

Professionsbachelor

International Salg og Markedsføring

Study curriculum 2019-2021



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NATIONAL PART

This national part of the curriculum for International Sales and Marketing has been released in accordance with §18, section 1 in the Ministerial Order for technical and commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented with an institutional part of the curriculum, provided by the individual institution that offers 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 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 with an international perspective, and be able to reflect on them,
- 2) key theories and models necessary for B2B, B2C, and B2G sales and marketing,
- 3) key legislation and regulations that impact international sales and marketing,
- 4) relevant models for assessing growth and development opportunities, and
- 5) management theories and methods.

Skills

The student can:

- 1) develop, assess and implement international sales strategies for various types of companies,
- 2) justify and communicate the chosen strategies in a strategic marketing and customer plan to relevant stakeholders,
- 3) assess the company's competitive situation as a basis for formulating the company's parameter focus, centred on sales,
- 4) apply relevant models to implement product and concept development in the company, including innovative projects,
- 5) assess and apply legal methods and tools to support sales in an internationally-focused company,
- 6) apply methods for the management of a sales organisation.

Competencies

The student can:

- 1) handle and identify needs for relevant financial and legal information in connection with international sales tasks in different types of companies,
- 2) independently participate in interdisciplinary teams and create a motivating environment in the sales department,
- 3) handle sales meetings centred on the financial results and human focus areas,
- 4) independently handle complex tasks and development-oriented situations in connection with international sales and marketing, and
- 5) 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
<p>Content:</p> <p>The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of companies' 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.</p> <p>The subject element covers an understanding of the supply chain/SCM and the geographical location of production and centres of excellence, 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.</p> <p>The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition, as well as frameworks for investigative design.</p>
<p>Learning objectives:</p> <p><i>Knowledge</i></p> <p>The student has:</p> <ul style="list-style-type: none"> • knowledge of various types of business models, and of the models and theories used to understand a company's strategic basis, including innovation and disruption • knowledge of different strategic approaches related to the concept of innovation and knowledge of disruption as a concept and development direction • knowledge of and understands relevant theories and models for analysis of the company's strategic platform, including the company's innovative platform • knowledge of the elements of the company's supply chain from a strategic perspective • knowledge of and understands relevant economic models in relation to business models • knowledge of key perspectives on knowledge, insight and recognizing • knowledge of various methods of generating, processing, analysing and assessing knowledge • knowledge of international sources of law, their interrelationships, and their relationship with national sources of law • knowledge of international conflict resolution models. <p><i>Skills</i></p> <p>The student can:</p> <ul style="list-style-type: none"> • apply and discuss the different strategic approaches, including in particular marketing strategies and the role of innovation in the business model • analyse and assess the company's strategic development opportunities and innovative platform • assess the consequences of changes in the company's strategic supply chain • perform an economic analysis, an assessment and a prioritisation of the product mix in various cost models based on application of traditional standard cost

- communicate the influence of scientific theory paradigms on knowledge and methods of information gathering
- develop a framework for a study design, including problem formulation, paradigm choices and methodological considerations
- apply rules on governing law and jurisdiction in international sales and assess the consequences of the choices made
- implement and make a reasoned choice between the different business models and forms of distribution.

Competencies

The student can:

- assess the company's strategic situation and make recommendations for innovative improvements to the business model
- independently prepare a reasoned basis for decision-making with an assessment of the profitability of the customer portfolio and its expected earning potential
- assess, argue and reflect on the choice of theory and method, including paradigm selection, study design and application.

2.2. Customer focus

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 also 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 purchasing centre, including relations with other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistical 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 has:

- knowledge of and understands relevant theories and models for analysing a company's competencies and customer base, as well as developing the customer portfolio, including profitability reports

- knowledge of and understands the company's market offerings and potential marketing strategies
- knowledge of general strategic approaches and models for structuring and organising sales
- understanding of the theoretical tools in relation to the company's supply chain for the development of an international sales foundation
- knowledge of and understands tools and methods for assessing customer and product portfolios in relation to profitability, and alternative methods for profitability calculation
- knowledge of theories and models for assessing insourcing and outsourcing
- knowledge of methods and approaches for creating knowledge
- knowledge of the general principles of the EU's procurement rules for sales to public authorities.

Skills

The student can:

- analyse and assess the current and future customer base as well as individual customers in relation to the company's value proposition, using methods and tools for analysing the customers' behaviour, including the use of big data and profitability reports in the domestic and international markets
- analyse the company's competencies
- analyse the company's innovation culture and processes
- analyse and assess an internationally focused company's choice of supply chain
- analyse and organise the company's supply chain, including selection of partnerships in relation to the organisation of sales and with a focus on ensuring customer satisfaction and quality experience
- calculate and assess profitability through the use of Activity Based Costing
- identify relevant total life cycle costs (TLCC) and customer lifetime value (CLV)
- generate, process and interpret quantitative and qualitative data
- use criteria to assess the relevance and quality of data and theories
- apply basic rules governing the maritime and road transport agreement, with particular emphasis on the carrier's liability.

Competencies

The student can:

- independently participate in interdisciplinary teams in relation to the company's work with marketing intelligence with a customer focus, and subsequently be able to develop the company's marketing strategy
- work independently with the company's customer relations
- discuss choosing a strategy for enterprise customers
- prepare evidence-based reports and projects
- independently participate in professional and interdisciplinary collaboration on the conclusion of international sales agreements.

2.3. Sectors and Competitors

ECTS weight: 5
<p>Content:</p> <p>The subject element covers analyses of competition, competitors and cluster and network collaborations whereby the company can carry out benchmarking 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.</p>
<p>Learning Objectives:</p> <p><i>Knowledge</i></p> <p>The student has:</p> <ul style="list-style-type: none"> • knowledge of relevant theories and models of competitive positions in the market and their implementation in a microeconomic and macroeconomic context • knowledge of CSR, social responsibility and sustainability • knowledge of basic benchmarking theories and models in forms of competition, SCM and financial and non-financial benchmarking • knowledge of significant academic positions from a business economics perspective • knowledge of Danish and European competition law and the interplay between the regulations. <p><i>Skills</i></p> <p>The student can:</p> <ul style="list-style-type: none"> • benchmark the company internally and externally • analyse and evaluate the competitive position of different companies as a basis for the individual company's market offering. In relation to the above, the student must be able to benchmark a company in relation to a sector and the company's closest competitors, including sales strategies • analyse the company's social dimension in relation to the company's strategic position • draw on relevant theories and models in connection with benchmarking an international company's supply chain • based on a business economics problem formulation, develop a study design including recommendations for practical implementation. <p><i>Competencies</i></p> <p>The student can:</p> <ul style="list-style-type: none"> • independently address the company's competitive challenges and communicate these to the rest of the organisation

2.4. Sales Management and the company's sales development

ECTS weight: 10
<p>Content:</p> <p>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.</p> <p>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 analyses.</p>
<p>Learning objectives:</p> <p><i>Knowledge</i></p> <p>The student has:</p> <ul style="list-style-type: none"> • understanding of key theories, models and methods for development of the company's sales and customer base using various approaches • knowledge and understanding of relevant theories and models in relation to business models with a focus on sales • knowledge of tools for measuring the efficiency of the company's supply chain • knowledge of methods and models for supply chain risk assessment • understanding of alternative budget models • knowledge of alternative financial and non-financial reporting methods • knowledge of different approaches to dissemination of insight and knowledge in reports and projects. <p><i>Skills</i></p> <p>The student can:</p> <ul style="list-style-type: none"> • justify and communicate selected strategies in a sales plan to relevant stakeholders • analyse and evaluate the activities and action parameters linked to the company's market offerings to customers in general and specific customers, in order to be able to suggest possible changes in strategy and initiatives • prepare a plan for the development of the organisation • prepare a follow-up plan for the company's business model in relation to measuring the effectiveness of the company's supply chain • define budget assumptions and prepare and evaluate a total budget for the company's strategic decisions and assess the financial impacts of this • develop strategy maps and balanced scorecards • write evidence-based reports and projects, including following academic formalities, communicate study results and proposed solutions, etc., in a clearly legible and readable report

- apply employment law regulations in an international context, including in accordance with the rules on governing law and jurisdiction, with a special focus on recruitment and retention, posting and dismissal.

Competencies

The student can:

- based on the company's data foundation, assess, manage and lead the development of sales strategies in complex situations involving relevant stakeholders
- prepare analyses of the company's overall activities as well as work independently with the company's strategic customer base
- identify their own learning needs, in order to develop and maintain relevant competencies for working based on a holistic approach
- independently analyse and participate in the development of an organisational action plan to ensure implementation of the sales plan
- work with the sales function to optimise the company's combined sales efforts based on efficiency throughout the entire supply chain

2.5 The number of exams in the national subject elements

There are 2 exams in the national subject elements, as well as one further exam in the bachelor project. For the number of exams in the internship, please refer to section 3.

For a comprehensive overview of all the programme's exams, please refer to the institutional part of the curriculum, as the national subject elements described in this curriculum can be examined together with the subject elements specified in the institutional part of the curriculum.

3. Internship

ECTS weight: 15 ECTS
<p>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.</p>
<p>Learning objectives:</p> <p><i>Knowledge</i> The student has:</p> <ul style="list-style-type: none"> • knowledge of theory, methodology and actual practice • an understanding of concepts and methods and can reflect on their use • experience from participation in solving practical work tasks. <p><i>Skills</i> The student can:</p> <ul style="list-style-type: none"> • put acquired knowledge into practice for the business • assess theoretical and practical issues and propose solutions • use and communicate relevant theories for the resolution of tasks based on practice. <p><i>Competencies</i> The student can:</p> <ul style="list-style-type: none"> • see his/her own professional role in relation to the specific tasks and identify personal learning needs and develop personal knowledge, skills and competences in relation to the specific tasks • independently engage in professional as well as interdisciplinary cooperation.
<p>Number of exams: The internship is completed with 1 exam</p>

4. Requirements for the bachelor project

The learning objectives for the Bachelor project are identical to the programme's learning objectives listed above under point 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 that 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.

Exams for the Bachelor Project

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

ECTS weight

The Bachelor Project is weighted 15 ECTS credits.

Examination form

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.

The 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, in each instance, credit 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 taken according to 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 permission that the Academy can obtain the necessary information after the student's completion.

On 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.

The following credit agreements have been made for the national subject elements:

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 reasoned application
- 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 on its website which of the above criteria form the basis for admission.

7. Commencement and transitional schemes

Commencement

This part of the national curriculum is valid from 20.08.2018 and is valid for students who are enrolled after 20.08.2018.

Simultaneously, the previous joint national curriculum is NOT valid from the 01.08.2021.

INSTITUTIONAL PART

8. Exams

8.1 Description of Exam rules

All rules and regulations on examination have been worked out with the point of departure of the executive order on tests and examination in higher education, executive order BEK no. 1500 of 2/12/2016 (the Examination Executive Order).

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.

1. Semester exam 1 st External (30 ECTS) 6 hour written exam	1. The company's strategic basis 2. Customer focus	7-grade scale	1 grade
2. Semester exams 1 st Internal (15 ECTS) 30 min. oral exam	3. Sectors and competitors 4. Sales management and the company's sales development	7-grade scale	1 grade
2. Semester Exams Electives – 2 nd Internal Elective element 1 (10 ECTS) Elective element 2 (5 ECTS)	Individual educational elements Exam part 1 Exam part 2	7-grade scale 2/3 1/3 Has to be passed individually	1 grade 1 grade 1 combined weighted grade
3. Semester exams Internship exam (15 ECTS), 3 rd internal, written Bachelor project (15 ECTS), 2 nd external	Internship report Bachelor project	Pass/not passed 7-grade scale	Passed 1 grade

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: Green Energy – Strategies & Challenges

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

Weight 10 ECTS
<p>Objectives and contents:</p> <ul style="list-style-type: none"> • 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.
<p>Learning outcome: The topic is seen having two equal foundations: purchase and negotiation. In the following, both are explicit handled.</p>

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

3) Test exam

The student must participate in the 6-hour test exam at BASW.

4) Case competition

The student must participate in the local case competition.

5) Balanced score card

The student must hand in a Balanced Scorecard group project.

10.3 Class participation

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 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.

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