

# Multimedia Design

Curriculum 2019



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This national part of the Curriculum for the Academy Profession Degree Programme in Multimedia Design has been issued pursuant to section 18(1) of the Ministerial Order on Technical and Commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented by the institution-specific part of the curriculum, which is laid down by the individual institution offering the programme.

The curriculum has been prepared by the educational network for the AP Degree Programme in Multimedia Design and approved by the boards of directors of all the institutions offering the programme – or by their rectors subject to authorisation – and following consultations with the institutions' education committees and the chairmanship of co-examiners for the programme.

## **1. The programme's intended learning outcome:**

### Knowledge

The graduate has acquired:

- knowledge of professional practices within the field as well as key applied theories and methods of relevance to the analysis, ideation, design, planning, realisation and management of digital media tasks as well as the implementation, administration and maintenance of digital media productions
- an understanding of practices and key theories and methods as well as an understanding of the use of theories and methods in the digital media profession.

### Skills

The graduate has acquired the skills needed to:

- apply key methods and tools relevant to the analysis, ideation, design, planning, realisation and management of digital media tasks, and apply skills of relevance to employment within digital media
- assess practice-oriented issues within digital media and propose and select possible solutions
- communicate practice-oriented issues and possible solutions within digital media to partners and users.

### Competencies

The graduate has acquired the competencies needed to:

- engage in development-oriented activities, including undertaking the analysis, ideation, design and planning as well as realisation and management of digital media tasks, and be innovative in tailoring digital media solutions to commercial conditions
- in a structured context acquire new knowledge, skills and competencies within digital media
- participate in disciplinary and interdisciplinary cooperation within digital media in connection with implementation, administration and maintenance, taking a professional approach.

## **2. The programme contains four national programme elements**

### **2.1. Design and programming of digital user interfaces 1**

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The programme element covers basic principles for the design and programming of digital solutions, with a particular focus on the design and structuring of the user interface.

The programme element includes user-centred methods for the testing of design and solution.

Solutions are designed and programmed using selected development methods, and an introduction is given to technologies that form part of the design and programming of user interfaces.

### **Learning objectives for Design and programming of digital user interfaces 1**

#### Knowledge

The student has acquired:

- knowledge of a practice-oriented development methods for digital media production
- an understanding of the methods applied by the profession in connection with user testing of digital productions
- knowledge of basic principles for the composition and layout of digital media productions
- knowledge of practice-oriented design processes and documentation forms used in digital media productions
- knowledge of digital exchange formats currently used in digital media productions
- knowledge of basic methods for modelling, structuring and developing digital user interfaces
- knowledge of key technologies applied, including client-server relations, and their impact on the development of user interfaces.

### Skills

The student has acquired the skills needed to:

- apply basic theories, methods and tools for managing simple multimedia productions of relevance to professional practices in the field
- plan and conduct user tests of digital media productions, including selection of the right user test for a given digital media production
- apply and document key processes in the design and development of digital media productions, and communicate the processes to stakeholders with professional insights
- apply basic theories, methods and tools to the design and development of user interfaces
- apply basic modelling and structuring methods in the development of digital user interfaces
- apply and assess basic technologies and development environments for the development of user interfaces, including methods and technologies for version control.

### Competencies

The student has acquired the competencies needed to:

- participate in interdisciplinary work processes in connection with the design and development of digital user interfaces
- under supervision, acquire basic knowledge, skills and competencies within the design and development of digital user interfaces.

### Number of ECTS points

The programme element Design and programming of digital user interfaces 1 equates to 15 ECTS points.

## 2.2. Design and programming of digital content 1

The programme element covers the design, programming and production of simple digital content solutions for selected media platforms. The programme element focuses on the production of simple

content for media platforms based on data-driven user understanding. Solutions are designed, programmed and produced on the basis of a content and business strategy, and an introduction is given to key technologies and business models of relevance to the design and programming of digital content.

### **Learning objectives for Design and programming of digital content 1**

#### Knowledge

The student has acquired:

- a practice-oriented understanding of intellectual property rights and licensing methods in digital media production
- knowledge of the multimedia designer's role in the value chain in digital productions
- knowledge of digital media and digital media platforms used by the profession
- knowledge of key forms of expression and content in digital media
- knowledge of the key technologies applied by the profession in connection with the production of digital content
- knowledge of basic methods and theories regarding user understanding within digital content production.

#### Skills

The student has acquired the skills needed to:

- collect and apply empirical data about users and situations of use
- plan and evaluate a digital content production based on a given brief
- produce basic-level digital content based on user understanding and based on a given strategic brief
- apply and assess technologies for the presentation and production of digital content
- communicate the development process for digital content production to stakeholders with professional insights.

#### Competencies

The student has acquired the competencies needed to:

- participate in interdisciplinary work processes in connection with the design and development of digital content
- under supervision, acquire basic knowledge, skills and competencies within the design and development of digital content.

### **Number of ECTS points**

The programme element Design and programming of digital content 1 equates to 15 ECTS points.

### **2.3. Design and programming of digital user interfaces 2**

The programme element covers the design and programming of complex digital solutions with a special focus on user interfaces. As part of the programme element, key methods for testing the user experience of digital solutions are applied. Solutions are designed and programmed in teams applying technologies and development methods that support teamwork.

## **Learning objectives for Design and programming of digital user interfaces 2**

### Knowledge

The student has acquired:

- an understanding of the company's external environment, including its stakeholders, and the company's resource base
- knowledge of key technologies for data management in relation to optimising user experiences
- knowledge of key methods and tools related to project management and estimation of digital media productions
- knowledge of relevant theories, tools and methods for the design and programming of digital user experiences, and the ability to account for the choice of tools and methods based on practice
- knowledge of key and current programming paradigms for programming complex digital user interfaces, and the ability to account for the choice of programming practice based on practice.

### Skills

The student has acquired the skills needed to:

- plan and assess project management in team-based digital media productions
- assess and argue in favour of the value-adding nature of solutions for digital user interfaces
- select and argue in favour of the choice of key theories, tools and methods for the design of complex digital user interfaces
- apply and document key design processes in complex digital media productions, and communicate them to stakeholders from the digital media industry
- select and apply key principles, technologies and methods to the programming of complex digital user interfaces
- communicate and explain solutions for digital user interfaces to business partners
- assess and apply a user-centred method in connection with a digital media production.

### Competencies

The student has acquired the competencies needed to:

- identify relevant theories, methods and tools for the execution of complex digital media productions
- acquire new knowledge and skills within the programming and design of complex user-centred user interfaces.

## **Number of ECTS points**

The programme element Design and programming of digital user interfaces 2 equates to 15 ECTS points.

## **2.4. Design and programming of digital content 2**

The programme element covers the design and programming of complex digital content solutions for multiple types of media. The programme element focuses on multiple types of digital content, multiple types of media and related production methods. In the production of content, technologies are applied to manage and present content, and the communication of data forms part of the production of digital content.

## **Learning objectives for Design and programming of digital content 2**

### **Knowledge**

The student has acquired:

- knowledge of the tools and data applied in the profession to optimise digital media production
- knowledge of the methods and theories applied in the profession for complex digital content production
- knowledge of the methods and theories applied in the profession for the presentation of data
- an understanding of the technologies used to store and exchange data, and the ability to account for the choice of technologies based on practice
- an understanding of the relationship between the business models used and complex digital content production
- knowledge of key methods and theories regarding digital user experiences, and the ability to account for the choice of tools and methods based on practice.

### **Skills**

The student has acquired the skills needed to:

- apply key tools and data to optimise digital media production
- plan and assess project management in user-centred content production
- apply key theories, methods and tools for the production of digital user experiences
- communicate and justify digital solutions for content production to stakeholders from the digital media industry
- apply and combine forms of expression for the design and production of digital user experiences on selected media platforms
- assess and process given visual material to ensure consistency in a digital media production
- apply key technologies for handling and displaying digital content
- apply key technologies, methods and formats for exchanging and presenting data.

### **Competencies**

The student has acquired the competencies needed to:

- identify relevant theories, methods and tools for the production of complex digital content in teams
- acquire new knowledge, skills and competencies within the design and production of complex digital content.

### **Number of ECTS points**

The programme element Design and programming of digital content 2 equates to 15 ECTS points.

### **2.5. Number of exams in the national programme elements**

In the first year of study, national programme elements equate to 60 ECTS points, of which a minimum of 45 ECTS points are included in the exam(s) which constitute the first-year exam<sup>1</sup>.

In addition, a single exam is held in the other national programme elements, as well as an additional single exam in the final exam project. For information on the number of internship exams, reference is made to section 3.

For a comprehensive overview of all exams on the programme, reference is made to the institution-specific part of the curriculum. Please note that exams in the national programme elements described in this curriculum can be combined with exams held in programme elements laid down in the institution-specific part of the curriculum.

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<sup>1</sup> The first-semester exam, which equates to 30 ECTS points, is held after the first semester. The second-semester exam, which equates to 30 ECTS points, is held after the second semester.



### **3. Internship**

#### **Learning objectives for internship on the programme**

##### Knowledge

The student has gained development-based knowledge and an understanding of:

- the requirements and expectations of companies with regard to the multimedia designer's knowledge, skills and attitudes towards the work
- the practice-related use of theories, methods and tools by the profession and within the field.

##### Skills

The student has acquired the skills needed to:

- apply versatile technical and analytical working methods of relevance to employment within the profession
- assess practice-oriented issues and problems, and present possible solutions
- communicate practice-oriented issues and reasoned solution proposals.

##### Competencies

The student has acquired the competencies needed to:

- engage in development-oriented practical and professional activities of relevance to the profession
- acquire new knowledge, skills and competencies of relevance to the profession
- undertake the structuring and planning of day-to-day tasks within the profession
- participate in disciplinary and interdisciplinary cooperation based on a professional approach.

#### **Number of ECTS points**

The internship is equivalent to 15 ECTS points.

#### **Number of exams**

The internship is concluded with a single exam.

### **4. Final exam project requirements.**

The learning objectives for the final exam project are identical to the learning objectives for the programme, which can be seen in section 1 above.

The final exam project must document the student's understanding of practice and key applied theories and methods in relation to a practice-oriented issue based on a specific assignment within the area of the programme. The problem statement must be central to the programme and the profession

and be prepared by the student, possibly in cooperation with a public or private company. Alternatively, the final exam project can be based on the student starting up his or her own business. The educational institution must approve the problem statement.

The project concludes with a report and a product. The product must be a digital media production. For other requirements for the project report, reference is made to the institution-specific part of the curriculum.

The final exam project must not exceed 30 standard pages for one student + 10 standard pages for each additional group member. Front page, table of contents, bibliography and appendices are not included in the maximum number of pages. Appendices will not be assessed. A standard page is 2,400 characters with spaces and footnotes.

### **Exam in final exam project**

The exam project concludes the programme in the last semester when all other exams have been passed.

### **Number of ECTS points**

The final exam project equates to 15 ECTS points.

### **Exam form**

The exam consists of an oral and a written part with an external co-examiner, where a single aggregate individual grade according to the 7-point grading scale is awarded for the written project and the oral performance.

For further information on exam form and structure etc., reference is made to the institution-specific part of the curriculum.

## **5. Credit transfer rules**

Successfully completed programme elements are equivalent to the corresponding programme elements at other educational institutions offering the programme.

Students are obliged to provide information on completed programme elements from other Danish or foreign higher education programmes and on any employment for which credit transfer may be granted.

On a case-by-case basis, the educational institution approves credit transfers based on completed programme elements and job experience comparable to subjects, programme elements and internships.

The decision is based on an academic evaluation.

In case of pre-approval of a period of study in Denmark or abroad, the student is obliged, after completing the period of study, to document the programme elements completed during the approved period of study.

Upon obtaining the pre-approval, the student must consent to the institution requesting the necessary information after the student has completed the period of study.

If a credit transfer is granted as described above, programme elements are deemed to have been completed if they have been passed in accordance with the rules applicable to the programme in question.

## **6. Effective date and transitional arrangements**

### **Effective date**

This national part of the curriculum takes effect on 1 August 2018 and applies to students enrolled on the programme after 1 August 2018.

# Institutional section 2019



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## 1 Exams in general

### Overview of examinations and time frame:

Time Frame	Exam	Credits	Assessment	Evaluation
1. semester	Multimedia Production 1	30 ECTS	Internal	7 - point scale
2. semester	Multimedia Production 2	30 ECTS	External	7 - point scale
3. semester	Local Educational Components*	30 ECTS	Internal	7 - point scale
4. semester	Internship exam	15 ECTS	Internal	7 - point scale
4. semester	Final exam project	15 ECTS	External	7 - point scale

\*See the course catalogue

Information about time and place for the examinations will be posted the official platform for the programme

Joining the semester, the course, 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 students well-being. Deregistration shall be provided to the cluster 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.

## 2 Scope and criteria for examinations

### 2.1 Multimedia Production 1

The student must meet the prerequisites for student activity to be eligible for taking the exam. See section 10.1 and 10.2.

- The report must fulfil the form requirements described in the '*Guide to report writing*', which can be found on the programme's official platform.
- The project must be handed in and uploaded on time, as detailed ion the official platform.

Failure to fulfil one or more of the above-mentioned required prerequisites, results in the student not being allowed to attend the exam and counts as one exam attempt.

### Exam form and organization

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The exam is an oral group examination, based on a project. It is assessed internally according to the 7-point scale.

One individual grade is given based on an overall evaluation of the written project, the product and oral examination.

40 minutes is allotted to each examination, divided into 10 minutes for the presentation, 20 minutes for the exam and 10 minutes for discussion of performance and announcement of grade.

Groups can have a maximum of 4 people. Exemption from this rule can be given, if a well-founded request in writing is sent to the institution.

The exam amounts to 30 ECTS credits

### **The report's structure and requirements**

The exam project report must include a written report, as well as a digital multimedia production. The report must not exceed 15 standard pages of text for one student + 5 standard pages per additional group member. Front page, table of contents, models, literature lists, illustration lists, and appendices are not included in the maximum number of pages. Appendices are not included in the evaluation. A standard page consists of 2,400 characters including spaces and footnotes.

See the '*Guide to report writing*', which can be found on the programme's official platform, for a detailed description of the report structure.

The multimedia production must fulfil the requirements listed in the project description.

### **Assessment criteria**

Evaluation criteria are the learning objectives that appear in the national section of the curriculum pertaining to the exam in question.

### **Timing**

The exam takes place at the conclusion of the 1<sup>st</sup> semester.

Further information regarding time and place can be found on the programme's official platform, prior to the examination date.

### **Exam language**

Danish or English.

The exam must be passed prior to the beginning of the 2nd semester of study, in order for the student to continue the program.

## **2.2 Multimedia production 2**

The student must meet the prerequisites for student activity to be eligible for taking the exam. See section 10.1 and 10.2.

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- The report must fulfil the form requirements described in the '*Guide to report writing*', which can be found on the programme's official platform.
- The project must be handed in and uploaded on time, as detailed on the official platform.

Failure to fulfil one or more of the above-mentioned required prerequisites, results in the student not being allowed to attend the exam and counts as one exam attempt.

### **Exam form and organization**

The exam is an individual, oral project exam. It is assessed externally according to the 7-point scale.

One individual grade is given based on an overall evaluation of the written project, the product and oral examination.

30 minutes is allotted to each student, divided into 5 minutes for the presentation, 20 minutes for the exam and 5 minutes for discussion of performance and announcement of grade.

Groups can have a maximum of 4 people. Exemption from this rule can be given, if a well-founded request in writing is sent to the institution.

The exam amounts to 30 ECTS credits

### **The report's structure and requirements**

The exam project report must include a written report, as well as a digital multimedia production. The report must not exceed 15 standard pages of text for one student + 5 standard pages per additional group member. Front page, table of contents, models, literature lists, illustration lists, and appendices are not included in the maximum number of pages. Appendices are not included in the evaluation. A standard page consists of 2,400 characters including spaces and footnotes.

See the '*Guide to report writing*', which can be found on the programme's official platform, for a detailed description of the report structure.

The multimedia production must fulfil the requirements listed in the project description.

### **Evaluation criteria**

Evaluation criteria are the learning objectives that appear in the national section of the curriculum pertaining to the exam in question.

### **Time frame**

The exam takes place at the conclusion of the 2<sup>nd</sup> semester.

Further information regarding time and place can be found on the programme's official platform, prior to the examination date.

### **Exam language**



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Danish or English.

The exam must be passed prior to the beginning of the 3<sup>rd</sup>, in order for the student to continue the program.

### 3 Local educational components

The local educational components make of a total of 30 ECTS during the 3<sup>rd</sup> semester.

The contents of the local educational components and their exams can be found in the course catalogue.

### 4 Internship

#### Requirements and expectations for internship completion

In the internship, the students work with academically relevant issues and obtain knowledge of the relevant functions of the profession. Correlation between the theoretical teaching and the internship is the basis for the student's learning objectives for the internship.

Based on the learning objectives for the internship, described in the joint curriculum, the student and study counsellor together define the concrete objectives for the student's internship.

These individual learning objectives are detailed in writing in the student's internship contract.

The individual learning objectives are used as guidelines for organizing the student's work in the internship.

The internship period is equivalent to a full time job, in regards to the requirements for work hours, effort, commitment and flexibility, which the graduate multimedia designer is expected to meet in his first job.

#### 4.1 The internship exam

The following prerequisites are required in order to receive a grade for the internship:

- The written report or video, which forms the basis for the evaluation must meet the formal requirements, and
- The written report or video must be handed in on time in accordance to the information provided by the internship supervisor.

Non-fulfilment of one or more of the conditions means that the student cannot participate in the exam, and has used one exam attempt.

#### Exam form and organization

The evaluation is based on the written report or video. It is graded internally and according to the 7- point scale.

The exam amounts to 15 ECTS credits.

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### **The report/video structure and requirements**

The report/video must contain the following:

A short description of the company/ organisation and a reflection about the internship:

- How has the student managed to solve specific tasks in the company?
- How have the learning goals for the internship been met?
- What new knowledge has the students acquired?
- Which new competencies has the student acquired, subject knowledge-wise as well as personal?
- What has the student learnt about structuring and planning their work?
- What has the student learnt about collaboration with people from other professional groups (colleagues)?

The reflections are describes with specific examples of tasks or situations, preferably including graphic examples.

The report must not exceed 8 standard pages (.pdf).

The video must not exceed 8 minutes (mp4/h264 format).

A standard page consists of 2,400 characters including spaces and footnotes. The front page, table of contents, literature list and appendices are not included. Appendices are not included in the evaluation.

### **Evaluation criteria**

Evaluation criteria are the learning objectives that appear in the national section of the curriculum.

### **Time frame**

The exam takes place at the conclusion of the internship period.

Further information regarding time and place will be provided by the student's internship councillor.

### **Exam language**

Danish or English.

## **5 Final degree project**

The requirements for the final exam project and learning objectives is located in the national section of the curriculum.

### **The following prerequisites are required in order to take the exam:**

The report must meet the formal requirements described in the national section of the curriculum and in the '*Guide to report writing*', which can be found on the programme's official platform.

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The project must be handed in and uploaded on time, according to the deadline listed on the official platform.

Failure to fulfil the above-mentioned required prerequisites, in regard to the written report, results in the student not being allowed to attend the exam, and counts as one exam attempt.

The exam can only take place after the all other remaining exams for the program have been passed.

### **Exam form and organization**

The exam is an individual, oral exam based on a project. It is externally graded according to the 7-point scale.

A single individual grade is given based on an overall evaluation of the project and oral presentation.

Groups can have a maximum of 4 people. Exemption from this rule can be given, if a well-founded request in writing is sent to the institution.

The exam is individual. Each student is allotted 30 minutes, divided into 10 minutes presentation, 15 minutes examination and 5 minutes for discussion of performance and announcement of grade.

The exam amounts to 15 ECTS credits.

### **Evaluation criteria**

Evaluation criteria are the learning objectives for the final degree project, which appear in the national curriculum.

### **Time frame**

The exam takes place at the conclusion of the 4th semester.

Further information regarding time and place can be found on the programme's official platform, prior to the examination date.

### **Exam language**

Danish or English.

## **6 Program modules that can be taken abroad**

The student can apply for pre-approved credit, and with the institution's approval, take each module abroad.

In the case of pre-approval of study abroad, the student must document completion of the approved program's courses, at the end of the study abroad period. The student must in connection with the pre-approval, consent that the institution can collect the necessary information, at the end of the study abroad period.

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With the approval of pre-approved credit, the program course is considered completed if it is passed in compliance with the rules for the program.

### **7 Teaching methods**

The Multimedia Designer Program applies varied teaching methods, which together support the above-mentioned and promote the achievement of the learning objectives, described in the curriculum.

The main emphasis of the teaching methods is dialog based classroom teaching, assignments and group projects. However, working in study groups, individual assignments and projects, group and class presentations, interdisciplinary cases and much more are also included.

All of these activities ensure that the program always sets clear objectives and expectations for the learning activities.

### **8 Credits for elective educational elements**

Any elective 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 multimedia design and communication programme. Danish classes will be taught in both Danish and English.

#### **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.

Participation requirements can also be a stipulation or prerequisite for examinations. Attendance can also be compulsory for certain of the elements in the course.

Participation and attendance requirements that are prerequisites for an examination can be found in the examination specifications of the individual course.

## **10 Criteria for evaluating student activity and participation requirements**

To facilitate the teaching forms used, students are required to participate actively in relevant activities, including the submission and presentation of assignments and projects.

### **10.1 Definition of student activity and participation requirements**

Enrolment can be terminated for students who have not participated actively in their studies. Active participation is defined as follows:

The student has:

- Participated in at least two different examinations (within the last 12 months)
- Passed at least one examination (within the last 12 months)
- Lived up to the participation requirements for the education, including group work, joint projects, distance learning, etc. as can be seen in the description of participation requirements and submission of reports described for the examinations.
- Attended activities with compulsory attendance as specified in the curriculum.

Rules about the examinations in which the student according to the Examination Order must have participated and passed prior to the end of the 2nd semester, as well as rules about deadlines for completing the education as specified the educational order, will still apply.

### **10.2 The consequences of absent student activity**

Failure to meet one or a few 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.

### **10.3 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

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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 of time, 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 Education within two weeks after receiving the complaint, as far as legal issues are involved.

### **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 sit the examination in the same examination period or immediately thereafter.

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

Information about time and place for these re-examinations can be found the official platform for the programme.

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 the official platform for the programme.

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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:

- 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 the official platform for the programme.
- 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
- Comprises the use of words or ideas of others without giving reference to the source in an appropriate manner
- 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

- for cheating offences and disruptive behaviour during exams

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

- Receives unauthorised help
- Helps another student answer a question in the exam

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- 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

- at an exam, including plagiarism during and after the exam

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.



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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

### **14.5 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 sit a re-examination and cannot sit 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 sit exams.

### **14.6 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**

### **15.1 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

## Multimediasign and communication

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 of time, 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.

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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 of time, 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 Educational Support.

Complaints must be submitted to the educational institution at the latest two weeks (14 calendar days) 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**

This curriculum takes effect by 1 August 2020. Students admitted after this date will follow this curriculum. The curriculum is based on;

- Ministerial order Technical and Mercantile Academy profession programmes and Professional Bachelor Programmes (tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser)
- Ministerial Exam order (Eksamensbekendtgørelsen)
- Ministerial Access to business academy programs and professional bachelor programs order (adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser)

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

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