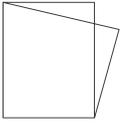


Bring Ideas to Life
VIA University College



Curriculum for Bachelor in Value Chain Management

Valid from August 2023

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Foreword

The purpose of the Value Chain Management (VCM) programme is to qualify the student to perform production planning, purchasing coordination and cross-disciplinary project coordination and leadership in global environments within logistic, value chain management and supply chain management sectors in private and public organizations.

VCM is a business management program that integrates technical, commercial and leadership subjects. The students will develop abilities to communicate across professional disciplines and national as well as organizational cultures.

All courses are connected to one semester theme and are described in section 2.2. and 3.2

With the VCM programme VIA is offering an educational program that:

- creates a framework for an innovative, practice-oriented, international study environment that supports professional as well as personal development of the students
- engages the students to be able in taking responsibility for their own learning and development
- promotes a high level of ambition where the graduates from the programme are attractive candidates for their future employers

The VCM program has focus on applying theories. Therefore, subject areas, project working, project management and implementation management have a high priority in the program. These will qualify the students to manage business functions where they will:

- use commercial, technical and logistics knowledge as well as new research results in the fields of supply chain management and process optimisation
- facilitate cooperation in order to produce or procure goods
- analyse and discuss financial and technical consequences of decisions
- analyse and discuss the influence of decisions on the overall value chain of the organization.

The teaching language at the Value Chain Management programme is prevailing Danish, which is used in all communication, activities, projects and exams. If some of the programme elements are not conducted in Danish, these will be in English. The literature used is selected on basis of a professional assessment and may be in Danish, English, or another foreign language

1 Program structure

The program is structured in 7 semester themes as follow

Semester themes	Course name	Code	ECTS
1 semester Market oriented Supply chain	Marketing Management	MAMV1	5
	Business Economics	BUEV1	5
	Supply Chain Management	SCMV1	5
	Tools for Quantitative Analyses	TQAV1	5
	Applied Mathematics	MATV1	5
	Semester Project 1	SPV1	5
2 semester Market demand and production	Applied Statistics	STAV2	5
	Inventory- and Warehouse Management	INVV2	5
	Business Forecasting	FCV2	5
	Planning	PLAV2	5
	Purchasing and Sourcing	PUSV2	5
	Semester Project 2	SPV2	5
3 semester Flow management	Management Accounting	MACV3	5
	Project Management	PRMV3	5
	Quality Management	QUMV3	5
	Flow Optimisation	FLOV3	5
	Simulation and Facility Layout	SFLV3	5
	Semester Project 3	SPV3	5
4 semester Value chain optimisation	Design of Value Chains	DVCV4	5
	Investment and Finance	INNV4	5
	Strategic Management	STMV4	5
	Theory of Science	TSV4	5
	Semester Project 4	SPV4	10
5 semester Internship	Internship		30
6 semester Change Management and organizational behaviour	Change Management and Communication	CMCV6	5
	Elective		5
	Elective		5
	Elective		5
	Semester Project 6	SPV6	10
7 semester Bachelor	Process Consultation and Relationship	PCRV7	5
	Elective		5
	Bachelor Thesis	PROV7	20

All courses end with an exam. The main rule is that there is an exam for each course. However, certain courses will have a joint exam. For exam specifications, see paragraph 3.5 in this curriculum.

2 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 programmes in Denmark.

2.1.0 Core areas in the Value Chain Management program

The Value Chain Management programme consists of five core areas comprising the general fields of study the students will have to work with in order to obtain the necessary knowledge and skills to complete the programme.

The core areas of the Value Chain Management programme are based upon:

- Market orientated supply chain
- Market demand and planning
- Flow management
- Value Chain Optimisation
- Change Management

2.1.1 Market orientated Supply Chain

In this core area, the students work with topics that relates the supply chain to the market. The students learn to analyse the market and based on the results to form a supply chain for the company that meets the market expectations.

2.1.1.1 Contents

The content in this core area is marketing, supply chain management, tools for quantitative analyses, business economics and math. The core area will be summarized in a semester project, which covers all core courses.

2.1.1.2 Learning objectives

The objectives for knowledge and skills will be described for each course. The objectives for the competences in this core area are:

The student will have the competences to briefly analyse the market situation and the supply chain and to decide the relevant data needed for the analysis. Based on the analysis will the students be able to suggest improvement actions for the company

2.1.1.2 ECTS points

The core area comprise 30 ECTS points out of the 210 total ECTS points for the programme.

2.1.2 Market demand and planning

In this area, the student will work with the planning hierarchy. The student will look into areas as forecasting, production planning, inventory management and purchasing and will be able to see these topics as a united system for the company which secure the necessary resources and material to meet the market expectations

2.1.2.1 Contents

The content in this core area is forecasting and forecasting tools, production planning, inventory management and purchasing. The core area will be summarized in a semester project, that covers all core courses.

2.1.2.2 Learning objectives

The objectives for knowledge and skills will be described for each course. The objectives for competences in this core area are:

The students will have the competence to relate the different topics to each other and see them as a part of one system. Further, the student will have the competences to develop and implement a complete planning structure and a planning hierarchy in the company.

2.1.2.3 ECTS points

The core area comprise 30 ECTS points out of the 210 total ECTS points for the programme.

2.1.3 Flow management

In this area, the students will work with the physical layout in and with the flow of goods through the production. The student will use different Flow Optimisation methods and theories. The students will work with quality management as a part of the process optimisation and will work with cost and accounting principles in relation with production.

2.1.3.1 Contents

The content of this core area is Flow Optimisation and production philosophies, simulation and facility layout, quality management, cost theory and management accounting and. Innovation. The core area will be summarised in a semester project,that can cover all core courses.

2.1.3.2 Learning objectives

The objectives for knowledge and skills will be described for each course. The objectives for competences in this core area are:

The students will have the competence to analyse an existing production layout and relate the different topics in the semester to each other and see them as a part of one system. Further, the student will have the competences to develop and implement optimised production layouts in the company

2.1.3.3 ECTS points

The core area comprise 30 ECTS points out of the 210 total ECTS points for the program.

2.1.4 Value Chain Optimisation

In this area, the students will work with optimisation of the whole value chain. The students will work with the value chain in a strategic perspective and will work with the need for investment in the value chain and how to finance the investment need.

2.1.4.1 Contents

The content of this core area is design of value chains, strategic management, investment and finance.

2.1.4.2 Learning objectives

The objectives for knowledge and skills will be described for each course. The objectives for competences in this core area are:

The students will, based on the decided strategy for company, have the competence to develop the optimal value chain and expose the need for investment and how to finance it.

2.1.4.3 ECTS points

The core area comprise 30 ECTS points out of the 210 total ECTS points for the program.

2.1.5 Change Management

In this area will the students work with topics concerning organisational and employee issues. The area will focus upon communication and change management activities.

2.1.5.1 Contents

The content in this area will be Negotiation, Managing Production Facilities, Change Management and Communication and Process Consultation and relationship

2.1.5.2 Learning objectives

The objectives for knowledge and skills will be described for each course. The objectives for competences in this core area are:

The students will, have the competence to develop the organisation in connection with change management issues and will be able to use process consultation and relationship management as active leadership and management tools in managing the organisation and improving organisational effectiveness and efficiency.

2.1.5.3 ECTS points

The core area comprise 20 ECTS points out of the 210 total ECTS points for the program.

2.2 Compulsory programme courses

The structure of the programme and the distribution of activities can be seen in the below mentioned figure

Semester	Compulsory courses	Elective courses	Internship	Projects	Total
1	25			5	30
2	25			5	30
3	25			5	30
4	20			10	30
5			30		30
6	5	15		10	30
7	5	5		20	30
Total	105	20	30	55	210

These activities comprise the compulsory programme courses that students must pass in order to complete the Value Chain Management program. The courses are separate from each other and based on the contents and ECTS points of the core areas (see above). The projects gives the students the opportunity to work with the core area in each semester.

2.2.1 Marketing Management, MAMV1

This 1st semester course relates to the core area Market Orientated Supply Chain.

2.2.1.1 Contents

The contents of the course are theories on external analysis, marketing strategies, digital marketing and marketing mix/plan.

2.2.1.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • models for environmental analysis their use and limitations • structured environmental analysis • digital marketing • how to develop a cohesive market strategy • how to develop a marketing mix • market segmentation and positioning • strategic and tactic marketing planning
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • perform a macro environmental analysis • perform a market analysis regarding need, growth and size • perform a competitor analysis regarding identification of competitors, their goals, strategies and marketing mix • perform an industry analysis on attractiveness • perform a customer analysis regarding needs, wants and buying behavior • perform a segmentation of the market and choose an appropriate positioning strategy • identify and chose amongst alternative growth strategies • identify and develop a relevant marketing mix • to generate a simple budget
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • identify, analyse and evaluate strength and weaknesses in a relevant external marketing environment • apply course theory and concepts in analysis and evaluation of strategic marketing problems in relation to product positioning, competitive strategy and growth • identify, discuss and recommend a marketing mix to a given strategic market situation

2.2.2 Business Economics, BUEV1

This 1st semester course relates to the core area Market Orientated Supply Chain.

2.2.2.1 Contents

The course concentrates on microeconomic analysis that deals with models of economic behaviour of the consumer and the firm.

The course begins with an introduction to basic economic principles and the fundamental role of transactions and markets. Economic theories from the areas:

- Market forces: Demand and supply
- The right price and the concept of price elasticity
- The production process and costs
- Nature of industry

2.2.2.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• Demand and supply• Market structures• Efficiency of equilibrium and sources of market failure• Firms and their production decisions• Markets for goods and productive inputs• Government intervention in markets
Skills	Be able to: <ul style="list-style-type: none">• describe, interpret and formulate models of individual decision making and market economies• relate the models of firms, consumers and markets to real world economic problems and name policy implications• apply the tools from individual decision making and market economies to analyse economic problems and reflect on the ceteris paribus assumption and apply a comparative static analysis within the models of individual decision making and market economies
Competencies	Have the competencies to: <ul style="list-style-type: none">• understand and apply common concepts and techniques used in describing economic consequences of decisions• understand and apply common tools used in managerial decision-making and control.

2.2.3 Supply Chain Management SCMV1

This 1st semester course relates to the core area Market Orientated Supply Chain. The course puts Supply Chain Management in relation with the market demands and introduces the students to an integrated and holistic approach of process optimisation

2.2.3.1

Contents

- Supply chain strategies and design
- Business Processes
- Manufacturing Processes and -layout
- Logistics
- Developing Products and Services (research and development)
- Introduction production concepts

2.2.3.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none"> • value and supply chains • market oriented supply chain management • optimisation of the value and supply chains • process management • process coordination in companies.
Skills	Be able to: <ul style="list-style-type: none"> • analyse how value is created through operations and supply chain • understand and differentiate operations and supply chain strategies • understand how to establish the operations environment • analyse the choice and layout decisions in manufacturing and services companies • describe business processes • establish supply chain linkages • understand methods of how to manage production across the supply chain • understand how products are developed and serviced.
Competencies	Have the competencies to: <ul style="list-style-type: none"> • analyse and suggest improvements in a company's supply chain • analyse and identify how a company can create value • analyse a company's production and choose the right production strategy • analyse the operations in a company and suggest improvements.

2.2.4 Tools for Quantitative Analysis, TQAV1

This 1st semester course relates to the core area Market Orientated Supply Chain. The purpose of the course is to secure that the students have the necessary competencies concerning collecting, analysing and utilizing data from the market and other sources.

2.2.4.1 Contents

The course contains the below mentioned topics

- MS Excel basic and advanced use
- Introduction to vital data within the supply Chain
- ERP systems and relational databases
- Data import
- Data analyses and validation
- Data structures

2.2.4.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none"> • tools for handling data • methods for analysing data • why correct data is vital for optimising the supply chain • the structure of an ERP system • formulas, functions, and analysis tools in Excel • methods of idea generation tools
Skills	Be able to: <ul style="list-style-type: none"> • use and making models in MS Excel • use formulas in MS Excel • use analysis tools in MS Excel • use graphical presentation in MS Excel • use and work with relations and links in MS Access • link MS Office software
Competencies	Have the competencies to: <ul style="list-style-type: none"> • understand, analyse and present data • use and work with MS Excel and create simple Databases • validate data • understand how different kind of data controls various processes in the supply chain.

2.2.5 Applied Mathematics, MATV1

This 1st semester course relates to the core area Market Orientated Supply Chain, however knowledge, skills and competences from the course will also be used in other core areas.

2.2.5.1 Contents

The course is made up of seven main areas with related sub areas:

- Algebra
- Linear equations
- Non-linear equations
- Business economic mathematics
- Differentiation
- Partial differentiation
- Lineary programming

2.2.5.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• basic mathematical modelling• the role of quantitative analysis in business studies• the relationship between mathematics and economic analysis
Skills	Be able to: <ul style="list-style-type: none">• analyse functions• apply calculus to functions of several variables and solve economic problems• calculate elasticity of supply and demand• describe, analyse and interpret data using Excel
Competencies	Have the competencies to: <ul style="list-style-type: none">• understand the interaction between the tools for quantitative analysis and economic problems• use the provided tools in other subjects, e.g. Business Economics, Forecasting, and Cost Theory & Budgeting

2.2.6 Semester Project, SPV1

This 1st semester project relates to the core area Market Orientated Supply Chain. The purpose of the project is to work with a holistic view and relate the topics from the different courses to each other.

2.2.6.1 Contents

Topics from the courses on first semester.

2.2.6.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• the requirements and guidelines for developing projects in VIA UC• teamwork• how to develop a problem based project
Skills	Be able to: <ul style="list-style-type: none">• work with simple problem based projects in teams• perform a simple analysis of a defined case• develop a problem formulation and delimitation• make simple choices regarding methodology• apply semester theory in a problem based project• work independently and in teams
Competencies	Have the competencies to: <ul style="list-style-type: none">• practice teamwork• identify and explain core issues from the semester theme and incorporate it into a project description• describe and discuss problem areas in a project and make a simple analysis of the problem and come up with recommendations related to the problem formulation• make a professional, written presentation of the project

2.2.7 Applied Statistics, STAV2

This course relates to the core area Market Demand and Planning, but also other core areas, mainly Flow Management

2.2.7.1 Contents

The course is built up around 8 main topics, each containing several subtopics:

- Descriptive statistics
- Probability
- Random variables and probability distributions
- The normal distribution
- Confidence intervals
- Hypothesis testing
- Two-Samples test

2.2.7.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• basic descriptive statistics• key probability distributions• quantitative methods and analysis• use of Excel in statistics functions
Skills	Be able to: <ul style="list-style-type: none">• do statistical analysis• do hypothesis-testing• describe, analyse and interpret data using Excel
Competencies	Have the competencies to: <ul style="list-style-type: none">• understand statistical methods in interaction with processing using statistical calculation software• apply basic skill sets along with some intermediate to advanced functions to manage and audit numerical reports• create charts, and work with different types of graphics

2.2.8 Inventory- and Warehouse Management, INVV2

This 2nd semester course relates to the core area Market Demand and Planning. Managing inventories in the value chain is essential to the company. Inventories secure the right service level towards the customer, and are often a large part of the capital binding in the company. After this course, the student will be able to use theories for analysis and development of strategies and optimisation of inventories in a company.

2.2.8.1 Contents

The course contains

- the function of inventory and the costs related to inventory
- inventory management – order point, safety stock, service level, lead time
- inventory optimisation – ABC, double ABC, Product Life Cycle (PLC)
- inventory control – EOQ, Safety Stock (SS), Kanban, 2-bin systems
- inventory KPI's - delivery performance, stock turns, carrying cost, stock write down, dead stock
- warehouse management

2.2.8.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • inventory fundamentals - focus on inventory functions and cost • inventory management – order point, safety stock, service level, lead time • inventory optimisation – ABC, double ABC, Product Life Cycle (PLC) • inventory control – EOQ, Safety Stock (SS), Kanban, 2-binsystem • inventory KPI's - delivery performance, stock turns, carrying cost, stock write down, dead stock • standard optimisation models from a practical point of view
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • demonstrate theories and models used in the inventory and warehouse management and forecasting, as well as the ability to assess these theories and the strengths and weaknesses of the models • perform inventory analysis and suggest inventory policies based on the analysis • design inventory control system based on inventory policies
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • identify, analyse and evaluate the techniques for inventory management, optimisation and control given in the course • based on data and system information offer a well-reasoned analysis of the inventory optimisation possibilities • through a situation analysis, identify and address inventory-specific issues • understand the consequences of supply and demand on inventory management

2.2.9 Business Forecasting, FCV2

This 2nd semester course relates to the core area Market Demand and Planning.

2.2.9.1 Contents

The content of the course is:

- forecast as the core process in the supply chain
- understanding statistics and data patterns
- judgmental and statistical forecasts
- quantitative forecasts
- qualitative forecasts
- measuring forecasting accuracy performance
- managing the forecasting process, participants, tasks, and responsibilities
- from forecast to production plan
- forecast and integration in the supply chain

Study activity will consist of preparation, lectures, guest lecture, group exercises / presentations, exercises and casework.

2.2.9.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• the theory and most utilized models in the area of business forecasting• managerial decisions that form the foundations of forecasting• skills needed to understand and criticize given theoretical approaches and discuss and choose between alternative solution strategies for
Skills	Be able to: <ul style="list-style-type: none">• demonstrate basic familiarity with theories and models used in forecasting management• show the ability to assess strengths and weaknesses of forecasting theories and models in a given business situation• offer a well-reasoned analysis of the forecasting optimisation possibilities available to management from a given body of information and a given set of theories
Competencies	Have the competencies to: <ul style="list-style-type: none">• choose appropriate forecasting models and recommend how to measure forecasting accuracy• identify, analyse and evaluate the different forecasting techniques given in the course models, theories and concepts• design a forecasting system based on the business situation of the company

2.2.10 Planning, PLAV2

This 2nd semester course relates to the core area Market Demand and Planning. The purpose of the course is to give the students a wide knowledge on the planning hierarchy and the different planning levels in a company. The course enables the students to use the tools necessary for conducting the planning of production based on information from the market and based on the availability on capacity, resources and raw material. The course give the students possibility to work through all the elements in a planning hierarchy.

2.2.10.1 Contents

- Introduction to planning
- Sales and Operation Planning
- Master Production Schedule (MPS)
- Material Requirement Planning (MRP)
- Bill of Materials
- Capacity Management
- Production Activity Control
- Rough Cut Capacity Planning
- Scheduling
- Planning in ERP systems

2.2.10.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • How Forecasting and demand planning affect the production planning process • Sales and Operation Planning • Master Production Schedule (MPS) • Material Requirement Planning (MRP) and BOM • Capacity Management • Scheduling • The relationship between the different planning hierarchies
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • demonstrate familiarity in performing a MPS • able to use the MRP and a BOM tool to plan the required material • demonstrate the ability to create the capacity plan by using appropriate planning tools • work in the capacity management environment • use Rough Cut Capacity Plan as MPS control tool • To be able to use Productions Activity Control as control tool for the MRP
	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • build a planning system • to implement the control hierarchy suited for the particular planning environment • to analyse the S&OP flow and recommend a suitable planning system

2.2.11 Purchasing and sourcing PUSV2

This 2nd semester course relates to the core area Market Demand and Planning. The course gives the student a wide knowledge on the role of purchasing in the value chain, purchasing management theories, and enable them to use the theories for analysing and developing purchasing strategies, implementing these strategies.

2.2.11.1 Contents

- the role of purchasing in the value chain,
- optimising the supplier relationships in the chain
- industrial buying behaviour and the purchasing management process
- models for analysing purchasing and business strategies
- corporate social responsibility
- total cost management
- in- and outsourcing
- the negotiation process and fundamental negotiation tools and techniques

2.2.11.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • the role of purchasing in the value chain, and how to optimise the relationships in the chain • industrial buying behaviour and the purchasing management process • models for analysing purchasing and business strategies • corporate social responsibility • total cost management • in- and outsourcing • the negotiation process and fundamental negotiation tools and techniques
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • understand the consequence of demands placed upon purchasing from business stakeholders • understanding the increasing strategic nature of purchasing on an overall level • demonstrate familiarity with approaches and models used, as well as ability to assess the strength and weaknesses of these approaches and models • understand the negotiation process and use it in a business context.
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • use the theoretical and actual approaches, and also be able to define, discuss and choose between different strategies for purchasing • understand and estimate which consequences the chosen sourcing strategy may have for the entire value chain of a company and the company's placement in the total value chain • plan for and participate in a real negotiation in a business context.

2.2.12 Semester Project, SPV2

This 2nd semester project relates to the core area Market Demand and Planning. The purpose of the project is to work with a holistic view and relate the topics from the different courses to each other.

2.2.12.1 Contents

The semester project will be an exercise in solving practice-oriented business problems within the core components of the semester, demonstrating the students' understanding of market demand and production plan.

The students have to include topics and theories from the subjects of the first and second semester of the Value Chain Management programme.

2.2.12.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• how to include theories and knowledge from previous semester in a problem based project• how to identify and obtain necessary information and data to analyse the problem area• how to propose and create a well-defined project based upon a project analysis• how to design a project report based project description, analysis and recommendation• how to create recommendations to stated problems
Skills	Be able to: <ul style="list-style-type: none">• demonstrate skills in critical selection and application of theories and models and show the ability to work professionally in a team and use formal academic methods and procedures according to guidelines• define a project based on a problem area defined by the supervisor
Competencies	Have competencies to: <ul style="list-style-type: none">• identify and explain core issues from the semester theme and incorporate it into a project description• describe and discuss problem areas in a project and make a simple analysis of the problem and come up with recommendations related to the problem formulation• make a professional oral and written presentation of the project

2.2.13 Management Accounting MACV3

This 3rd semester course relates to the core area Flow Management.

2.2.13.1 Contents

The course concentrates on managerial accounting, which is concerned with ensuring that managers have the information they need to plan and control the direction of their organisation based on the economic situation. The course deals with problems of measuring and controlling performance at different levels of the organisation going from objects and profit centres to the entire organisation. Consideration of the use of non-financial measures in measuring performance is taken into account.

2.2.13.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • cost management and cost behaviour • traditional cost management systems • contribution model • activity-based cost management systems • management accounting information for activity and process decisions • customer and product profitability • break-even point analysis • product/service costing and segmentation • management accounting and control systems: assessing performance over the value chain • financial statements, i.e. profit & loss statement, cash flow, balance sheet • the budgeting process covering; profit & loss statement, cash flow, balance sheet • performance evaluation of business units
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • use information, including the use of financial reporting, for planning, controlling and decision-making
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • discuss the issues to be considered when setting the financial aims and objectives of a business • define and distinguish between different types of costs • identify and quantify economic elements that are relevant to a particular decision-making • select and employ appropriate tools of management for analytical purposes, for decision-making, and for measuring performance of different levels and divisions of an organisation, including market and product segments • indicate the use of budgeting, its role and limitation, and construct various budgets from relevant data

2.2.14 Project Management, PRMV3

This 3rd semester course relates to the core area Change Management. The knowledge, skills and competences acquired at the course will also be used in other core areas.

2.2.14.1 Contents

During the course the students will work with

- the nature of project working
- standards and norms for project management
- certifications in project management
- teamwork and roles
- the role of a project manager
- stakeholder analysis
- communications planning
- risk analysis
- time planning
- introduction to project management tools

2.2.14.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• planning process of a project• how to manage and run a project
Skills	Be able to: <ul style="list-style-type: none">• use the methodology and tools of planning and handling a project
Competencies	Have the competencies to: <ul style="list-style-type: none">• make a project plan• suggest how to organize a project• manage a project• control a project• use project management software

2.2.15 Quality Management, QUMV3

This course relates to the core area Flow Management. The purpose of the course is to give the students broad knowledge, skills and competences about and within Quality Management. The course enables the students to use quality management theory for analyzing and developing appropriate quality management systems.

2.2.15.1 Contents

Main contents of the course includes the following elements:

- The foundations of quality
- Customer Focus
- Workforce & Process Focus
- Statistical Methods in Quality Management
- Design for Quality and Product Excellence
- Measuring, Controlling and Process Improvement
- Performance mgmt. and Continuous Improvement

2.2.15.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • how to define quality seen from different stakeholders perspective • different models and techniques within quality management • process variation and capability • tools and techniques to support and improve quality • methods / means to include quality into product and system design
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • apply the most appropriate quality techniques • perform a statistical process control study and analysis • perform a root cause analysis and implement well founded solutions • propose an optimal quality management system • include quality into business decisions.
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • identify, analyse and evaluate the different techniques given in the course models, theories and concepts apply course theory and concepts in analysis and evaluation of quality problems in relation • design and perform a process capability and control study • identify, analyse, discuss and recommend relevant solutions to quality problems

2.2.16 Flow Optimisation, FLOV3

This 3rd semester course relates to the core area Flow Management. The purpose of the course is to give the students a deep knowledge within flow optimisation theories and enable them to use the theories for analysing, optimising and managing the process flow.

2.2.16.1 Contents

In order to develop a higher degree of supply chain responsiveness in a demand driven environment, it is necessary to change the manufacturing strategy from push to pull. This course includes a number of techniques and methods that support creating an optimal pull manufacturing operation. Elements covered in the course are:

- Techniques to improve manufacturing flow and processes
- Manufacturing Strategy and philosophies
- Flow optimisation theories
- Introduction to Digital Production and Industry 4.0

2.2.16.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• different models and strategies within flow optimisation• flow dynamics and mapping techniques• tools and techniques to support and improve manufacturing flow• how to select the most appropriate technique to use from a broad range of techniques
Skills	Be able to: <ul style="list-style-type: none">• perform a selection of the most appropriate manufacturing strategy and develop the matching manufacturing capabilities• Perform a flow analysis, suggest improvements and implement solutions, by using the most appropriate techniques• design an optimal material and information flow
Competencies	Have the competencies to: <ul style="list-style-type: none">• apply course theory and concepts in analysis and evaluation of strategic manufacturing problems in relation to flow optimisation• identify, analyse, discuss and recommend the most appropriate solutions to any problems within manufacturing flow management

2.2.17 Simulation and Facility Layout, SFLV3

This 3rd semester course relates to the core area Flow Management. The purpose of the course is to give the students a wide knowledge on simulation and physical factory layout theory. The course enables the students to use these theories for analyzing and developing appropriate material handling and human resource allocations solutions during the production process. Effective facility and material flow planning enables reduction of material handling costs in the context of plant layout. In this way productivity increases. The course gives the students possibility to create simulation models for evaluation of the characteristics and performance of facility design alternatives.

2.2.17.1 Contents

The Content of the course is:

- flow theory
- material Handling
- resource allocation
- simulation
- transformation systems
- physical factory layout theory

2.2.17.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • material flow • physical layout • layout optimisation • simulation • requirements for development and use of simulation models • simulation software (SIMUL8)
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • demonstrate basic familiarity with theories and models used in designing a facility layout • perform a selection of the most appropriate facility layout to use • demonstrate the ability to assess strengths and weaknesses of different facility layouts • design an appropriate conceptual model for a simulation study • develop a computer based model using simulation software Simul8 • experiment with the simulation • verify and validate the simulation • understand and criticize given theoretical approaches, discuss and choose between alternative solutions for flow management • include facility layout and simulation into flow management & business decisions
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • identify, analyse and evaluate the different techniques given in the course models, theories and concepts • apply course theory and concepts in analysis and evaluation of flow management problems in relation to facility layout • design and perform a simulation study • identify, analyse, discuss and recommend relevant solutions to flow management and facility layout decisions

2.2.18 Semester Project, SPV3

This 3rd semester project relates to the core area Flow Management. . The purpose of the project is to work with a holistic view and relate the topics from the different courses to each other. The semester project will be an exercise in solving practice-oriented business problems within the core components of the semester, demonstrating the students' understanding of flow optimization.

2.2.18.1 Contents

The students must include topics and theories from the subjects of the first, second and third semester of the Value Chain Management program.

2.2.18.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• how to include theories and knowledge from previous semesters in a problem based project• how to identify and obtain necessary information and data to analyse the problem area• to propose and create a well-defined project based upon a project analysis• how to design a project report based project description, introduction, analysis and recommendation• how to search and apply relevant additional sources• how to create recommendations to stated problems
Skills	Be able to: <ul style="list-style-type: none">• demonstrate skills in critical selection and application of theories and models and show the ability to work professionally in a team and use formal academic methods and procedures according to guidelines• define a project based on a problem area defined by the supervisor
Competencies	Have the competencies to: <ul style="list-style-type: none">• critically reflect upon the scope and content of the project and come up with well-argued recommendations to stated problems.

2.2.19 Design of Value Chains, DVCV4

This 4th semester course relates to the core area Value Chain Optimisation. Designing value chain or supply chain capabilities to strategically match the requirements from the customers will continue to be a key element of achieving a successful business in the future.

2.2.19.1 Contents

Designing the business processes in the value chain to support and achieve the strategic fit between requirements and capabilities is the core content of this course.

2.2.19.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• how the internal processes within any given company will interact with the external relationship to other members of the value chain• how strategic and operational decisions will affect the supply chain design and the company's approach towards both market requirements and suppliers capabilities
Skills	Be able to: <ul style="list-style-type: none">• critically and systematically determine the optimal supply chain strategy• develop and design value chains and network structures including partnerships with external partners• align processes to match market requirements and suppliers capabilities
Competencies	Have the competencies to: <ul style="list-style-type: none">• apply course theory and concepts in analysis and evaluation of strategic supply chain problems in relation to value chain design• identify, analyze, discuss and recommend the most appropriate solutions to any problems within supply chain management

2.2.20 Investment and Finance, INFV4

This 4th semester course relates to the core area Value Chain Optimisation. The emphasis is on providing insights into how investment analysis and finance decisions are made in real life and how to apply these concepts in a practical setting in order to give the best results.

2.2.20.1 Contents

- methods preparing capital requirements and cash flows as basis for making investment calculations
- investment evaluations (NPV, IRR, Pay Back etc.)
- financing (Equity, Debt, Effective cost of capital etc.)

2.2.20.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• methods preparing capital requirements and cash flows as basis for making investment calculations• investment evaluations (NPV, IRR, Pay Back etc.)• financing (Equity, Debt, Effective cost of capital etc.)
Skills	Be able to: <ul style="list-style-type: none">• asses the assumptions and making calculations as the basis for investment decisions• find the optimal economic lifespan and optimal replacement decisions• include the strategic and dynamic perspective in the investment calculation by calculation models for real options• compare different funding concepts• evaluate the match between business risk and financial risk
Competencies	Have the competencies to: <ul style="list-style-type: none">• evaluate on both present and future investment and financial offers• to play a role as a constructive sparring partner for the company's employees who are responsible for the strategic corporate investments and financing• make calculations of the return of an investment and be able to account for the choice of funding concept.

2.2.21 Strategic Management, STMV4

This 4th semester course relates to the core area Value Chain Optimisation. The course works with theories on strategic analysis, strategy development and strategic implementation at business and corporate level, as well as external analysis, marketing strategies and marketing mix/plan.

2.2.21.1 Contents

Topics in the course are:

- models for environmental analysis and their application and limitations
- models for resource analysis and their application and limitations
- how to deal with company purpose and strategy dynamics
- specific corporate and business strategy development
- strategy evaluation and implementation
- how to manage strategic change and building cohesive strategy

2.2.21.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • models for environmental analysis and their application and limitations • models for resource analysis and their application and limitations • how to deal with company purpose and strategy dynamics • specific corporate and business strategy development • strategy evaluation and implementation • how to manage strategic change and building cohesive strategy
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • deal with emergent and prescriptive strategic processes • perform an environmental analysis • perform a company resource analysis • develop purpose and deal with strategy dynamics • develop appropriate corporate and business strategy • develop appropriate implementation strategies
Competencies	<p>Have competencies to:</p> <ul style="list-style-type: none"> • identify, analyse and evaluate relevant parts of the external environment • identify, analyse and evaluate company resources • apply course theory and concepts in analysis, development and evaluation of corporate and business strategic management • design strategic implementation programs

2.2.22 Theory of Science, TSV4

This 4th semester course relates to the core area Value Chain Optimisation. However, the topics in this course are to be used in all other parts of the program. The course presents an epistemological approach to research and the consequences of choice of method and data collection.

2.2.22.1 Contents

- general philosophy of science
- scientific reasoning
- the problem of demarcation
- scientific progress and the concept of paradigms
- paradigms in research
- methodology
- data collection

2.2.22.2 Learning objectives

Knowledge	<p>Have the knowledge about:</p> <ul style="list-style-type: none"> • theory of science and theoretical positions • central paradigms and their impact on scientific work • methods for collecting of primary and secondary data • the application of methodology in project and report writing
Skills	<p>Be able to</p> <ul style="list-style-type: none"> • provide epistemological arguments in project and research work • collect, adapt and interpret quantitative a qualitative data • relate critically to existing data material as well as data material generated by themselves • judge the relevance, topicality, validity and reliability of data • prepare academic reports and projects, including arranging research results and suggested solutions in clear and easy-to-read reports, which contain a clear formulation of the problem statement as well as the above items.
Competencies	<p>Have the competencies to</p> <ul style="list-style-type: none"> • select a relevant epistemological position in project and research work • develop problem formulations and sub-questions • use the right methodology for a given problem • use quantitative and qualitative methods • apply quality assessment on data.

2.2.23 Semester Project, SPV4

This 4th semester project relates to the core area Value Chain Optimisation. . The purpose of the project is to work with a holistic view and relate the topics from the different courses to each other. The semester project will be an exercise in solving practice-oriented business problems within the core components of the semester, demonstrating the students' understanding of value chain optimisation.

2.2.23.1 Contents

The students have to include topics and theories from the courses from the fourth semester and from the three earlier semesters when necessary.

2.2.23.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• how to include theories and knowledge from previous semesters in a problem based project• how to select a scientific paradigm and apply the paradigm in a problem based project• how to create a well-defined project based upon data analysis and detailed recommendations• how to design a project regarding knowledge, methods and theories to be included• how to set criteria for discussing results of analysis performed• how to create recommendations to stated problems.
Skills	Be able to: <ul style="list-style-type: none">• demonstrate skills in critical selection and application of theories and models and show the ability to work professionally in a team and use formal academic methods and procedures according to guidelines• define a project based on a purpose defined by the supervisor
Competencies	Have the competencies to: <ul style="list-style-type: none">• critically reflect upon the scope, process and content of the project and come up with well-argued recommendations to stated problems• create findings by in-depth analysis on both quantitative and qualitative data.• develop detailed recommendations on how to fulfill the problem formulation

2.2.24 Change Management and Communication, CMCV6

This 6th semester course relates to the core area Change Management.

2.2.24.1 Contents

The course focuses on the below mentioned tools and methods

- organisational change
- leadership communication
- theories of effective change implementation
- organisational redesign
- plan for communicating and implementing organisational change

2.2.24.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• events that trigger organisational change• general models of change management, their application and their limitations• general models of leadership communication, their application and their limitations• effective implementation of changes and leadership communication• employee involvement in relation to change management processes
Skills	Be able to <ul style="list-style-type: none">• select and apply relevant change management and leadership communication theories and models to solve practical problems in relation to organisational changes• recommend relevant plans for communicating and implementing change management
Competencies	Have the competencies to <ul style="list-style-type: none">• reflect critically on own recommendations in relation to the selected change challenge• discuss the impact of own recommendations on the organisation.

2.2.25 Semester Project, SPV6

This 6th semester project relates to the core area Change Management.

The purpose of the project is, together with a company chosen by the students, to solve student defined practice-oriented business problems and applying theory and subjects from semester 6 and previous semesters.

The students must demonstrate competence in developing project description, application of VCM core subjects, problem solving, suggesting implementation plans and relevant economic calculations of implementation.

2.2.25.1 Contents

Content is from the different courses from the 1st semester to the 6th semester

2.2.25.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• how to propose and create a well-defined project based upon a project analysis• how to design a project regarding knowledge, methods and theories to be included• how to include knowledge from previous semesters in a project defined by the student and based upon a real life problem• how to set criteria for discussing results of analysis performed• how to create recommendations to stated problems
Skills	Be able to: <ul style="list-style-type: none">• demonstrate skills in critical selection and application of theories, methods and sources• show the ability to work professionally in a team, using academic methods and reflective practice• Define, scope and perform a project together with a company chosen by the student
Competencies	Have the competencies to: <ul style="list-style-type: none">• based on an academic approach to define and perform a project of their own choice and come up with well-argued recommendations to actual real life solutions.

2.2.26 Process Consultation and Relationship, PCR7

The course relates to the structure of management competences in one to one relationships and in one to many relationships.

2.2.26.1 Contents

The core content are theories and practice activities concerning the understanding of and facilitation of cognitive processes and behavioral change of individuals and of groups.

2.2.26.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • constructivism and systemic theory • psychodynamics of helping relationships • group dynamics of helping relationships • process consultation • process intervention • appreciative leadership • interview techniques • types of question • helping relationships • self-development and self-understanding • tools for process intervention
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • apply interview techniques and active listening • apply different types of question • plan and manage an intervention process • apply psychological contracts • plan and facilitate group processes and personal development • apply psychodynamics in effective helping relationships • apply active listening • apply appreciative pedagogy in process consultation • apply feedback criteria in interventions • Take on the role of coach, mentor or expert
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • analyse, plan and implement interventions in organisations to support reflection and change.

2.3 Internship as part of the programme

As part of the Value Chain Management program students must complete one period of internship. The period has to cover at least 20 weeks. The internship comprise work relevant to the Value Chain Management program with the purpose of preparing the students for the work as a bachelor in Value Chain Management. The students have passed courses covering 90 ECTS to get access to the internship

The purpose of the internship is for the student to gain insight into the practical work within logistics and supply chain management.

2.3.1.1 Learning objectives

Knowledge	<ul style="list-style-type: none">• The internship is a period where the student tests in practice the knowledge and skills gained on the first four semesters of the VCM programme in a function appropriate for a Value Chain Manager.
Skills	<ul style="list-style-type: none">• The student will enter into a job-like situation with a company to carry out a relevant job function for the profession in the company in question.• The internship is comparable to a full time job – same working hours, effort, commitment and flexibility as the graduated bachelor will be expected to accept in his or her first full-time job.
Competencies	After following the course, the student should have the competencies to: <ul style="list-style-type: none">• manage complex development-oriented situations in a work situation• take part in professional and cross-professional cooperation.

2.3.1.2 ECTS points

This internship period comprise 30 ECTS points out of the 210 total ECTS points for the programme.

2.4 Bachelor project, PROV7

The programme ends with a bachelor project. This project comprise 20 ECTS points out of the 210 total ECTS points for the programme. The project is evaluated with an exam. The project can only be finished when the students have passed exams covering 190 ECTS points. The purpose of the bachelor project is to document how the student is capable of fulfilling the objectives of the Value Chain Management programme.

The project is prepared in cooperation with a company selected by the students. VIA assigns a supervisor to each project.

The students are encouraged to select the topic of the bachelor project on the 6th semester – preferably on the basis of an assignment given by one of the students internship company. The topic of the bachelor project is chosen by the students and has to be presented to the supervisor for approval.

In order to successfully complete the final project the following objectives has to be met:

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • how to, in a professional way, include theories and knowledge in a students defined problem based project • how to propose and create a professional project based upon a project analysis • how to professionally design a project regarding knowledge, methods and theories to be included • how to set relevant criteria for discussing results of analysis performed • how to, in a professional way, create recommendations to stated problems.
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • demonstrate professional skills in critical selection and application of theories and sources and show the ability to work professional in a team and use formal academic methods and procedures according to guidelines • in a professional way, define a project together with a company chosen by the student.
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • in a professional way, critically reflect upon the scope and the whole process and content of the project and come up with well-argued and professional recommendations to stated problems. • present and discuss relevant problems and subjects within Value Chain Management.

Practical standards for the project, including size etc., are described further under exams in below.

2.5 Credit transfer for compulsory courses and internships

The student is obliged to inform VIA about passed courses, educational courses from other institutions or other activities, which can be assumed to result in credit transfer.

Students who have studied at a university abroad and in accordance with an agreement with VIA will receive credits for passed courses on an individual basis. The student will give VIA full permission to obtain information in order to give credit transfer.

Students who have passed courses or other elements of a degree programme at a Danish institution of higher education may on the basis of an individual application get credits for such courses or elements that are relevant to the VCM programme at VIA.

Please refer to the Danish Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes as well as the Ministerial Order on admission to Academy Profession Programmes and Professional Bachelor Programmes for further information on the rules on credit transfer.

Applications for credit transfer which are not covered by the rules for compulsory credit transfer must be submitted to the programme no later than 1 month prior to the start of the course/internship for which credit is applied. For information on where to send an application for credit transfer, please see below regarding credit transfer in elective courses.

3 Curriculum – institution-specific part

This curriculum consists of a common part and an institution-specific part. The institution-specific part consists of rules specific to the Value Chain Management program at VIA University College. These rules have been set by VIA University College.

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

3.1.0 Elective courses

In order to complete the Value Chain Management program, a student must pass four elective courses corresponding to 20 ECTS points. Three of these elective courses have to be followed on the 6th semester and one course has to be followed on 7th semester. Each elective course awards the students 5 ECTS points.

If there less than 10 students are enrolled in an elective course, VIA can cancel the course. The students have then the possibility to choose a new one among the remaining courses.

The elective courses in the Value Chain Management program are as follows:

3.1.1 Organisation and Continuous Improvement OCIV6

This 6th semester elective course relates to the core area Change Management.

3.1.1.1 Contents

The course gives the students a fundamental knowledge about organisational theories, and the theories involved

organisational performance. The course enables the students to work with the dynamics in organisations theoretically and in practice.

3.1.1.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• human resources and organisational behaviour• motivational theory• structural organisation theory• power and politics in organisations• organisational culture• management theory• continuous improvement methods• theories of external control and environments
Skills	Be able to: <ul style="list-style-type: none">• understand the dynamics within organisations, organisational structures, organisational culture, and continuous improvement• understand different motivational theories and how motivation affects the performance of organisations• understand the demands which external environment put on organisations, and how to make the organisation able to adjust to these demands
Competencies	Have the competencies to: <ul style="list-style-type: none">• analyse task performance and structure• design for simple adjustments to the environment• understand and apply motivational theory• understand and apply management theory• understand and apply basic project management skills• understand the coherence between the above and continuous improvements

3.1.2 Negotiation, NEGV6

This 6th semester elective course relates to the core area Change Management.

3.1.2.1 Contents

- defining negotiation personality
- conflict
- negotiation style
- key negotiation temper
- asserting yourself
- principles of persuasion
- rules of negotiation
- the negotiation process
- alternative styles strategies
- communication in negotiation.
- culture and gender
- interests and goals
- understanding perception
- effects of power in negotiation
- team neg.
- third party intervention
- using your personal negotiation power
- post negotiation evaluation

3.1.2.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• the fundamental tools and techniques of negotiation and to achieve an understanding of the negotiation process in a business context
Skills	Be able to: <ul style="list-style-type: none">• prepare for, enter and conduct a negotiation process in a business context
Competencies	Have the competencies to: <ul style="list-style-type: none">• conduct a negotiation process• use the fundamental tools and techniques• use the theories when negotiating in a business context

3.1.3 Value Based Selling, VBSV6

This 6th semester elective course relates to the core areas Market orientated supply chain and Change Management.

Interested in the future of sales?

Closer relationship with the customer and truly understanding the customer's business and needs will be imperative going forward as well as leading to higher profits and more satisfied customers at the same time! This course will give you an insight into how to reach this goal and become more Value Based Selling. Companies will need employees with exactly such skills in the future and this course provides students with a head start.

3.1.3.1 Contents:

During the course, the students will work with:

- Value Based Selling understanding and definition
- Value Based Selling vs Transactional selling and other sales approaches
- Business Models
- Value Propositions
- Sales techniques
- Personal behavior/profile in relation to sales as well as your own behavioral profile
- Value co-creation
- Sales tools
- Incentives
- Managerial and organizational focus
- Culture and change management

3.1.3.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • The concept of Value Based Selling • How Value Based Selling stands out from other sales approaches • What help/stop organizations in becoming more Value Based Selling oriented • How business models and value propositions provides an competitive advantage • How sales techniques and personal behaviour/profiles can make a difference
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • Assess and analyse sales approaches • Use different methods and models to develop the organisation to become more Value Based Selling oriented • Describe what help/stop you and organizations in becoming more Value Based Selling oriented • Work more effectively with business models and value propositions • Use sales techniques to become more Value Based Selling oriented
Competencies	<p>Have the competencies to:</p>

	<ul style="list-style-type: none">• Applying knowledge of business models, value propositions and sales techniques to give a competitive advantage over competitors• Identifying what help/stop you and organizations in becoming more Value Based Selling oriented• Apply course theory and concepts in analysis and evaluation of Value Based Selling advantages and disadvantages in relation to other sales approaches
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3.1.4 Industry 4.0, INDV6

This 6th semester elective course mainly relates to the core areas Market Demand and Planning, Flow Management and Value Chain Optimisation. The purpose with the course is to work with the latest production methods and to discuss how these affect the whole value chain for the company. Transportation costs associated with mandatory external activities must be covered by the students.

3.1.4.1 Contents:

The contents in the course are:

- Industry 4.0 models and content
- Digital tools and technologies
- Business Models
- Practical use of the above

3.1.4.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• the topics in the list of contents and how they affect business models
Skills	Be able to: <ul style="list-style-type: none">• connect the different technologies and tools into the different processes in a company• Apply technologies to develop and innovate a company's business model
Competencies	Have the competencies to: <ul style="list-style-type: none">• to use elements from Industry 4.0 when designing or optimizing business models• embrace and deduct new business models taking Industry 4.0 into consideration

3.1.5 System Integration, SYSV6

This 6th semester elective course relates to all the core areas in the programme. The course has three main purposes: Firstly, the students will learn methods to design, implement and drive single user relational databases. Secondly, the students will learn to migrate data between database systems; and thirdly, the students will learn to apply power BI to extract and process data from different data sources such as SQL databases, Excel, etc. (Please note that power BI is based on the same relational approach which is used in the relational database. Power BI is in principle a "calculator" which is placed on top of the company database and other data sources from where it extracts data for calculation and visualisation).

The course is offered in English.

3.1.5.1 Contents

The contents of this course are:

- To design and implement single-user relational databases Migration of data
- Power BI
- Processing of data from several data sources

3.1.5.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • Use Power BI to extract data from different files and databases • Use Power BI for calculations and presentation of data • Define the relational database model • Design databases with ER-diagrams • Implement and populate databases • Migrate data between different systems
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • Use power BI for data transformation and data models • Use power BI for DAX (Data Analysis Expression) • Use power BI for visualisation of data • Use SQL statements to create and populate databases • Use ER-models to design databases • Migrate data between database systems
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • Make design, calculations and visualizations by means of power BI solutions • Create and populate databases by means of SQL • Design databases by means of the ER-model

3.1.6 Circular Economy, CIEV6

This 6th semester course relates to the core areas Market Orientated Supply Chain Management, Value Chain Optimisation and Change Management. However, it is also relevant for topic as Forecasting, Planning and Flow optimisation.

Today's dominant linear economy of "take, make, use and dispose" is driving a rapid depletion of key natural resources and damaging our planet's ecological systems. It's time for a paradigm shift.

The course will focus upon.....

- how circular business models benefit people, planet and profit?
- how to identify circular opportunities in complex supply chains?
- how business, industry and society can move the circular economy forward?
- how companies embed circularity into business strategies and drive sustainable growth?

Circularity impacts almost every area of Value Chain Management. Not only supply chain management, product design and material collection (reverse logistics), but many diverse areas such as industrial layout, quality management and financing.

The course begins with the key concepts and benefits of the circular economy. Further on the course will explore how to develop a circular and sustainable mindset for identifying circular opportunities in existing business models. At last the course will study approaches for sustaining the highest possible value of materials and resources throughout the value chain by remanufacturing, extended product life, material reuse and other strategies.

Throughout the course there is a strong focus on real-world case studies of circular start-ups and businesses leading the transition to a circular business model. Students will be expected to demonstrate a firm understanding of how the circular economy will shape increasingly shape the world of tomorrow.

Contents

During the course, the students will work with:

- Concept of Cradle to Cradle, circularity in natural systems and regenerative systems
- How circularity benefits people planet and profit; how businesses benefit from circular models
- Case studies of circular start-ups and transitioning companies.
- Identifying circular opportunities and how to overcome barriers to circularity.
- Reporting and measuring sustainability performance with reference to UN SDG, Science based targets, EU Circular Economy Action Plan
- Stakeholder and network involvement and the role of social and governance considerations for circular businesses
- The role of innovation and design: designing out waste, designing for re-use and repair, alternative materials, packaging, etc.

Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • The concept of sustainability in business: people, planet and profit • Sustainability metrics, sustainability reporting and triple bottom line • Circularity and regenerative systems in nature. Cradle-to-cradle concepts and Doughnut Economics • Circularity in business context: Circular vs linear economy models • Circular systems in value chains and maintaining maximum value by narrowing, slowing and closing of material loops
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	<ul style="list-style-type: none"> • Reverse logistics management and take-back management • Life Cycle Assessments and materiality assessments • Understand how circular start-ups and circular transitions are financed • Circular strategies and the main types of circular business models • Designing for circularity: Product design strategies, Eco-Design Directive • Societal and governance considerations in circular business models.
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • Think holistically with a circular mindset • Assess, analyse and design circular supply value chains • Evaluate business models for circular opportunities using tools such as the circular business model canvas and ReSOLVE framework
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • Develop approaches for embedding circularity in organizations • Assist with circular economy initiatives and their implementation • Contribute to the operation and management of value chains based on circular concepts

3.1.7 Corporate Finance and Portfolio Management, FPMV6

This 6th semester course relates to the core elements of corporate finance and the core areas Market demand and planning, Flow Management and Value Chain Optimisation. The emphasis is on providing insights into how companies deal with topics such as equity and debt valuation (stocks and bonds), capital structure and portfolio management.

3.1.7.1 Contents

- Methods to value stocks and bonds including the estimation of cost of capital
- Capital structure theory with the Modigliani-Miller theorem as a starting point (MMI and MMII)
- Portfolio management of financial assets and optimal portfolio choices

3.1.7.2 Learning Objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• Valuation methods and their respective advantages• Cost of capital and its application in practice• Capital structure theory and its relating challenges to companies• Portfolio theory and the basics of optimal portfolio choices
Skills	Be able to: <ul style="list-style-type: none">• Value stocks and bonds through DCF-valuation methods• Use the "law of one price" to value financial assets• Estimate the cost of capital from stock returns against the market return• Asses a company's capital structure and the effects from changes in it• Perform basic portfolio management calculations relating to optimal portfolio choices (risk-return-reward)
Competencies	Have the competencies to: <ul style="list-style-type: none">• Take part in management discussion about the above-mentioned content• Perform calculations that will support the financial department in making choices relating to the above-mentioned content

3.1.8 Business Modelling, MODV7

This 7th semester elective course mainly relates to the core areas Market Demand and Planning, Flow Management and Value Chain Optimisation. As models for ensuring a complete interconnection and coherence between the overall strategy and the specific functions and activities, Balanced Scorecard and EFQM have achieved a wide acceptance as tools for facilitating this.

In connection with lean, the Hoshi Kanri approach has also been widely accepted. The student will therefore get an in depth knowledge around the models and the design and implementation of these. The student must therefore be able to develop a model for introduction of Balanced Scorecard, EFQM etc. in a specific company.

3.1.8.1 Contents

The main themes to be covered will be:

- Balanced scorecard
- EFQM
- Hoshin Kanri / Hoshin Planning

3.1.8.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • Demands and methods concerning the needs for modelling methods for implementing strategies and secure a focused follow up upon cause and effect, as well as methods for measuring results in businesses. • The need to combine traditional economic reporting with more proactive models. • Business structure with operational functions and supporting / staff units where there is a demand for ensuring a structure and a control that will secure a total optimisation supporting the long term strategy of the company.
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • Achieve skills around the design and implementation of models for strategy implementation, including the detailed structuring and follow up. • Evaluate the benefits and consequences of any given solution, and be able to develop and design specific models at both a strategic and tactical level in a specific situation / a specific company.
Competencies	<p>Have the competencies to:</p> <ul style="list-style-type: none"> • Facilitate people and company processes to implement strategic objectives. Furthermore, the student will get wide competencies around designing strategy maps.

3.1.9 International Business Marketing, IBMV7

This 7th semester elective course mainly relates to the core area Marketing and Supply Chain Management

3.1.9.1 Contents

The contents of the course are theories on international and global marketing management, internationalization, strategies, organisation and implementation

3.1.9.2 Learning objectives

Knowledge	Have knowledge about: <ul style="list-style-type: none">• the global macro environment• models and theories for internationalisation and globalisation• drivers and motivation for internationalisation• international competitiveness• models for analysis of foreign market entry• entry strategies• global marketing programs• implementation of global strategies
Skills	Be able to: <ul style="list-style-type: none">• identify and chose amongst alternative internationalisation strategies• analyse and discuss international competitiveness in a global context• identify, analyse and recommend market entry strategies• design and implement global marketing programs
Competencies	Have the competencies to: <ul style="list-style-type: none">• identify, analyse and evaluate relevant parts of the international environment• apply course theory and concepts in identifying, analysing, developing, evaluating and recommending internationalisation strategies• evaluate and recommend global marketing and sourcing strategies

3.1.10 Transport and Logistics, TRLV7

This 7th semester elective course mainly relates to the core areas within Transport and Logistics and is designed to provide all the necessary qualifications to understand, analyses, and manage transportation and logistics systems. Transport and Logistics course will concentrates on the optimization of transport, flows of goods, and logistic networks. All of this is placed in the context of global trade.

3.1.10.1 Contents

The contents of the course are theories within the area of Transport and Logistics.

3.1.10.2 Learning objectives

Knowledge	<p>Have knowledge about:</p> <ul style="list-style-type: none"> • Transport and Logistics Management • Transport and Logistics Strategy • Modes of transport • Intermodal transport • Incoterms • Methods of evaluating business performance with the focus on Transport and Logistics functions • Current trends in Transport and Logistics
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • Understand, explain and discuss the relationship between Value Chain and Transport & Logistics in the process of efficient and effective management of Supply Chain • Assess various freight and transport logistics systems according to specified criteria in the process of taking decision making towards workable logistics strategy • Use analysis models in connection with the company's competitive strategy and evaluate risks and opportunities associated with different transport and logistics set ups • Evaluate the company's performance in relation to Transport and Logistics services and assess the ability of supporting the overall company business strategy • Describe and relate the current trends within freight transport for the most important modes of transport their impact on organization and their supply chain
Competencies	<p>Have the competencies to</p> <ul style="list-style-type: none"> • Identify, analyse and evaluate relevant parts of the Transport and Logistics set up in an organization • Apply course theory and concepts in identifying, analysing, developing, evaluating and recommending Transport and Logistics strategies • Gain, in a systematic and structured way, new knowledge, skills and competences in relation to the industry

3.2 Credit transfer for elective courses

Passed educational courses, including internships, from other educational institutions in Denmark can equate the equivalent courses in the Value Chain Management program.

The rules for compulsory credit transfer, including the obligation to inform on passed educational courses from other institutions on the same level, which can be found in Ministerial Order on Technical and Commercial Academy Profession Programs and Professional Bachelor Programs and Ministerial Order on admission to Academy Profession Programs and Professional Bachelor Programs do not apply to elective courses on the Value Chain Management program.

Credit transfer for elective courses are awarded based on a professional evaluation of whether or not the passed courses or prior work experience match the level and contents of one or more courses in the Value Chain Management program.

Applications for credit transfer, which are not covered by the rules for compulsory credit transfer, must be submitted to the programme no later than 1 month prior to the start of the course/internship for which credit is applied. The application must be submitted to the head of the Value Chain Management programme.

3.3 Parts of the programme which can be completed abroad

The internship and the sixth semester can be completed abroad. Application has to be the Value Chain Management program at VIA University College:

Application for completing the internship period must be submitted to the appointed internship supervisor Application for completing the 6th abroad must be submitted to the appointed coordinator for credit at the Value Chain Management program no later than 2 months before semester start. As a minimum, the application must contain:

- A completed Learning Agreement in accordance to VIA's regulations
- Relevant curricula and course descriptions to support the Learning Agreement. The curriculum and course description must in combination for each course mentioned in the Learning Agreement state students workload/ECTS-points, course content and university level.

In order to apply a student must have passed the first 4 semesters of the program

3.4 Internship

In order to complete a period of internship as part of the Value Chain Management program, the student must comply with the specific objectives for the internship. The Value Management program approves or dismisses the period of internship based on the assessment and an oral presentation by student. The assessment is a written journal and a report from the whole internship period including two agreed specific projects. A student's internship is assessed in an oral exam managed by the supervisor and an internal censor. The grading scale used is pass/no pass. If the grade is "no pass", the supervisor must give a written statement explaining what has to be improved in the students report to be able to pass.

As a rule, the student is themselves responsible for finding and applying for an internship in a company in Denmark or abroad. During the 4th semester, the internship advisor will arrange meetings in order to support the students during the application process. The students can find necessary information on Studynet.

The student has to participate in the normal work in the company on the same conditions and working hours as the other employees in the company. The supervisor in the company will assist and guide the Intern in the daily work. If problems arise between the intern and his supervisor, the supervisor from VCM will be involved.

During the internship, the student will work individually or in a group to carry out operational or project based assignments within area of value chain management. The internship must be organised in accordance with the overall internship guidelines for the program.

The internship supervisor has to approve internship contract between the student, the company and VIA must, and all documentation is saved in the VIA internship portal.

During the internship, it is the role of the supervisor to assist the student in case any problems occur between the student and the host company, which the student is not able to handle on his/her own.

The internship will only be approved, if the student has completed the entire period. If the internship is ended (by either of the parties) before the student has completed the entire 20 weeks, the student must complete their internship with another company. The supervisor must approve of the new internship company.

Students are entitled to one offer for an internship position in each internship period, unless exceptional circumstances exist. This means that the student will be disenrolled from the programme, if they do not fulfil the criteria for approval of completion of the internship.

The student will only be registered for the exam if the programme assess that the internship has been completed.

In order for the internship to be completed and the student to be registered for the exam, the following criteria must be fulfilled:

- Completion of 20 weeks of internship comprising 37-hour work weeks.
- Submission of internship report, see below
- Submission of completed evaluation
- Active participation in internship arrangement at campus.

In case of failure to comply with the attendance in the internship, a repair plan (individual study plan) is prepared by the programme and the internship supervisor.

The exam comprises a written report. The report is prepared individually and assessed with a mark according to the 7-step scale and assessed with internal evaluation.

The report is based on the student's internship and is to include one or more projects/work tasks followed by critical reflection. The report is assessed according to the learning objectives for the internship; i.e. the student is among others to describe development-oriented situations and/or work tasks. The report must be no more than 8 standard pages (exclusive table of contents, appendixes etc.). Further information is handed out by the internship supervisor.

3.4.1 Role of the internship company

It is the internship company's responsibility to ensure that the necessary conditions for the students to fulfil the objectives of the internship are met.

The internship institution/company must ensure that the students work towards fulfilling the objectives of the internship in the appropriate and in a productive manner. The company is obliged to, assisted by the internship supervisor from the program; contact a student that the company believe cannot fulfil the objectives of the internship or who does not work towards fulfilling the objectives in a productive manner in order to counsel the student.

The internship institution/company is obliged to refrain from terminating the internship before the program, VIA University College has been consulted and the possibilities for an alternative solution have been discussed.

The internship company does not have the authority to a part in the final evaluation of the internship whether or not the student is "fit" to work as a Bachelor in Value Chain Management upon completing the programme. The final evaluation of a student's internship must only include an assessment of whether or not the objectives of the internship has been met and to what extent.

3.5 Exams in the Value Chain Management program

Exams in the Value Chain Management program are conducted in English. 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 taken into consideration when grading.

The Value Chain Management program offers 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 head of the program assesses 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.

The Value Chain Management program usually offers special conditions in the form of extended preparation time/extended time of exams and/or access to special aid during an exam.

Generally for written exams the following aids are permitted: books and materials handed out in connection with lessons, own notes, additional materials, intranet, internet, usb key, or the like, with documents, unless otherwise explicitly specified in the exam assignment/guidelines.

The following aids may NOT be in the student's possession nor used during the exams: Bluetooth, mobile phones as well as other data communications equipment making it possible for the students to communicate with each other.

Students are not permitted to share aids in any way or form during the exam. Students are in no way or form allowed to communicate with each other during the exam period. If a student tries to contact another student or person other than VIA staff, or tries to make use of unauthorized aids during the exam, the student will immediately be expelled from the exam.

The use of the above-mentioned unauthorized equipment will lead to an immediate expulsion from the exam. An expulsion from the exam results in the cancellation of the exam paper, and the exam counts as an exam attempt.

3.5.1 The exams

Each exam in the Value Chain Management program is assessed on the basis of the learning objectives of one or more courses. Which courses' objectives are assessed is found below under each individual exam.

At the start of each course, the student is automatically registered for all exams in that particular course. By being registered for an exam, the student uses an exam attempt, no matter if the student participates in the exam or not.

It is a prerequisite for participating in the exams that any obligation to participate in the program according to the course description has been met.

The exams can be evaluated in two ways:

1. **Internal evaluation:** The exam is only evaluated by examiner/examiners from VIA.
2. **External evaluation:** The exam is evaluated by one examiner from VIA and one examiner outside VIA

Commencement of studies exam

In the Value Chain Management programme, a commencement of studies exam is held within 1 month from study start. The commencement of studies exams is a combination of multiple choice and a written exam and is assessed passed/not passed. The commencement of studies exam is assessed internally without external examiner. The object of the exam is to show whether a student has started the program in earnest.

Re-examination is planned to be held 1 week after the first exam.

A student who does not pass the commencement of studies exam in two attempts is terminated from the program in accordance with the rules in Ministerial Order on Admissions to Academy Profession Programs and Professional Bachelor Programs

3.5.1.1 Marketing Management, MAMV1

The students will sit for a 4 hours written exam and assignments will be available at the start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Marketing Management course MAMV1. The students are not allowed to hand in more than 6 standard pages.

The following aids are permitted during the exam: All

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

The re-exam will be a 20 minutes oral exam with no time for preparation. The student pick randomly one assignment, from pre-prepared assignments by the teacher, and is examined within the subjects in this assignment

3.5.1.2 Business Economics, BUEV1

The students will sit for a 4 hours written exam at VIA University College and assignments will be available at the start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Business Economic course BUEV1.

The following aids are permitted during the exam: AllThe exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.3 Supply Chain Management, SCMV1

The exam is an oral exam. The exam is assessed according to the learning objectives in the Supply Chain Management course, SCMV1.

The questions will be uploaded on Itslearning no later than 2 weeks before the exam for preparation. At the exam, the student will draw one question, representing subject SCMV1

The exam is a 20 minutes oral exam – 15 minutes examination and 5 minutes evaluation – the evaluation is assessed individually.

It is not permitted to use any aids during the exam.

The exam is an internally assessed exam with a mark according to the 7-step scale.

3.5.1.4 Tools for Quantitative Analyses TQAV1

The students will sit for a 4-hour written exam at VIA University College and assignments will be available at the

start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Tools for Quantitative Analysis TQAV1.

The following aids are permitted during the exam: All

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

3.5.1.5 Applied Mathematics, MATV1

The students will sit for a 4-hour written exam and assignments will be available at the start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Applied Mathematics, MATV1.

The following aids are permitted during the exam: All

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

3.5.1.6 Semester Project 1, SPV1

The exam is an oral exam based upon the semester project report and the semester subjects. Group exam with individual assessment according to the learning objectives in the Semester Project, SPV1. Total exam time for the group is 30 minutes including the groups presentation of their findings, individual questioning, evaluation and notification of grading to students.

It is a prerequisite for participating in the exam that the report has been turned in before deadline and contains at least front-page, title page, executive summary, table of content/figures/tables, main report, list of sources, appendixes (relevant). The students will work in groups of 4-5 and each group will hand in a written project report. The main report will be 20 standard pages.

The exam is assessed individually. The oral examination consists of a critical presentation and reflection of the project report followed by further examination in problems raised in the report or the oral presentation.

Re-examination: The re-exam will be based on the original report, improvements of the report and an improved oral presentation

The following aids are permitted during the exam: The project report and the students' individual presentation

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation. The project report counts for 60% of the total grade and the oral presentation counts for 40% of the total grade.

3.5.1.7 Applied Statistics, STAV2

The exam is a 4-hour written exam at VIA University College and assignments will be available at the start of the exam. Answers are uploaded to Wiseflow. The exam is assessed individually according to the learning objectives for the course Applied statistics, STAV2.

The following aids are permitted during the exam: Calculator, notes and books.

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

3.5.1.8 Inventory and Warehouse Management, INV2

The students will sit for a 4 hours written exam at Via University College and assignments will be available at the start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Inventory and Warehouse Management course, INV2.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.9 Business Forecasting, FCV2

The exam is based on the learning goals for the course FCV2.

The exam is a 3 hours written exam. The questions will be uploaded and made available in Wiseflow at the beginning of the exam.

All aids are permitted during the exam.

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

3.5.1.10 Production Planning, PLAV2

The exam is based on the learning goals for the course PLAV2.

The exam is a 3 hours written exam. The questions will be uploaded and made available in Wiseflow at the beginning of the exam.

All aids are permitted during the exam.

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

3.5.1.11 Purchasing and Sourcing PUSV2

The exam is an oral exam. The exam is assessed according to the learning objectives in the Purchasing and Sourcing course, PUSV2.

The exam is based on questions covering the curricular of the course. The questions will be uploaded to Itslearning no later than 2 weeks before the exam for preparation. At the exam, the student will draw one question, representing subject areas from PUSV2.

The exam is a 20 minutes oral exam – 15 minutes examination and 5 minutes evaluation – The evaluation is assessed individually.

It is not permitted to use any aids during the exam.

The grade will be based on an overall assessment of the students' ability to fulfil the learning objectives for each of the two courses.

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.12 Semester Project 2, SPV2

The exam is a 20 minutes oral exam. The exam is assessed according to the learning objectives in the Semester Project 2, SPV2.

The exam is based on a project report. It is a prerequisite for participating in the exam that the report has been turned in before the given deadline and shows elements and problems attached to the understanding of the market demand and creating a production plan. Students are to demonstrate the ability to describe and analyse a given problem in a structured and reasoned way and to give a reasoned draft for proposed solutions or changes. Students must include courses and approaches known from the courses from 1st and 2nd semester.

The students will work in groups of 4-5 persons, and each group will hand in a written project report. The exam is assessed individually.

At the oral exam, the student will give a critical presentation and reflection on the project report, followed by further examination in issues raised in the report or the oral presentation.

Re-examination: The re-exam will be based on the original report, improvements of the report and an improved oral presentation.

The following aids are permitted during the exam: The project report and the student's individual presentation

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation. The project report counts for 65% of the total grade and the oral presentation counts for 35% of the total grade.

3.5.1.13 Management Accounting MACV3

The students will sit for a 4 hours written exam at Via University College and assignments will be available at the start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Management Accounting course, MACV3.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation

3.5.1.14 Project Management, PRMV3

The students submit a report by the end of the course. The report is to cover a given project. The report is to consist of two parts: First part covers a project process and is prepared in groups of 4-5 persons. Second part includes an individual reflection. The entire report is handed in on an individual basis.

The report will only be assessed if it is submitted before the deadline for submission.

The student is assessed individually on basis of the compulsory parts. The exam is assessed with a mark according to the 7-step scale.

Re-examination: The student will have the possibility to update and improve both the group assignments individually and the reflection part of the report.

3.5.1.15 Quality Management, QUMV3

The exam is a 4-hour written exam at VIA University College and assignments will be available at the start of the exam. The students will be asked to solve a number of calculation tasks and essay-like problems relating to the syllabus. Answers are uploaded to Wiseflow. The exam is assessed individually according to the learning objectives for the course Quality management, QUMV3.

The following aids are permitted during exam: Calculator, notes and books.

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation.

3.5.1.16 Flow Optimisation, FLOV3

The exam is a multidisciplinary exam covering the subjects Flow optimization and Simulation and production layout and it is assessed according to the learning objectives for both courses.

Before the exam, the students are to prepare a poster based on an examination case. The oral examination is based on this poster; the content is presented and this is followed by questions and a discussion relating to the syllabus of the two courses and the learning objectives.

The submission format is A1 and the poster is prepared individually. The poster is to be enclosed with some kind of executive summary with critical reflections and reasoning for the choices made.

The A1 poster is to comprise:

- Value Stream Map of current state
- Concept model
- Simulation model of current state
- Value Stream Map of future state
- Simulation model of future state
- Applied tools and result; i.e. a) which tools/theories have been used; b) why; c) what is the expected effect.

The student may only register for the exam if the poster has been uploaded before the deadline.

Value stream maps as well as simulations of the current and future state on the poster shall not include theories. The student may upload all files used for preparation of the poster (e.g. simulation files, excel files etc.) to Wiseflow together with the A1 poster.

The duration of the oral examination is 30 minutes with a presentation on 5 minutes, cross-examination on 20 minutes and voting and grading on 5 minutes.

The mark given for the exam is weights 50% in total mark for the courses FLOV3 and SFLV3. The mark is based on an overall assessment of the student's ability to fulfil the learning objectives for each of the two courses which means that the student must pass both courses to pass the combined examination. The student may not use any aids during the exam further to the poster and digital tools and files supporting the analyses and recommendations mentioned on the poster (e.g. simulations and data files).

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation. In the event of a re-exam, the same examination case will form basis for the oral examination and the student will have the possibility to improve the solution before a new deadline (without further supervision from the supervisor).

3.5.1.17 Simulation and Facility Layout, SFLV3

The exam is a combined exam covering the subjects Flow optimization and Simulation and production layout and it is assessed according to the learning objectives for both courses.

Before the exam, the students are to prepare a poster based on an exam case. The oral examination is based on this poster; the content is presented and this is followed by questions and a discussion relating to the syllabus of the two courses and the learning objectives.

The submission format is A1 and the poster is prepared individually. The poster is to be enclosed with some kind of executive summary with critical reflections and reasoning for the choices made.

The A1 poster is to comprise:

- Value Stream Map of current state
- Concept model
- Simulation model of current state
- Value Stream Map of future state
- Simulation model of future state
- Applied tools and result; i.e. a) which tools/theories have been used; b) why; c) what is the expected effect.

The student may only register for the exam if the poster has been uploaded before the deadline.

Value stream maps as well as simulations of the current and future state on the poster shall not include theories. The student may upload all files used for preparation of the poster (e.g. simulation files, excel files etc.) to Wiseflow together with the A1 poster.

The duration of the oral examination is 30 minutes with a presentation on 5 minutes, cross-examination on 20 minutes and voting and grading on 5 minutes.

The mark given for the exam is weights 50% in total mark for the courses FLOV3 and SFLV3. The mark given at the exam covers both FLOV3 and SFLV3. The mark is based on an overall assessment of the student's ability to fulfil the learning objectives for each of the two courses which means that the student must pass both courses to pass the combined examination. The student may not use any aids during the exam further to the poster and digital tools and files supporting the analyses and recommendations mentioned on the poster (e.g. simulations and data files).

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation. In the event of a re-exam, the same exam case will form basis for the oral examination and the student will have the possibility to improve the solution before a new deadline (without further supervision from the supervisor).

3.5.1.18 Semester Project 3, SPV3

The exam is a 20 minutes oral exam at VIA University College based upon the semester project report and the semester subjects. Individual exam with assessment according to the leaning objectives in the Semester Project 3, SPV3.

It is a prerequisite for participating in the exam that the report has been turned in before deadline and contains at least frontpage, title page, executive summary, table of content/figures/tables, main report, list of sources, appendixes (relevant). The students will work in groups of 4-5 and each group will hand in a written project report. The main report will be 30-35 standard pages.

At the oral examination the student will give a presentation within a selected section of the report and reflection on the project report, followed by further examination in issues raised in the report or related to the report or the oral presentation.

Re-examination: The re-exam will be based on the original report, improvements of the report and an improved oral presentation.

The following aids are permitted during the exam: The project report and the student's individual presentation

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation. The project report counts for 70% of the total grade and the oral presentation counts for 30% of the total grade.

3.5.1.19 Design of Value Chains, DVCV4

The exam is an individual 20 minutes oral examination. The exam is assessed according to the learning objectives in the Design of Value Chain course, DVCV4.

The student randomly draw one exam question, and will have 4 minutes to present this particular question, app.

11 minutes examination and 5 minutes evaluation. The exam questions will be uploaded to Itslearning no later than the last lecture. The exam is assessed individually.

The following aids are permitted during the exam: None except the student presentation.

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation

3.5.1.20 Investment and Finance, INFV4

The students will sit for a 4 hours written exam at Via University College and assignments will be available at the

start of the exam. The exam is assessed individually. The exam is assessed according to the learning objectives in the Investment and Finance course, INFV4.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.21 Strategic Management, STMV4

The students will sit for a 4 hours written exam at VIA University College and assignments will be available at the start of the exam. The paper handed in may not exceed 8 normal pages (excl. front page, list of content, figures, tables and references). The exam is assessed individually. The exam is assessed according to the learning objectives in the Strategic Management course, STMV4.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation.

The re-exam will be a 20 minutes oral exam with no time for preparation. The student pick randomly one assignment, from pre-prepared assignments by the teacher, and is examined within the subjects in this assignment.

3.5.1.22 Theory of Science, TSV4

The exam is assessed according to the learning objectives for the course Theory of Science, TSV4

The exam is a 4-hour written exam. If relevant, the students will have access to the exam materials 24 hours before the examination. The assignment must comprise a maximum of five pages. The exam is assessed individually.

The following aids are permitted during exam: All

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

3.5.1.23 Semester Project 4, SPV4

The exam is a 20 minutes oral exam at VIA University College based upon the semester project report and the semester subjects. Individual exam with assessment according to the leaning objectives in the Semester Project 4, SPV4.

It is a prerequisite for participating in the exam that the report has been turned in before deadline and contains at least frontpage, title page, executive summary, table of content/figures/tables, main report, list of sources, appendixes (relevant). The students will work in groups of 4-5 and each group will hand in a written project report. The main report will be 30-40 standard pages.

At the oral examination the student will give a presentation within a selected section of the report and reflection on the project report, followed by further examination in issues raised in the report or related to the report or the oral presentation.

Re-examination: The re-exam will be based on the original report, improvements of the report and an improved oral presentation.

The following aids are permitted during the exam: The project report and the student's individual presentation

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation. The project report counts for 75% of the total grade and the oral presentation counts for 25% of the total grade.

3.5.1.24 Change Management and Communication, CMCV6

The exam is assessed according to the learning objectives in the Change Management and Communication course, CMCV6.

The exam is a written report. The report shall be prepared individually and without help from others. The exam is assessed individually. The report must build on an actual change management situation e.g. from the student's internship, and should include subjects from both change management and communication. The report must be 8 pages (+/- 10%) exclusive table of contents, list of figures, appendixes etc.

The following aids are permitted during the exam: All

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

3.5.1.25 Organisation and Continuous Improvement, OCIV6

The exam is assessed according to the learning objectives in the Organisation and Continuous Improvement course.

The exam is a written report of 8 standard pages. It is a prerequisite for participating in the exam that the report has been turned in before deadline and contains at least front page, summary, table of content/figures/tables, main report, list of sources, appendixes (relevant). The report consist of a critical presentation and reflection of the approved problem formulation within OCIV6 and based upon literature defined in the syllabus and other literature found by the student. The exam is assessed individually.

The following aids are permitted during the exam: All

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

3.5.1.26 Negotiation, NEGV6

The exam is assessed according to the learning objectives for the course Negotiation, NEGV6

This examination comprises a project report of a maximum of 19,200 characters which must be submitted before the oral examination takes place. (counts for 50% of the total mark) and an oral group examination (counts for 50% of the total mark). The oral examination lasts for 45 minutes; a group presentation of 10 minutes, a discussion of 30 minutes, and a feedback of 5 minutes.

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

Project and examination are implemented in groups of 3-4 students. If the project is not submitted before the deadline announced in the examination plan, the group cannot complete the oral part of the examination.

The following aids are permitted: All

Re-examination comprises an oral examination as well as an improved project report.

3.5.1.27 Value Based Selling, VBSV6

The exam is assessed according to the learning objectives in the Value Based Selling course, VBSV6.

The exam is based on following compulsory parts:

1. Students handing in 2 teacher defined assignments of 4 pages each and written peer reviews of those assignments throughout the semester.
2. Students enacting a sales meeting for 15 minutes and an oral peer review during the semester.

It is a prerequisite for participating in the exam that all turn ins have been turned in before announced deadlines/and contains at least a frontpage and answer to the announced assignments.

The student is assessed individually based upon the compulsory parts above (hands ins and enacting a sales meeting) as well as 2 written and 1 oral peer reviews. Each of the 3 hand ins have a weight of 25% and the 3 peer reviews has a total weight of 25%.

The following aids are permitted during the exam: All.

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

Re-exam:

As per the ordinary exam the student will hand in two written teacher defined assignments as well as enact a sales meeting.

3.5.1.28 Industry 4.0, INDV6

The exam is assessed according to the learning objectives in the Industry 4.0

course, INDV6. The exam is a 4 hours written exam. The exam is assessed individually.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.29 System Integration, SYSV6

The exam is assessed according to the learning objectives for the course System integration, SYSV6

The exam is an oral examination based on 2-3 cases, which the student prepares in the end of the course. Examination questions will relate to the cases as well as to the entire syllabus.

The oral examination will last for 20 minutes of which the assessment will make out 5 minutes.

The following aids are permitted during exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.30 Circular Economy, CIEV6

The exam is assessed according to the learning objectives for the course in Circular economy.

The exam is based on the following compulsory parts:

A 20 minutes oral examination based on a group report which may be prepared during the semester.
The case must be 10 pages (+/- 10%) exclusive table of contents, list of figures, appendixes etc.

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

The case counts for 50% and the oral exam counts for 50%

The exam report has to be uploaded in Wiseflow two to three weeks before the exam. The exact date will appear from the examination plan.

Re- exam is an oral exam, where the student will have the possibility to improve the report.

The following aids are permitted during the oral exam: All.

3.5.1.31 Corporate Finance and Portfolio Management, FPMV6

The students will sit for a 4 hours written exam at Via University College and assignments will be available at the start of the exam.

The exam is assessed individually. The exam is assessed according to the learning objectives in the Investment and Finance course, INFV4.

The following aids are permitted during the exam: All

The exam is assessed with a mark according to the 7-step scale and assessed with internal evaluation

3.5.1.32 Semester Project 6, SPV6

Assessment of the exam is based on the learning objectives for semester project, SPV6.

The exam is based on a project report. The student may only take the exam if the report has been submitted before deadline and as a minimum comprises cover page, summary, table of contents (incl. figures/tables), the report itself, references, appendices (relevant). The report itself must total 20 standard pages (+/- 10%). The standard pages include figures, pictures and tables but excludes cover page, table of contents, references and appendices. Figures, pictures and tables are not included in the number of characters. The project report is prepared in cooperation with a company chosen by the students. Each project has a supervisor appointed.

The students work in groups of 3-5 persons and each group submit a written project report.

The exam is a 45 minutes oral exam. The students attend the examination as a group and the examination is organized so that the students are assessed individually. At the oral examination the student will give a critical presentation of and reflection on the project report. The students are then asked questions to the problems/factors presented in or related to the project or the oral presentation.

The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation. If the total assessment gives a grade lower than 02, the student must prepare a new project with a new problem statement.

The project report counts for 75% of the collective mark, and the oral presentation counts for 25% of the collective mark

Re-exam:

The student prepares a new project with a new problem.

The assessment takes place as described for the ordinary exam. At a re-exam the group may be less than 3 persons, and in the event of groups of 1 or 2 persons, the examination will last for 30 minutes.

3.5.1.33 Process Consultation and Relationship, PCR7.

The exam is assessed according to the learning objectives for the course Process consultation and relationship, PCR7

The exam is based on an implemented, video recorded intervention and a written report comprising 8 standard pages. Submission of report and video is a precondition for the assessment. The report must be submitted before the deadline and must as a minimum comprise cover page, table of contents, the report itself, reference, appendices (including a transcription of the intervention). The report must comprise a presentation, a critical analysis and a reflection on the student's intervention. Further to this, it must be based on literature found in the syllabus.

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

The re-exam comprises a new intervention and submission of a new report. The original intervention may be used if the lecturer finds this to be sensible.

3.5.1.34 Business Modelling, MODV7

The exam is assessed according to the learning objectives in the Business Modelling course MODV7.

The exam is based on a team-based report of 10-15 standard pages. It is a prerequisite for participating in the exam that the written assignment has been turned in before deadline. The students will work in groups and each group will hand in a written report.

The exam is a 20 minutes oral exam and it is assessed individually. The student will give a 10 minutes presentation based on a by the student chosen extract from the report followed by a 10 minutes examination in problems raised in the report or the presentation.

The following aids are permitted during the exam: Only the report

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

3.5.1.35 International Business Marketing, IBMV7

The exam is based on the learning objectives for the course International Marketing, IBMV7.

Three submitted assignments defined by the lecturer form the basis for the exam. Each assignment has a scope of 4 pages. The student may only take the exam if all assignments have been submitted before the deadline and comprises at least a cover page and the answers to the asked questions.

The student is assessed individually on basis of the three submitted assignments. Each of the three submitted assignments counts for 25% of the final mark. Further to this, the student is assessed on basis of three written feedback assignments to fellow students. The purpose of these is to test the students' ability to give constructive feedback according to the peer review principle. The three feedback assignments count for 25% of the final mark.

The following aids are permitted during exam: All

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

Re-examination comprises submission of a new set of three assignments and self-assessment.

3.5.1.36 Transport and Logistics, TRLV7

The exam is assessed according to the learning objectives for the course Transport and logistics, TRLV7
The student may only register for the exam, if they have fulfilled all obligations to enrol in the programme as described in the course description.

A report prepared in groups and comprising at least 8 and no more than 10 standard pages form basis for the examination. The student may only register for the exam if the report has been submitted before the deadline.

The exam is a 20 minutes oral exam to be assessed individually. The student gives a 10 minutes presentation based on an extract of the report, selected by themselves, and this is followed by a 10 minutes cross-examination on problems from the report or the presentation.

The following aids are permitted during exam: Only the report

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

3.5.1.37 Bachelor project, PROV7

The entirety of the programme's learning objectives are assessed in this exam.

All other exams in the programme, including the exam in the programme's internship, must be passed before a student can participate in the final bachelor exam.

The purpose of the bachelor project is to document how the student is capable of fulfilling the objectives of the VCM study programme. The 20 ECTS bachelor project is completed on the 7th semester

The bachelor project is prepared in groups of one, two or three students.

The BA project must not exceed:

For one or two students: 120,000 characters

For three students: 150,000 characters

Characters include spaces, figures and tables but exclude the cover page, table of contents, references and appendices.

The project is prepared in cooperation with a company selected by the students. A supervisor will be assigned to each project. The students are encouraged to select the topic of the bachelor project on the 6th semester – preferably on the basis of an assignment given by the student's internship company. The topic of the bachelor project is chosen by the student and presented to the supervisor for approval.

It is a prerequisite for participating in this exam that the bachelor project has been submitted within the deadline and that the project adheres to all standards and criteria as listed under section 2.4 above.

The student's spelling and academic writing are included in the assessment of the written part, while the student's presentation and oral communication skills are included in the oral assessment. Lacking competencies within spelling and academic writing will have a negative influence on the grade.

The exam is based on a written report, a presentation of the project report and a following examination. Presentation by a group in the size of 1 student will last for 10 minutes. Presentation by a group in the size of 2 students will last for 15 minutes. Presentation by a group in the size of 3 students will last for 20 minutes. An oral examination will follow the presentation. The students may decide for themselves if the oral examination is to take place individually or as a group examination. This decision must take place no later than 14 days before the exam. In case of an individual examination, the exam will last for 30 minutes, inclusive of presentation, discussion and assessment. In case of a group examination with 2 participants, the exam will last for 45 minutes, inclusive of presentation, discussion and assessment. In case of a group examination with 3 participants, the exam will last for 60 minutes, inclusive of presentation, discussion and assessment. If the group cannot reach agreement on the examination form, the examination will be individually.

The exam is assessed individually. The exam is assessed with a mark according to the 7-step scale and assessed with external evaluation. If the total assessment gives a grade lower than 02, the student must prepare a new project with a new problem statement.

The project report counts for 80% of the collective mark, and the oral presentation counts for 20% of the collective mark.

3.5.1.38 Diploma

The assessment of all exams will appear on the final diploma. Where an exam cover two courses, both courses appear with the same grade.

3.5.2 First-year exams

If first-year exams are passed before the start of the third year, these exams have been passed within the deadline. A student who has not passed the first year's exams cannot continue with the programme and is deregistered according to the Executive Order on Admission to Academy Profession and Professional Bachelor Degree Programmes and the Executive Order on Tests and Examinations in Vocational Further Education Programmes.

The provisions in the Executive Order on Tests and Exams in Vocational Further Education Programmes, article 4 (2) on numbers of attempts cannot be dispensed according to the above requirement to pass the first-year exams within the deadline.

A student cannot transfer to another institution or take a leave of absence before all the first-year exams has been passed. This rule does not apply to leave of absence on the basis of illness, maternity/paternity leave, adoption or conscription.

3.5.3 Re-examination

Re-examination is possible for all exams. If it is not stated in the exam rules for each course in paragraph 3.5.1 the re-exam is the same as the original exam

If there is 10 or less students to attend a re-examination, the Value Chain Management programme can choose to change the written exams to oral exams.

3.5.3.1 Illness

If a student becomes ill on the day of the exam it must be informed to the Student Administration immediately. If a student becomes ill during an oral exam, the lecturer must be informed.

If a student falls ill during a written exam, one of the invigilators must be notified and they will register, that the exam cannot be completed due to illness.

The student must consult a doctor – at the latest on the day of the exam – in order to provide documentation of the illness and send it to the study secretary no later than 4 weekdays after the exam. The student has to cover any expenses in this connection.

Students who are exempt from participating in a particular exam due to documented illness or other documented reason will be re-examined as soon as possible.

Students are automatically registered for the re-examination.

Under certain conditions a re-examination can be the next ordinary exam in the same course or project. This, however, does not apply to re-examinations of the bachelor project, which must be conducted within the same exam period.

Students are informed of the time and place of re-examinations as soon as possible.

3.5.3.2 Failed attempt

Students who do not pass an exam will automatically be registered for re-examination as soon as possible. If re-examinations are planned due to students being exempt, students who have not passed the exam will be registered for that re-examination.

3.5.4 Cheating, plagiarism and disruptive behaviour

3.5.4.1 Cheating

Cheating in exams is when the student

- 1) passes the work of others off as their own (plagiarism) or uses own, previously assessed work (own plagiarism) without a source reference and quotation marks;
- 2) forges;
- 3) conceals or misleads on own performance or results;
- 4) enters into non-permitted co-operation;
- 5) receives or seeks to receive help during exams or tests; or help others in tests which are not solved in groups;
- 6) uses unauthorised materials and aids;
- 7) has received unauthorised prior knowledge of the examination questions;
- 8) presents untrue attendance data; or
- 9) tries to bypass, deactivate or in other ways prevent the university college's use of electronic monitoring programmes.

If cheating is reported during an exam, the student(s) involved will be expelled from the exam. If the cheating of the student(s) is confirmed, the exam will count as one attempt.

If the exam is assessed as passed before a plagiarism is confirmed, this assessment will be withdrawn and the student will be registered as expelled from the exam, if plagiarism is confirmed at a later time.

3.5.4.2 Plagiarism

Plagiarism is defined as passing off the work of others as one's own or using one's own, previously assessed, work without stating a reference.

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

1. 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).
2. 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.)

3. includes the use of words or ideas of others without making references or giving credit to the originators (other kind of plagiarism),
4. re-use text and/or central ideas from one's own work that has previously been through an assessment or earlier published works without taking the above-mentioned points into consideration.

If plagiarism is discovered during an exam, the student will be ordered to leave the exam. If the plagiarism is confirmed the student will be considered to have used an attempt.

If an exam has been marked before, any plagiarism is confirmed, the mark will be revoked and the student is considered being expelled from the exam, if plagiarism is later confirmed.

Under certain exceptional circumstances, plagiarism can be overlooked if it has not or will not affect the assessment of the exam.

3.5.4.3 Disruptive behaviour

If a student exhibits disruptive behaviour during an exam, the programme can order the student to leave the exam. In cases of minor disturbances, a warning is used first.

If a student is ordered to leave an exam due to disruptive behaviour, the student is considered to have used an exam attempt. The study programme management will be notified

3.5.4.4 Procedures for cheating in exams and disruptive behaviour

Anyone¹ who has a suspicion of cheating is obligated to follow up on the suspicion and – if the suspicion is maintained – to report it to the study programme management.

If the suspicion of cheating in an exam is reinforced, the internal examiner and/or the external examiner must report the incident in writing to the study programme management in question. At the same time, the internal examiner and/or the external examiner will inform the student that the incident has been reported to the study programme management. 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.

When the study programme management receives a report on cheating in an exam, they must decide whether to dismiss or proceed with the case.

If the study programme management decide to proceed with the case, they are 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 study programme management, the assessment will take place in the usual manner if it has not already been made.

3.5.4.5 Sanctions for cheating in exams and disruptive behaviour

Based on the report and the meeting the study programme management will decide whether or not it is an incident of cheating in exam.

They will also decide on sanctions or penalties. The study programme management can only decide on sanctions or penalties if they have no doubts that the incident is a case of cheating in exam.

The student is informed of the decision in writing. The person who reported the incident and the student counsellor will receive a copy each – and a copy is filed in the student's folder.

If decided that it is a case of cheating in exams, the student will as a result hereof not have their assignment assessed and they will further be registered to have used one attempt.

3.5.5 Complaints about exams and appeals

3.5.5.1 Complaints about exams

Complaints about exam conditions

The students are entitled to continue their education during the time their complaint or appeal of complaint is processed by the VCM programme in cases relating to complaints about exams submitted according to section 40 or section 43 of the Examination Order.

A complaint about continuous tests may only be lodged as part of a complaint about an exam in the course element.

The student can make a complaint in writing to the VCM programme about legal or professional questions, including the examination procedures, of an exam in a course element or a part exam. The due date of the deadline for complaints is two weeks from the communication of the assessment. The two weeks deadline for complaints is calculated at the earliest from the time, when the VCM programme has informed that the assessment will be communicated.

If the complaint is about professional questions the VCM programme will immediately ask the examiners to make a statement. The examiners must make their statements within a deadline of two weeks. July is not included in the calculation of the deadline. The examiners must make a statement on the professional questions of the complaint. The student must be granted at least one week to comment on the statements.

The VCM programme may extend the deadline of the examiners subject to special circumstances.

The VCM programme, represented by the study programme manager, make their decision on basis of the complaint, the examiners' professional statements and comments, if any, from the student.

The decision may be one of the following:

- 1) a new assessment on basis of a written assignment (re-assessment);
- 2) a new examination (re-examination);
- 3) the complaint is dismissed; or
- 4) a combination of 1-3, if the exam comprises a written assignment with an oral defence.

Professional questions to the university college's decision may be lodged with an appeal board. Legal questions may be lodged with The Danish Agency for Higher Education and Science.

The student is to submit their complaint in writing to the university college no later than two weeks after the student has received the decision from the VCM programme.

Appeals about exam conditions

The appeal board at the VCM programme is set up on basis of individual cases. The appeal board consists of two external examiners, one examination eligible teacher and a student in the VCM programme's subject area.

The appeal board makes decisions in the case based on the material that the VCM programme used for their decision and the student's complaint.

The decision of the board is to be communicated to the VCM programme and the student, at the latest two months after the complaint has been lodged. July is not included in this calculation.

The decision of the appeal board may be one of the following:

- A new assessment (re-assessment) (only valid for written tests)
- A new examination (re-examination)
- Appeal is dismissed, or
- A combination of the three above, if the exam comprises a written assignment with an oral defence.

Professional questions to the decision of the appeal board cannot be lodged with any other administrative body.

Legal questions to the decision of the appeal board can be submitted to the VCM programme, which makes a decision. The complaint must be lodged with the VCM programme no later than two weeks after the student has received the decision from the VCM programme.

The decision of the VCM programme can be lodged with The Danish Agency for Higher Education and Science according to the rules in section 40 of the Examination Order.

Re-assessment or re-examination:

It must appear from an offer to the student on re-assessment or re-examination that this may result in a lower mark.

If the decision includes an offer on re-assessment or re-examination, this offer must be accepted no later than two weeks after the decision has been communicated. Re-examination or re-assessment must take place as soon as possible.

The VCM programme will take back the diploma if a such has been issued.

New examiners will be appointed for both re-examination and re-assessment. The president will designate a possible external examiner, however.

The new examiners will assess the assignment on basis of the paper and the answers.

The new assessment must be accompanied by an explanation in writing.

Professional questions relating to the re-assessment or re-examination cannot again be lodged with the VCM programme or any other administrative body. Legal questions can be lodged with the VCM programme, who makes a decision.

The decision of the VCM programme on legal questions relating to the re-assessment or re-examination can be lodged with The Danish Agency for Higher Education and Science, according to the rules in section 48 of the Examination Order.

Complaint to The Danish Agency for Higher Education and Science

The final decisions of the VCM programme can be lodged with The Danish Agency for Higher Education and Science when the complaint relates to legal questions. The deadline for complaints is two weeks from the day that the student was notified of the decision.

The complaint is lodged with the VCM programme, who makes a statement which the student must be allowed to comment on within a deadline of at least one week. The VCM programme will send forward the entire case to be processed by The Danish Agency for Higher Education and Science.

3.6 Formal standards for assignments and projects

3.6.1 Standards

All projects (study projects and bachelor project) are in accordance with "Guidelines for preparing project reports adapted to the value chain management programme". Specific requirements to the individual assignments and projects are described in sections 2 and 3.

All written assignments and projects must be uploaded to WISEflow. The bachelor project must furthermore be uploaded to the PURE database.

For all written assignments and projects, a standard page is defined as 2400 characters incl. spaces. Front page, table of contents, list of references and appendices do not count. Attachments are not included in the evaluation of the assignment.

3.6.2 References

The projects' written reports reference system must follow the Harvard Anglia standards, <https://libweb.anglia.ac.uk/referencing/harvard.htm> .

Incorrect referencing, including omitted references, will be counted as an error and can become the subject of investigations into plagiarism.

3.7 Talent initiatives

The Value Chain Management programme offer talent initiatives to especially talented students. The initiative offered is acknowledgement of extracurricular activities as an appendix to the final diploma

3.7.1 Acknowledgement of extra-curricular activities

Acknowledgment of extra-curricular activities on the final diploma requires that the student has participated in documented activities related to the Value Chain Management programme. These extra-curricular activities must be said to strengthen the quality in the programme as well as the programme's relevance.

Extra-curricular activities can include participation in national or international conferences, publishing articles in international journals, participating in relevant competitions and courses, which are **not** a part of the programme, participating in research and development projects etc.

Application for acknowledgement of extra-curricular activities must be sent to the head of programme, who decides on whether or not the activity fulfils the criteria for acknowledgement. [It is not possible to apply for acknowledgement of an activity before the activity had been completed and documented.

Activities fit for acknowledgement must be completed within the prescribed period of study for the programme.

3.8 Instruction and working methods in the Value Chain Management programme

Teaching in the Value Chain Management programme is implemented through lectures, class teaching, dialogue, exercises, casework, presentations, seminars, guest lecturers, projects and internship.

National and international results from research and development within professional disciplines relating to the VCM curriculum will be used in the lectures, as well as the practical experience from lecturers and guest lecturers.

Problem-Based Learning (PBL) in teams has a high priority throughout the VCM programme. The ability to manage projects and to work in project teams is a vital competence of a Value Chain Manager. The fundamental thinking in PBL is that future professionals develop better and more relevant skills by being confronted with problem situations from real companies and organisations in the complex context of reality instead of being confronted with textbook problems in well-prepared portions and sequences. By being “placed in the real problem situations”, the student is more actively involved and achieves a proactive way of thinking that leads to better learning results.

The planning of the programme is made so that each semester is planned to develop and maintain the progression in certain competencies. Each assignment, case study, study project, etc., is designed in accordance with the students’ level of development in terms of how much of the assignment is defined by the teacher and how much is free for the student to independently define (goal setting, problem definition, choice of content, solutions, the design and evaluation).

The students will be challenged with an increasing level of problem orientation and move to a high degree of self- management throughout the programme. Each semester on the VCM programme has a specific goal in terms of progression in project competencies. The students will be taught project methodology and practice their knowledge and skills in semester projects. The projects also have the purpose of integrating the themes in the VCM curriculum. During the VCM programme, the students advance from subject-oriented and teacher managed to a problem-oriented and studentmanaged project. See the figure below.

Cross-disciplinary projects

The VCM programme is a cross-disciplinary programme as the students study several disciplines as shown above. The students develop detailed knowledge in several areas and learn to integrate this knowledge into new ways of reaching goals or solving problems. The students learn to practice cross-disciplinary thinking using multiple perspectives to create holistic solutions. In order to support the progression in these competencies, students complete a cross-disciplinary project each semester.

Project Methodology and its progression through the Value Chain Management programme

The following matrix provides an overview of the methodological requirements for all semester projects on the VCM Program. The methodological requirements consists of both ‘formalities’ and some ‘methodological steps’, which is further explained in our *Guidelines for Preparing Project Reports*.

The steps are:

1. Purpose and problem formulation
2. Research paradigm
3. Research approach
4. Choice of theory/theories
5. Choice of method(s)
6. Strategy for data collection
7. Time horizon
8. Data collection
9. Sources
10. Data analysis
11. Quality assessment

	Formal requirements	Methodological steps to incorporate in Project Descriptions	Methodological steps to incorporate in Project Reports
1. Semester	All formalities must be met	1,7,8,9	1,7,8,9
2. Semester	All formalities must be met	1,4,7,8,9	1,4,7,8,9,10,11
3. Semester	All formalities must be met	1,4 7,8,9	1,4,7,8,9,10,11
4.-7. Semester	All formalities must be met	1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8,9,10,11

3.9 Differentiation of teaching

Teaching in the Value Chain Management programme encourage all students to participate in all study activities. If there is requirement for participation in courses, these are described in section 2.2 and section 3.2 is implemented through lectures, class teaching, dialogue, exercises, casework, presentations, seminars, guest lecturers, projects and internship.

National and international results from research and development within professional disciplines relating to the VCM curriculum will be used in the lectures, as well as the practical experience from lecturers and guest lecturers

3.10 Obligation to participate and study activity

The VCM programme is a full time study programme. The student must plan to spend about 40 hours a week on average to participate in lectures, preparation, group work, assignments, project work, exam etc.

Lectures may have different focus, be lecturer - or - student led. The details for the individual courses will appear from the course syllabus on Studynet.

Study activities and plans are based on the students participating actively and being engaged in dialogue with the lecturers as well as other students. It is a prerequisite for an active dialogue that the students are familiar with the contents of this curriculum, read the information on Studynet frequently as well as the contents of the e-mails sent to their VIA e-mail address. Decisions such as, the right of the students to stay at the programme, changes to schedule and other administrative changes, are made and implemented on this basis and without further notice.

Students are encouraged to support each other and display good and active study activity. The students are also encouraged to form study groups and secure their professional and social development. This includes contact to the student advisor if they or some of their fellow students need support and advice to improve their study activity.

Study activities are planned throughout the semesters. That is during end of August – end of January for the fall semester and beginning of February – end of June for the spring semester. It is the responsibility of the students to plan travelling, holidays and other activities outside these periods. A study calendar will be maintained on Studynet with more details and specific dates.

3.10.1 Obligation to participate

The Value Chain Management program encourage all students to participate in all study activities. If there is requirement for participation in courses, these are described in section 2.2 and section 3.1. Fulfilling these requirements is a prerequisite for participating in exams for these courses.

3.10.2 Study activity

A student is actively studying as long as the exams are passed according to the regulations.

If the study activity is not maintained, this may affect the student's right to the Danish Grants and Loans Scheme (SU).

Enrolment with the studies is terminated for students who have not passed any exams for a consecutive period of at least 12 months.

A student can at any time enquire as to the current status of their study activity by contacting the studies administration.

3.11 Teaching language

The teaching language at the Value Chain Management programme is prevailing Danish, and is used in all communication, activities, projects and exams. If some of the programme elements are not conducted in Danish, these will be in English. The literature used is selected on basis of a professional assessment and may be in Danish, English, or another foreign language.

3.12 Changing academic major and transfers

3.12.1 Changing academic major

If a student with a different programme wishes to change his/her academic major to the Value Chain Management programme at VIA University College, an application must be sent to the head of the programme stating the reasons for the request.

Changing academic major to the Value Chain Management programme requires that the applicant states which courses he/she wants to be evaluated for credit. The head of program decides if the applicant can be accepted and to what degree the applicant will get credit. Changing academic major to the Value Chain Management programme further requires that the student is registered with a different academic programme at the same or higher level and that the first-year exams have been passed.

Changing academic major to the Value Chain Management programme is dependent on whether or not the programme has available study places.

3.12.2 Transfers

Transferring to the Value Chain Management programme at VIA University College from the same programme at another institution requires that the student has passed exams, which are equivalent to the first-year exam in the Value Chain Management programme at VIA University College.

Transferring to the Value Chain Management programme at VIA University College further requires that there are available study places.

3.12.3 Applying for change of academic major or transfer

Applications for changing an academic major or transferring to the Value Chain Management programme at VIA University College must be sent to the head of programme no later than the July 5th for starting in the autumn semester.

An application for a change in academic major must include:

- motivation for change
- the semester where the applicant wants to enter
- list of courses or other study activities which shall be evaluated for credit
- documentation for passing the above-mentioned courses or study activities.

An application for a transfer must include:

- motivation for change
- the semester where the applicant wants to enter
- documentation for passed exams

3.13 Leave of absence

Taking a leave of absence means that a student cannot participate in classes, exams or any other activity as part of the Value Chain Management programme during the leave of absence. Upon conclusion of the leave of absence, the student resumes his/her studies at the point in the programme, from which the leave started.

If it is not possible to start at that point in the programme, the Value Chain Management programme will, if possible, provide other educational elements until the normal progression can be resumed, such that the student's programme is not extended beyond the prescribed period of study. Only when this is not at all possible can the student in question have periods with no study related activities. If a student is informed that their leave has been unwarranted, the leave period will be included in calculation of the maximum study time

Leave of absence can only be granted for periods of complete semesters. This does not apply for maternity/paternity leave or leave on the basis of adoption and conscription.

A student cannot receive funds from the Student Grants and Loans Scheme (SU) during leave of absence except in cases of maternity/paternity leave.

3.13.1 Maternity/paternity leave, adoption and conscription

The Value Chain Management programme cannot reject an application for leave of absence on the basis of documented maternity/paternity leave, adoption or conscription. The end of a leave of absence should, as far as possible, be planned to coincide with study start or the start of certain educational elements so as to ensure the fewest periods without study related activities as possible as well as the least amount of time where the student does not have access to the Student Grants and Loans Scheme (SU).

3.13.2 Application

An application for a leave of absence must be in writing and stating the reasons for the leave of absence. The Value Chain Management programme can ask that the application is submitted on a special form, which can be digital.

Leave of absence for any other reason than maternity/paternity leave, adoption or conscription can only be applied for after the student has passed the first-year exam.

Leave of absence cannot take effect retroactively and application must be submitted at least 1 month prior to the start of the leave.

3.14 Parallel programmes

The Value Chain Management programme offers parallel programmes e.g. exchange programme and double degree in collaboration with Offenburg University of applied Sciences and HAMK, Finland.

3.14.1 Exchange programme

As a full time-student, at VIA University College, and enrolled in the program of Value Chain Management, there will be a possibility to do a semester abroad in a partner university. The student exchange can only be done after the 4th semester and having passed all the exams. The student must fill out a learning agreement describing the subjects chosen at the receiving university. The learning agreement must be signed by both the receiving and the host university. Having passed all exams mentioned in the learning agreement the student will be given a merit of 30 ECTS.

3.14.2 Double Degree programme

A VCM student having done 4th semester and having passed all exams can apply to get a double degree from VIA and a partner institution and where there is a signed Double Degree contract. The student must fill out a learning agreement for all semesters describing the subjects chosen at the receiving university. The learning agreement must be signed by both the receiving and the host university. Having passed all exams mentioned in the learning agreement the student will be given a merit of 90 ECTS. The bachelor thesis must be evaluated by VIA and the receiving university.

3.15 Dispensations

In exceptional circumstances, the Value Chain Management programme may grant an exemption from any rule in both the common part and the institution-specific part of this curriculum.

3.16 Entry into force and transition rules

3.16.1 Entry into force

This curriculum enters into force by the beginning of the academic year 2022.

3.16.2 Transition rules

3.16.1 Transitional arrangement

- Students enrolled in August 2020 or earlier will finish 1st and 2nd semesters of their education according to the curriculum from 2020; 3rd and 4th semesters according to the curriculum from 2021; 5th and 6th semesters according to the curriculum from 2022; and 7th semester according to this present curriculum. Semester.
- Students enrolled in 2021 will finish 1st and 2nd semesters of their education according to the curriculum from 2021; 3rd and 4th semesters according to the curriculum from 2022; and 5th, 6th and 7th semesters according to this present curriculum.
- Students enrolled in August 2022 will finish 1st and 2nd semesters of their education according to the curriculum for 2022; and 3rd, 4th, 5th, 6th and 7th semesters according to this present curriculum.

If a student has not passed all courses in the previous curricula these courses will follow the present curriculum.

3.17 Legal basis

This curriculum is based on the following acts and regulations:

- Executive Order no. 457 of 19/04/2022 on Technical and Commercial Academy Profession and Professional Bachelors degree Programmes (Bekendtgørelse nr. 457 af 19/04/2022 om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser)
- Executive Order no. 863 of 14/06/2022 on Tests and Exams in Vocational Programmes (The Examination Order) (Bekendtgørelse nr. 683 af 14/06/2022 om prøver og eksamen i erhvervsrettede videregående uddannelser)
- Executive Order no. 1125 of 04/07/2022 on programs at Ministry of Higher Education and Science (Bekendtgørelse nr. 1125 af 04/07/2022 om uddannelser på Uddannelses- og forskningsministeriets område)

Executive Order no. 87 of 25/01/2023 on Admission to Academy Profession Degree Programmes and Professional Bachelor Programmes (Bekendtgørelse nr. 87 af 25/01/2023 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser)

- Executive no. 597 of 08/03/2015 on Initiatives for Talented Students at the Further Education Programmes under the Ministry of Education and Research (the talent executive) (Bekendtgørelse nr. 597 af 8. marts 2015 om talentinitiativer på de videregående uddannelser på Uddannelses- og Forskningsministeriets område (talentbekendtgørelsen))