

Web Development

National section



Curriculum 2025



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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

Institutional section



Curriculum 2025



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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:

- Applicable Ministerial Order on Academies of Professional Higher Education
- Applicable Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes
- Applicable Ministerial Order on Examinations and Tests on Professionally and Business Oriented Higher Education Programmes (the Examination Order)
- Applicable Ministerial Order on Grading Scale for Education Programs at the Ministry of Higher Education and Science (the Grading Scale Order)
- Applicable Ministerial Order on Technical and Commercial Academy Profession Programmes and Professional Bachelor Programmes
- Applicable 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 01.08.2025 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 enrolment.

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 corresponds to 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 modelling of web applications, including architecture, resilience, the use of debugging techniques and techniques for commissioning and maintenance. The subject element also contains modelling 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 web applications. 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	Development Environments 10 ECTS	INTERNSHIP 15 ECTS
Web Programming Backend 10 ECTS	Local programme elements (Electives) 20 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 catalogue 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. The student has three attempts for each exam, except for the Study Start Test where the student has two attempts. If the student has used all assigned attempts, the student cannot continue the study programme, and the enrolment will consequently be cancelled according to the rules in the Admissions Order.

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 the student 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 if a written product is included, including requirements for individualization in group projects

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 corresponds to 15 ECTS-credits.

Requirements and expectations

The internship allows the student to work with relevant issues and gain knowledge about relevant job functions.

During the internship the student are linked to one or more companies. The internship can be organized flexibly and differentiated and can form the basis for the student's final examination project.

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

Based on the learning objectives for the internship (see the national section of the Curriculum), the student, the internship company and the school supervisor collaborate to identify specific objectives for the internship period. This then forms the basis for organizing the student's 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 the student can expect to meet in their first job. If, for documented health reasons, the student cannot complete an internship for 37 hours per week, the student can apply for a dispensation to organize the internship period appropriately.

Prerequisites for the exam

- The student 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
- the student must have completed the 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 bachelor project

The final bachelor project and the internship exam together with the other exams must document that the learnings objectives of the programme are met.

Requirements regarding the final bachelor project 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

The student can – with pre-approval – obtain credit for any of the educational elements that the student complete abroad. In such cases the student must, after completion of the studies abroad, document the educational elements that have been completed. In connection with pre-approval the student 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 the student has 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. Participation requirements

In order for the teaching methods to work and to achieve the learning objectives the student has participation requirements in the form of handing in/presenting assignments/projects etc.

Handing in/presenting assignments/projects etc. can be expressed as exam prerequisites that must be met before the student can take part in the exam. Prerequisites are described in section 5.

If a student does not comply with the participation requirements, the study programme will provide help and guidance.

11. Study activity

At EASV the student must be academically active to remain enrolled in the study programme. At EASV lack of study activity is defined as *the student not having passed any of the exams in the study programme for a continuous period of 1 year.*

Lack of study activity will imply the enrolment to be cancelled according to the rules of the Admissions Order.

12. 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 affect the student's well-being. Exemption can be granted if the student is an elite athlete, and on that basis needs to deregister from the exam. Deregistration shall be provided to the head of department no later than at the start of the exam or as soon as possible thereafter. Written documentation must be provided before any dispensation can be granted for the used exam attempt.

12.1. Use of aids

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

12.2. 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.

12.3 Re-examinations due to illness, failing or non-attendance

12.3.1 Re-examination due to illness

If the student has not been able to sit an examination due to documented illness or other unforeseen circumstance, the student is 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, the student is 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 the student's 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 the student becomes acutely ill during an examination the student must document illness 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.

12.3.2 Re-examination due to failing or non-attendance

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

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

13. 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.

14. 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 14.1,
- 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, the student must verify by signature that the material has been produced without undue assistance.

14.1 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:

4. 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.
5. 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.
6. Comprises the use of words or ideas of others without giving reference to the source in an appropriate manner.
7. 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.

14.2 Disciplinary procedures

Cheating or disruptive behavior during an exam will result in the student not having the exam assessed and one examination attempt will be counted as used.

The student may also receive a written warning. Aggravating circumstances or repeated offences could lead to temporary or permanent expulsion.

15. 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)

15.1 Complaints about exams

Complaints about the Study Start Test

Complaints about the study start test can be submitted to the educational institution, which will make a decision. The complaint must be sent to the head of department no later than 2 weeks (14 calendar days) after the assessment has been conducted. Academic questions regarding the institution's decision cannot be referred to another administrative authority. Legal questions regarding the institution's decision can be referred to the Danish Agency for Higher Education and Science, cf. section 15.2

Complaints about exams in educational elements and subtests

The student can submit a written complaint about legal or academic issues; including the examination process during an examination in an educational element or a subtest.

The complaint must be submitted to the head of department no later than 2 weeks (14 calendar days) after the assessment of the exam has been conducted. If the deadline is on a public holiday, the first workday hereafter will be considered the deadline.

If the complaint concerns academic issues, the educational institution will immediately request a statement from the examiners, i.e., the examiner and censor for the examination in question. The statement from the examiners must provide a basis for the institution's decision on academic questions. The institution normally sets a deadline of 2 weeks for submitting the statements, excluding the month of July. As soon as the examiners' statements are available, the complainant is given the opportunity to comment on the statements within a typical deadline of one week.

The decision is made by the institution based on the complaint, the examiners response and the complainant's potential comments on the statement. The decision must be in writing and justified, 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.

15.2 Appeal of decision

Academic questions regarding the educational institution's decision, cf section 15.1, may be brought before an appeals panel. The appeal must be submitted two weeks at the latest after the decision has been communicated to the student.

The appeals panel consists of two authorised censors appointed by the chairman of the censors, 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 complaint. The appeals panel must make its decision no later than 2 months for winter exams and 3 months for summer exams after the appeal has been submitted.

The appeals panel's decision 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.

Academic questions regarding the appeals panel's decision cannot be referred to another administrative authority.

Legal questions regarding the appeals panel's decision can be referred to the institution which will make a decision. The complaint must be submitted to the institution no later than two weeks after the student has received the institution's decision. The institution's decision regarding legal matters can be referred to the Danish Agency for Higher Education and Science, cf. section 15.3.

15.3 Complaints concerning legal matters

The educational institution's final decisions can be referred to the Danish Agency for Higher Education and Science when the complaint concerns legal matters. The deadline for submitting a complaint is two weeks from the day the decision is communicated to the complainant. The complaint is submitted to the institution, which prepares a statement that the complainant must have the opportunity to comment on within a minimum period of one week. The institution then forwards the entire case for review by the agency.

15.4 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 result in a lower grade.

The student must accept the offer for re-assessment or re-examination within a deadline of 2 weeks after the decision has been communicated. If the student does not accept within the deadline, the re-assessment or re-examination will not be conducted.

The re-assessment or re-examination must take place as soon as possible. If the diploma has been issued, it must be withdrawn until the final assessment is available, 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 censors may appoint a censor. The new examiners must assess the submission based on the assignment text and task. The new examiners will then notify the institution of the reassessment result, accompanied by a written justification.

Academic questions regarding reassessment or re-examination cannot be brought before the educational institution again or another administrative authority. Legal questions can be referred to the institution, which will make a decision.

16. 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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