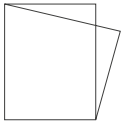


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Curriculum - Bachelor's Degree Programme in International Sales and Marketing

Valid from study start 2021

Updated 31 August 2021

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FOREWORD

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

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

1. The programme

1.1 Title

This course can be referred to as a Bachelor of International Sales and Marketing or abbreviated to BA International Sales and Marketing.

Its equivalent Danish title is Professionsbachelor i International Handel og markedsføring or PBA International Handel og markedsføring.

1.2 Purpose

The purpose of the course is to educate BA students within International Sales and Marketing who can independently and professionally perform duties related to international business in the marketplace – not only in small and medium-sized businesses but in particular within international business-to-business sales.

1.3 Learning Objectives

Knowledge

The student must have knowledge of:

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

Skills

The student can:

- 1) Develop, assess and implement international sales strategies for various types of companies
- 2) Apply relevant models to implement product and concept development in the company
- 3) Assess and apply legal methods and tools to support sales in an internationally-focused company

- 4) Assess the company's competitive situation as a basis for deciding the company's parameter focus, centred around sales
- 5) Justify and communicate the chosen strategies in a strategic sales plan to relevant stakeholders
- 6) Apply relevant models for development in connection with innovative projects
- 7) Apply methods for sales staff management.

Competencies

The student can:

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

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

1.4 Scope

The course is arranged as a 1½-year full-time programme which corresponds to 1½ years of full-time study or 90 ECTS credits.

One year's study is a full-time student's work in one year. The work load includes timetabled classes, preparation for classes, self-study, written assignments, class assignments, study trips, internships and projects in companies, along with preparation for and participation in exams.

As a prerequisite for completing the study programme, students must attend and pass educational elements equivalent to a total workload of 90 ECTS credits. A full-time semester encompasses educational elements, corresponding to 30 ECTS credits.

The programme comprises compulsory educational elements equivalent to 45 ECTS credits, electives equivalent to 15 credits, an internship equivalent to 15 credits and a bachelor project equivalent to 15 ECTS credits.

1.5 Legal basis of the degree programme

The degree as a BA in International Sales and Marketing is based on the following acts and regulations governing the completion of the degree.

- Act no. 1147 of 23/10/2014 on the Act on Business Academy Programmes and Professional Bachelor Programmes.
- Ministerial Order no. 247 of 15/03/2017 on Business Academy Programmes and Professional Bachelor Programmes.
- Ministerial Order no. 1500 of 02/12/2016 on exams in vocational higher education programmes.
- Ministerial Order no. 107 of 27/01/2017 on the admission to Business Academy Programmes and Professional Bachelor Programmes.

- Ministerial Order no. 114 of 03/12/2015 on the grading scale and other types of assessment
- Ministerial Order no. 1031 of 03/11/2009 on Professional Bachelor Programme in International Sales and Marketing

Current Acts and Consolidation Acts are published on www.retsinfo.dk

In addition to this curriculum, the individual institutions prepare the following:

- A set of rules for the examinations.
- A set of rules regarding requirements to format in connection with the submission of projects and written assignments.

2. Course content and structure

The course consists of 3 semesters which combined give the BA student the competencies outlined in Section 1.3.

At the same time each semester forms a complete self-contained teaching period with its own assessment. It is therefore possible for a student to replace a semester with a documented equivalent course and assessment from another Danish or foreign institution.

Similarly, foreign students can complete one or more semesters on the course.

The academic content is structured into national subject elements for the first two semesters of the course.

The national subject elements approach to theoretical knowledge is drawn from the following academic disciplines:

- Sales / Marketing
- Supply Chain Management
- Management / Organisation
- Economics
- Law

2.1 Semester overview with ECTS classification

Educational Elements		1 st year	2 nd year
National subject elements	<u>1. semester</u> Theme 1: The Company's Strategic Basis (Business Model) (10 ECTS) Theme 2: The Customer as the Starting Point (20 ECTS)	30 ECTS	
	<u>2. semester</u> Theme 3: Industry and Competitors (5 ECTS) Theme 4: Sales Management and the Sales Development of the Company (10 ECTS)		
Electives	<u>2. semester</u> Elective 1 (10 ECTS) Elective 2 (5 ECTS)	15 ECTS	
Internship			15 ECTS
Bachelor project			15 ECTS
In total		60 ECTS	30 ECTS

The sum of all educational elements and other study activities may not exceed the prescribed 90 ECTS credits. All educational elements, including the bachelor project, are assessed and evaluated according to the subsection on examinations in this curriculum and where the outcome of the assessment is either 'passed' or at a minimum the grade 02, the educational element concerned is perceived as passed. For more information on examinations, please read chapter 11.

3 Curriculum – common part

This curriculum consists of a common part and an institution-specific part. The common part is prepared jointly by the institutions which have obtained approval for offering the programme. The rules found in the common part of the curriculum are thus applicable to all BA International Sales and Marketing programmes in Denmark.

3.1 Core areas in BA International Sales and Marketing programme

The BA International Sales and Marketing programme consists of 4 national subject elements.

3.1.1 Theme 1: The Company's Strategic Basis (Business Model)

3.1.1.1 Contents

The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of the company's resources and competencies, including in relation to the company's innovative platform, processes and driving forces. The analyses also incorporate

the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix-optimisation.

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

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

3.1.1.2 Learning objectives

Knowledge

The student must:

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

Skills

The student must:

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

- Be able to assess the theoretical and practical issues in relation to the philosophy of science area
- Be able to apply rules of applicable law and jurisdiction in international sales and assess the consequences of the choices made
- Be able to apply the rules of the different distribution forms in an analysis and assessment of the choice of distribution form

Competencies

The student can:

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

3.1.1.3 ECTS points and exam

The core areas comprise 10 ECTS points out of the total ECTS points for the programme and will be assessed in one exam after the 1st semester.

3.1.2 Theme 2: The Customer as the Starting Point

3.1.2.1 Contents

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

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

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

3.1.2.2 Learning objectives

Knowledge

The student must:

- Have knowledge and understanding of relevant theories and models to analyse a company's competencies, customer base and development of a customer portfolio including profitability reports
- Have knowledge and understanding of the company's market opportunities and possible marketing strategies
- Have knowledge of general strategic approaches and models in structuring and organising sales

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

Skills

The student must:

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

Competencies

The student can:

- Independently participate in multidisciplinary teams in relation to the company's marketing intelligence, with customers as a starting point (M)

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

3.1.2.3 ECTS points and exam

The core areas comprise 20 ECTS points out of the total ECTS points for the programme and will be assessed in one exam after the 1st semester.

3.1.3 Theme 3: Industry and Competitors

3.1.3.1 Contents

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

3.1.3.2 Learning objectives

Knowledge

The student must:

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

Skills

The student must:

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

Competencies

The student can:

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

3.1.3.3 ECTS points and exam

The core areas comprise 5 ECTS points out of the total ECTS points for the programme and will be assessed in one exam after the 2nd semester.

3.1.4 Theme 4: Sales Management and the Sales Development of the Company

3.1.4.1 Contents

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

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

3.1.4.2 Learning objectives

Knowledge

The student must:

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

Skills

The student must:

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

Competencies

The student can:

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

3.1.4.3 ECTS points and exam

The core areas comprise 10 ECTS points out of the total ECTS points for the programme and will be assessed in one exam after the 2nd semester.

3.2 The number of exams in the national subject elements

There are two 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 4.

For a comprehensive overview of all the programme's exams, please refer to the institutional part of the curriculum.

4 Internship

As part of the BA International Sales and Marketing programme students must complete one period of internship. The internship comprise work relevant to the BA International Sales and Marketing programme with the purpose of preparing the students for the work as bachelor in International Sales and Marketing.

4.1 Contents

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.

4.2 Learning objectives

Knowledge

The student must:

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

Skills

The student must:

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

Competencies

The student can:

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

4.3 ECTS points

This internship period comprise 15 ECTS points out of the total ECTS points for the programme.

4.3.1.1 Exams

This internship period concludes with one exam (for further information see in the institutional part).

5 Bachelor project

The programme concludes with a bachelor project.

5.1 Contents

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

The bachelor project must be 100,000 characters in length including spacing and references.

Learning objectives

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

Knowledge

The student must:

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

Skills

The student must:

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

Competencies

The student can:

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

5.2 ECTS points

The bachelor project comprises 15 ECTS points out of the total ECTS points for the programme.

5.2.1.1 Exams

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

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

6 Rules on Credit

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

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

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

The decision is based on an academic assessment.

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

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

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

7 Commencement and transitional schemes

Commencement

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

Transition scheme

For students who are enrolled up until 20.08.2017, the rules in the curriculum from 25.08.2014 shall apply.

8 Curriculum – institutional part

This curriculum consists of a common part and an institution-specific part. The institution-specific part consists of rules specific to the BA International Sales and Marketing programme at VIA University College. These rules have been set by VIA University College.

Please note that similar or equivalent programmes on other institutions may apply other rules.

9 Elective elements

In order to complete the BA International Sales and Marketing programme a student must pass two elective elements in the 2nd semester. The elective elements are as follows:

9.1. Elective 1

The options for Elective 1 subjects will be announced in the 1st semester.

The Elective 1 element awards 10 ECTS credits.

9.1.1. Description of Electives

Two electives will be offered. Each elective counts for 10 ECTS, and are only offered in English.

Electives	Subjects within the elective element	ECTS
Management Accounting	Business Economics	10
Advanced Digital Marketing	Marketing	10

Elective element: Management Accounting
Weight 10 ECTS
Objectives: The purpose of the course is to teach the students central accounting principles and give students tools to understand and establish balance sheets and accounts. The accounting system shall be seen as a management tool to optimize resources in respect of activity, capacity and available funds. The student has to understand the principles, models and methods which are used in establishing a managerial accounting system. The statements of accounts cover analyses which have to be used internally as well as externally in the company. Managerial accounting has to be recognized as important, since all types of companies need the competence to relate to issues concerning making decisions based on accounting principles.
Learning outcome: <ul style="list-style-type: none">– Knowledge on general accounting, variable costing versus absorption costing, inventory management principles.– Give skills to validate financial information and the understanding of different types of allocation of direct as well as indirect costs.– Give the competence to use the allocations and information on practical problems.

Content:

- Managerial and financial accounting purpose and fundamentals.
- The company accounting systems, externally focused on the general accounting system and internally focused on product and customer costs and statements for organizational units and activities.
- Use of economic estimates to decide prices, product mix, processes and activities.
- Use of economic estimates to manage activities in the company including: budgeting, motivation, control.
- Basic accounting concepts, conventions, principles and methods.
- Financial statements purpose, structure and presentation.
- Handling of central accounting items, including:
 - o Recognition, measurement and presentation.
 - o Recognition of revenue and expenses.
 - o Tangible and intangible fixed assets.
 - o Inventories and other current assets.
 - o Liabilities and provisions, leasing.
 - o Owners' equity and changes in Owners' equity.
 - o Accounting for taxes.
 - o Cash flow-statements.
 - o Consolidated statements (group accounts).
- To be able to summarize and describe the used and principle theories and definitions in the cost theory in close connection with general accounting problems and to explain the advantages and disadvantages.
- To be able to explain and relate the theories and definitions to short term economic decisions, including comparing and validating basic economic decision alternatives.
- To be able to describe, summarize, analyze and explain common used accounting theories.
- To be able to analyze and use related cost data in cases (also use of IT).
- To be able to include relevant considerations about alternative models and methods when analyzing "the behavior" of the costs.
- To be able to validate the relevance and the usefulness of different cost calculations and cost methods in connections with decisions concerning cost related problems.

General learning form:

- Ordinary class room lessons, practice by PC, group presentations and feedback etc.

Elective element: Advanced Digital Marketing

Weight 10 ECTS

Objectives:

- Understanding of concepts, models and tools in digital marketing in order to take part in the analysis, planning and practical application of digital marketing
- Analysis and assessment of market potential, development of digital marketing strategies, planning of specific digital marketing activities, as well as measurement and optimization of digital marketing.
- Based on a digital marketing strategy the students will analyze, map and design the customer experience.
- Part of the subject element the student will be provided with tools and skills to collect, analyze, conclude, report and act based on data.
- The goal is for the student to develop own solutions for strategic use of user data in the e-commerce business.

Learning outcome:

- How to develop digital marketing strategies and how to plan and execute all types of digital marketing campaigns.

Knowledge

The student has:

- Knowledge of the marketing functions role in relation to the company's digital marketing
- Understanding of and is able to relate to the strategic importance and relevance of digital marketing, as well as knowledge and understanding of methods and approaches to advanced digital marketing

- Understanding of- and ability to reflect over the development on international markets within digital marketing and the possibilities it brings

Skills

The student is able to:

- Develop strategies and concepts within digital marketing based on the company's situation with the involvement of relevant stakeholders
- Generate leads and qualify them to create conversion
- Apply theories and methods to analyze the digital business area and optimize the customer's experience
- Optimize the interaction between offline and online marketing activities
- Analyze the digital aspects of the company's business model
- Use relevant methods in data analysis
- Develop content on social medias and blogs to generate sales and market the business digitally
- Identify relevant elements to be developed to improve the competitiveness in creating and maintaining customer relations on digital platforms
- Communicate different solutions to internal and external partners

Competences

The student is able to:

- Work independently in cross functional teams in business that has digital strategies
- Deal with complex development tasks in optimizing the digital part of the business
- Identify own learning needs and structure own learning within digital business understanding

Content:

At the beginning of the elective element, you are to form groups of 5-6 students with a mix of minimum three different nationalities & there can **only** be 1 Danish student per group.

For each of the topics in the syllabus (Strategy, PPC, Social media & Blogs, Content Marketing, Customer journey, Lead generation/qualifying prospects, Conversion optimization, SEO, Google analytics/big data) you must individually research and find minimum two scientific articles that are **relevant** for the current topic and in relation to the material lectured in this topic.

These minimum two articles are to be structured, related to material from lectures and presented to the rest of your group in the scheduled group work sessions.

The sessions will be scheduled with 30 minutes per student per topic. After the presentations each student uploads his/her own work **and** the article to studynet in the appropriate folder according to topic name.

The exam will constitute of 30 minutes oral examination. At the first day of lectures, you will have a case presented. During the elective element, each group has to **relate all the learned elements to the case** and write an assignment/report that contains your suggestions as to how this company should proceed with its digital marketing.

With a starting point in this assignment/report, **you will be examined in the entire curriculum**. The first 5-7 minutes are at your disposal where you make a formal presentation based on your assignment/reports recommendations and then you will be examined in the entire curriculum for about 18-20 min. The last 5 minutes is for grading according to the 7 point scale.

General learning form:

- Ordinary class room lessons
- Company guest lecturers with experience from the field
- Group work based on real-life cases

9.2 Elective 2

The options for Elective 2 subjects will be announced in the 2nd semester.

The Elective 2 element awards 5 ECTS credits.

10 Internship

In order to complete a period of internship as part of the BA International Sales and Marketing programme a student must comply with the specific objectives for the internship. The BA International Sales and Marketing programme approves or dismisses a period of internship based on the internship exam.

Students are obliged to participate in the entire internship period. During the company internship the student has one supervisor from the programme and one from the company. The student together with the two supervisors determine the relevant aims for the student's educational gain from the internship period which subsequently gives direction for the company's organization of the student's work.

The internship period concludes with an evaluation based upon a written report made by the student. In the report the student assesses his/her educational gain from the internship in comparison with the objectives for the internship.

The company internship is comparable with a full-time job with the same requirements of working hours, contribution, commitment and flexibility which the student would expect to find in their first job.

Further details regarding the internship can be found in VIA University College's guidelines for internship.

11. Exams in the BA International Sales and Marketing

Classes and material are provided in English. Students are expected to have a prior knowledge of English corresponding to AP in Marketing Management.

In the assessment of a student's performance in written exams as well as oral exams based on written material produced by the student, the student's skills in spelling and articulation will be given significant weight.

The BA International Sales and Marketing programme offer special conditions for exams to students with special needs, e.g. health issues to ensure that these have the possibility to complete exams on equal footing with students without such needs. Special conditions for exams are offered to students on an individual basis based on an application. The programme assess the merits of each application and decides if and to what extent special conditions are warranted.

Special conditions can only ensure that students with special needs have the possibility to complete exams on equal footing with students without such needs. The level of the exam as well as the objectives and criteria for assessment of the performance on exams can never be altered by an offer for special conditions.

Participation in the exam in Bachelor Project requires that all 1st and 2nd semester exams as well as the exam in company internship have been passed.

In connection with written exams and tests, graduates may use books and materials handed out during the teaching, own notes, additional materials, intranet, Internet and USB pen, etc. with documents unless otherwise expressly stated in the exam paper/guidelines.

The student cannot bring or use the following aids:

- Bluetooth

- mobile phone
- other data communication equipment enabling the graduate to communicate with others

Illegal use of the above-mentioned aids will result in instant expulsion from the exam.

During the exam, students cannot share aids or borrow from fellow graduates.

Students are not permitted to communicate with each other in any way once the test has commenced. A student who tries to contact another graduate during the exam or tries to use non-permitted aids will be instantly expelled from the exam.

Exams on the 3 semesters

Semester	Exam (internal/external)	National subject elements	ECTS	On certificate
1st semester	1 st semester exam			One grade
	Part 1, internal	Theme1: The Company's Strategic Basis (Business Model)	6,5	
	Part 2, external	Theme 2: The Customer as the Starting Point	15,5	
	Part 3, internal	Theme 2: The Company's Strategic Basis (Business Model) & Theme 2: The Customer as the Starting Point	8	
2nd semester	2 nd semester exam, internal	- Industry and Competitors - Sales Management and the Sales Development of the Company	15	One grade
	2 partial examinations in electives, internal	Elective 1 Elective 2	15	One grade
3rd semester	Internship exam, internal	Internship	15	One grade
	Bachelor project exam (external)	Bachelor project	15	One grade

11.1 1st semester exam

The exam is assessed according to the learning objectives in the subject elements on 1st semester.

1st semester exams consist of three individual exams each equivalent to a certain number of ECTS credits.

Part 1 of the exam carries a weight of 22%, part 2 carries a weight of 52%, and part 3 carries a weight of 26%.

1st semester exams are equivalent to a total of 30 ECTS credits and are assessed according to the 7-point grading scale.

11.1.1 1st semester exam, part 1

Part 1 is an individual group exam testing the learning objectives for the subject elements Sales/Marketing, Supply Chain Management and Management/Organisation and Economics in Theme 1, The Company's Strategic Basis (Business Model).

Before part 1, students complete prerequisite requirements. This includes peer review sessions where they get feedback from lecturers and fellow students. To complete some prerequisite requirements, students must prepare written work as well.

Students are required to participate in all prerequisite requirements to qualify for part 1 of the ordinary exam. If participation in prerequisite requirements is not approved, the student will not be registered for part 1 of the exam and will have used an exam attempt.

The 1st and 2nd re-exam is held right after the ordinary part 1 exam.

The exam must be passed with a minimum grade of 02 and carries a weight of 22% of the total 1st semester exam.

The exam is equivalent to 6.5 ECTS credits and is assessed according to the 7-point grading scale by internal assessment.

11.1.2 1st semester exam, part 2

Part 2 is a written group exam testing the learning objectives for the subject elements Sales/Marketing, Supply Chain Management and Management/Organisation and Economics in Theme 2, The Customer as the Starting Point.

Before part 2, students complete prerequisite requirements. This includes peer review sessions where they get feedback from lecturers and fellow students. To complete some prerequisite requirements, students must deliver oral presentations and take part in discussions.

Students are required to participate in all prerequisite requirements to qualify for part 2 of the ordinary exam. If participation in prerequisite requirements is not approved, the student will not be registered for part 2 of the exam and will have used an exam attempt.

The 1st and 2nd re-exam is held right after the ordinary part 2 exam.

The exam must be passed with a minimum grade of 02 and carries a weight of 52% of the total 1st semester exam.

The exam is equivalent to 15.5 ECTS credits and is assessed according to the 7-point grading scale by external assessment.

11.1.3 1st semester exam, part 3

Part 3 is an individual oral exam testing the learning requirements for the subject elements Law and Theory of Science in Theme 1, The Company's Strategic Basis (Business Model) and Theme 2, The Customer as the Starting Point.

The 1st and 2nd re-exam is held right after the ordinary part 3 exam.

The exam must be passed with a minimum grade of 02 and carries a weight of 26% of the total 1st semester exam

The exam is equivalent to 8 ECTS credits and is assessed according to the 7-point grading scale by internal assessment.

11.2 2nd semester exam

The exam is assessed according to the learning objectives in the subject elements on the 2nd semester.

The 2nd semester exam consists of two partial exams:

- A. A written 2 hour exam immediately after theme 3, weight 1/3. In this exam, the student will be tested in the learning objectives of theme 3.
- B. A 20-minute oral examination after theme 4, weight 2/3. In this exam, the student will be tested in the learning objectives of theme 4.

Both exams must be passed and the grades of both exams will appear on the diploma. If the student fails, only the not passed exam can be taken again.

Students must be present at VIA University College for both exams.

11.3 3rd semester exams

The exams in the 3rd semester are the internship exam and the Bachelor project exam.

11.3.1 Exam in Internship

The internship exam is internal. The student must pass the internship exam in order to register for the Bachelor project exam.

The internship exam is conducted after the end of the internship according to specific internship guidelines and consists of a written internship report prepared by the student. The student's internship coordinator will give a mark according to the Danish 7-point grading scale based on the internship report.

If the internship report is not approved the student has 1 week to correct it and hand it in again based on the instructions from the supervisor.

11.3.2 Bachelor project exam

Based on the written project as described in section 5, the student is examined individually in an oral exam of 45 minutes, including discussion of the student's performance. A maximum of 10 minutes are allocated for the student's presentation, which typically includes:

- the central problems and conclusions of the report
- contemplations as to methods
- additions/changes in relation to the written part
- emphasis of the subjects
- applicability in practice etc.
- the strong and weak points of the report

30 minutes are allocated for discussion during which the supervisor and in some cases the external examiner will ask questions and make comments to the report. Finally, 5 minutes are allocated for the awarding of grades. One grade is given for the Bachelor project of which the written report counts for 2/3 and the oral exam counts for 1/3. Grades are awarded in accordance with the 7 point scale.

If the total assessment results in a grade of lower than 02, the student must hand in a new project with a new project description and attend an oral re-exam.

11.4 Electives exam

The exam in the elective courses on 2nd semester consists of two partial examinations:

- a. Elective 1: 10 ECTS. The exam follow guidelines for the Elective 1 course.
- b. Elective 2: 5 ECTS. The exam follow guidelines for the Elective 2 course.

Partial examinations must be awarded a total of at least 02 in order for the student to pass the exam. The grades are indicated and weighed together on the diploma. The grade for Elective 1 weighs 2/3 and the grade for Elective 2 weighs 1/3 of the total grade.

The exam is graded according to the 7-step scale and assessed with internal evaluation.

Further details regarding the Electives will be available in the guidelines.

12. Study abroad

During the course it is possible for the student to complete the 2nd Semester at an educational institution abroad.

Similarly it is possible to complete a company internship and Bachelor project in businesses or organizations outside Denmark.

VIA University College must approve the learning agreement before the period abroad takes place.

13 1. Semester exams

13.1 1. Semester exam, part 1

1st semester exam, part 1	The Company's Strategic Basis
Purpose	<p>This 1st semester exam, part 1 will conclude the 1st theme on 1st/5th semester. It must include relevant models, theories and analyses from Sales & Marketing, Organization & Supply Chain Management and Business Economics (MSA, MOL & BEC).</p> <p>The focus is on analyzing the company's strategic direction and from an innovation perspective work out plans for development of the company's growth and setup.</p> <p>Different aspects can be taken into consideration (these are just examples):</p> <ul style="list-style-type: none">Analysis of the company's strategic platform, including resources and competencesTypes of business models and theories used to understand a company's strategic baseAssessment of the innovative platform, creative processes and managementAssessment of CLV and TCO and recommendations to substantiate the strategic direction <p>Company presentation</p> <p>A specific case company and assignment (exam) will be announced prior to the theme 1 exam.</p> <p>The theme 1 exam comprise 6,5 ECTS points.</p>

<p>Milestones</p>	<p>The assessment is based on these milestones:</p> <ol style="list-style-type: none"> 1. Milestone 1: Time schedule and <u>detailed</u> plan for group work activities on <u>how</u> to solve the exam and its milestones. In other words, how are you <u>facilitating/planning/organizing</u> the entire process. <p>Make sure to focus on the <u>process, the group dynamic</u> and attach your <u>detailed team contract</u> as well, as it is a <u>vital part</u> not only for this milestone but the entire exam. The milestone has a weigh of 25% (Theme 1 exam) of the grade and is assessed by the lecturers.</p> <p>After the feedback you adjust your plan before continuing to milestone 2.</p> 2. Milestone 2: 1st presentation of which <u>models/theories/processes</u> the group has chosen to use in addressing the problem. Meaning <u>no recommendations/solutions at this point</u>, just the process. In other words, which processes and models/theories will you use in addressing the problem and to come up with ideas/solutions <u>outside the box</u> (feedback from peer group). <p>After the feedback you adjust & adapt models/theories/processes before you continue to milestone 3.</p> 3. Milestone 3: 2nd presentation of which models/theories/processes the group has chosen to use in addressing the problem. Meaning <u>still no recommendations/solutions</u> at this point, just the process. In other words, which processes and models/theories will you use in addressing the problem and to come up with ideas/<u>solutions outside the box</u>. The milestone has a weigh of 25% (Theme 1 exam) of the grade and is assessed by the lecturers. <p>After the feedback you adjust & adapt models/theories/processes before you continue to milestone 4.</p> 4. Milestone 4: 1st presentation of recommendations/solutions for the given assignment. So what are you recommending on behalf of your work so far (feedback from peer group). <p>After the feedback you adjust & adapt the recommendations before you continue to milestone 5.</p> 5. Milestone 5: 2nd presentation of recommendations/solutions for the given assignment. So what are you recommending on behalf of your work so far and how did you come with your recommendation. Is it realistic, <u>unique, ambitious and outside the box</u>. The milestone has a weigh of 25% (Theme 1 exam) of the grade and is assessed by the lecturers. <p>After the feedback you adjust & adapt the recommendations before you continue to milestone 6.</p> 6. Milestone 6: The group pitch the recommendation/solution in a max 5 minutes pitch in a straight forward way as if the audience where potential investors. The set-up and framing is like 'Dragon's Den' (feedback from peer group). <p>After the feedback you adjust & adapt your pitch before you continue to milestone 7.</p>
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	<p>7. Milestone 7: The group pitch the recommendation/solution in max 5 minutes pitch in a straight forward way as if the audience where potential investors. The set-up and framing is like 'Dragon's Den' so make sure that your pitch is engaging and adapted to your solution and the audience. After your pitch it has to be clear what you are recommending, how it is achieved and what the outcome is.</p> <p>The milestone has a weigh of 25% (Theme 1 exam) of the grade and is assessed by the lecturers.</p> <p>After the assessment the best 4 groups (chosen by the lecturers) continue to the final.</p> <p>8. Milestone 8: The group pitch the recommendation/solution in max 5 minutes pitch in a straight forward way as if the audience where potential investors. The set-up and framing is like 'Dragon's Den' (a representative from the case company assesses the pitch).</p> <p>After the milestone a winning group is announced by the representative from the case company.</p>
Organization of the work	<p>Students work in their assigned study groups. Make sure to have a team contract.</p> <p>The lecturers are to some extent available for supervision between the milestones (according to a schedule uploaded on itslearning).</p>
Assessment	<p>Please observe that the 1st semester exam, part 1 is one of the official exams in the curriculum, which means that the final mark will appear on students' certificates.</p> <p>The 1st semester exam, part 1 includes MSA, BEC & MOL.</p> <p>Marks on the 1st semester exam, part 1 are graded on the 7-point scale and weigh 22% of the total mark in 1st/5th semester.</p> <p>Students that miss a mandatory milestone (any) or do not get the grade 2 as a minimum will not pass the exam and need to go to the re-exam (more information on this will be given at a later point).</p> <p>It is mandatory to be present in person at all times at the following milestones: company presentation plus milestone 3, 5, 7 & 8.</p> <p>At all other milestones, it is <u>expected</u> that all groups and team members are participating.</p>

13.2 1. Semester exam, part 2

1st semester exam, part 2	The customer as the starting point
Purpose	<p>This 1st semester exam, part 2 will conclude the 2nd element in 1st/5th semester. It must include the relevant models, theories and analyses from Sales & Marketing, Organization & Supply Chain Management and Business Economics (MSA, MOL & BEC).</p> <p>The focus is to determine if a real life company's business model matches their customer's needs.</p> <p>The purpose is therefore:</p>

	<ul style="list-style-type: none"> - To make an analysis of current and potential customers, including their strategic situation, needs and objectives with focus on developing the company's strategies and market offerings - To recommend valid solutions to the development and retention of the customer base through relationship strategies - To create a strategy for the company's sales organization in relation to the sales team and purchase center, including relations to other corporate functions and business partners - To recommend on how the company's supply chain and logistic set-up support sales. The integration of various sales channels must also be part of this task - To make analysis of the company's financial situation, including value propositions and customer mix, economic customer life cycle management <p>Company presentation A specific case company and assignment (exam) will be announced prior to the theme 2 exam.</p> <p>The theme 2 exam comprise 15,5 ECTS points.</p>
<p>Milestones</p>	<p>18-20 standard pages plus a one page executive summary. The 18-20 pages will be counted as the 'Main section' and 'Conclusion' <u>according to figure 4, page 10 in 'Guidelines for preparing project reports'.</u></p> <p>Remember that the <u>initial</u> project description <u>goes in appendix 1.</u></p> <p>It must be handed in as a PDF-file and all documents must have your group number and names.</p> <p>The milestones are.</p> <ol style="list-style-type: none"> 1. Milestone 1: The project description is prior to the milestone shared with your peer group that at the milestone gives you feedback and suggestions on what to improve. <p>After the feedback you work on and adjust the Project description before continuing to milestone 2.</p> <ol style="list-style-type: none"> 2. Milestone 2: The project description is prior to the milestone shared with the assigned lecturer that at the milestone gives you feedback and suggestions on what to improve. <p>After the feedback you once again work on and adjust the Project description before continuing to milestone 3.</p> <ol style="list-style-type: none"> 3. Milestone 3: The group presents the models and theories that they at this point has chosen. The peer group gives feedback. <p>After the feedback you adapt the choices of models and theories before continuing to milestone 4.</p> <ol style="list-style-type: none"> 4. Milestone 4: The groups makes an oral presentation of their work and findings in order for the group to get feedback on what to work on, improve and to get suggestions on how to move on. The peer group gives feedback on this. <p>After the feedback you work on the feedback and suggestions before continuing to milestone 5.</p>

	<p>5. Milestone 5: The groups makes an oral presentation of their work and findings in order for the group to get feedback on what to work on, improve and to get suggestions on how to move on. The assigned lecturer gives this feedback</p> <p>After the feedback you work on the feedback and suggestions before continuing to milestone 6.</p> <p>6. Milestone 6: The group shares a “3 pager” (standard pages) with the peer group and the assigned lecturer. The paper is a midway rapport on what they have worked on until now. Excluded in the “3 pager” is the front page, title page, table of content, bibliography and appendices. The group gets written feedback on formalities from their peer group (use the template).</p> <p>After the feedback the group makes sure to apply to all formalities before continuing to milestone 7 and to incorporate the formalities in the final report.</p> <p>7. Milestone 7: The final report is uploaded on WiseFlow.</p> <p>The assessment of the report will focus on:</p> <ul style="list-style-type: none"> - Students’ abilities to analyze the company and the customers - Students’ abilities to use relevant concepts, models and theories in their analysis - Students’ abilities to come up with well-founded and documented recommendations - A meaningful and clear executive summary - How well the report follows section 5 in ‘<i>Guidelines for Preparing Project Reports</i>’ <p>The final report is assessed both by the assigned lecturer and an appointed external examiner.</p>
Formalities	The report must follow <i>Guidelines for Preparing Project Reports</i> – pay special attention to <u>section 5</u> .
Organization of the work	The students divide themselves into groups of 5-6 students of mixed nationalities.
Assessment	<p>Please observe that the 1st semester exam, part 2 is one of the official exams in the curriculum, which means that the final mark will appear on students’ certificates.</p> <p>The 1st semester exam, part 2 includes MSA, BEC & MOL.</p> <p>Marks on the 1st semester exam, part 2 exam are graded on the 7-point scale and weigh 52% of the total mark in 1st/5th semester.</p> <p>Students that misses a milestone (any) or do not get the grade 2 as a minimum will not pass the exam and needs to go to the re-exam (more information on this will be given at a later point).</p> <p>It is mandatory to be present in person at all times at the following milestones: company presentation plus milestone 2 & 5.</p> <p>At all other milestones, it is expected that all groups and team members are participating.</p>

13.3 1. Semester exam, part 3

1st semester exam, part 3	The Company's Strategic Basis & The customer as the starting point
Purpose	<p>This 1st semester exam, part 3 will conclude the 1st theme on 1st/5th semester.</p> <p>It must include relevant models, theories and analyses from Business Law & Theory of Science (BUL & PHS).</p> <p>The focus is on analyzing legal and scientific theory matters in relation to theme 1, The Company's Strategic Basis & Theme 2, The customer as the starting point.</p>
Exam	<p>Please observe that the 1st semester exam, part 3 is one of the official exams in the curriculum, which means that the final mark will appear on students' certificates.</p> <p>The 1st semester exam, part 3 is an oral exam and has a duration of 15 minutes.</p> <p>There is no preparation for the exam and no aids may be used.</p> <p>Marks on the 1st semester exam, part 3 are graded on the 7-point scale and weigh 26% of the total mark in 1st/5th semester.</p> <p>Students that miss the exam or do not get the grade 2 as a minimum will not pass the exam and need to go to the re-exam.</p>

14 Applied forms of learning and working

14.1 Goal-oriented learning

The study programme consists of 3 semesters which combined give the student the competencies outlined in Section 3.

At the same time each semester forms a complete self-contained teaching period with its own assessment. It is therefore possible for a student to replace a semester with a documented equivalent course and assessment from another Danish or foreign institution.

Course elements are intended to give the student professional and methodical competencies so that he or she can tackle complex problems in practice within the profession from a well-founded theoretical background.

In addition, throughout the course the student will learn to identify and cover their own learning needs along with putting themselves in a position to enter into personal and complex cross-cultural relations while being flexible, commercially strong and goal-oriented – both in relation to customers and commercial partners, colleagues and managers – in and outside Denmark.

The compulsory course themes reflect the profession's core functions in practice. Moreover, during the elective topic the students in study groups can define a relevant topic in relation to the profession and immerse into academic aspects of this.

The purpose of the company internship is to give the student the possibility of putting into practice the first two semesters' educational gains on the profession's problems in the field. The internship will therefore take place in a business and job role relevant to the profession.

The completed Bachelor project is conducted in cooperation with a company and students will in practice document their total educational gains for the solution of a defined problem relevant to the profession.

The elective topics together with the company internship and BA project gives the student the possibility of individualizing their complete competency profile.

14.2 Practice-based learning

Through participation in research and development work along with involvement in business and knowledge networks with customers and research institutions, the lectures gain insight into and knowledge about the latest tendencies in business. These experiences are systematically brought into the course.

Through compulsory assignments, the company internship and the BA project the student gains contact with practice and the possibility for combining theory and practice.

14.3 Teaching methods and structure

The teaching in the first two semesters of the course is built around the core themes The Company's Strategic Basis (Business Model), The Customer as the Starting Point, Industry and Competitors, Sales Management and the Sales Development of the Company along with the elective topics.

The academic approach to the compulsory themes draws upon traditional academic disciplines for the profession and guide the learning process.

Through this a holistic and interdisciplinary approach is ensured to complex problems in practice which characterise the profession. The study programme is therefore organised with these problems as a starting point and will to a large extent build upon empirical methods, cases and best practice from the businesses which the course works together with.

Importance is also attached to the teachers' practical professional experience and entrance into knowledge-sharing networks in both practice and research environments within the profession's academic field.

The study programme is implemented through the application of lectures, group classes, practical training exercises, presentations, cases, seminars and projects along with a period in business.

During the course the latest knowledge and results from national and international research, trials and developmental work from the disciplines connected to the profession will be utilized.

IT is used as a tool, educational method and for information gathering.

15 Credits

15.1 Transfer of Credits

In some cases, VIA University College may be able to transfer credits for educational elements, or parts hereof, completed at other educational institutions, provided that the elements in question correspond to elements included in this curriculum.

VIA University College bases the decision about a possible credit transfer on an assessment of the element's content, level etc.

A transferable educational element from a stay abroad will be regarded as successfully completed, if the student has passed the element in accordance with the rules and regulations in effect at the educational institution at which the element was taken. Students are obliged to notify VIA University College of any previously passed educational elements at a higher educational level, which includes both Danish and foreign higher educations, presumed to be transferable. VIA University College handles all applications for credit transfer after these rules.

If the course element concerned is graded using a 7 point scale at the institution where the exam is held and is equivalent to a complete core area in the present curriculum, the grade is carried over. In all other cases the grade is marked as 'passed'.

VIA University College is able to approve course elements from another Danish or foreign higher education course which have been passed in the place of course elements which are included as part of this curriculum. The course element is considered approved if it is passed following the rules of the course concerned. The grade is transferred as 'passed'.

15.2 Exchange students

VIA University College is able to approve exchange students from other higher education courses to follow parts of the study programme and obtain exams along similar guidelines. A prerequisite is that this is an approved learning agreement from home institution in their own study programme.

16 Compulsory Attendance

Attendance is compulsory for all compulsory assignments and projects (CAs) and for all exams. Also see "Guidelines for handing in compulsory assignments" which is uploaded in Studynet and appendix C in this curriculum.

The specific dates where attendance is compulsory is announced in the semester plans and the exam plans which will be available in Studynet.

17 Rules of Dispensation

In special circumstances, VIA University College can grant an exemption from the rules in the curriculum. An application for an exemption must be in writing and must be substantiated. The application must be submitted to the head of department, whose decision in the matter is final and thus cannot be appealed.

18 Rules concerning exams

18.1 Exam attempts

The student has three exam attempts to pass each exam. When an exam has been passed with the mark 02 or higher, the student may not participate in an exam in the same course again.

Upon receipt of an application, VIA may grant a dispensation for a 4th attempt if warranted by unforeseen circumstances. The student may not cancel a registration for an exam. In case of illness, confer section 18.4.

18.2 Re-exam

If the student fails an exam, the student is automatically signed up for the next re-exam. The date of the re-exam will be posted on Studynet.

If there is 10 or less students to attend a re-examination, the International Sales and Marketing Management programme can choose to change a written exam to an oral exam.

18.3 Special needs at exams

In cases of physical or mental functional disability (such as dyslexia, mental or neurological disorder, physical disabilities or visual impairment), a student may apply for permission to participate in exams on special conditions.

The student must have documentation of the disability in question. The student may contact the student counsellor about this matter.

The application for permission to participate in exams on special conditions must be submitted by email to the programme secretary, who will assess the application. Deadline for application for the summer exam is 1 May and for Winter exam 1 december. The request is granted if deemed necessary in order for the student to participate in the exam on equal terms with the other students. However, it is a prerequisite that such a permission does not alter the level of academic requirements of the exam.

18.4 Illness

If the student falls ill on the day of the exam, the student must immediately notify the Study Administration. If the student falls ill during an oral exam, the student must notify the lecturer.

In case of illness during a written exam, the student must contact the invigilator, who will report that the exam has been interrupted due to illness.

The student must seek medical attention on the day of the exam and procure documentation of the illness. This documentation must be submitted to the programme secretary no later than four days after the date of the exam. Any expenses incurred in connection with the procurement of the documentation, are held by the student. If the student cannot provide documentation of the illness, the exam will count as an exam attempt.

If the student experiences a severe incident which prevents the student from participating in the exam, the student must notify the Study Administration as soon as possible. The programme secretary, where relevant in cooperation with the lecturer, the study counsellor or the director of research and education, will assess whether the rules concerning illness apply to the incident. If this is the case, the exam attempt will be annulled.

19 Disruptive behaviour and cheating in exams

It is considered cheating when during an exam a student:

- provides or receives wrongful help or

- makes use of aids others than those permitted¹

When submitting written exams, the student must by signature confirm that the paper is made without wrongful help². The signature may be digital.

It is not allowed to use the internet during written exams except Wiseflow.

19.1 Plagiarism

Plagiarism is considered cheating if it is found in a submitted paper and it applies in the following situations:

- a written product that is or has been submitted for assessment, for instance a bachelor's project or a weekly assignment
- a written product that is going to be or has been part of the assessment in an oral exam – for example a paper that serves as a prerequisite for signing up for and participating in the oral exam
- a written product that is handed in as a prerequisite for signing up for and participating in the exam

When is it considered plagiarism?

It is considered plagiarism when a student tries to give the impression of being the originator of an idea, a text, a layout etc. in a written assignment when the originator is another person. It is especially considered plagiarism if an assignment entirely or partially appears as being produced by the student/s itself/themselves, even if the assignment

- includes identical or almost identical reproduction of others' formulations or work when the reproduced parts are not marked with quotation marks, written in italics, indented or with another distinct indication of source references, including page numbers or the like (cribbing/copying). This is, according to the programme guidelines for preparing a written assignment, also referred to as editorial guidelines.
- includes substantial passages with a choice of words that are so close to another printed medium, that when compared it is obvious, that the passages could not have been written by the student without using the other printed medium (to paraphrase etc.) or
- includes the use of words or ideas of others without making references or giving credit to the originators (other kind of plagiarism)
- reuses text and/or central ideas from one's own work that has earlier been through an assessment or earlier published works without taking the above-mentioned points into consideration.

19.2 Particularly on disturbing behaviour during tests and exams

The educational institution has the authority to remove an examinee from a test or exam if the examinee is displaying disturbing behaviour, for example if the examinee is noisy or otherwise violates the institution's code of conduct during exam. In less serious incidents the educational institution will first issue a warning³. The examination monitors will report the incident to the Head of Department.

The reporting must take place immediately and without unnecessary delay. A written presentation of the case that contains information that can identify the reported examinee, as well as a short statement and

¹ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen) § 20

² According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen) § 20

³ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

the existing documentation about the incident must be attached to the reporting. If the incident is a repeated offense for one or more of the reported persons, this must be stated. Please read the paragraph on sanctions to find information about penalty for disturbing behavior.

19.3 Procedures and sanctions for cheating in exams and disturbing behavior

Procedures

Who is obliged to report? Anyone⁴ who has a presumption of cheating is obligated to follow up on the suspicion and – if the presumption is maintained – to report it to the Head of Department.

Reporting

If the presumption of cheating in an exam is strengthened, the internal examiner and/or the external examiner must report the incident in writing to the Head of Department of the study programme in question⁵. At the same time the internal examiner and/or the external examiner will inform the examinee that the incident has been reported to the Head of Department. If an assessment has not been made at the time of reporting, the school report will contain a 'not submitted'-note and an assessment will not be made.

The Head of Department

When the Head of Department receives a report on cheating in an exam, he or she must decide whether to dismiss or proceed with the case.

If the Head of Department decides to proceed with the case, he or she is responsible for gathering documentation that might be missing and also for inviting the student to a meeting where the student has the possibility to relate to the report.

The student must receive a copy of the report with the invitation which must also contain information about the meeting that is about a presumed cheating in an exam and that the student is allowed to bring an assessor to the meeting. The assessor can counsel the student during the meeting, but cannot participate in the conversation. If it is not possible to organise a meeting, written communication must be used.

If the case is dismissed by the Head of Department, the assessment will take place in the usual manner, if it has not already been made.

Sanctions

On the basis of the report and the meeting the Head of Department will decide whether or not it is an incident of cheating in exam and also decide what type of sanction or penalty should be used against the student. The Head of Department can only decide on sanctions or penalty if the incident, from his or her perspective, is beyond any doubt a case of cheating in exam.

The circumstance is reported to the Director of VIA University College, Horsens if - and only if - the incident is so serious that it ought to lead to suspension or expulsion from the educational institution. In all other cases the Head of Department makes the decisions.

The student is informed of the final decision in writing. The person who reported the incident and the student counselor will receive a copy – and a copy is added to the student's folder.

Types of penalty

Provided that cheating in an exam is proved, one of the following penalties will be used:

⁴ Everybody in this instance includes study-administration, also examination attendants, examiner, other teachers, management, library-staff, censor and fellow students.

⁵ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

- Written or oral warning against breaking the rules.
- Suspension from written exam on the premises of the educational institution, if a violation of the exam regulations has taken place⁶. If that is the case, the student will be registered as 'absent' from that particular exam.
- Cancellation of a written paper. The cancellation includes the written assignment where the cheating has been observed. The cancellation can happen even if an assessment has been made. It will be noted that the student has been unsuccessful in an exam attempt.
- Expulsion or suspension from the study programme. Any repeated case of providing or receiving wrongful help or using non-permitted aids will result in permanent expulsion from the study programme⁷.

If the incident is a case of serious or repeated cheating, the student will be expelled or suspended from the educational institution⁸. The expulsion means that the student is excluded from participating in all activities at VIA University College, including all participation in classes and exams. The suspension entails that the student is excluded from participating in all activities at VIA University College, including all participation in classes and exams in the suspension period.

In the case of suspension the student is registered as being on leave of absence during the period in question. After the suspension period, the student is automatically readmitted as a student at VIA University College at the study program in question. Apart from the above mentioned penalties, the incident may be reported to the police if it concerns civil law.

20 Exam complaints

Complaints can be submitted as to the following:

- The basis of exam; exam questions, tasks and in relation to educational goals and requirements
- Exam procedure
- Review/result of the exam

The complaint must be in writing and reasoned/justified and individually submitted by the student no later than 2 weeks after the student is informed of the result of the exam⁹.

The complaint must be submitted to the Head of Department who will manage and evaluate it. The student is entitled to receive a copy of the assignment given by the institution and a copy of the student's submitted assignment in the case of a written exam¹⁰. As a rule, the Head of Department presents the complaint to the original adjudicator: internal and external examiner. The examiners have 2 weeks to submit their professional opinion to the student's questions. The student must be given the opportunity to comment on the professional opinions and has one week to reply.

The Head of Department determines the outcome of the complaint based on the comments and the opinions. The decision must be in writing/written and substantiated and the result may be as follows:

- Reassessment (only applies to written exams)
- Reexamination or
- Dismissal of the complaint.

⁶ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

⁷ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

⁸ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

⁹ 2 weeks = 14 calendar days

¹⁰ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen) (executive order of examination)

The adjudicators must be in agreement for the appeal to be dismissed by the Head of Department¹¹.

The student must be informed as soon as the decision has been made. If the result is a reexamination or a reassessment, the student must be informed of the fact that this can result in a lower grade¹².

Re-examination or re-assessment

An offer of reexamination or reassessment must be accepted no later than 2 weeks after the student is informed of the decision. An acceptance hereof cannot be withdrawn. Reassessment or reexamination shall not be conducted, if the deadline is not respected.

Reexamination or reassessment must take place as soon as possible. If a diploma is issued, the institution must take the diploma back until the assessment is available and subsequently issue a new diploma¹³.

In the case of reexamination and reassessment, new examiners will be assigned.

If the result of a complaint is reexamination or reassessment, the decision applies to all examinees if the original exam is equally inadequate to the former.

Particularly about reassessment

In the case of reassessment, the examiners must have the files submitted: Exam questions or assignment, exam paper, the complaint, the original examiners' opinions including comments from the student and the decision from the institution or the Ministry. The examiners will inform the educational institution of the result of the new assessment, including a written evaluation of the assessment. The educational institution will inform the student about the assessment and the evaluation hereof.

Examination questions formulated by the Ministry

The educational institution will immediately forward its own evaluation as well as complaints regarding examination questions, formulated by the Ministry of Science, Innovation and Higher Education, to the before mentioned Ministry.

Appeal of the decision

In case the student disagrees with the decision, he/she has the opportunity to lodge an appeal against the decision no later than 2 weeks after being informed of this decision. The appeal must be in writing and substantiated and sent to the Head of Department, who will appoint an appeals board.

Particularly about appeals board¹⁴

The Head of Department will appoint an appeals board as soon as possible after the submission of the appeal. Permanent appeals boards can be appointed. VIA University College will defray the cost of the appeals board. The board consists of two external examiners, an examination eligible teacher and a student in the subject area.

About the selection:

- The president of the corps for external examiners will designate the two external examiners and designate one of them as president of the board. The president can designate himself as external examiner or as president of the board.
- VIA University College will designate the examination eligible teacher and the student.

The appeals board is covered by the Law of Public Administration, including conflicts of interests and confidentiality.

¹¹ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

¹² According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

¹³ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

¹⁴ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

All members of the board must participate in board discussions and receive all documents for the board to be quorum. The discussion can be in writing and digital if there is consensus among the board members of a written process. If consensus among the board members cannot be reached, the discussion will terminate at a meeting where all members must be present. If the discussion ends by voting and there is a tie, the vote of the president is decisive. If the board is aware of errors of an exam during the process, VIA University College must be informed hereof and VIA University College will decide how to correct the error in accordance with the Executive Order of examination in chapter 9¹⁵.

The appeals board's decision

The material which formed the basis for the initial decision is the basis for the new decision made by the board¹⁶. The decision made by the board must be in writing and substantiated and may result in the following:

- Reassessment (only applies to written exams)
- Reexamination or
- Dismissal of the complaint.

The Head of Department must be informed of the decision by the board as soon as possible. In the case of a winter exam, no later than 2 months and in the case of a summer exam, no later than 3 months after the Head of department has been informed.

VIA University College must inform the student as soon as possible if the process of the appeal cannot be completed before the deadline. The information/message must be in writing and substantiated and include information about the expected date of completing the process of the appeal. The head of Department will inform the student as soon as possible and the examiners will receive a copy of the decision when the decision has been made. If the decision includes reexamination or reassessment, the student must be informed that this may result in a lower grade.

Reexamination and reassessment will take place as described in the previous section "Reexamination and reassessment".

The professional decision of the appeals board cannot be appealed any further.

This complaints procedure is drawn up in accordance with Ministerial Order no. 1500 of 02/12/2016 on exams in vocational higher education programmes.

Complaints against decisions of VIA University College or a board of appeal

Appeals of legal issues in decisions made by the adjudicators in accordance with § 44 stk. 3, and the board of appeal in accordance with § 48 stk. 1, may be sent to VIA University College. The deadline for submission of an appeal is two weeks from the day the decision is announced to the complainant, according to § 50 of the executive order of examination¹⁷

Complaints of legal issues in the decisions made by VIA University College in accordance with the examination order may be submitted to the Ministry of Science, Innovation and Higher Education. The complaint is sent to VIA University College, which makes a statement that the student should have the opportunity to comment within a period of usually 1 week. VIA University College forwards the complaint, statement and any comments to the Ministry. The deadline for submission of a complaint to VIA University College is 2 weeks from the day the decision is announced to the complainant.

¹⁵ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

¹⁶ According to BEK. NR. 1500/2016 (eksamensbekendtgørelsen)

¹⁷ According to BEK nr. 1500 af 02/12/2016 (eksamensbekendtgørelsen/the examination order)

21 Leave of absence

Pursuant to Ministerial Order no. 1495 of 11 December 2017 for admissions to business academies and professional bachelor courses, the student may be granted a leave of absence from the programme. An digital applicationform must be filled out at MitVIA.

The following applies:

- A leave of absence may not be granted before all the subjects of the first semester of study have been passed (30 ECTS credits)
- A leave of absence is normally granted for entire semesters (an exception may be made for maternity/paternity leaves and sick leaves)
- During a leave of absence a student is classified as an inactive student as regards SU and the calculation of total time studied.
- During the leave of absence students may not participate in the lessons and exams of the programme from which they are on leave.