

# International Sales & Marketing

Curriculum 2017



ERHVERVS  
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SYDVEST

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## **NATIONAL PART**

This national part of the curriculum for the Bachelor's Degree Programme in International Sales and Marketing has been released in accordance with section 18(1) in the Ministerial Order for technical and commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented with an institutional component, provided by the institution offering the programme.

After it has been approved by either the Board of Directors (or the Rectors) and after consultation with the institutions' Educational Committee and the External Examiners chairmanship for the specific programme, the educational network for the Bachelor's Degree Programme in International Sales and Marketing prepares the institutional part.

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

### *Knowledge*

The student must have knowledge of:

- 1) Sales and marketing practices, applied theories and methods within an international perspective and be able to reflect on them
- 2) Key theories and models necessary for B2C, B2B, and B2G sales and marketing
- 3) Key laws and regulations that impact international sales and marketing
- 4) Relevant models for assessing growth and development opportunities
- 5) Management theories and methods.

### *Skills*

The student can:

- 1) Develop, assess and implement international sales strategies for various types of companies
- 2) Apply relevant models to implement product and concept development in the company
- 3) Assess and apply legal methods and tools to support sales in an internationally-focused company
- 4) Assess the company's competitive situation as a basis for deciding the company's parameter focus, centred around sales
- 5) Justify and communicate the chosen strategies in a strategic sales plan to relevant stakeholders
- 6) Apply relevant models for development in connection with innovative projects
- 7) Apply methods for sales staff management.

### *Competencies*

The student can:

- 1) Handle and identify needs for relevant financial and legal information in relation to international sales tasks
- 2) Independently participate in interdisciplinary teams and create a motivating environment in the sales department
- 3) Handle sales meetings centred around the financial results and human focus areas
- 4) Independently handle complex tasks and development-oriented situations in connection with international sales and marketing.

Identify their own learning needs and structure these in various learning environments within international trade and marketing.

## 2. The programme includes four national subject elements

### 2.1. The Company's Strategic Basis (Business Model)

#### ECTS weight: 10

##### Content:

The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of the company's resources and competencies, including in relation to the company's innovative platform, processes and driving forces. The analyses also incorporate the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix-optimisation.

The subject element covers an understanding of the supply chain/SCM and the geographical location of production and competence centres, including choices for distribution channels, partnerships and outsourcing. The subject element also covers various legal aspects, including sources of law, international private law, types of conflict resolution and distribution forms.

The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition.

##### Learning objectives:

##### *Knowledge*

The student must:

- Have knowledge of different types of business models and of models and theories used to understand a company's strategic base
- Have knowledge about different strategic directions related to the concept of innovation
- Have knowledge of disruption as a concept and development direction
- Have knowledge and understanding of relevant theories and models to analyse the company's strategic platform, including resources and competences
- Have knowledge and understanding of theories about the company's innovative platform, creative processes and management
- Have knowledge of the elements of a company's supply chain (both functional and innovative products)
- Have knowledge of theories and models to assess in and outsourcing
- Have knowledge and understanding of relevant economic models and theories in relation to the business model
- Have knowledge of localization analysis and distribution strategy (both digital and physical – omni-channel)
- Have knowledge and understanding of relevant economic models in relation to business models
- Have knowledge of important perspectives on knowledge, insight and cognition
- Have knowledge and understanding of key paradigm shifts in business economics
- Have a solid understanding of what knowledge is in a sociological sense and be aware of the role of knowledge in a business economics perspective
- Have a basic knowledge of major theoretical issues and schools within a social science perspective and particularly in the core areas of marketing, organisation/management and

economics

- Have knowledge of international sources of law and their mutual relations as well as relations with national legal sources
- Have knowledge of international dispute resolution

### *Skills*

The student must:

- Be able to apply and discuss the different strategic directions
- Be able to use disruption and innovation to challenge a company's existing business model
- Be able to analyse and evaluate the company's strategic and innovative platform and development opportunities
- Be able to assess the impact of a company's site selection and form of distribution/channel
- Be able to assess the consequences of the choice of external partners
- Be able to assess the company's economic and financial base using relevant indicators
- Be able to carry out an economic analysis, assessment and prioritisation of product mixes in different cost models
- Be able to critically apply empirical-analytical theory and discuss what knowledge is, how it is generated and how it interacts with practice
- Be able to communicate theoretical issues and consequences to peers
- Be able to assess the theoretical and practical issues in relation to the philosophy of science area
- Be able to apply rules of applicable law and jurisdiction in international sales and assess the consequences of the choices made
- Be able to apply the rules of the different distribution forms in an analysis and assessment of the choice of distribution form

### *Competencies*

The student can:

- Independently participate in interdisciplinary cooperation in order to assess a company's strategic position
- Make recommendations for the optimization of a company's business model
- Work with innovation in all phases of the business model
- Participate in the multidisciplinary development of a company's innovative starting point
- Identify elements of value creation in the supply chain
- Develop economic decision making options related to corporate strategy, business cases, cost and price structure
- Discuss different epistemological paradigms
- Discuss hypotheses in relation to different epistemological paradigms
- Discuss the consequences of the epistemological choice

## 2.2. The Customer as the Starting Point

### ECTS weight: 20

#### Content:

The subject element covers analyses of current and potential customers, including their strategic situation, needs and wishes. These analyses provide the basis for developing the company's strategies and market offerings for existing and potential customers. In this connection, the element covers work on the development and retention of the customer base through relationship strategies.

The subject element also covers analyses of the company's sales organisation in relation to the sales team and purchase centre, including relations to other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistic support for sales, and the integration of various sales channels – omni-channel, digital and physical. Strategies are based on an analysis of the company's financial situation, including product and customer mix, economic customer life cycle analyses and the legal context, including international purchasing and contract law, transport law and public procurement law.

The subject element's analyses and strategies are based on the students' ability to combine commercial theory with methodology in scientific projects.

#### Learning objectives:

##### *Knowledge*

The student must:

- Have knowledge and understanding of relevant theories and models to analyse a company's competencies, customer base and development of a customer portfolio including profitability reports
- Have knowledge and understanding of the company's market opportunities and possible marketing strategies
- Have knowledge of general strategic approaches and models in structuring and organising sales
- Have knowledge and understanding of implementability and its relation to other departments and partners, including both competence assessment and communication structure
- Understand important implications for the company's logistics and supply chain of internationalization and innovative projects
- Be able to understand the theoretical tools in relation to the company's supply chain for the development of international sales bases – strategic, tactical and operational
- Have knowledge and understanding of tools and methods for the assessment of customer and product portfolios in relation to profitability, as well as alternative methods for profitability calculations
- Have gained an understanding of the application of methodology in project and report writing following the principles of scholarly work
- Have knowledge about how to collect, interpret and analyse data
- Have knowledge of the general principles of EU procurement rules for sales to public authorities (E)

*Skills*

The student must:

- Be able to analyse and evaluate both the overall customer base and the individual customer in relation to the company's value proposition using methods and tools for analysing customer behaviour, including the use of big data and profitability reports
- Be able to carry out an assessment of customers' profitability and future earnings potential and evaluate the relevance of a resource-based approach or a market approach
- Be able to develop the company's marketing strategies
- Starting from the customer, be able to analyse and assess the organization of the sale, including relationships with other business functions
- Be able to analyse and assess skill needs in the sales function in relation to customer requirements
- Be able to analyse and assess an internationally focused company's choice of supply chain with the involvement of relevant theory in the field
- Be able to analyse and organize the company's supply chain in relation to the sales organization and development of partnerships with a focus on ensuring customer satisfaction and quality of experience
- Be able to apply relevant models for the development of solutions for the company's supply chain in innovative projects
- Be able to evaluate and use methods and tools for the company's supply chain to support the tactical and operational sales
- Be able to calculate and assess the profitability of alternative cost allocation methods: Activity-Based Costing and traditional standard cost
- Be able to identify relevant total life cycle costs (TLCC)
- Be able to reflect on and engage in discussion about business financial perspectives in scientific contexts
- Be able to develop problem analysis and perform problem definition and put forward problems and hypotheses
- Be able to assess and select ideal survey forms for a given issue and compare critically to the survey forms used in practice
- Have knowledge of the transportation contract in maritime and road transport, with particular emphasis on carrier liability

*Competencies*

The student can:

- Independently participate in multidisciplinary teams in relation to the company's marketing intelligence, with customers as a starting point (M)
- Select relevant data for analysis of the company's customer care and customer development structure
- Enter into a discussion about the company's ability to match the sales function to customer expectations
- Identify challenges in the company's supply chain in innovative projects

- Ensure the involvement of the company's supply chain in developing the sales strategy
- Prepare a reasoned decision presentation on the basis of alternative cost allocation models
- Evaluate a customer profitability portfolio and expected future earnings potential
- Critically assess opportunities and constraints related to quantitative and qualitative data
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability
- Prepare scientific reports and projects, including disseminating findings and solutions etc. in a clear and easily readable report containing a clear problem definition, methodology considerations and an evaluation of findings and prerequisites, reliability and validity
- Independently participate in professional and interdisciplinary cooperation on the conclusion of international sales agreements, with special emphasis on:
  - CISG (International contracts and the International Sale)
  - Terms and conditions
  - INCOTERMS
  - Securing the purchase price

### 2.3. Industry and Competitors

**ECTS weight: 5**

**Content:**

The subject element covers analyses of competitions, competitors and cluster and network collaboration, whereby the company can benchmark in relation to the supply chain, social responsibility and sustainability, including CSR, and the international economic environment, and seen in relation to competition law. The subject element also requires a methodical approach to acquiring knowledge based on the theoretical standpoint.

**Learning Objectives:**

*Knowledge*

The student must:

- Have knowledge of relevant theories and models about competitive positions in the market and how these are implemented
- Have knowledge about different benchmarking models
- Have knowledge of CSR, social responsibility and sustainability
- Have knowledge about basic benchmarking theory and models in SCM
- Have knowledge of financial and non-financial benchmarking
- Have an understanding of international macroeconomic industry environment influences
- Have knowledge of the theory of science, theoretical assumptions and methodological approaches that support the generation of knowledge
- Have knowledge of Danish and European competition law and the interaction between the rules

### *Skills*

The student must:

- Be able to analyse and evaluate a company's competitive position as a basis for development and adaptation of the company's market offerings. In relation to this, be able to benchmark a company in relation to an industry and to the company's closest competitors, including strategies
- Be able to analyse the company's social dimension in relation to the company's strategic position
- Be able to apply relevant theories and models in connection with benchmarking of an international company's supply chain
- Be able to assess international macroeconomic factors that may affect the competitive situation in the industry for a given company
- Be able to assess the risks of international commerce
- Be able to benchmark a company against a competitor or industry and
- Be able to make an assessment of identified international economic conditions in the external environment and assess the impact of such an industry and company
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability

### *Competencies*

The student can:

- Participate in the company's marketing intelligence with a focus on design and analysis of information about competitive position in the market
- Identify and analyse the specific competitors
- Identify a company's main CSR challenges
- Identify areas for improvement in the company's supply chain, based on benchmarking
- Identify and manage risk and hedging in connection with international trade
- The student has gained experience in the scientific method's limitations

## **2.4. Sales Management and the Sales Development of the Company**

**ECTS weight: 10**

### **Content:**

The subject element covers insight into the development of international sales strategies, including online and offline strategies, CRM for new and existing customers, customer follow-up, and key account and global account management.

The subject element also covers insight into organisational development and change management, taking into account employment law, and measuring efficiency and risk assessment for the company's supply chain. The subject element covers budgeting, balanced scorecard and the triple bottom line in the selection of strategies for the company. The subject element also requires students to incorporate and reflect on the significance of the theoretical standpoint for projects

**Learning objectives:**
*Knowledge*

The student must:

- Understand and be able to reflect on key theories for the development of the company's sales base using different approaches
- Have knowledge of models and methods for customer follow-up
- Have knowledge and understanding of relevant theories and models related to business models, where sales are the starting point
- Have knowledge and understanding of the organizational consequences of growth
- Have knowledge of the management theories which may support the development of the company's sales base
- Have knowledge about different theories on motivation and incentive strategies
- Have knowledge and understanding of different types of conflict and conflict resolution options
- Have knowledge of situational leadership
- Have knowledge of the criteria for the evaluation of the sales department's efforts
- Have knowledge of tools for measuring the effectiveness of a company's supply chain
- Have knowledge of methods and models for risk assessment of the supply chain
- Understand alternative budget models
- Have knowledge of alternative financial and non-financial reporting forms, including understanding frameworks and legislation related to the company's economic, environmental and social reporting
- Be able to assess the epistemological and methodological issues and integrate an understanding of academic work and methods with professionalism in project and report writing

*Skills*

The student must:

- Be able to analyse, develop and implement international sales strategies for different business types (industry, sizes, resources etc.).
- Be able to develop and adapt a company's marketing mix for individual clients
- Be able to justify and communicate selected strategies in a sales plan to relevant stakeholders
- Be able to evaluate the activities linked to the company's marketing mix to customers, and for the individual customer, be able to propose possible changes in strategy and approach
- Be able to develop a plan for the organization's development and assess the impacts when compared with the organization's complexity
- Be able to assess the development of the sales organization
- Be able to assess the competency requirements for the sales team
- Be able to develop strategies for motivation and coaching of the sales staff
- Be able to identify their own learning needs, so that knowledge and skills are developed
- Be able to be included in the evaluation of employees' personal, professional, cultural and social skills
- Be able to develop a follow-up plan for the company's business model in relation to measuring the effectiveness of a company's supply chain
- Be able to prepare budget assumptions and prepare and evaluate a total budget for strategic decisions and assess their economic impact
- Be able to make reflections on their own practice

- Be able to make reflections on the scientific method's limitations
- Be able to apply rules of employment in an international context, including compliance with the rules on jurisdiction and applicable law, with special emphasis on recruitment and retention, relocation and dismissal

### *Competencies*

The student can:

- Manage and lead the development of sales strategies in complex situations and based on the involvement of relevant stakeholders
- Work with assessments of the company's overall activities for customers
- Work with a holistic approach on the development of the company's strategic base
- Identify their own learning needs in order to develop and maintain appropriate skills to work from a holistic approach
- Independently analyse and participate in the development of an organizational plan of action to ensure implementation of the sales plan
- Independently participate disciplinarily and interdisciplinarily in organizational development
- Enter into dialogue with the sales department about optimization of the company's total sales efforts from the perspective of efficiency throughout the supply chain
- Establish a basis for decisions regarding the company's strategy implementation

### 3. Internship

**ECTS weight: 15 ECTS**

**Content:**

The course's internship will create a connection between the studied theory and the profession's vocational relations. The internship will ensure closeness to practice and the development of professional and personal competencies for independent participation in business.

The internship assists the student in converting the studied knowledge into practical experience.

**Learning objectives:**

*Knowledge*

The student must:

- Have knowledge of the profession's theory and methods along with practice
- Be able to understand terms and methods and reflect upon their application
- Have experience participating in practical work assignments

*Skills*

The student must:

- Be able to convert the studied knowledge into practice within business
- Be able to assess theoretical and practical problems and draw up suggested solutions
- Be able to apply and arrange relevant theories to the solution of assignments in the workplace

*Competencies*

The student can:

- See their own professional role in relation to actual assignments
- Enter into professional and interdepartmental cooperation

**Number of exams:**

1 (pass/fail)

## 4. Requirements for the bachelor project

The learning objectives for the bachelor project are identical to the programme's learning objectives listed above under section 1.

The bachelor's project must document the student's understanding of and ability to reflect on the practices of the profession and the use of theory and method in relation to a real-life problem. The problem statement, which must be central to the programme and profession, is formulated by the student, possibly in collaboration with a private or public company. The Academy approves the problem statement.

The bachelor project must be 100,000 characters in length

### ECTS weight: 15 ECTS

#### Learning objectives:

The learning goals are the same as for the study programme. Further to these, the following learning goals apply for the bachelor project:

#### *Knowledge*

The student must:

- Have knowledge about the profession's and subject area's applied theory and methods along with practice
- Be able to understand theory and methods along with being able to reflect upon the profession's application of theory and methods

#### *Skills*

The student must:

- Be able to apply methods and tools for collation and analysis of information and master the skills related to employment in the profession
- Be able to assess theoretical and practical problems and substantiate the chosen actions and solutions
- Be able to communicate practical and professional problems and solutions to colleagues and users

#### *Competencies*

The student can:

- Handle complex and development-oriented situations in relation to work or study
- Independently enter into academic and interdisciplinary cooperative work and take on responsibility within the setting of professional ethics
- Identify his/her own learning needs and, in relation to the profession, develop his/her own knowledge and skills

#### Examination:

The bachelor project completes the programme in the last semester, once all the preceding exams have been passed.

The exam is an oral and written examination with an external co-examiner. A combined mark is given based on the 7-point scale for the written project and the oral presentation.

## 5. Rules on credit

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

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

The Academy approves credit, in each instance, on the basis of completed programme elements and any jobs which meet the objectives of the subjects, the educational part and the internship parts.

The decision is based on an academic assessment.

For prior credit approval of studies in Denmark or abroad, students are required to document each approved and completed programme element on the completion of these studies.

In connection with applying for prior credit approval, the students give the Academy permission to obtain the necessary information after the student's completion.

Following approval according to the above, the programme element is deemed to be passed if it was passed according to the rules of the programme in question.

## 6. Academic criteria for selecting candidates for top-up programmes

If not all applicants are admitted to the study programme due to capacity limitations, emphasis will be given to one or more of the following academic criteria (not listed in order of priority):

- Average grade from the qualifying examination
- Grade and ECTS credits in marketing, economics, law and organisation
- The application letter and reasons for applying
- Relevant work experience, including compulsory military service (max. 12 months)
- Relevant supplementary training and/or courses
- Other experience, such as attending a folk high school, stays abroad, voluntary work (min. 3 months)

Applicants may also be called in to an interview before admission.

Each institution indicates which of the above criteria form the basis for admission on their website.

## 7. Commencement and transitional schemes

### Commencement

This national part of the curriculum enters into force on 20.08.2017, and will take effect for students who are enrolled after 20.08.2017.

### Transition scheme

Students who are admitted up until 20.08.2017 will follow the curriculum from 25.08.2014, and then be transferred to this curriculum from 01.08.2020.

# Institutional part

Curriculum 2017



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## **INSTITUTIONAL PART**

### **8. Exams**

#### **8.1 Description of Exam rules**

In the curriculum there are a total of 3 different examination forms:

- External examination – these are national. Assessed by examiner as well as one or more examiners appointed by the Ministry.
- Internal examination in compulsory educational elements – these are national. Assessed by one or more lecturers or persons within the trade.
- Internal examination in optional subjects – these are specific for the individual institution. Assessed by one or more lecturers or persons within the trade.

All examinations are to be taken during the first coming examination term after the end of the instruction. The student is automatically signed up for the exam.

The student is entitled to 3 attempts at the exam, but only two attempts in one semester.

All exams must be passed. Exams that have been passed cannot be retaken.

#### **Cancellation**

In case cancellation in due time has not been received, the examination will be considered started with regard to the number of attempts. An examination can be cancelled in time 4 weeks before the exam starts or the exam paper/exam project is handed in.

#### **Examination due to sickness**

A student who has been prevented from carrying through an examination because of documented sickness or for any other unforeseeable reason will get the opportunity to take the examination as soon as possible.

Sickness is to be documented by a doctor's statement. The institution shall have received a doctor's statement at the latest 3 weekdays after the date when the examination will take place. Students who become acutely ill during the completion of the examination must document that the person concerned has been ill on the day in question.

If sickness is not documented according to the above rules, then the student has used one exam attempt. The student is to pay for the doctor's statement

## **Aids for the exam**

In connection with written examinations the student is allowed to use books and material handed out during lectures, own notes, supplementing material, intranet, internet usb-pen or the like with documents unless something different expressly appears from the exam paper/guide lines.

The student is not allowed to bring or use the below mentioned aids:

- Blue-tooth
- mobile phone
- any other communication equipment allowing the student to communicate with others

In case a student makes illegal use of the above during the examination, this results in immediate expulsion from the examination.

It is not allowed for the student to share aids or lend to co-students during the examination.

Students may in no way communicate with each other after the start of the examination.

Should the student try to get in contact with another examinee or use aids not-allowed, then the student will be immediately expelled from the examination.

## **The language used at the examination**

The examination is to be presented in understandable Danish/English (dependent on whether it is an English or Danish version of the curriculum).

## **Special examination conditions**

Students may, where this is justified in physical or psychical functional reduction, apply for extra examination time etc. The application must be handed in to the institution at the latest 4 weeks before the examination takes place. In case of health problems that have suddenly arisen, a dispensation from the application time limit may be granted.

The application must to be accompanied by a doctor's statement, statement from for instance the institute for speech training, auditory centre and institute for the word-blind or blind or any other documentation for health reasons or relevant specific functional reduction.

## **Cheating at the examination**

If a student gives or gets unlawful help for the solving of an assignment or uses aids not-allowed, the person in question is expelled from the examination.

In case of mitigating circumstances expulsion from the educational institution is a possibility.

When handing in a written assignment an examinee must by means of his/her signature confirm that the assignment has been worked out without unlawful help.

### *Use of own and others' work - plagiarism*

Exam cheating by way of plagiarism involves cases where a written assignment appears totally or partly as not produced by the examinee or the examinees themselves, even if the assignment:

- 1) includes identical or almost identical reproduction of others' formulations or works, without the reproduced having been marked in quotation marks, put in italics, inserted or any other clear marking with statement of the source, see the institutional requirements for written works.
- 2) Re-uses own already assessed material without observing the directions in item 1.

When a written assignment is individual it is also considered plagiarism if the assignment contains text sections that have been made jointly by a group of students and these appear identical in more assignments.

### **Complaining**

In connection with the examination it is possible to complain about:

- The basis for the examination, including exam questions, assignments and the like
- The course of the examination
- The assessment
- Legal matters.

The complaint must be in writing and reasoned and forwarded at the latest 2 weeks after the assessment of the examination in question has been announced.

### **Duty of participation/attendance**

In order for the learning objectives/-benefits to be achieved, duty of participation/attendance is attached to certain study elements in the form of for example

- handing in/presentation of assignments/projects and
- attendance in the form of physical presence

Before the student may submit for an examination, the activities of the semester affected by duty of participation (compulsory activities) have to be approved.

If duty of participation is not complied with and this is a prerequisite for an examination, the lacking compliance will be equated with failure to appear for the examination and the student has used one exam attempt. Signing up for a new examination demands compliance with the original duty of participation.

It appears from the description of the individual examination if there are compulsory activities as prerequisites for the examination

## 8.2 Outline of Examinations

The program comprises the following examinations by semesters.

<b>1. Semester exam</b>  1 <sup>st</sup> External (Written, 30 ECTS)	1. The company's strategic basis  2. Customer as starting point	7-grade scale	1 grade
<b>2. Semester exams</b>  1 <sup>st</sup> Internal (15 ECTS)  Written 2 hours exam after theme 3  30 min. oral exam after theme 4	3. Industry and competitors  4. Sales management and the sales development of the company	7-grade scale  1/3  2/3  Has to be passed combined	1 grade  1 grade  1 combined weighted grade
<b>2. Semester Exams</b>  Electives – 2 <sup>nd</sup> Internal  Elective element 1 (10 ECTS)  Elective element 2 (5 ECTS)	Individual educational elements  Exam part 1  Exam part 2	7-grade scale          Has to be passed combined	1 grade  1 grade  1 combined weighted grade
<b>3. Semester exams</b>  Internship exam (15 ECTS), 3 <sup>rd</sup> internal, written  Bachelor project (15 ECTS), 2 <sup>nd</sup> external	Internship report  Bachelor project	Pass/not passed  7-grade scale	Passed  1 grade

## 8.3 Overview of exams

### 1. Semester

1. Semester exam 30 ECTS: Based on a case handed out 24 hours before the exam, an 5 hour written exam is carried out, where the student is tested in all learning elements including methodology. All written aids are acceptable.

### 2. Semester

2. Semester exam 20 ECTS consists of 2 exams:

- a. A written 2 hour exam after theme 3 - weight 1/3
- b. A 30 minutes oral exam after theme 4 - weight 2/3

Both exams has to be passed combined and both grades will be included in the diploma. If the combined grade is below 02, only the failed exam has to be retaken. A passed exam can't be retaken.

Exam in individual educational elements consist of 2 exams:

- a. Exam 1: 10 ECTS - Exam in the chosen elective will be determined by the subject
- b. Exam: 5 ECTS - Exam in the chosen elective will be determined by the subject

Both exams has to be passed combined and both grades will be included in the diploma. If the combined grade is below 02, only the failed exam has to be retaken. A passed exam can't be retaken.

### 3. Semester

Internship exam 15 ECTS                      written report/feedback without grade

Bachelor project 15 ECTS                      written report/1 grade

## 8.4 Register for Tests and Examination

The student's participation in the tests of the programme presupposes that the institution has approved one or more compulsory assignments/activities in the individual subjects and projects. The compulsory activities can be seen in section 10.2.

To register for an examination it is a prerequisite that all examinations in the previous semester have been passed. This means e.g. that in order to register for examinations in the 3rd semester, the student must have passed all examinations in the 2nd semester. Finally, all examinations in the 2nd semester, as well as the test in internship must be passed in order to register for the final examination project.

## **9. Individual educational elements**

The student is required to achieve 15 ECTS in individual educational elements. 10 ECTS are required from period 1 and 5 ECTS in electives.

### **9.1 Electives**

#### **Elective no. 1: Selling in a foreign market**

The foreign market elective takes place at a partner school in a foreign country (Germany/Holland), and is run as a combination of presentations, lectures, company visits and project work.

The lectures hold a counselling role in the elective, which involves helping the group or individual structure subjects into requirements and determine which parts of the ordinary subjects can be used to initiate a deeper understanding.

Learning Objectives: The learning objectives will be determined in cooperation with the individual study group and students as they depend on the selected element.

#### **Elective no. 2: Digital Sales Optimization**

Using digital marketing platforms is fine, but if the customer does not notice it, cannot find or cannot use it – it is not worth the money & resources you invested!

The course will give you an understanding of

- Digital experiences as part of a company's overall business and communications strategy
- How to ensure that your digital experiences support your company's sales & marketing objectives
- How to analyze and create on-site optimization
- Development and deployment-platforms for your advertisement

#### **Elective no. 3: Offshore selling**

An introduction to the offshore industry with particular emphasis on offshore oil, gas and wind. The purpose of the elective is to create an understanding of the sales/marketing challenges within companies directly or indirectly involved in the black and green industry. The industry is facing tremendous challenges these years so focus will also be on how to handles these challenges – downsizing, market development product development, repositioning.

The subject is designed as a combination of theoretical presentations and company presentations. The companies are chosen to represent different positions within the on/offshore supply chain. This structure gives the students a broad understanding of structure and consequences to be useful in their future job.

## 9.2 Contemplative tracks (national electives)

### Track no. 1: Project Management

**Weight 10 ECTS**

Objectives and contents:

- A general understanding of projects and project sales in a strategic perspective, and how to manage them.
- An in-depth understanding of a business case, both at seller and buyer
- Experience in using theories, models, tools and methods for project sales and management of projects in a professional context
- Understanding the differences in project sales in B2B and B2G.
- Understanding project management in B2C, B2B and B2G.

Learning outcome:

The topic is seen having two equal foundations: project sales and project management. In the following, both are explicit handled.

#### **Project Sales:**

##### **Knowledge:**

The student should have acquired knowledge about:

- How to define project sales
- To define and describe the sellers role within project sales (consultant vs seller)
- Market segmentation and the competitive environment
- Identification of customers and projects
- Identification of buying criteria
- The decision process and buying behavior of the customer (identification of stake holders and value chain)
- The process of project sales ("capture planning" within strategic scope of the company)
- Preperation, planning and execution of sales meetings
- Requirement to quotations, requirements for public tenders ("the winning proposal")
- Business Case development (both seller's and customer's)
- Cost calculations and price settings of projects
- Requirements to project team
- Closing and follow-up on projects

#### **Project management:**

##### **Knowledge:**

The student should have acquired knowledge about:

- How to define a project and what parameters the project manager can adjust
- Project portfolio management in a company strategic perspective
- How to define the work streams, deliverables, milestones and activities of a project (Stage-Gate and SCRUM)
- How to plan a project by using tools such as a Gantt Chart and the Work Break Down Schedule
- How to define the stakeholders of a project and how to handle their influence by communication
- The role of the project manager and the different roles in a project organization, including the roles of the project team and the steering committee
- The risks in relation to implementation of a project and how to handle it
- Different forms of meetings and their purpose
- The business case and budget of a project

<p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• Ability to define and build a business case</li> <li>• Understand and define risk elements</li> <li>• To analyze the stakeholders of a project (both internally at seller and at customer)</li> <li>• Ability to communicate to project groups</li> <li>• Ability to produce offers in a formal way, meeting requirements</li> <li>• Ability to understand the strategic positioning at the customer</li> <li>• Ability to act as consultant in the seller role</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regards to:</p> <ul style="list-style-type: none"> <li>• Plan professional project sales by using relevant tools and methods</li> <li>• Implement a project sales and adjusting the sales process continuously</li> </ul> <p><b>General learning form:</b></p> <ul style="list-style-type: none"> <li>• Ordinary class room lessons</li> <li>• Work shop based learning with group work on a real-life cases, and company guest lecturers</li> </ul>	<p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• To illustrate the purpose and objective of a project by preparing an Objective Break-Down Schedule</li> <li>• To plan a project by defining work streams, deliverables, milestones and activities in a Work Break Down Schedule and a Gantt Chart</li> <li>• To do a risk analysis</li> <li>• To analyze the stakeholders of a project and make a communication plan</li> <li>• To plan the relevant meetings throughout the implementation of the project</li> <li>• To make a budget or business case for a project</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regards to:</p> <ul style="list-style-type: none"> <li>• Plan a project in a professional context by using relevant tools and methods</li> <li>• Implement a project and adjusting the plan continuously</li> </ul> <p><b>General learning form:</b></p> <ul style="list-style-type: none"> <li>• Ordinary class room lessons</li> <li>• Work shop based learning with group work on a real-life cases, and company guest lecturers</li> </ul>
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## Track no. 2: Purchase and negotiation

**Weight 10 ECTS**

Objectives and contents:

- Basic understanding of the purchase role and place in a company and the practical implementation, including negotiation, at all levels
- Deep understanding of the purchase process
- The ability to use basic theories within the topic to solve practical and real problems
- Understanding the special problem areas in public procurement
- Understanding project management in B2C, B2B and B2G.

Learning outcome:

The topic is seen having two equal foundations: purchase and negotiation. In the following, both are explicit handled.

<p><b>Purchase:</b></p> <p><b>Knowledge:</b> The student should have acquired knowledge about:</p> <ul style="list-style-type: none"> <li>• The basic steps in the purchase process</li> <li>• Development of purchase strategies per good or goods category</li> <li>• Setting up demand specifications</li> <li>• Competitive theory and competitive positions</li> <li>• Supplier search and supplier selection</li> <li>• EUs rules for public procurement</li> <li>• Relation between buyer and supplier</li> <li>• Relations of bargaining power</li> <li>• Calculations of net purchasing price and long term costs (TCA and TCO)</li> <li>• Contract management</li> <li>• Use of IT in the purchase process, including knowledge of concrete tools</li> </ul> <p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• Gather and evaluate demands in a specific buying situation</li> <li>• Make a demand specification, which can serve as a basis for inviting offers</li> <li>• Comparing and evaluating returned offers</li> <li>• Work out processes for the day-to-day trade</li> <li>• Follow up on daily delivery</li> <li>• Maintain ongoing evaluation of supplier performance</li> <li>• Initiate renegotiation of existing contracts</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regards to:</p> <ul style="list-style-type: none"> <li>• Plan the implementation of purchasing by using relevant tools, theories and methods</li> <li>• Evaluate suppliers and their performance with the intent to optimize the purchase and the purchase process</li> </ul>	<p><b>Negotiation:</b></p> <p><b>Knowledge:</b> The student should have acquired knowledge about:</p> <ul style="list-style-type: none"> <li>• The steps of the negotiation process</li> <li>• Own negotiation profile</li> <li>• Negotiation strategies- and tactics</li> <li>• Planning and preparations</li> <li>• Questioning technique</li> </ul> <p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• Set up goals for the negotiation solution</li> <li>• Choose strategy by using relevant theories and models like Kraljics model</li> <li>• Analyze the supplier negotiation profile</li> <li>• Analyze the suppliers bargaining power</li> <li>• Control the negotiation process</li> <li>• Finish the negotiation</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regards to:</p> <ul style="list-style-type: none"> <li>• Plan and implement a negotiation by using relevant tools, theories and methods</li> <li>• Communicate effectively in the negotiation process</li> <li>• Reflect upon the process of the negotiation</li> </ul>
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## 10. Written assignments and projects

### 10.1 Duty of participation

In order for the learning objectives/benefits to be achieved a duty of participation/attendance has been attached to certain study elements in the form of for instance

- Handing in/presentation of assignments/projects and
- Attendance in the form of physical presence

Before the student is allowed to take an exam, the activities in the semester included in the duty of participation/attendance (compulsory activities) must be approved.

If the duty of participation/attendance is not complied with and it is a prerequisite for the examination, the lacking compliance is equated with failure to show at the examination, and the student has used one exam attempt.

The compulsory activities are not considered tests or examinations but part of the learning process that is to document that the student is study active.

Activities with duty of participation/attendance are described in section 10.2. Besides these each subject can include individual compulsory activities.

### 10.2 Compulsory educational elements

The compulsory assignments and projects must be approved for the student to be allowed to take the formal exams in the relevant semester.

#### 1) Case competition

The students must participate in a 48-hour case competition focusing on strategy development for small companies. The case competition involves an external company decided by BASW.

#### 2) Innovation Camp

The student must participate in the innovation week.

#### 3) Test exam

The student must participate in the 5-hour test exam at BASW.

#### 4) Methodology

The student must hand in and pass a written project decided and assessed by the lecturer at Syddansk Universitet (SDU).

#### 5) Case competition

The student must participate in the local case competition.

#### 6) Sales role-play

The student must participate in a sales role-play

#### 7) Balanced score card

The student must hand in a Balanced Scorecard group project.

### 10.3 Class participation

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Classes will often be conducted as teamwork as well as traditional class teaching, where relevant subjects are worked through by teaching and exercises. It is important that the student prioritize classes, smaller exercises and projects equally high. The student's absence will not be recorded, but absence will be monitored.

If the student does not participate in learning activities, the student can be declared study inactive, which means that ultimately the SU can be revoked and the student is not allowed to take the examinations. If the student is here on a visa, Danish Immigration will be informed and the visa can be revoked. If the student is an exchange student, the home university will be informed and the student might not receive credit for the stay. Prolonged illness that results in longer periods of absence must be documented and presented to the academy.

## **11. Applied forms of learning and working**

### **11.1 Targeted learning**

The education is organized in 3 semesters, which provides the student with relevant competences.

Furthermore, each semester is organized as one defined learning course with a specified exam. It is therefore possible for a student to replace one semester with a documented equivalent from another Danish or International Institution.

The elements of the program are designed to provide the student with professional and methodological competences to allow them to attack complex practical problems in the area of sales and marketing using a documented theoretical level.

The student must learn to identify and solve individual learning needs as well as participate in personal and complex cross-cultural relations in a flexible, focused and active manner. These relations can involve customers, partners, colleagues or leaders in Denmark or abroad.

The compulsory learning courses reflect the core functions of the profession. Furthermore, the education contain an individual elective where the student has the possibility of individualising their overall competence profile.

The internship allows the student to test his/her knowledge on real professional problems. The internship should therefore take place in a company relevant to the profession of international sales and marketing.

The bachelor project is developed using relevant companies and functions. The student must document relevant levels of learning through solving a well-defined and relevant problem.

### **11.2 Practice-oriented learning**

However, participation in improving quality and development as well as involvement in company networks and knowledge-sharing organizations including companies and research institutions, the lecturers obtain insight and knowledge about new tendencies in business. This knowledge must systematically be included in teaching.

Through cases/competitions, semester projects, company internships and bachelor projects, the students is in contact with business life and is given the opportunity of combining theory and practice.

## **11.3 Teaching Methods and Structure**

### **1st and 2nd Semesters**

Learning in the first two semesters focuses on the compulsory subjects within the main themes of The Background for a company's sales, Science and methodology, and Business Development with an International Perspective as well as in the elective element.

The subjects provide the relevant content, but the core themes and compulsive elements govern the learning process. This secures a holistic and cross-disciplinary approach to the practical problems, which characterizes the profession.

### **Pedagogical platform**

Teaching is organized based on these problems and will include empirical data, cases and best practices from companies in BASWs network.

It is also the aim that lecturers hold practical experience within the area and take actively part in knowledge sharing within both practice and research institutions.

Teaching is organized using lectures, group teaching, exercises, presentations, cases, seminars and projects combined with company visits. In teaching the newest knowledge and examples from national and international research is included

### **English language classes and teaching materials**

Classes and material are provided in English. The student is allowed to hand in exams and projects in English or Danish.

Students are expected to have a prior knowledge of English corresponding to AP in marketing management.

## 12. References to current legislation

The law applicable to the curriculum is the following legislation and executive orders:

- Act No 207 of 31 March 2008 on Academy Profession Degree Programmes and Professional Bachelor Education Programmes
- Executive Order No 636 of 29 June 2009 on Academy Profession Degree Programmes and Professional Bachelor Education Programmes
- Executive Order No 1031 of 3 November 2009 on the Professional Bachelor Education Programme in International Trade and Marketing
- Executive Order No 87 of 7 February 2011 on Admission to Academy Profession Degree Programmes and Professional Bachelor Education Programmes
- Executive Order No 1016 of 24 August 2010 on Tests and Exams on Professional Degree Programmes
- Executive Order No 262 of 20 March 2007 on Grading Scale and Other Forms of Assessment

The acts and orders are accessible under [uvm.dk](http://uvm.dk)

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