

# Web Development

Curriculum 2023 – National section



**BUSINESS  
ACADEMY  
SOUTHWEST**

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## 1. Programme structure

		<i>1st year of study</i>	<i>2nd year of study</i>
<i>Core areas of study</i>	Web programming	40 ECTS	
	Development environments	10 ECTS	
	User experience	10 ECTS	
<i>Internship</i>			15 ECTS
<i>Bachelor's degree project</i>			15 ECTS
<i>Total ECTS credits</i>		<i>60 ECTS</i>	<i>30 ECTS</i>

## 2. Core areas of study

The study programme covers the following core areas of study

- Web programming
- Development environments
- User Experiences

60 ECTS credits total

## 3. Content

The national part of the curriculum for the Professional Bachelor's Degree in Web Development is issued in accordance with Section 18 (1) of the Executive Order on Technical and Mercantile Academy Profession Programmes and Professional Bachelor Educations ('bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser'). This curriculum is supplemented by the institutional part of the curriculum, which is determined by the individual institution offering the educational programme.

It is compiled by the education network for professional bachelor's degrees in web development and approved by the boards of all the providers - or by the principal by order of the board - and after a hearing of the institutions' education committees and the education's chairmanship of the external examiners.

## 4. The programme's goals for learning outcomes

### Knowledge

The student has development-based knowledge of:

- standards within web development,
- development environments for web development,
- broad development methods within web development, and can also reflect upon their practical application in the profession.

The student has an understanding of:

- web applications' role in society.

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## Skills

The student can:

- use methods and tools within web development to plan and develop applications based on specific development wishes,
- master a suitable programming language to implement these development wishes,
- evaluate and justify their choice of a suitable system for ensuring both data and application persistence,
- use the domain's theory and method to develop user experiences adapted to relevant target groups and assess user experiences based upon the domain's theory and method,
- use methods to develop user interfaces that exploit the special design and aesthetic potential of web technologies, and also assess and justify their value as a solution,
- use and master a suitable development environment in the implementation of the development process,
- communicate specialist problems and solution models to collaborative partners and users as well as peers and non-specialists.

## Competencies

The student can:

- handle complex and development-oriented situations in web development,
- independently enter into a professional and interdisciplinary cooperation within web development with a professional approach and take responsibility within the framework of professional ethics,
- identify and structure their own learning needs and develop their personal skills and competencies in relation to web development.

## 5. The programme includes three national subject elements

### 5.1 Web Programming

#### Contents

The subject elements comprise the development and modelling of web applications, including architecture, robustness, internet and web protocols, use of debugging techniques and techniques for installation and maintenance. The subject area also includes data security, data storage, data modelling and exchange of data sources based on recognised standards.

Learning goals for Web Programming:

#### Knowledge

The student has development-based knowledge of: practice, applied theory and development methods in:

- relevant internet and web protocols,
- data storage, modelling, exchange and security,
- quality assurance.

The student can understand and reflect upon:

- development methods in web development,
- web architecture and design patterns.

#### Skills

The student can:

- master all phases of development including planning, developing and implementing web applications based on specific development wishes, as well as evaluate practice-based and theoretical problems and select and justify relevant solution models in relation to the development of web applications,
- evaluate and justify the choice of a suitable programming language and relevant methods for the implementation of web applications,
- master a suitable programming language for the development of web applications,
- use and model data sources as well as justify proposals for solutions,
- implement and evaluate web user interfaces as well as justify and communicate solution proposals to collaborative partners and users,
- use relevant theories and methods for the quality assurance of all phases of development.

#### Competencies

The student can:

- handle complex web development and must be able to handle complex and development-oriented situations in web development,
- independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to web programming,

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- identify and structure their own learning needs and develop personal skills and competencies in relation to web programming.

### ECTS credits

The subject element web programming is worth 40 ECTS credits, comprising 20 ECTS credits in the national part and 20 ECTS credits in the local part.

Local subject elements of the programme are in the subject element web programming.

National and local subject elements can be tested in the same exam.

## 5.2 Development Environments

### Contents

This subject element comprises tools and platforms for the development of web-based applications, as well as selection and justification of the choice. Focus is on normally used development tools (IDE and other platforms) as well as tools for version control and quality assurance.

### Learning goals for Development Environments

#### Knowledge

The student has development-based knowledge of applied theory and methods:

- in development environments,
- in practice, methods and systems for version control.

The student can understand and reflect upon:

- types of and selection criteria for development platforms.

#### Skills

The student can:

- master version control in a development context,
- apply methods and tools for quality assurance in the development process, as well as evaluate and justify the choice of specific tools,
- apply methods and tools in development environments for the publication of web applications,
- communicate their choice of methods and tools used in the development process.

#### Competencies

The student can:

- methodically evaluate and handle development platforms and environments for a specific task in complex development-oriented situations,
- manage development platforms and environments in the development process of advanced web applications,

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- independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to development environments.

### ECTS credits

The subject element Development Environments is worth 10 ECTS points.

### 5.3 User Experiences

#### Contents

The subject element comprises analysis, understanding of and reflection upon the user's experiences and needs in different use contexts.

The subject element includes the design of user interfaces and usability, and considerations about information architecture and instruments and the use of web media tools.

There is a focus on understanding and organising user experiences in relation to design and development.

Learning goals for User Experiences

#### Knowledge

The student has development-based knowledge of:

- practice, applied theory and methods of designing user experiences, and also reflect upon the web developer's practice in designing user experiences,
- information architecture,
- aesthetics and trends in interaction design.

The student can understand and reflect upon:

- the use of user survey methods.

#### Skills

The student:

- can use methods and tools to design user experiences for relevant target groups with the involvement of users,
- evaluate practice-based and theoretical problems in the design of user interfaces and select and justify relevant solution models,
- communicate practice-based and specialist problems in the design of user experiences and communicate central problems to collaborative partners and users.

#### Competencies

The student can:

- handle complex design processes based on analysis and planning,
- both independently and in groups, understand the design and organisation of user interfaces and user experiences for complex systems,
- identify and structure personal learning needs and develop personal skills and competencies in relation to the design of user experiences.

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## ECTS credits

The subject element User Experiences is worth 10 ECTS credits.

## 5.4 Exams in the national subject elements

National subject elements in the first year of study make up 40 ECTS credits. Two exams are held in the national subject elements plus an additional exam in the bachelor's project.

For the number of exams in the internship, see section 3.

For a complete overview of all the programme's exams, please refer to the institution part of the curriculum, in that the national subject elements described in this curriculum can be tested together with subject elements laid out in the institution part of the curriculum.

## 6. Internship

Learning goals for the programme's Internship

### Knowledge

The student can:

- understand and reflect upon theories and methods and their practical application.

### Skills

The student can:

- apply one or more of the subject area's methods and tools, and can also apply the skills related to employment in the subject area(s) or profession,
- evaluate theoretical and practical problems and also justify and select relevant solution models,
- communicate specialist problems and solution models to peers and non-specialists or collaborative partners and users.

### Competencies

The student can:

- handle complex and development-oriented specialist situations in relation to the profession,
- identify personal learning needs and structure their own learning in different learning environments,
- independently participate in an expert and interdisciplinary collaboration with a professional approach.

## ECTS credits

The internship is worth 15 ECTS credits.

## Number of exams

The internship is completed with one exam.



### **7. Requirements for the bachelor's project**

The learning goals for the final examination project are identical to the programme's learning goals, which are listed above under item 1.

Together with the other exams and the internship exam, the final examination project documents that the programme's goals for learning outcomes have been achieved.

In the bachelor's project, the student must be able to document their ability to process, on an analytical and methodical basis, a complex and practice-oriented problem in relation to a specific task within the field of web development. The problem, which must be central to the programme and the profession, is formulated by the student, possibly in collaboration with a private or public sector company. The institution approves the problem.

For specific formatting requirements for the bachelor's project, please refer to the institutional part of the curriculum.

**Exam in the final examination project**

The final examination project concludes the course in the last semester, once all prior exams have been passed.

**ECTS credits**

The final examination project is worth 15 ECTS credits.

**Exam format**

The exam consists of both an oral and written test with an external examiner, where an overall individual grade is given according to the 7-point grade scale for the written project and the oral presentation.

For format etc. of the exam, see the institutional part of the curriculum.

### **8. Rules on credit**

Passed programme elements are equivalent to similar programme elements taken at other educational institutions offering this programme.

The students are obliged to inform us of any completed educational elements from another Danish or foreign higher education programme or any employment which are likely to provide credit.

In each individual case, the educational institution approves credit on the basis of completed educational elements and any employment that meets the objectives of the subjects, the educational part and internship part.

The decision is made on the basis of a professional evaluation.

For prior approval of study in Denmark or abroad, the student is obliged to document, upon completion of their studies, the completed educational elements of the approved study programme.

In connection with prior approval, the student must consent to the institution collecting the necessary information at the end of the study programme.

Upon approval in accordance with the above, the educational element is regarded as completed if it has been passed according to the rules for the relevant programme.

## **9. Academic criteria for the selection of applicants for the top-up programme**

Refer to the institutional part of the curricula.

## **10. Entry into force and transitional period**

Entry into force

This national part of the curriculum enters into force on 01.08.2019 and is valid for students who are enrolled after 01.08.2019.

Transitional period

Students who are admitted up to 01.08.2019 will transfer to this curriculum from 01.08.2019; however, students enrolled on an earlier curriculum can complete their programme in accordance with that one.

# Web Development

Curriculum 2023

Institutional section



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# 1. Curriculum framework

*This is a translated version of the Danish curriculum. In case on any discrepancies between this curriculum and the Danish curriculum, the text in the Danish curriculum applies.*

This curriculum is based on:

- Existing Ministerial Order on Academies of Professional Higher Education
- Existing Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes
- Existing Ministerial Order on Examinations and Tests on Professionally and Business Oriented Higher Education Programmes (the Examination Order)
- Existing Ministerial Order on Grading Scale and other Assessment for Education Programs at the Ministry of Higher Education and Science (the Grading Scale Order)
- Existing Ministerial Order on Technical and Commercial Academy Profession Programmes and Professional Bachelor Programmes
- Existing Ministerial Order on Admission to and Enrolment on Academy Profession Programmes and Professional Bachelor Programmes (the Admissions Order).

All can be found here: <https://www.retsinformation.dk/>

## 1.1. Effective date and transition period

This institution-specific section of the curriculum takes effect on 28.08.2023 and applies to all students enrolled on the programme on this date or later.

Current students at the Academy will complete their studies according to the curriculum valid at the initiation of their studies. With the exception of students on leave, they will continue their studies according to the curriculum valid at the time of resumption.

## 1.2. The graduates title in Danish and English

The programme gives the graduate the right to use the title Bachelor of Web Development. The Danish title is Professionsbachelor i webudvikling.

## 1.3. Scope of the programme

The scope of the programme is to qualify the graduate to be able to independently work as Web Specialist in design and construction of web applications, web architecture and internet communication in internal development departments in companies as well as in consulting companies or software companies within the web area.

The programme is placed at level 6 in the qualification framework for higher education.

The programme is worth 90 ECTS-credits, which includes:

- ✓ Educational elements with a total scope of 60 ECTS-credits which are organized within the professional areas of the programme
- ✓ Internship with a total scope of 15 ECTS-credits
- ✓ Final examination project with a total scope of 15 ECTS-credits

## 2. The subject elements of the programme

The educational elements are organized within the following subject elements with a total scope of 60 ECTS-points and are mutually weighted in the ratio 4:1:1.

**Web programming:** The subject element contains development and modeling of web applications, including architecture, resilience, the use of debugging techniques and techniques for commissioning and maintenance. The subject element also contains modeling and exchange of data sources based on standards.

**User experience:** The subject element contains analysis, understanding of and reflection on the user's experiences and needs in various contexts of use, e.g. as part of the design and the development of webapplications. Focus is on user experience in relation to design and development.

**Development environments:** The subject element contains tools for developing web-based applications. Focus is on commonly used development tools as well as tools for version control and quality assurance.

## 3. Overview of the programme

1st semester	2nd semester	3rd semester
User Experiences 10 ECTS	Local programme elements (Electives) 20 ECTS	INTERNSHIP 15 ECTS
Web Programming Backend 10 ECTS	Development Environments 10 ECTS	
Web Programming Database 10 ECTS		BACHELORPROJECT 15 ECTS

### 3.1. National programme elements

Appears in the national part of this curriculum.

### 3.2. Local and elective programme elements

In addition to the national part of this curriculum, the programme includes 20 ECTS local elements, organized as elective elements. Electives appear in the catalog on Moodle.

#### **Content**

The elective modules offer students the opportunity to enhance their individual profile and professional competencies relating to areas of Web development. This is achieved through specialisation and academic immersion within the programme's subject areas.

The elective modules are planned by the individual programme. See the EASV official platform (Moodle).

ECTS credits: The elective modules can be offered with the following ECTS credits: 5, 10 and 20 ECTS.

#### **Learning objectives**

##### **Knowledge**

Upon completion of the module, students should have acquired knowledge about:

- The chosen elective's theory and practice
- The chosen elective's relevance to web development in theory and practice

##### **Skills**

Upon completion of the module, students should have acquired the skills to:

- Select, describe and undertake a literature search of a selected IT-problem
- Discuss the process and analytical skills related to the selected topic
- Assess problems and propose possible solutions relative to the selected topics
- Convey significant results

##### **Competencies**

Upon completion of the module, students should have acquired the competencies to:

- Independently familiarize themselves with new topics within the subject's theory or practice
- Relate to and set into perspective the elective areas to the programme's other subject areas.

## 4. Teaching and working methods

The program applies varied teaching methods, which together support the above-mentioned modules and promote the achievement of the learning objectives, described in the curriculum.

The main emphasize of the teaching methods is dialog based classroom teaching, assignments and group projects. However, working in study groups, individual assignments and projects, group and class presentations, interdisciplinary cases and much more are also included.

All of these activities ensure that the program always sets clear objectives and expectations for the learning activities.



## 5. Exams and prerequisites

Time Frame	Exam	ECTS credits	Internal/external	Evaluation
Within the first 2 months of studying	The Study Start Test	-	Internal	Approved/Not approved
1st Year	Web programming & Databases	20	External	7-point grading
1st Year	Development Environments	10	External	7-point grading
1st Year	User Experience	10	Internal	7-point grading
1st Year	Web programming: Elective courses	20	Internal	7-point grading
2nd Year	Internship	15	Internal	7-point grading
2nd Year	Bachelor	15	External	7-point grading

Information about time and place for the examinations will be posted on Moodle.

Joining the semester, the education element, etc. is also a registration for the corresponding exams.

All examinations are to be submitted/presented in understandable English or Danish. Students with other native languages can seek exemption from the fact that formulation and spelling skills can influence the evaluation of the final examination project or any exam for which the curriculum specifies that such skills are included in the evaluation. Application for the exemption should be sent to the head of department at least four weeks prior to the examination.

### Prerequisites for the exam

In order to sit the exam, there may be one or more prerequisites that must be met. Prerequisites are described in the following at each exam.

Prerequisites can be several different things, e.g. submission of a written project, participation in class, a presentation, etc.

Note that if one or more of the prerequisites is not met you will not be allowed to sit the exam, and will have used one exam attempt.

### 5.1 Scope and criteria for examinations

In the following, exams in each of the national compulsory elements is described, including:

- Prerequisites for taking the exam
- Exam form
- Assessment criteria
- Formal requirements

### 5.1.1 The Study Start Test

According to the Executive Order on Examinations, the student must participate in and pass a study start test in order to continue on the study programme. The purpose of the study start test is to clarify: whether the student has actually started the programme.

The study start examination is held no later than two months after the commencement of the study programme.

#### **Test form**

The study start test is an individual, written test, based on the student's reflection on prior knowledge and motivation for the study programme.

#### **Assessment criteria**

The study start test is internally assessed and is assessed with "Approved" or "Not approved".

If the student does not fulfil the study start test requirement in the first attempt, the student has another attempt, which must be conducted no later than three months after the commencement of the study programme. If the student does not fulfil the test in the second attempt, the student cannot continue on the study programme and his/her enrolment will consequently be cancelled.

### 5.1.2 Web programming & databases

#### **Prerequisites for the exam**

There are three compulsory assignments that must be handed-in and approved in order to be qualified to do the exam.

#### **The Examination**

The exam is an individual oral exam based on a project. It is assessed according to the 7-point scale. One individual grade is given based on an overall evaluation of the presentation, dialogue and project. 30 minutes is allotted to each student including assessment and announcement of grade.

#### **Evaluation criteria**

The evaluation criteria for the examination are based on the learning objectives of the educational element cf. the national section of the curriculum.

#### **Formal requirements**

The documentation (report) must not exceed 10 standard pages of text. A standard page consists of 2,400 characters including spaces and footnotes.

The project consists of handing in:

- Website
- Database
- Documentation (report)

### 5.1.3 Development environments

#### **Prerequisites for the exam**

There are two compulsory assignments that must be handed-in and approved in order to be qualified to do the exam.

#### **The examination**

The exam is an individual oral exam based on a synopsis. It is assessed according to the 7-point scale. One individual grade is given based on an overall evaluation of the presentation and dialogue. 20 minutes is allotted to each student including assessment and announcement of grade. The exam amounts to 10 ECTS credits.

#### **Evaluation criteria**

The evaluation criteria for the examination are based on the learning objectives of the educational element cf. the national section of the curriculum.

#### **Formal requirements**

Hand-in of webapp prototype and one-page synopsis.

### 5.1.4 User Experiences

#### **Prerequisites for the exam**

There are two compulsory assignments that must be handed-in and approved in order to be qualified to do the exam.

#### **The examination**

The exam is an individual oral exam based on a synopsis. It is assessed according to the 7-point scale. One individual grade is given based on an overall evaluation of the presentation and dialogue. 20 minutes is allotted to each student including assessment and announcement of grade.

#### **Evaluation criteria**

The evaluation criteria for the examination are based on the learning objectives of the educational element cf. the national section of the curriculum.

#### **Formal requirements**

Hand-in of webapp prototype and one-page synopsis.

### 5.1.5 Elective programme elements

#### **Local and elective educational elements**

The local and elective educational components make a total of 20 ECTS during the 2nd semester. The contents of the local and elective educational components and their exams can be found on Moodle.

## 6. Internship

The learning objectives for the internship appear in the national part of this curriculum. The internship is worth 15 ECTS-credits.

### Requirements and expectations

The internship allows you to work with relevant issues and gain knowledge about relevant job functions. During the internship you are linked to one or more companies. The internship can be organized flexibly and differentiated and can form the basis for your final examination project.

The relation between theoretical learning and actual practice forms the basis for your objectives for the internship period.

Based on the learning objectives for the internship (see the national section of the Curriculum), you, the internship company and the school supervisor collaborate to identify specific objectives for the internship period.

This then forms the basis for organizing your work during the internship period.

The internship can be compared to a full-time job, with demands regarding working hours, work to be done, involvement and flexibility that correspond to those that you can expect to meet in your first job. If, for documented health reasons, you cannot complete an internship for 37 hours per week, you can apply for a dispensation to organize your internship period appropriately.

### Prerequisites for the exam

- You must have actively participated in the internship,
- internship hand in (report or video), on which the examination and the evaluation are based, must meet the requirements cf. below,
- the internship report or video must be handed in on time, cf. the exam schedule available on Moodle, and
- you must have completed your evaluation of the internship (questionnaire).

### The examination and assessment criteria

The assessment criteria will be the learning objectives for the internship.

The exam is an individual exam based on the internship hand in:

- Internship video hand in:  
Evaluation is graded according to the 7-point grading scale based on an overall assessment of the video.
- Internship report hand in:  
Oral exam: 20 minutes is allotted to each student including assessment and announcement of grade. The exam starts with a presentation by the student based on the internship, followed by an oral examination, including assessment and announcement of grade. Evaluation is graded according to the 7-point grading scale based on an overall

assessment of the written internship report and the oral presentation.

The exam is held at the 3rd semester after the internship. Further information regarding time and place and about handing in the internship report can be found on Moodle.

### **Formal requirements for the internship hand in**

The formal requirements for the internship report or video – it must at a minimum contain:

- Front page with name, internship company, institution, internship period
- Preface
- Introduction
- Description of the business (its main activities, number of employees, their profession, etc.)
- Reflection on the concrete learning objectives achieved
- Description of concrete tasks
- Conclusion
- Company reference
- Bibliography, if any (including all sources that have been referenced)
- Any further appendices (only include appendices essential to the report)

The maximum number of pages for the internship report is 8 standard pages, exclusive appendices.

Video length is max 8 min.

A standard page is defined as 2400 characters, including spaces and footnotes, but excluding the front page, table of contents, bibliography and appendices. Appendices are not included in the grading evaluation.

The internship hand in is submitted in English or Danish for Web Development.

## **7. Final bachelorproject**

The final bachelorproject and the internship exam together with the other exams must document that the learnings objectives of the programme is met.

Requirements regarding the final bachelorproject as well as learning objectives can be found in the national section of this curriculum.

The examination is held at the end of 3rd semester. Further information regarding time and place for the examination can be found on Moodle.

### **Prerequisites for the exam**

Failure to submit the written project correctly means that the student will not be allowed to attend the exam, the student will use one exam attempt.

The examination in the final project cannot be held until the internship exam and all other exams in the education have been passed.

### **The examination**

The exam is an individual oral exam based on the written project. It is assessed according to the 7-point scale. One individual grade is given based on an overall evaluation of the written project and oral presentation.

Groups may be no larger than 4 students.

30 minutes is allotted to each student, including assessment and announcement of grade.

The examination will be in Danish or English for Web Development.

### **Assessment criteria**

The evaluation criteria for the examination are based on the learning objectives for the final project in the national section of the Curriculum.

Formulation and spelling skills can influence the evaluation of the final examination project.

### **Requirements for the written report**

The exam project report must include a written report as well as a digital application/product.

The report must not exceed 40 standard pages of text for one student +10 standard pages per additional group member.

Front page, table of contents, models, literature lists, Illustration lists and appendices are not included in the maximum number of pages. Appendices are not included in the evaluation. A standard page consists of 2,400 characters including spaces and footnotes. See the 'Guide to report writing', which can be found on the programme's official platform, Moodle, for a detailed description of the report structure.

## **8. Educational elements completed abroad**

You can – with pre-approval – obtain credit for any of the educational elements that you complete abroad. In such cases you must, after completion of your studies abroad, document the educational elements that have been completed. In connection with pre-approval you must agree that the school is entitled to secure any necessary information about the educational elements.

With prior acceptance of credits, the specific educational element will be considered completed if you have passed the course according to existing and relevant rules for the programme.

## **9. Credits for local and elective educational elements**

Any elective and local educational element that has been passed is considered to be equivalent to the corresponding educational element offered by other educational institutions offering the education.

The student is to apply for prior approval if credit is wished for educational elements that are not included in the education.

## 10. Student activity and participation requirements

For you to be described as an active student you are required to participate actively in relevant activities and comply with the mandatory obligations.

Enrolment can be terminated for students who have not participated actively in their studies. Active participation is defined as follows:

### The student has:

- Participated in at least two different examinations (within the last 12 months)
- Passed at least one examination (within the last 12 months)
- Lived up to the participation requirements for the education, including group work, joint projects, distance learning, etc. as can be seen in the description of participation requirements and submission of reports described for the examinations.
- Submitted the assignments, reports, etc. which are a prerequisite for an examination in accordance with the curriculum, with a trustworthy content. This includes not having submitted material for which others have copyright.
- Attended activities with compulsory attendance as specified in the curriculum.

### 10.1 The consequences of absent student activity

#### 10.1.1 Termination of state educational grant (SU)

Failure to meet one or more of the criteria for student activity can lead to termination of your state educational grant (SU).

Periods in which the student is not active due to leave of absence, maternity leave, adoption, documented illness, or military service are not included in the above. The student must, if so required, supply documentation for such conditions.

Exemption can be granted from the above requisites in the case of exceptional circumstances. Applications for exemption should be sent to the head of department.

#### 10.1.2 Termination of enrolment

Failure to meet one or more of the criteria for student activity can lead to termination of enrolment in the programme.

Prior to termination of enrolment in the education, the student is to be sent a written notice that points out the above-mentioned rules. This notice also specifies that the student has 14 days in which to submit documentation for periods with a lack of student activity that the student claims should not lead to expulsion and specifies as well a deadline for seeking exemption. If the student has not reacted within this period of time, he/she is expelled from the programme.

If the student requests that he/she not be expelled, this request will have a delaying effect until the head of department as decided upon the matter. The student is entitled to submit a complaint to the head of department about a decision that has been made two weeks at the latest after being informed of the decision. This complaint will have a delaying effect. If the head of department maintains the decision, the student can complain to the Ministry of Higher Education and Science within two weeks after receiving the complaint, as far as legal issues are involved.

Exemption can be granted from the above requisites in the case of exceptional circumstances. Applications for exemption should be sent to the head of department.

## 11. Exam terms and conditions

Joining the semester, the education element, etc. is also a registration for the corresponding exams

Deregistration from an exam is only possible under special circumstances such as illness (documented with a medical certificate), death in the family or exceptional circumstances that influences your well-being. Exemption can be granted if you are an elite athlete. Deregistration shall be provided to the head of department before the beginning of the exam or as soon as possible. Documentation in writing need to be submitted before the attempt can be cancelled, cf. section 11.

### 11.1 Use of aids

Any rules for restrictions in the use of aids will be made clear in the specifications for the individual examination.

### 11.2 Special examination conditions

The student can apply for special examination conditions when warranted by physical or mental impairment. The application should be submitted to the head of department at least four weeks prior to the date of the examination. An exemption from this deadline can be given in the case of suddenly occurring health issues.

The application must be accompanied by a medical certificate, a statement from e.g. an institute dealing with speech, hearing or sight impairment or dyslexia, or other forms of documentation certifying serious health issues or relevant functional impairment.

### 11.3 Re-examinations due to illness, failing or non-attendance

#### 11.3.1 Re-examination due to illness

If you have not been able to sit an examination due to documented illness or other unforeseen circumstance, you are given the opportunity to sit a re-examination as quickly as possible. In the case of an examination taking place at the end of the last examination period, you are given the opportunity to sit the examination in the same examination period or immediately thereafter.

This examination can be identical to the next ordinary examination. It is your responsibility to investigate



when the re-examination will be held.

Information about time and place for these re-examinations can be found on Moodle.

Illness must be documented by a medical certificate received by the institution three days at the latest after the examination has been conducted. If you become acutely ill during an examination you must document that you have been ill on the day in question.

If illness is not documented according to the above rules, the examination will count as one examination attempt spent.

Any costs for the medical certificate are the responsibility of the student.

### 11.3.2 Re-examination due to failing or non-attendance

By not passing or by not attending the examination, you are automatically registered to sit the re-examination, provided that you have not spent all three examination attempts. The re-examination can be identical with the next ordinary examination.

It is your responsibility to investigate when the re-examination will be held. Information about time and place for these re-examinations can be found on Moodle.

Exemption from the above can be given in the case of extraordinary conditions, including documented disability.

## 12. Errors or omissions during the exam

If errors and omissions are brought to attention during the exam, the head of department decides how the error or the omission can be remedied.

In the case of serious errors or omissions, or where it must be considered to be the most correct way to remedy the error, the head of department may cancel the exam in question and arrange a re-examination. In the case of a cancelled exam the assessment lapses.

In the case of other significant errors or omissions and extraordinary exam may be offered. The offer is given to all affected students. The student may choose to keep their original assessment even if they have participated in the extraordinary exam.

## 13. Cheating offences and disruptive behaviour

During any exam the student must behave considerately and follow the instructions given by the examination supervisor, examiner or censor.

Cheating on exams will be dealt with according to the rules in the existing Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes (The examination order).

It is referred to as cheating offences when the student:

- plagiarizes cf. section 13.1,
- counterfeits,
- conceals or misleads about own efforts or results,
- takes part in an unauthorized collaboration,
- receives or tries to receive help during the exam, or helps other students when it is not a group exam,
- uses unauthorized aids,
- has wrongfully obtained prior knowledge of the examination assignment,
- provides wrongful attendance information, or
- seeks to circumvent, disable or otherwise obstruct the intent of EASV's use of monitoring programs.

When submitting written material, you must verify by your signature that the material has been produced without undue assistance.

### 13.1 Using one's own work and that of others - plagiarism

Cheating in exams through plagiarism comprises instances where a written answer appears to be completely or partially produced personally by the examinee or examinees, but:

1. Comprises identical or almost identical rendering of the wording or work of others, without clearly identifying this using quotation marks, italics, indentation or other clear indications stating the source of the material, cf. the educational institution's requirements to written work on Moodle.
2. Comprises major pieces of text with choice of words or formulations so close to that of another piece of writing that it is possible to determine through comparison that the text could not have been written without using the source in question.
3. Comprises the use of words or ideas of others without giving reference to the source in an appropriate manner.
4. Re-uses text and/or central ideas from own previously assessed answers (self-plagiarism) without observing the provisions laid down in items 1 and 3 above.

### 13.2 Investigation of cheating offences in exams, including plagiarism

The examiner must report suspicions of cheating offences and/or plagiarism as soon as possible to the head of department, including the available documentation. It must be disclosed, if it is a repeat case for one or more of the involved students.

#### **Postponement of the exam**

If the cheating offence concerns suspected plagiarism in a written report and/or answer that is to be used in the assessment of a subsequent oral exam, the head of department postpones the exam, unless the issue can be investigated prior to the date set for the exam.

### **Involving the student – hearing of the party/parties**

The head of department decides whether the hearing of the student is to be oral, in writing, or a combination thereof.

For the oral hearing, the student is summoned to a clarifying interview, in which documentation substantiating the suspected cheating in the exam is presented to the student and in which the student is asked to present his/her point of view. The student has the right to be accompanied by a person of his/her own choice.

For the written hearing, the documentation substantiating the presumed cheating in the exam is sent to the student with a request for a written response to the accusation.

### **13.3 Disciplinary procedures**

In case of cheating offences or disruptive behavior during the exams, the head of department, the person authorized by the head of department or the examiners in agreement may expel the student from the exam while it is taking place. In such cases the justification of the action is to be evaluated in connection with the subsequent decision. If the disruptive behaviour is of a less serious nature, the educational institution will initially issue a warning.

If clarification of the issue confirms the presumed cheating offence the student will not have the exam assessed and one examination attempt will have been spent. The student may also receive a written warning.

Aggravating circumstances or repeated offences could lead to temporary or permanent expulsion. The student cannot sit a re-examination and cannot sit the exam again until an exam is scheduled on ordinary terms as part of the degree programme. During the period of expulsion, the student is not allowed to attend classes or sit exams.

## **14. Complaints about examinations and appeal decisions**

Complaints about examinations will be dealt with according to the rules in chapter 11 in the existing Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes (The examination order)

We recommend that you ask the student counsellor for information about complaint procedures and guidance on how to prepare a complaint.

### **14.1 Complaints about exams**

You can submit a written complaint about legal matters or about academic issues; the scope of the exam, including the examination procedure and the assessment.

The complaint must be submitted to the head of department 2 weeks (14 calendar days) at the latest after the assessment of the exam concerned has been communicated. If the due date is on a public holiday, the

due date will be the first workday following the public holiday.

The complaint is sent immediately to the original examiners, i.e. the internal examiner and the external examiner for the examination in question. Their statement of response forms the basis for the institution's decision regarding academic issues. Two weeks are normally allowed for this response, July is not included. As soon as the examiners' response is available, the student issuing the complaint is given an opportunity to comment on the statements, normally with a one-week deadline.

The decision is made by the institution on the basis of the complaint, the examiners response and the complainant's comments. The decision is to be communicated in writing and can:

1. Offer the possibility of a new assessment (re-assessment). This applies to written exams only.
2. Offer the possibility of a new exam (re-examination) with new examiners.
3. Reject the complaint.
4. A combination of 1-3 if the exam includes a written assignment with oral examination.

## 14.2 Appeals and complaints about appeal decisions

The complainant can appeal the institution's decision on a complaint. The appeal must be submitted two weeks at the latest after the decision has been communicated to the student.

Complaints about legal aspects of decisions made by the institution according to the rules laid down by the Examination Order (e.g. incapacity, hearings, correct or incorrect interpretation of the Examination Order) can be submitted to the Danish Agency for Higher Education and Science. The complaint must be submitted to the head of department. The institution issues a statement and the complainant is normally given one week in which to respond with his/her comments. The institution forwards the complaint, the statement and any comments the complainant may have to the Danish Agency for Higher Education and Science.

Complaints about the institutions decision on academic issues can be submitted to an appeals panel. The complaint must be submitted to the head of department.

The appeals panel consists of two authorised external examiners appointed by the chairman of the external examiners, a lecturer authorised to conduct examinations, and a student studying the subject area (the degree programme), both of which are appointed by the head of department.

The appeals panel makes decisions based on the material used by the educational institution in making its decision and the student's appeal, with reasons stated. The appeals panel must make its decision two months at the latest (in the case of spring semester exams three months) after the submission of the appeal.

The appeals panel can:

1. Offer the possibility of a new assessment with new examiners (re-assessment). This applies to written exams only.
2. Offer the possibility of a new exam with new examiners (re-examination).
3. Reject the appeal.
4. A combination of 1-3 if the exam includes a written assignment with oral examination.

The decision of the appeals panel is final, which means that the case cannot be brought before a higher administrative authority as far as the academic part of the complaint is concerned.

### 14.3 Re-assessment and re-examination

If the decision is to offer re-assessment or re-examination, the complainant must be informed of the fact that the re-assessment or re-examination may lead to a lower grade.

The student must accept the offer within a period of two weeks after the decision has been communicated. Acceptance can thereafter not be cancelled. If the student does not accept the offer within this period of time, there will be no re-assessment or re-examination.

The re-assessment or re-examination must take place as quickly as possible. If the diploma has been issued, it will be withdrawn until the assessment is final, after which a new diploma will be issued.

If the decision is to offer a re-assessment or re-examination, the head of department appoints new examiners. The chairman of the external examiners may appoint an external examiner. The new examiners notify the educational institution of the outcome of their re-assessment and enclose a written statement that specifies the assessment and the reasons for it.

If the decision is to offer re-assessment or re-examination, the decision applies to all students whose examination suffers from the same defects as those referred to in the complaint.

Exemption from this deadline can be given in the event of exceptional circumstances.

## 15. Exemptions

The institute can grant exemptions from rules in this institution-specific section of the curriculum in cases where such exemption is justified due to exceptional circumstances. The institutions offering this education cooperate to ensure a uniform exemption practice.



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