

Bachelor's Degree in Design and Business

Curriculum 2019 – National



ERHVERVS
AKADEMI
SYDVEST

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Foreword

The objective of the Bachelor’s Degree in Design & Business is for students to acquire theoretical and methodical skills to independently carry out complex work functions of planning, managing and performing design and business tasks in a cross-organisational context within the fashion and lifestyle industry while applying an analytical and market-based approach.

Bachelor Programmes pursuant to the Ministerial Act no. 1147 of 23 October 2014 on Academy Programmes and Bachelor Programmes.

The Bachelor's Degree in Design & Business, which is a full-time programme, is an independent graduate programme available for students holding an Academy Degree in Design, Technology and Business. The programme is equivalent to 90 ECTS points. 60 ECTS points is equivalent to the workload of a full-time student for one year.

Graduates of the programme will be awarded the title Bachelor in Design & Business.

The English name of the course programme is Bachelor's Degree in Design & Business.

The course programme is on level six of the Danish Qualifications Framework for Lifelong Learning

<http://ufm.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels>

The acts and ministerial orders governing the course programme are specified in section 3.7 Legal basis.

This curriculum for the bachelor's degree in design and Business consists of a common national section and a specific institutional section. The common section is prepared jointly by the institutions which have obtained approval for offering the programme. The rules found in the common section of the curriculum are thus applicable to all Bachelor's Degree Programmes in Design and Business in all of Denmark.

2 Programme Structure and Content

The Bachelor's Degree in Design & Business comprises five compulsory programme elements. These elements define the core areas that students must work with to acquire the knowledge, skills and competences required to complete the programme.

The programme elements of the Bachelor's Degree in Design & Business:

- 1) Common compulsory module elements equivalent to a total of 15 ECTS points. All students enrolled in the programme must complete this module.

- 2) Specialization programme equivalent to a total of 30 ECTS points:
 - a. Design
 - b. Pattern design
 - c. Communication and trend/media strategy
 - d. Concept design
 - e. Retail management
 - f. Business
 - g. Marketing
 - h. Entrepreneurship
 - i. Environment and Ethics
 - j. Production

- 3) Electives equivalent to a total of 10 ECTS points
- 4) Internships equivalent to a total of 15 ECTS points
- 5) Final bachelor project equivalent to 20 ECTS points

The five programme elements specified above are equivalent to a total of 90 ECTS points.

Core Areas	1 st year	2 nd year
	5 th and 6 th semester	7 th semester
Common module: - Design - Business - Sociology - Method and theory of knowledge	5 ECTS 5 ECTS 2½ ECTS 2½ ECTS	
Specialization programmes	30 ECTS	
Electives	10 ECTS	
Internships	5 ECTS	10 ECTS
Bachelor project		20 ECTS
Exams	1 common module exam 1 electives exam	1 internship exam 1 final bachelor exam

3 The Core Areas of the Programme

3.1 The Common Module (15 ECTS points)

The compulsory elements that are common for all specializations are organized as a module all students must complete in order to pass the Bachelor's Degree Programme in Design & Business. In the following, this module will be referred to as the common module. The core areas included in the common module are listed below and are courses, lectures and/or projects within one semester. The module consists of elements equivalent to a total of 15 ECTS points:

- | | |
|---------------------------------|-----------------|
| a) Design | 5 ECTS points |
| b) Business | 5 ECTS points |
| c) Sociology | 2 ½ ECTS points |
| d) Method & Theory of Knowledge | 2 ½ ECTS points |

The objective of the common module is for the students to acquire methodical, theoretical and professional competences to be part of interdisciplinary collaborations in the value chains of fashion and lifestyle companies.

Through the common module students should gain specific insights into the interrelationship between core areas of the course programme as well as into their cultural and sociological influence. This will enable students to view these core areas in the context of the outside world and current trends. Based on the methodical and scientific approach acquired through the common module, students should become able to describe, understand and explain complex relations in a systematic, analytical and logic manner.

The Interdisciplinary approach of the course programme ensures that design and business apply a common language and frame of reference.

3.1.1 Learning Objectives for Design (5 ECTS)

For a specification of content, cf. the course syllabus for Design under the common module on EASV Digital platform.

The objective is for students to acquire knowledge of design theory and method as well as insight into design-related disciplines relevant for interdisciplinary development processes. Students should equally gain skills to apply design development techniques to create products that may help companies obtain competitive advantages.

Knowledge

Students should acquire knowledge of

- design
- aesthetics
- semiotics
- trends.

Skills

Students should acquire skills in

- selecting and applying design theory and method
- assessing design from an aesthetic, functional and technological perspective
- assessing the possibilities and limitations of design in relation to trends, consumers and contexts
- assessing how design may be applied for solving specific problems.

3.1.2 Learning Objectives for Business (5 ECTS points)

For a specification of content, cf. the course syllabus for Business under the common module on EASV Digital platform.

The objective is for students to acquire skills to act innovatively and creatively in a business context as well as obtain an overall understanding of the interrelationship between business elements. This knowledge should enable students to analyse a variety of business issues.

Knowledge

Students should acquire knowledge of

- business-related and economic issues of relevance to national and international contexts
- how to apply innovation for business concept development
- method, innovation, product and business development.

Skills

Students should acquire skills in

- using a commercial approach to design work
- employing an innovative approach to business development
- assessing theoretical and practical issues and motivating and selecting relevant solutions
- applying an innovative approach to working with commercial aspects.

3.1.3 Learning Objectives for Sociology (2 ½ ECTS points)

For a specification of content, cf. the course syllabus for Sociology under the common module on EASV Digital platform.

The objective for the students is to acquire an understanding of cultural and cross-cultural issues as well as to gain insight into semiotic methods and tools for decoding the context of a problem.

Knowledge

Students should acquire knowledge of

- cultural and cross-cultural issues
- trends and trend theory
- application of the empirical method for product development
- semiotics.

Students should acquire skills in

- working innovatively with concept development based on their knowledge of cultural differences
- identifying, understanding, communicating and presenting professional issues in different cultural and cross-cultural contexts.

3.1.4 Learning Objectives for Method and TOK (2 ½ ECTS points)

For a specification of content, cf. the course syllabus for Method and Theory of Knowledge under the common module on EASV Digital platform.

Knowledge

Students should acquire knowledge of

- theory and method
- research design and validity.

Skills

Students should acquire skills in

- applying scientific method and theory
- assessing the limits and possibilities of theoretical and practical methods for addressing specific issues
- selecting and justifying relevant theory and methodology across the value chain.

3.1.5 Overall Learning Objectives for the Common Module

The overall learning objectives for competences in all the elements of the Common Module are

Competences

Students should acquire competences in

- assessing and applying relevant theories and methods for collecting, selecting, analysing and concluding on data for use in a study or work-related context
- being part of professional and interdisciplinary collaborations within the value chain
- addressing complex and development-based issues of relevance to the profession
- applying a communicative and innovative approach when working with business ideas in the context of the fashion and lifestyle industry
- identifying own learning needs and improving own knowledge, skills and competences.

3.1.6 The Common Module Exam

The common module concludes with an individual oral exam. The exam is assessed with a mark according to the 7-point grading scale, cf. the exam brief on EASV Digital platform and the specific institutional section.

3.2 The Specialization Programme in Marketing (BRAND) Design (30 ECTS points)

Core areas	ECTS points
Strategy and Management	10
Concept Development	10

Communication	10
Total	30

For a specification of content, cf. the course syllabus for each core area under the Specialization Programme in BRAND Design on EASV Digital platform.

3.2.1 Learning Objectives for Strategy and Management (10 ECTS points)

The objective is to qualify students to plan, manage and structure business-related strategic processes using a branding and marketing management approach. Students should acquire knowledge of international market conditions to make sustainable and cost-effective decisions.

Knowledge

Students should acquire knowledge of

- strategic planning
- project management
- strategic marketing
- brand management
- business understanding.

Skills

Students should acquire skills in

- applying analysis tools to identify the relation between a brand and a customer
- identifying supply and demand trends in the market
- planning and undertaking projects.

Competences

Students should acquire competences in

- formulating, planning and implementing marketing approaches. Students should equally be able to evaluate currents in national as well as international contexts.
- managing the development and implementation of corporate identity creation using strategic and creative methods
- creating and maintaining company brands and concepts
- managing and developing projects at a strategic level
- addressing complex problems and proposing solutions applying a business-oriented approach

3.2.2 Learning Objectives for Concept Development (10 ECTS points)

The objective is to qualify students to work analytically, creatively, conceptually and commercially with company branding, applying a variety of communication platforms. Students should acquire knowledge of innovative methods and tools for the purpose of planning, developing and implementing concepts.

Knowledge

Students should acquire knowledge of

- strategic planning
- project management
- strategic marketing
- brand management
- business understanding

- identity.

Skills

Students should acquire skills in

- planning and undertaking projects
- identifying supply and demand trends in the market as well as applying commercial and conceptual methods.

Competences

Students should acquire competences in

- formulating, planning and implementing marketing approaches. Students should equally be able to evaluate trends in national as well as international contexts.
- devising and implementing identity creation measures in a company employing a strategic and creative approach
- creating and maintaining company brands and concepts
- managing and developing projects at a strategic level
- developing and optimising companies' communication platforms
- addressing complex problems and proposing solutions applying a business-oriented approach.

3.2.3 Learning Objectives for Communication (10 ECTS points)

The objective is for students to acquire tools to communicate a company's brand and concept through campaigns. Based on a profound knowledge of different target groups, students should be able to create and adapt messages to the needs and behaviour of target groups for the company's communication platform.

Knowledge

Students should acquire knowledge of

- graphic design
- identity
- brand management

Skills

Students should acquire skills in

- communicating branding strategies to internal and external partners
- applying communication tools for presentation of company brands.

Competences

Students should acquire competences in

- creating, planning and implementing marketing approaches and evaluating marketing trends in a national as well as international context
- devising and implementing identity creation measures in a company employing a strategic and creative approach
- creating and maintaining company brands and concepts
- developing and optimising companies' communication platforms
- addressing complex problems and proposing solutions applying a business-oriented approach.

3.2.4 The assessment of BRAND Design

The learning objectives of the specialization programme in BRAND Design are tested and assessed at the internship exam and in the bachelor project.

Cf. the institutional section of this curriculum for learning objectives, assessment criteria and exam.

3.4 The Internship (15 ECTS points)

As part of the Professional Bachelor's Degree Programme in Design & Business, students must complete an internship. The internship must have a duration of minimum 10 weeks. Students will receive no remuneration for their work during the internship but are entitled to student grants according to the Danish Students' Grants and Loan Scheme. A list of relevant work tasks is prepared in collaboration with the internship company or organisation.

3.4.1 The Learning Objectives for the Internship

Knowledge

Students should acquire knowledge of

- practice and applied theories and methods of the subject area
- the specialization programme studied viewed in relation to company identity and practice

Skills

Students should acquire skills in

- researching and identifying the knowledge relevant to perform tasks for the company
- using an analytical approach to task performance
- choosing between and arguing for different solutions based on practice.

Competences

Students should develop competences in

- working innovatively and creatively
- being part of interdisciplinary collaborations nationally and internationally
- managing complex and development-based issues relating to specific problems or situations
- identifying own learning needs in relation to specific situations or issues.

3.4.2 The Internship Exam

The internship concludes with an exam. The exam is assessed with a mark according to the 7- point grading scale, and students must obtain a minimum mark of 02 to pass the internship exam. For details on the form and planning of the exam, please see the specific institutional section of this curriculum.

3.4.3 The Assessment of the Internship

The student's performance is assessed based on:

- correlation between problem scenario and project structure
- application of relevant theory and method
- use of relevant practice from the internship
- discussion, argumentation and reflection
- layout, communication and presentation skills
- overall impression of the project.

3.5 The Bachelor Project (20 ECTS points)

The Professional Bachelor's Degree Programme in Design & Business concludes with a final bachelor project. This project comprises 20 ECTS points of the total 90 ECTS points of the programme. The project is evaluated at an exam. The project can only be finished once all compulsory exams of the programme have been passed, and the student has

individual written project report, product and/or service(s), an oral presentation and defence.

The purpose of the bachelor project is for students to demonstrate their ability to independently carry out project work. In the bachelor project, students are required to use an experimental, empirical and theoretical approach to a problem scenario of their own choice and of relevance to their specialization and profession. The bachelor project may be carried out in collaboration with a public or private company.

The problem scenario is formulated by the student and must be approved by the educational institution. The bachelor project should demonstrate the student's ability to reflect individually and critically on the problem. The reflection must be documented in a project report and products depending on the specialization cf. the uploaded information on the specific specialization programme and *Guidelines for Report Writing* on EASV-Digital platform. In their proposed solution to the problem discussed, students must apply theories and methods central to the profession and specialization.

The bachelor project is marked according to the 7-point grading scale and assessed by an external examiner. The assessment is based on the written project report, product and/or service(s) as well as the student's oral presentation and defence. Students will receive one overall mark for their bachelor project and must obtain a minimum mark of 02 to pass the bachelor exam.

3.5.1 The Structure of the Bachelor Project

The bachelor project consists of a written part presenting the empirical analysis prepared by the student and an oral exam. The oral exam is based on the bachelor project and may also include other forms of documentation such as physical prototypes. The entirety of the course programme's learning objectives is assessed at this exam.

The bachelor project must comply with the following academic requirements: In the written project report, the student must be able to argue for the relevance of the problem scenario to the specialization and profession as well as for the methodical and theoretical basis of the bachelor project. Moreover, the bachelor project must include empirically-based research and an analysis of the problem scenario discussed and must add a professional and specialization-related perspective to the problem scenario.

In order to successfully complete the bachelor project, the project report must be in compliance with the following standards/conditions:

- Title (in Danish and English)
 - Abstract
 - Introduction (that substantiates the choice of topic and includes a delimitation)
 - Methodology, Method and Theory (including description and analysis of empirical research)
 - Design, Experiments and Testing
 - Discussion, Analysis and Argumentation
 - Reflection and Conclusion
- List of references.

3.5.2 The Scope of the Bachelor Project

The written project report must have a maximum length of 100,000 typing units, including spacing and excluding front page, abstract, content and appendices. The maximum length of group projects is 200,000 typing units, for further specifications cf. the *Guidelines for Report Writing BA-D&B* and *How to Use References* on EASV Digital platform.

If students include other forms of documentation, they must be described in the project report.

3.5.3 The Oral Exam

The oral exam is based on the project report and other forms of documentation, such as prototypes, if included. The oral presentation has a duration of 25 minutes. In addition to presenting the project, the student should introduce, discuss and add relevant perspectives to the problem scenarios discussed in the project report. Following the student's oral presentation, the student and the internal and external examiner engage in a professional discussion to explore the issues dealt with in more detail. The discussion may focus on specific parts of the presentation or may aim to place the issues discussed in a professional context. The discussion is based on both the project report and the oral presentation. The internal examiner leads the discussion.

3.5.4 The Assessment

The assessment of the student's performance is based on both the oral presentation of the project and the project report. The student will receive one overall mark for their bachelor project.

The bachelor project is assessed according to the 7-point grading scale. The student will receive oral feedback on the project as well.

The student's performance is assessed according to the learning objectives for knowledge, skills and competences according to the specialization programme in question and according to *Guidelines for Report Writing* and *How to Use References* on EASV Digital platform.

4 Credit Transfer

Passed course elements, including internships, from other course educational institutions equate the equivalent elements in the Professional Bachelor's Degree Programme in Design & Business.

Credit transfer for compulsory elements and work experience is awarded by the educational institution based on a professional evaluation of whether or not the passed elements or prior work experience matches the level and contents of one or more compulsory course elements in the Professional Bachelor's Degree Programme in Design & Business.

At the Bachelor's Degree in Design & Business, students may obtain full credit for passed course elements from other course educational institutions that equate the equivalent elements in the Bachelor's Degree in Design & Business.

The student is obliged to provide information on completed programme elements from another Danish or foreign higher education programme and on employment for which it is assumed that credit transfer will be granted. Credit transfer is awarded based on passed course elements and work experience that equate courses, course elements and internships of the educational institution at which credit is applied for. In their application for credit transfer, students must include the curriculum describing the course programme, exams, syllabi and ECTS points of the course elements for which the student applies for credit transfer. Credit transfer for compulsory elements and internships is awarded based on a professional evaluation. Final credit transfer is not obtained until the student submits documentation for the exam passed. Once this documentation is received, the exam will be registered. Students who would like to change course programme at the same or at another educational institution must follow the rules of this course programme or educational institution.

Professional

Bachelor Programmes as well as the Ministerial Order on Admission to Academy Profession Programmes and Professional Bachelor Programmes for further information on the rules on credit transfer, cf. section 5 Legal basis.

Applications for credit transfer which are not covered by the rules for compulsory credit transfer must be submitted to the programme not later than 1 month prior to the start of the course element/internship for which credit is applied. The application for credit transfer must be sent to the Course Administration Office. The relevant Head of Programme will make the decision regarding credit transfer. The student will be given information of whether or not the application for credit transfer has been approved not later than 14 days prior to commencement of the compulsory course element or internship.

5 Legal Basis

This curriculum is based on the following legal documents:

- The Academy Profession Programmes and Bachelor Programmes Act (as amended by Ministerial Order no. 1147 of 23 October 2014).
- Ministerial Order no. 1047 of 30 June 2016 on Academy Profession Programmes and Bachelor Programmes
- Ministerial Order no. 1143 of 7 December 2009 on Professional Bachelor's Degree Programmes in Design and Business
- Ministerial Order no. 85 of 26 January 2016 on Admission to Academy Profession Programmes and Bachelor Programmes
- Ministerial Order no. 1046 of 30 June 2016 on Examinations on Professionally Oriented Higher Education Programmes
- Ministerial Order no. 114 of 3 February 2015 on Marking Scale and Other Forms of Assessment on Educations in the Area of Ministry of Education and Science (grading scale).
- Ministerial Order no. 597 of 8 March 2015 on Talent Initiatives in Education Programmes under the Ministry of Higher Education and Science.

The Bachelor's Degree programme in Design and Business is on level six of the Danish Qualifications Framework for Lifelong Learning

<http://ufm.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels>

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