handed out. The case will consist of a presentation that will portray a relevant situation in the industry or a business. Any requirements to number of pages will be present in the case description. At hand in all bullet points under section 9.1 must be met.</p> <p>In the case study the student has to work with the problems presented using the theories, methods and models from the subject of Leadership.</p> <p>The assessment is a combination of an oral (viva) and a written part. The viva is held 1-3 weeks after hand in and has a duration of 30 minutes per student.</p> <ul style="list-style-type: none"> <li>• Internal assessment: passed or not passed</li> <li>• Weight: written 0.5, viva 0.5</li> </ul> <p><b>Form and prerequisite:</b></p> <p>At hand in, all bullet points under section 9.1 must be met. Number of characters: maximum 20,000 incl. spacing, but excl. annex. Synopsis below 10,000 characters incl. spacing, but excl. annex, will be REJECTED at hand in.</p> <p>In case the student fails the first attempt, he/she hands in an improved version of the already assessed assignment. The hand in must be no later than 1 week after the first viva, after which the process is repeated if the student fails second attempt.</p>
<i>Philosophy of science and Methodology</i>	5	<p><b>Individual written assessment</b></p> <p>The student writes an individual synopsis that uncovers relevant views and attitudes in connection to a complex problem using theoretical analysis.</p>

		<p>The synopsis must contain the following elements:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Overall subject, problem statement, problem formulation and limitations</li> <li>• Philosophy of science and methodology</li> <li>• Which empirical data must be collected and how?</li> <li>• How the data should be analysed, and what critical considerations should be included</li> <li>• List of literature</li> </ul> <p>The synopsis should be critical of the subject of research and the chosen theory and methodology.</p> <p><b>Form and prerequisite:</b> At hand in, all bullet points under section 9.1 must be met. Number of characters: maximum 12,000 incl. spacing, but excl. annex. Synopsis below 8,000 characters incl. spacing, but excl. annex, will be REJECTED at hand in.</p> <ul style="list-style-type: none"> <li>• Intern assessment: passed or not passed</li> <li>• Weight: written 1.0</li> </ul> <p>After the assessment of the synopsis the student will receive an oral feedback of 15 minutes. Should the synopsis fail, the feedback will include what should be improved. The hand in of a new synopsis must be no later than one week after feedback, after which the process is repeated should the synopsis fail again.</p>
<b>6. semester</b>		
<i>Cultural awareness and customer relations</i>	10	<p><b>Individual viva (exam)</b></p> <p>The student draws a random question connected to either of the four subject areas, and is given 30 minutes of preparation to answer the question. The viva is 30 minutes with an offset in a reflection on the course literature.</p> <p>The exam has the following distribution:</p> <p>1/4 for the oral presentation 2/4 for the examination questions/discussion 1/4 for the voting and feedback to the student</p> <ul style="list-style-type: none"> <li>• External assessment according to the 7-point marking scale</li> <li>• Weight: viva 1,0</li> </ul> <p><b>Form and prerequisite:</b> Students have in all 3 attempts to pass the exam</p>
<i>Elective module</i>	5 ECTS	<b>Please consult the institution's specific curriculum</b>
<i>Strategy<sup>3</sup></i>	15	<p><b>Strategy project</b></p> <p>From a given thematic framework a strategy project report is written. The strategy project is a group assignment, but with the possibility of writing an individual assignment.</p> <p>A written approval of the problem statement is included in the project at hand in.</p>

		<p>The assessment in question includes the individual viva examination with a total duration of 30 minutes including deliberation. The student should bring a presentation paper to the viva, which is produced on the basis of the submitted project report. The viva examination is expected to take the point of departure in the presentation paper.</p> <p>On submission, the paper should meet the conditions/requirements mentioned in Section 9.1.</p> <p><b>Form and prerequisite:</b> At hand in, all bullet points under section 9.1 must be met.</p> <p><u>Number of characters:</u></p> <p>1 person: number of characters: Maximum 45,000 incl. spacing but excl. annex. Assignments below 30,000 characters incl. spacing, but excl. annex, will be REJECTED before assessment.</p> <p>2 person: number of characters: Maximum 75,000 incl. spacing but excl. annex. Assignments below 50,000 characters incl. spacing, but excl. annex, will be REJECTED before assessment.</p> <p>3 person: number of characters: Maximum 105,000 incl. spacing but excl annex. Assignments below 70,000 characters incl. spacing, but excl annex, will be REJECTED before assessment.</p> <p>4 person: number of characters: Maximum 130,000 incl spacing but ekskl annex. Assignments below 87,000 characters incl spacing, but ekskl annex, will be REJECTED before assessment.</p> <p>5 person: number of characters: Maximum 150,000 incl spacing but ekskl annex. Assignments below 100,000 characters incl spacing, but ekskl annex, will be REJECTED before assessment.</p> <ul style="list-style-type: none"> <li>• External assessment according to the 7-point marking scale</li> <li>• Weight: written 0,5 – oral 0,5</li> </ul>
<i>7. semester</i>		
<i>Work placement</i>	15	<p><b>Combined viva and written individual exam</b></p> <p>In co-operation with the work placement enterprise, the candidate identifies and defines a problem statement (research question), which should be approved by the appointed supervisor, and produces a project report.</p> <p>During the work placement the student also maintains a learning journal, to be submitted on completion of the placement. The learning journal will reflect the learning goals and outcomes of the placement. The learning journal and project report becomes the basis of the viva in work placement.</p> <p><b>Form and prerequisite:</b> The project should be a maximum of 40,800 characters incl. spacing but excl. annex. Projects below 30,000 characters incl. spacing but excl. annex will be REJECTED before assessment. A written approval of the problem statement is included in the project at hand in. At hand in, all bullet points under section 9.1 must be met.</p>

		<ul style="list-style-type: none"> <li>• Internal assessment: approved or not approved</li> <li>• Weight: written 2/3, viva 1/3</li> <li>• Combination written and 30 minutes oral assessment</li> </ul>
<i>Bachelor</i>	15	<p><b>Combined viva (oral exam) and written individual assessment</b></p> <p>The student produces a bachelor project based on the chosen problem statement (research question). The project then is used as departure point for the viva examination.</p> <p>The viva has the following distribution:</p> <p>1/4 for the oral presentation 2/4 for the examination questions/discussion 1/4 for the voting and feedback to the student</p> <p>The bachelor project is normally produced on an individual basis. However, by exception, the students may send application for special consideration if they wish to write a group bachelor project to the Institution.</p> <p>Since the written project is combined with a viva of 60 minutes per student, the project does not have to be individualized.</p> <p>No more than two students can participate in the group assessment.</p> <p>A written approval of the problem statement is included in the project at hand in.</p> <p><b>Form and prerequisite:</b> At hand in, all bullet points under section 9.1 must be met.</p> <p><u>Number of characters:</u></p> <p>1 person: number of characters: maximum 105,000 inkl spacing but ekskl annex. Assignments below 75.000 characters incl spacing, but ekskl annex, will be REJECTED before assessment.</p> <p>2 person: number of characters: maximum 150,000 incl. spacing but excl. annex. Assignments below 105,000 characters incl. spacing, but excl. annex, will be REJECTED before assessment.</p> <ul style="list-style-type: none"> <li>• Viva: 60 min per student</li> <li>• External assessment according to the 7-point marking scale</li> <li>• Weight: written 2/3, Viva 1/3. One overall mark is given.</li> </ul>

## 9.2 Requirements for assignments handed in

All assignments that are handed in must have a front page containing a minimum of the following:

1. Programme and name of subject
2. Title
3. Name of the student (complete name!)
4. Name of supervisor
5. Name of institution
6. Month and year
7. Confidentiality (if required)

8. Number of characters incl. spacing, but excl. annex.

### 9.3 Examination and assessment schedule

For the student enrolled on a programme in September 2013 the following examination schedule, including the schedule for re-sits, will apply (subject to possible amendments):

**Figure 6 – Plan for exams and assessments**

<b>National plan for examinations and assessment 2013-2015</b>			
	<b>Assignment is announced / To be approved</b>	<b>Deadline for submission</b>	<b>Examination</b>
<b>1. attempt: Economics – four-hour written examination</b>	Thursday January 7 <sup>th</sup> 2014		At 9.00 – 13.00
2. attempt: Economics – four-hour written examination	Wednesday March 19 <sup>th</sup> 2014		At 9.00 – 13.00
3. attempt: Economics – four-hour written examination	Same time as the first ordinary attempt for students starting - study programme for 2014		At 9.00 – 13.00
<b>Leadership – 1. attempt, internal assessment</b>	Wednesday January 8 <sup>th</sup> 2014	Wednesday January 15 <sup>th</sup> 2014	The viva: week 4+5 2014
Leadership – 2. attempt, internal assessment	The same case as handed out January 8 <sup>th</sup> 2013	Assignment is handed in no later than one week after first viva.	Week 8
Leadership – 3. attempt, internal assessment	The same case as handed out January 8 <sup>th</sup> 2013	Assignment is handed in no later than one week after second viva.	Week 12
<b>Philosophy of science and Methodology – internal assessment</b>	Institution specific	-	-
Philosophy of science and Methodology – internal assessment – 2 <sup>nd</sup> attempt	Institution specific	-	-
Philosophy of science and Methodology – internal assessment, 3 <sup>rd</sup> attempt	Institution specific	-	-
<b>Cultural awareness and customer relations – 1. attempt - external exam</b>			(see annual programme) 12+13 / 18+19
Cultural awareness and customer relations – 2. attempt - external exam			(see annual programme) - week 21+22 / 26+27
<b>Cultural awareness and customer relations –3. attempt - external exam</b>	Same time as the first ordinary attempt for students starting at the programme in 2014		See course description 2014

<b>Work placement project report submission</b>	Institution specific	-	-
<b>Work placement learning journal submission</b>	Institution specific	-	-
<b>Work placement: the viva</b>	Institution specific	-	-
<b>1. attempt - Business strategy - external exam</b>	<b>Approval of problem formulation: No later than Friday May 23rd 2014</b>	<b>Thursday June 6<sup>th</sup> 2014 at 12.00 am</b>	Weeks 25 – 26
For students at an institution where the Business strategy is placed on 7 <sup>th</sup> semester:	No later than Friday October 4 <sup>th</sup> 2014	Friday October 17 <sup>th</sup> 2014 at 12.00 am	Week 44
<b>2. attempt - Business strategy - external exam</b>	<b>Approval of problem formulation: No later than Friday August 6<sup>th</sup> 2014</b>	<b>Wednesday August 20<sup>th</sup> 2014 at 12.00 am.</b>	<b>Weeks 35 -36</b>
For students at an institution where the Business strategy is placed on 7 <sup>th</sup> semester:	No later than Friday November 12 <sup>th</sup> 2014	Wednesday November 26 <sup>th</sup> 2014 at 12.00 am	Week 50
<b>3. attempt - Business strategy - external exam</b>	Next ordinary, same time as the first ordinary attempt for students starting the programme in 2014	-	-
<b>Bachelor project – 1. attempt - external exam</b>	<b>Approval of Problem formulation: No later than Friday November 7<sup>th</sup> 2014</b>	<b>Monday January 5<sup>rd</sup> 2015 at 12.00 am</b>	<b>Week 3+4+5</b>
Bachelor project – 2. attempt - external exam	<b>Approval of Problem formulation: No later than Friday February 13<sup>th</sup> 2015</b>	<b>Thursday May 26<sup>st</sup> 2015 at 12.00 am.</b>	<b>Week 17+18</b>
Bachelor project – 3. Attempt - external exam	Next ordinary exam	-	-

The following time deadlines apply:

- Examination material (e.g. business case, introduction to the examination, task description) is to be distributed at 9.00 am on the announced date
- Submission of the written work (e.g. coursework, written assignment, project report) must take place at 12.00 am at the latest on the announced date



## 10. Conditions in relation to exams and assessments

### 10.1 Obligation to participate – study activity

The Bachelor of International Hospitality Management programme is based on (among other things) experience-based learning processes that are process- and action oriented. This requires the students' presence; in the shape of active participation e.g. group work, presentations or distance learning, as a precondition for achieving adequate learning and knowledge. The students' active participation is contributing to the heightening of the professional and pedagogical level of the programme. The obligation to participate can further more include the obligation to hand in written assignments etc.

Obligation to participate therefor means, that the student is obligated to be present by actively participate in own, and fellow students, learning process, and hand in e.g. written assignments.

#### 10.1.1 Consequence of ignoring the obligation to participate as a prerequisite of participating in exams

The obligation to participate including the obligation to attend may be prerequisites of exam participation.

The obligation to participate and the obligation to attend are described for each exam in the curriculum. The curriculum will also state whether these are prerequisites for participating in exams.

Late or incorrect compliance with formal requirements such as:

- submission deadlines
- coursework form (electronic, paper-based)
- non-compliance with formal requirements e.g. to a written assignment
- non-compliance with the obligation to attend

will, if the activities are prerequisites to attending an exam, be considered equal to absence from the exam, and the student will have spent an exam attempt.

#### 10.1.2 Non-compliance with content requirements:

If a written assignment has academically dishonest contents or if it contains intellectual property of others e.g. text, figures, tables, templates etc. without references to the source(s) (plagiarism), cf. chapter 11s guidelines to written assignments, it will be rejected on the grounds that the obligation to participate and thus the content requirements have not been met. If these activities are prerequisites of participating in the exam, they will be considered equal to absence from the exam and the student will have spent an exam attempt.

A rejection of an assignment and non-compliance with formal requirements will furthermore be registered as violation of the requirement to active participation in studies regarding receipt of SU if the student is so eligible. Please see the regulations on this matter.

### **10.1.3 Obligation to attend**

Obligation to attend means that the student is physical presence at the place of the learning activity or lesson.

The consequence of ignoring the obligation to attend will be described in the institutions specific curriculum.

### **10.1.4 Special registration of attendance**

The institution can introduce additional attendance checks for the academic activities. In that case the students are informed about the form of registration. The form may vary and can be performed by the lecturer, the students and others. If the student approaches the absence limits we have set, he/she will receive an advance warning, informing about the possible consequences.

The student can be withdrawn from the programme, if he/she has not actively participated in the academic activities for a continuous period of at least one year.

Active participation in studies means that the student over the last 12 calendar months:

1. has at least sat two different examinations;
2. has achieved a pass mark in at least one examination;
3. has participated in the activities that constitute the programme in question, namely group work, joint projects, distance learning, etc. For further details please consult the curriculum;
4. has submitted written the papers, namely assignment, project reports, learning portfolios, etc. (in accordance with the curriculum) which form part of the examination prerequisites. The submitted papers must comply with the 'fair use' content requirement;
5. has participated in all activities /arrangements with compulsory attendance, in accordance with the curriculum.

The student's enrolment can be terminated, if the student does not satisfy one or more criteria of active participation in studies presented above.

The periods of time when the student does not actively participate in studies due to leave of absence, maternity/paternity leave, adoption, significant illness (with medical certificate) or compulsory military service are not regarded as the lack of active participation in studies. The student will be though requested to provide documentation, confirming the above.

The Institution can take account of genuinely exceptional problems or exceptional personal circumstances. An application for special consideration must be sent to the Institution.

In the case of the termination of enrolment, the student will be notified about it in writing. The student will be then informed about the rules above and will be given 14 days to pro-

vide supporting documentation of his/her absence that should not be regarded as a lack of active participation in studies. Together with this the student will be announced the deadline for the application for special consideration.

The student will be withdrawn from the programme in question, if we do not receive any answer within the allotted time.

If the student applies for special consideration, the student's enrolment becomes subject to a suspensive condition, until the Institution has considered the case.

The student has the right to complain directly to the Institution about the decision within two weeks from the receipt of the notification. The complaint will be subject to suspensive condition. If the decision remains unchanged, the student has the right to send his/her complaint to the Ministry within the two weeks from notification with regard to the legal issues related to the matter.

## **10.2 Application for special considerations**

If the student is unable to participate in the examinations described above or if the student wishes to withdraw from any of the examinations described above, a written application for special consideration must be sent to the institution. Permission will be granted only if the training institution considers that the cause of absence from the examination is relevant (significant illness, death or critical illness of a close family member or similar).

### **10.2.1 Spelling and writing skills**

Spelling and writing skills will be part of the assessment criteria for the professional bachelor degree project (10%), the academy profession degree project and the exams in which those skills are part of the assessment criteria as stated in this curriculum.

The assessment is expressed as an overall assessment of the professional and academic content as well as the student's spelling and writing skills.

Students may apply for an exemption from the requirement that spelling and writing skills form part of the assessment criteria if the application is verified by physical or mental impairment. The application should be submitted to the programme and directed to the attention of the institution not later than 4 weeks before the exam is to be held.

### **10.2.2 Special exam conditions**

Students may apply for permission to use a PC for written exams that take place at the institution if the application is verified by physical or mental impairment. The application should be submitted to the programme not later than 8 weeks before the exam is to be held.

The application deadline may be extended in cases of sudden health-related problems. With the application you should enclose a doctor's certificate/note; a statement from e.g. a

speech, hearing, dyslexia or blind institute or other evidence of your health condition or a relevant specific impairment.

### **10.3 Marking of exams and assessments**

In connection to oral exams (viva) the mark is given to the student immediately after the viva. For assessments where the mark is not given immediately after the exam, it will be announced on the same day as the exam when the mark will be announced. The announcement will be given no more than 10 working days after the exam.

In connection to written exams the mark will be send by mail, or announced public (using the students exam number).

### **10.4 Complaints about exams and appeals against decisions**

Students are recommended to seek guidance from the student counsellors in connection with the complaints procedure and writing a complaint.

The regulations for complaints about exams can be found in chapter 10 of the executive order on examination regulations.

The Executive Order divides complaints into two kinds,

1. complaints about the examination basis etc., the course of the exam and/or the assessment, and
  2. complaints on the grounds of legal irregularities.
- The two kinds of complaints are dealt with differently.

#### **10.4.1 Complaint about the examination basis etc. the course of the exam and the assessment**

Within 2 weeks after the result of the exam has been announced in the usual way, a student may submit a written, substantiated complaint about:

1. the exam basis including the exam questions, assignments etc. and its connection to the purpose and requirements of the programme
2. the examination procedure
3. the assessment

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

The complaint will immediately be brought before the original assessors, i.e. the examiner and the external examiner from the exam in question. The statement made by the assessors must be usable as the base of the institution's decision on academic/professional matters. The institution will usually give the assessors a deadline of 2 weeks to make their statements.

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

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

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

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

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

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

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

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

The assessors will deliver the result of the re-assessment including a written explanation and their assessment. Re-sit exams and re-assessments may result in lower grades than the initial grades.

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

The complaint must be submitted to the institution not later than 2 weeks (14 days) after the assessment results of the exam in question have been announced. If the deadline falls on a holiday, the deadline will be extended to expire on the first weekday after that day.

In extraordinary circumstances, the deadline may be disregarded.

### **10.4.1.2 Appeals**

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

The appeal should be submitted to the institution.

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

The appeals board is made up of two appointed external examiners who will be appointed by the chairman of the external examiners, one examiner and a student within the same field (from the study programme) both appointed by the institution.

The appeals board will make a decision based on the material that formed the base of the institution's decision and the student's substantiated appeal.

The appeals board will process the appeal and the decision may regard

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

If the decision regards an offer of a re-assessment or a re-sit, the appellant must be notified that a re-assessment or re-sit exam may result in lower grades. The student must accept the offer within 2 weeks of the announcement of the decision. Acceptance of an offer of re-assessment or re-sit exam cannot be cancelled.

If the student does not accept the offer within the deadline, re-assessment or a re-sit exam will not be carried out.

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

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

The appeals board must have made a decision not later than 2 months, 3 months for summer exams, after the appeal was made.

The decision of the appeals board is final meaning that the case cannot be brought before a higher administrative authority regarding the parts of the appeal that concern academic/professional elements

### **10.4.2 Complaints on the grounds of legal irregularities**

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

Complaints on the grounds of legal irregularities in decisions that were made by the institution according to the stipulations in the executive order on examination regulations (e.g. legal incapacity, the hearing procedure, correct interpretation of the executive order on examination regulations etc.) may be brought before the Danish Agency for Higher Education and Educational Support.

The complaint should be submitted to the institution which will make a statement and the student must be given the opportunity to comment on this statement, the deadline being usually one week. The institution will submit the complaint, the statement and any comments made by the student to the Agency. The deadline for lodging complaints with the institution is 2 weeks (14 days) from the day the student was notified of the decision.

## **10.5 Withdrawal from exams - illness**

### **10.5.1 Withdrawal from exams**

The deadline for due withdrawal from exams is 14 days before the exam is to be held or before the submission deadline for written work when that written work is part of the examination basis or the assessment basis. A withdrawal notice must be given to the institution.

If a withdrawal notice is not presented in due time, the exam will be considered started and will count against the student's number of exam attempts, cf. the executive order on examination regulations. This shall not apply if the student is prevented from participating in exams because of (verified) illness.

Withdrawal from exam(s) that take place immediately after the instruction period and that are scheduled to take place in the first academic year according to the executive order on examination regulations / the curriculum **cannot** be made as students **must** sit these exams before the first academic year after study start elapses.

### **10.5.2 Illness**

A student who was prevented from attending an exam owing to verified illness or other unforeseen reason will be able to re-sit the (illness re-sit) exam as soon as possible. If the exam takes place in the final exam term, the student will have the opportunity to sit the exam in that exam term or immediately after the term.

Illness must be verified by a doctor's note. The institution must receive the doctor's note within three working days after the exam was held. Students who suddenly become ill during an exam must submit verification that they were ill on the day in question.

If illness is not verified according to the above rules, the student will have spent an exam attempt.

It is the student's responsibility to cover the expense of the doctor's note.

Withdrawal from an illness re-sit exam follows the same rules as withdrawal from regular exams.

The institution may disregard withdrawal deadlines in cases of extraordinary circumstances.

## **10.6 Examination language**

Exams must be conducted in understandable Danish/English. In connection to the international module the examination language will be English for all.

Students whose mother tongue is not Danish/English may apply for an exemption from the requirement that spelling and writing skills form part of the assessment criteria for the professional bachelor degree project or the academy profession degree project as well as exams in which such skills are stated in this curriculum to be part of the assessment criteria.

The application must be submitted to the programme not later than 4 weeks before the exam is to take place.

Students whose mother tongue is not English may apply for permission to bring dictionaries to exams. Applications for permission to bring other study aids must be submitted to the programme not later than 4 weeks before the exam is to be held.

## **11. Academic misconduct**

### **11.1 Academic misconduct - exams**

When handing in a written exam assignment, the student must confirm by signature that the assignment was prepared without undue help.

### **11.2 Use of your own and others' work – plagiarism**

When using words of others (through quotes, tables, text from the internet, statements, replication of a text from a book etc), the source **HAS** to be mentioned.



Academic misconduct at exams in the form of plagiarism are instances where a written assignment, in full or in part, appears to have been made by the student or students themselves, even though the assignment:

1. includes identical or near-identical wording of other people's statements or works where the text is not set off by the use of quotation marks, italics, indentation or any other clear indication with a reference to the source, cf. UCN's requirements to written work.
2. includes substantial sections of text that are so similar to another work in wording etc. that on comparison it is clear that the sections could not have been written without the use of the other work
3. includes the use of other's words or ideas without giving due credit to the sources
4. re-uses text and/or central ideas from your own previously assessed works without observing the stipulations in sections 1 and 3.

### **11.3 Disciplinary actions in events of academic misconduct and disruptive behaviour during exams**

A student who undoubtedly

- unduly obtains help, or
- helps another student answer an assignment, or
- uses non-authorized aids

and a student who

- behaves in a disruptive manner at an exam

may be expelled from the exam room while the exam is taking place by the institution, or a person authorised by him/her, or jointly by the assessors. In such cases, the justification of the expulsion will be assessed in connection with the subsequent decision on the sanctions to be imposed. In cases of less serious disturbing behaviour, students will first be given a warning.

### **11.4 Suspected academic misconduct at exams including plagiarism, during and after the exam**

If during or after an exam, a student is suspected of ;

- having obtained or provided undue help,
- passing off another person's work as their own (plagiarism), or
- having used his/her own previously assessed work or parts of it without reference (plagiarism)

this will be reported to the institution.

## **11.4.1 The process of identifying academic misconduct including plagiarism**

### **11.4.1.1 Suspension of the exam**

If the reported misconduct regards plagiarism in a written assignment that is to make up the basis of assessment for a subsequent oral exam, the institution will suspend the exam if the matter cannot be settled before the fixed examination date.

### **11.4.1.2 Form and contents of the report**

Misconduct must be reported without undue delay. The report must include a written presentation of the case with information to identify the reported persons, as well as a brief account of the matter and the existing evidence. Previous incidents of academic misconduct by one or more of the reported students must be stated explicitly.

When plagiarism is reported, the copied sections must be clearly indicated and a reference to their sources stated. The copied text must also be indicated in the source text.

### **11.4.1.3 Involving the student - hearing of the parties**

The institution decides whether the hearing of the student will be oral, in writing or a combination.

For an oral hearing, the student will be summoned for a discussion for further clarification of the case where he/she will be presented with the documentation of the assumption of academic misconduct and where he/she will be able to state his/her point of view.

For a written hearing, the documentation of suspected academic misconduct will be sent to the student requesting him/her to state his/her point of view in writing.

### **11.4.1.4 Sanctions against academic misconduct and disruptive behaviour during exams**

If the suspected misconduct is confirmed after the matter has been investigated, and if the misconduct has had or will be able to have an influence on the assessment of the student's performance, the institution will expel the student from the exam.

In less serious offences, the student will first receive a warning.

In aggravating circumstances, the institution may suspend the student for a period of time at the institution's discretion. In such cases, the student will receive a written warning that any further instances of misconduct may lead to permanent expulsion.

A period of suspension means that any grades awarded for the exam in question will be annulled, and that the student will have spent an exam attempt.

The student will not be allowed to re-sit the exam and will have to wait until the ordinary exam in that particular module/course is offered again.

The student cannot participate in lectures or exams while being suspended.

### **11.5 Study aids**

Study aids are not allowed at exams unless otherwise indicated.

## **12. Internationalisation**

The international dimension constitutes an integral part of the International Hospitality Management Programme, which clearly reflects a sustained globalization trend.

That is why in order to successfully launch and provide the training in question, it is imperative to allow access to/inherit practice of the best European specialist hospitality education institutions.

The developers of the curriculum in question drew their inspiration for the framework of this programme and its content from the best practice of these hospitality schools. One of the main objectives for working with internationalisation is to help contribute to the professional development and creative thinking of the students and in general during the tuition.

The internationalisation aspect is embedded in all elements of the curriculum but it gains considerable visibility in the sixth semester, which includes a course in Cultural awareness & Customer relations and a work placement that can be taken abroad.

There exists a list of accredited partner universities offering specialised hospitality degrees. Cooperation with these ensures that the level of the programme in question fully complies with the requirements for a bachelor degree level.

Teaching will reflect international research findings, obtained from various printed resources and knowledge exchange partners by means of guest lecturing. Teacher mobility between partner universities will also help augment the international profile of the programme.

### **12.1 Credit transfer and postgraduate programmes**

The partner agreements may allow the individual graduate who obtained a Bachelor's degree in International Hospitality Management admission to postgraduate programmes with a full credit transfer. Until formal agreements have come into effect, the transfer can be negotiated with the student on an individual basis.

- Tourism – Master's Degree Programme at Aalborg University. A grade average of minimum 7 in order to get admitted and an additional individual assessment interview
- MSc in International Business at University of Southern Denmark
- MSc in Management and Strategy at University of Southern Denmark

- MSc in Marketing, Communication and Globalisation at University of Southern Denmark

The institutions are continually working on credit transfer and postgraduate programme agreements both nationally as well as internationally.

### **13. Operation date**

The curriculum is valid for students entering the programme on September 2013.

Students transferring to the institution will follow this curricula as well, whereas students on leave will enter the curricula in action, on the time they return to the education.

This core national curriculum for BAihm is valid for all providers of the programme from September 1<sup>st</sup> 2013

Mai Britt P. Jacobsen  
Head of faculty

## **Appendix 1 Legal basis of the curriculum**

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

- Law no. 467 of 8 May 2013 on academic business programmes and professional bachelor degree programmes.
- Danish Ministerial Order no. 636 of 29 June 2009 on professional higher education and bachelor programmes.
- Danish ministerial order no. 1282 of 15 December 2009 on professional bachelor degree programme in International hospitality management
- Danish ministerial order no. 87 of 7 February 2011 on access to the academic business programmes and professional bachelor degree programmes.
- Danish ministerial order no. 1016 of 24 August 2010 on assessment and examinations on vocational programmes
- Danish ministerial order no. 262 of 20 March 2007 on marking scale and assessment

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)).