

International sales & marketing

Study curriculum 2021-2023



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National Part

1. The programme's goals for learning outcomes

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.

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

Content:

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.

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.

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.

Learning objectives:

Knowledge

The student has:

- 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.

Skills

The student can:

- 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

Content:

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.

Learning Objectives:

Knowledge

The student has:

- 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.

Skills

The student can:

- 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.

Competencies

The student can:

- 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

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 analyses.

Learning objectives:

Knowledge

The student has:

- 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.

Skills

The student can:

- 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 based on 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

1. Exams in general

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	7-grade scale 7-grade scale	1 grade 1 grade

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

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

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 per examination.

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

2. Scope and criteria for examinations

2.1 Exam in theme 1 and 2 (1st external)

1st External consists of an interdisciplinary case examination based on a specific company at the end of the first semester.

The interdisciplinary case examination is a 6-hour test and will widely test the learning objectives of the program elements in the 1st Semester: The Company's strategic basis and Customer as starting point

Strong emphasis is placed on the student being able, on a methodical basis, to select and apply the relevant theory from several fields related to solving a specific problem.

In the exam the student will be asked one or more questions within the following subjects:

- International Sales and Marketing (ISM)
- Economics (ECO)
- Business Law (BL)
- Organization and Management (OM)
- Supply Chain Management (SCM)
- Methodology (MET)

The exam is open book, and all sources are available during examination.

The grade, given in accordance with the 7 – grade scale, will appear on the final diploma.

2.2 Exam in theme 3 and 4 (1st internal)

The exam takes place at the end of the 2nd semester and is an individual oral exam based on a group project made and handed in before the exam.

The project is cross disciplinary and must contain issues from the subjects; International sales and marketing (ISM), Economics (ECO), Organization, management (OM) and Supply Chain Management (SCM) and Business Law (BL).

The project is made by groups of 3-5 students unless other arrangements have been made. The exam time is 30 minutes per student including grading.

The grade is given based on the oral presentation at the exam. The grade, given in accordance with the 7 – grade scale, will appear on the final diploma.

A draw has determined both subjects and time. Questions will be asked within the entire project and within the 2nd semester curriculum in two of the following subjects:

- International Sales and Marketing (ISM)
- Economics (ECO)
- Organization and Management (OM)/Supply Chain Management (SCM)
- Business Law (BL)

The student starts the exam with a 5-minute presentation. This presentation can include specific subjects or a conclusion for the overall assignment. You should use power point or similar for the presentation. You will only be allowed to bring a copy of your project to the examination table.

2.3 Exam in National Elective (2nd internal exam)

The exam takes place at the end of the 2nd semester and is an individual oral exam based on a project made and handed in before the exam. The project is made individually or in groups of max. 4 students.

The written project will be included in the evaluation with an approximate weight of 50%. The oral performance at the exam will have the decisive weight if the oral performance is substantially different from the written part.

The exam time is 30 minutes per student including grading. The student will present the case for max. 10 minutes and the examiners will ask questions based on the project and the full curriculum.

The grade, given in accordance with the 7 – grade scale, will appear on the final diploma. This grade will be combined with the grade from local elective, but both will appear on your Diploma. Both subjects must be passed individually.

2.4 Exam in Local Elective (2nd internal exam)

The exam takes place at the end of the 2-week local elective and is an individual oral exam based on a synopsis made and handed in before the exam. The synopsis is made individually or in groups of max. 3 students.

The exam time is 30 min. per student including grading. The student will present the case for max. 10 min. and the examiners will ask questions based on the synopsis and the full curriculum.

The grade, given in accordance with the 7 – grade scale, will appear on the final diploma. This grade will be combined with the grade from national elective, but both will appear on your Diploma. Both subjects must be passed individually.

3. Local and elective 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.

3.1 Elective elements

Elective no. 1: 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. 2: Sustainable future – business opportunities

An introduction to the market of green energy and Power2X (conversion of electricity into energy storage). The purpose of the elective is to create an understanding of the sales/marketing challenges within companies directly or indirectly involved in sustainable energy industry. This involves wind energy, on and offshore, solar and others in development. The course will also provide the elective with an insight into Power2X, how to utilize on surplus in electric production. The industry is facing tremendous challenges these years so focus will also be on how to handle these challenges –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

3.2 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 seller's 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) • Preparation, 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) 	<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

<ul style="list-style-type: none"> • Cost calculations and price settings of projects • Requirements to project team • Closing and follow-up on projects <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 regarding:</p> <ul style="list-style-type: none"> • Plan professional project sales by using relevant tools and methods • Implement a project sale and adjusting the sales process continuously <p>General learning form:</p> <ul style="list-style-type: none"> • Ordinary classroom lessons • Workshop based learning with group work on a real-life case and company guest lecturers 	<ul style="list-style-type: none"> • The business case and budget of a project <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 regarding:</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 classroom lessons • Workshop based learning with group work on a real-life case and company guest lecturers
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Track no. 2: Purchase and negotiation

Weight 10 ECTS	
Objectives and contents: <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. 	
Learning outcome: The topic is seen having two equal foundations: purchase and negotiation. In the following, both are explicit handled.	
Purchase: Knowledge: The student should have acquired knowledge about: <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 Skills: The student should be able to: <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 	Negotiation: Knowledge: The student should have acquired knowledge about: <ul style="list-style-type: none"> • The steps of the negotiation process • Own negotiation profile • Negotiation strategies- and tactics • Planning and preparations • Questioning technique Skills: The student should be able to: <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 Competences: The student should have obtained competences regarding: <ul style="list-style-type: none"> • Plan and implement a negotiation by using relevant tools, theories and methods • Communicate effectively in the negotiation process

<ul style="list-style-type: none"> • Follow up on daily delivery • Maintain ongoing evaluation of supplier performance • Initiate renegotiation of existing contracts <p>Competences: The student should have obtained competences regarding:</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 	<ul style="list-style-type: none"> • Reflect upon the process of the negotiation
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4. Internship

4.1 Rules and expectations for the completion of internship

The internship allows the student to work with relevant issues and gain knowledge about relevant job functions. The relation between theoretical learning and actual practice forms the basis for the student's objectives for the internship period.

On the work placement, the student is assigned a supervisor from the department and a supervisor from the company. The student and the supervisor will establish aims together for the student's learning outcome from the placement period to be subsequently the indicator in connection with the company's planning of the student's work.

As much as three students can be on placement in the same function and same company.

The internship can be compared to a full-time job, with demands regarding working hours, work to be done, involvement and flexibility that correspond to those that an AP Graduate in Marketing Management can expect to face on his/her first job.

4.2 Examination in internship (4th internal examination)

An individual internship project is developed. The report contains 2 parts:

- Part 1 containing an internal analysis of the company
- Part 2 focusing on the work assignments you solved, how you solved them and how you used your skills from the program.

The assignments will be related to the job description from the written agreement with the company and should take its starting point in one or several subjects from the already ended part

of the education. The job description defines the work assignments you must work with at the company.

The project is handed in as an individual written report (or another hand in format according to agreement) of max. 15 pages incl. footnotes, figures and tables, but excl. front page, list of contents, list of sources and enclosures.

This examination is an internal written exam, based on the internship report. Evaluation is graded according to the 7-point grading scale.

The internship must be passed before the student can sign up for examination in the final exam project.

5. Final examination project

Requirements regarding the final exam project as well as learning objectives can be found in the national study section of the curriculum for the Marketing Management program.

5.1 Prerequisites for the exam

The written report, on which the examination and appraisal are based, is to:

- Meet all formal requirements for the final exam project, cf. joint study section of the Curriculum, and
- Be submitted on time, cf. examination schedule available on Moodle.

Note that failure to submit the written project correctly means that the student will not be allowed to sit the exam, and that one examination attempt will have been spent.

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

5.2 Exam in the final examination project (2nd external examination)

The final examination project may be worked out individually or by 2-3 persons jointly.

The examination project will have an extent of:

- 1 student: 80.000-100.000 strokes
- 2 students: 120.000-150.000 strokes
- 3 students: 160.000-200.000 strokes

Strokes are incl. spacing, footnotes, figures and tables, but exclusive front page, list of content, list of sources and appendices.

Based on the written report, the student sits in at an individual oral examination of 45 minutes' duration including the discussion of his/her performance. The assessment is made according to the Danish 7-point scale.

The student is awarded one grade in all for the project based on an overall assessment of the written work and oral presentation. The weight of the written part of the main project is 2/3 and the oral defense 1/3. No sub-grade will be announced. Spelling and formulation skills are included in the overall assessment of the project.

Students with another native tongue than Danish/English may apply for a dispensation from the requirement of spelling and formulation skills being included in the overall assessment. The application is to be sent to the institution at the latest 4 weeks before the examination takes place.

In case the total assessment gives a grade lower than 02, the student must work out an improved project with a new project formulation, if possible, with point of departure in the same company (unless other agreement is made) in order to again sign up for the final examination project.

6. Educational elements completed abroad

The educational institutions shall through the programme include the international dimensions in the instruction.

The programme consists of modules, i.e. it is possible for the student to attend the 3rd semester abroad or participate in a course of shorter duration abroad, as it is possible for international students to attend one semester at the department. Also, the placement on the fourth semester can take place abroad.

The student can – with prior approval – obtain credit for any of the educational elements that have been taken abroad. In such cases the student must, after completion of his/her studies abroad, document the educational elements that have been taken. In connection with prior approval, the student must agree that the school is entitled to secure any necessary information about the educational elements.

With prior acceptance of credits, the specific educational element will be considered as being completed if the student has passed the course according to existing and relevant rules for the education.

7. Teaching methods

The instruction is conducted through lectures, class instructions, dialogue instruction, exercise series, presentations, cases, seminars, guest lecturers from home and abroad, projects as well as company stays.

The instruction includes the most recent knowledge and results from national and international research, experiment and development works from the disciplines attached to the profession.

Furthermore, the instruction includes experiences from practice and knowledge from central tendencies in the profession and methods for developing the professional line of business as well as carrying out quality and development work.

8. Credits for elective and local educational elements

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

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

9. Language

English is the language used in the international Computer Science programme. Skills in other languages are not required.

9.1 Examinations

Examinations are to be submitted/presented in understandable English or Danish.

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

10. Criteria for evaluating student activity and participation

For the student to be considered study active, the student must participate actively in lessons and participate in the compulsory activities.

10.1 Definition of student activity

At the program there are several cross-curricular compulsory learning activities, consisting of projects and special activities, which must be approved to be allowed to attend the exams and to be considered study active.

All learning activities are made in teams from 3-5 students unless a special agreement is made.

Case competition

The students must participate in a 48-hour case competition on the 1st Semester, focusing on strategy development for small companies. The case competition involves an external company decided by BASW.

Innovation Camp

The student must participate in the innovation camp on the 1st Semester. Any kind of missing participation results in a written assignment as a substitute.

Trial exam

The student must participate in the 6-hour trial exam at the end of the 1st Semester.

Case competition

The student must participate in the local case competition on the 2nd Semester.

Balanced score card

The student must hand in a Balanced Scorecard group project on the 2nd Semester.

Each individual teacher can include compulsory learning activities in their respective subjects as hand in assignments. These must be clearly indicated in the syllabus placed in Moodle.

10.2 Duty of participation

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

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.

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.

10.3 The consequences of absent student activity

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

Failure to meet one or more of the criteria can lead to the termination of enrolment in the education, cf. below.

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

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

10.4 Termination of enrolment

Lack of student activity can lead to the termination of enrolment in the education. In exceptional circumstances exceptions can be made from the rule of non-compliance of study activities. Applications to be exempted shall be send to the head of department.

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

If the student has not reacted within this period, he/she is expelled from the education. If the student requests that he/she not be expelled, this request will have a delaying effect until the head of department as decided upon the matter.

The student is entitled to submit a complaint to the head of department about a decision that has been made two weeks at the latest after being informed of the decision. This complaint will have a delaying effect. If the head of department maintains the decision, the student can complain to the Ministry of Higher Education and Science within two weeks after receiving the complaint, as far as

legal issues are involved.

10.5 Communication

Business Academy Southwest uses Moodle, which is a web-based conference system.

Moodle has the same function as an Intranet and is the basic form of communication. Here the student will find relevant information regarding the classes and their weekly planning, information regarding projects and relevant information.

Should the student miss document or important information it can be found on Moodle. It is important that the student check the conference regularly. Teachers make the information available, but it is the student's responsibility to read it.

11. Re-examinations

11.1 Re-examinations due to illness

A student who has not been able to sit an examination due to documented illness or other unforeseen circumstance is given the opportunity to sit a re-examination as quickly as possible. In the case of an examination taking place at the end of the last examination period, the student is given the opportunity to join the examination in the same examination period or immediately thereafter.

This examination can be identical to the next ordinary examination. It is the student's responsibility to investigate when the re-examination will be held.

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

Illness must be documented by a medical certificate received by the institution three days at the latest after the examination has been conducted. A student who becomes acutely ill during an examination must document that he/she has been ill on the day in question.

If illness is not documented according to the above rules, the examination will count as one examination attempt spent by the student. Any costs for the medical certificate are the responsibility of the student.

11.2 Re-examinations due to failing or non-attendance

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

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

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

12. Use of aids

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

13. Special examination conditions

The student can apply for special examination conditions when warranted by physical or mental impairment. The application should be submitted to the head of department at least four weeks prior to the date of the examination. An exemption from this deadline can be given in the case of suddenly occurring health issues. The application must be accompanied by a medical certificate, a statement from e.g. a body dealing with speech, hearing or sight impairment or dyslexia, or other forms of documentation certifying serious health issues or relevant functional impairment.

14. Cheating offences in exams

When submitting written material, the student certifies by his/her signature that the material has been produced without undue assistance.

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

Cheating in exams through plagiarism comprises instances where a written answer appears to be completely or partially produced personally by the student him-/herself, but:

1. Comprises identical or almost identical rendering of the wording or work of others, without clearly identifying this using quotation marks, italics, indentation, or other clear indications stating the source of the material, cf. the educational institution's requirements to written work on Moodle.
2. Comprises major pieces of text with choice of words or formulations so close to that of another piece of writing that it is possible to determine through comparison that the text could not have been written without using the source in question
3. Comprises the use of words or ideas of others without giving reference to the source in an appropriate manner

4. Re-uses text and/or central ideas from the student's own previously assessed answers (self-plagiarism) without observing the provisions laid down in items 1 and 3 above.

14.2 Disciplinary procedures

A student who attends an exam and who beyond doubt during the exam:

- Receives unauthorised help
- Helps another student answer a question in the exam
- Uses unauthorised materials and aid, or
- Exhibits disruptive behaviour

can be expelled from the exam by the head of department or whoever the head of department authorises to do so, or the examiners can agree to expel the student from the exam while it is taking place. In such cases the justification of the action is to be evaluated in connection with the subsequent decision.

If the disruptive behaviour is of a less serious nature, the educational institution will initially issue a warning.

14.3 Presumed cheating

If during or after an exam it is presumed that a student

- Has received or given unauthorised help
- Has presented the work of another person as his/her own (plagiarism), or
- Has used his/her own previously assessed work or parts thereof without referring to it (plagiarism)

this will be reported to the head of the degree programme.

14.4 Investigation of cheating offences in exams, including plagiarism

Postponement of the exam

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

Form and content of the report

Reporting must be made without undue delay. The report must be accompanied by a written description of the breach, containing information that can identify the individual(s) reported on, as well as a brief summary of and documentation substantiating the case. In the event of repeated offences for one or more of the persons involved, this must be stated.

When reporting on plagiarism, the plagiarised parts must be marked with clear reference to the sources of plagiarism. Similarly, the plagiarised text must be marked in the source text.

Involving the student: hearing of the party/parties

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

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

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

Penalties for cheating offences and disruptive behaviour during exams

If clarification of the issue confirms the presumed cheating offence, and the action has influenced or would influence the exam assessment, the head of department will expel the student from the exam. In less serious cases, a warning is first given.

In more serious cases, the head of department can expel the student for short or long periods of time. In such cases the student receives a written warning to the effect that repeated offences could lead to permanent expulsion.

Expulsion according to the above terms will lead to cancellation of any grade that may have been granted for the exam in question, and the exam will count as one attempt.

The student cannot attend a re-examination and cannot attend the exam again until an exam is scheduled on ordinary terms as part of the degree programme.

During the period of expulsion, the student is not allowed to attend classes or exams.

Appeals

Decisions concerning expulsion due to a cheating offence at an exam, and that an attempt at an exam has been used, are final and cannot be appealed to a higher administrative authority.

Appeals concerning legal aspects (such as incapacity, hearings, appeal instructions, correct or incorrect interpretation of the Examination Order etc.) can be brought before the Danish Agency for Higher Education and Educational Support. The complaint is forwarded to the educational institution in question, for the attention of the head of the degree programme.

The head makes a statement on which the appellant must be given an opportunity to comment, normally within one week. The educational institution forwards the appeal, the statement and any comments that the appellant may have made to the Danish Agency for Higher Education and Educational Support.

Appeals must reach the educational institution no later than two weeks from the day that the appellant was notified of the decision.

15. Complaints about examinations and appeal decisions

Complaints about exams

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

The rules governing complaints about exams can be found in Section 10 of the Examination Order. The Examination Order differentiates between two types of complaints:

- Complaints about the scope of the exam, the examination procedure itself and/or the assessment made
- Complaints about legal matters

These two types of complaints are dealt with differently.

15.1.1 Complaints about the scope procedure and/or the assessment

The examinee can submit a written and substantiated complaint within two weeks after the assessment of the exam has been communicated in the usual way. The complaint can cover:

- The scope of the examination, including questions asked, assignments, etc. as well the examinations relation to the objectives and requirements of the programme
- The examination procedure
- The assessment

Complaints may be submitted about all examinations – written, oral and combinations hereof, as well as practical exams.

Complaints are to be sent to the head of the degree programme.

The complaint is sent immediately to the original examiners, i.e. the internal examiner and the external examiner for the examination in question. Their statement of response forms the basis for the institution's decision regarding academic issues. Two weeks are normally allowed for this response.

As soon as the examiners' response is available, the student issuing the complaint is given an opportunity to comment on the statements, normally with a one-week deadline.

The institution makes its decision based on the academic opinion of the examiners and the complainant's comments hereto.

The decision is to be communicated in writing and can:

- Offer the possibility of a new assessment (re-assessment). This applies to written exams only.
- Offer the possibility of a new exam (re-examination) with new examiners, or
- Reject the complaint

If the decision is to offer a re-assessment or re-examination, the head of department appoints new examiners. Re-assessment applies only to written exams for which material is available, as the new examiners cannot make a (re-)assessment of an oral examination and because the notes made by the original examiners are personal and cannot be disclosed.

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

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

The re-assessment or re-examination must take place as quickly as possible.

In the case of re-assessment, all documentation shall be provided to the new examiners – the assignment, the answer, the complaint, the evaluations made by the original examiners – together with the complainant's comments and the educational institute's decisions.

The new examiners notify the educational institution of the outcome of their re-assessment and enclose a written statement that specifies the assessment and the reasons for it. Re-assessments may result in a lower grade.

If the decision is to offer re-assessment or re-examination, the decision applies to all students whose examination suffers from the same defects as those referred to in the complaint. The complaint is sent to the head of department two weeks (14 calendar days) at the latest after the assessment of the exam concerned has been communicated. If the due date is on a public holiday, the due date will be the first workday following the public holiday.

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

Appeals and complaints about appeal decisions

The complainant can submit the educational institution's decision to an appeals panel. The activities of the appeals panel are governed by the Public Administrations Act, which also includes issues of incapacity and confidentiality.

The appeal is to be sent to the head of the degree programme.

The appeal must be submitted two weeks at the latest after the decision has been communicated to the student. The same requirements as above for complaints (in writing, stating reasons, etc.) also apply to appeals.

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

The appeals panel makes decisions based on the material used by the educational institution in making its decision and the student's appeal, with reasons stated.

The appeals panel can:

- Offer the possibility of a new assessment with new examiners. This applies to written exams only.
- Offer the possibility of a new exam with new examiners, or
- Reject the appeal

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

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

The re-assessment or re-examination must take place as quickly as possible.

In the case of re-assessment, all documentation shall be provided to the appeals panel – the assignment, the answer, the complaint, the evaluations made by the original examiners – together with the complainant's comments and the educational institute's decisions.

The appeals panel must make its decision two months at the latest (in the case of spring semester exams three months) after the submission of the appeal.

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

15.1.2 Complaints about legal matters

Complaints about legal aspects of decisions made by examiners in connection with re-assessments or re-examinations or in connection with decisions made by the appeals panel can be brought before the educational institution. The deadline for submitting such complaints is two weeks from the day the decision has been communicated to the complainant.

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

Complaints must be submitted to the educational institution at the latest two weeks after the day on which the decision has been communicated to the complainant.

16. Exemptions

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

17. Effective date and transition period

The institution-specific section of the curriculum is effective from 01.08.21 and applies to all students who initiate their studies at EASV by 30.08.21 or later.

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

This study curriculum is based on:

- Existing Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes
- Existing Ministerial Order on Technical and Commercial Academy Profession Programmes and Professional Bachelor Programmes
- Existing Ministerial Order on Admission to and Enrolment on Academy Profession Programmes and Professional Bachelor Programmes (the Admissions Order).

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