

# Curriculum for Bachelor of Value Chain Management 2009, 2010 and 2011

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## Purpose and Content of the Programme

### § 1 The Aim of the VCM Programme

The Value Chain Management Programme (The VCM programme) is a well-balanced bachelor programme focusing on Value Chain Management and Process Optimisation. The programme is a business management programme which integrates the technical and commercial approach to such concepts as Logistics and Supply Chain Management by means of subjects within the fields of Sales, Business Economics, IT, Technology, Operational Analysis, Organisation & Change Processes and Management (see Table 1 for the weight of the different disciplines in the programme).

The VCM programme is focused on applied skills; thus project work, project management and implementation have high priority on the programme and will qualify the students to manage business functions where they will have to:

- Use commercial, technical and logistic knowledge as well as new research results in the fields of supply chain management and process optimisation.
- Form part of and monitor the interaction between various functions in the company where the aim is to co-operate to produce or procure goods.
- Allow for economic and technical tasks at an executive level in the optimisation process of the value chain.
- Cooperate with people of different educational and cultural backgrounds and in different executive and collaborative contexts.
- Co-ordinate and monitor projects involving several functions (for instance product development projects).
- Use and integrate technical and commercial research results in this specific field.
- Integrate technical and commercial disciplines in logistics and SCM.

... and function as:

- Consultants in connection with process improvement projects
- Purchasing Planners
- Production Planners (both overall and in detail)
- Distribution Planners
- Quality Assurance

### § 2 Title

The student who has successfully completed the VCM programme may use the following title: Bachelor of Value Chain Management abbreviated BA of Value Chain Management.

### § 3 Overview of Semester Themes and Programme Contents

The VCM programme comprises 210 ECTS points<sup>1</sup> equivalent to 3½ years - 3 years of full time study and half a year of full-time work placement.

The programme is divided into 7 semesters – each awarding a total of 30 ECTS points.

The 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semester of the VCM programme each last approximately 19 weeks and has a structure of 15 weeks of courses followed by 1 week of examination preparation/study period and subsequently the semester is completed by a 3 week examination period.

The 5<sup>th</sup> semester (Work Placement) and the 7<sup>th</sup> semester (Final Project) both have a different structure. On the 5<sup>th</sup> semester, the students will work full time in a company or organisation on placement for a minimum of 20 weeks. In the 7<sup>th</sup> semester, a final project is made during a period of approximately 19 weeks.

Each semester has a theme related to Value Chain Management that integrates the subjects of the relevant semester:

#### **Semester themes:**

1. Market-Oriented Supply Chain Management
2. Market Demand and Production Plan
3. Flow Management
4. Value Chain Optimisation
5. Work Placement
6. Change Processes and Elective Courses
7. Bachelor Semester

The students will work with practical problems on the semester themes both in the different courses, in cross-disciplinary assignments and in study projects.

On the 6<sup>th</sup> semester, the students have the opportunity to study in-depth subjects of their own choice (the elective subjects).

#### **Programme content**

About half of the theoretical content of the programme consists of elements from the logistical and operational analytical subject areas. About one third consists of basic commercial and technical subjects. The remaining part consists of ancillary subjects. Through the project work, the logistics and operational analytical subjects are made an integral part of the commercial and technical subjects in order for the programme to become a well-balanced, interdisciplinary education. See the weight of each discipline on the programme in table 1 on the next page.

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<sup>1</sup> The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of learning outcomes and competences to be acquired.

**Table 1: Overview of subjects and ECTS points divided on discipline areas**

	ECTS points
Logistical subjects	36
Economic subjects	16
Technical subjects	16
Subjects within Operational Analysis and IT	12
Organisation and Management subjects	8
Elective subjects	20
Oscillating subjects (Mathematics and Statistics)	8
Projects	42
Work Placement	30
Final Project	22
<b>Total</b>	<b>210</b>

## Course Design

### § 4 Programme Structure

Below, the 7 semesters are shown – for detailed information of the learning goals of each semester see Appendix A “The Learning Goals of the VCM Programme: Knowledge, Skills and Wider Competencies”.

#### Overview of semester themes and subjects:

1st Semester: Market-Oriented Supply Chain Management			
Marketing Management 4 ECTS points	Cross Disciplinary Project 1 ECTS	Study Project 5 ECTS	Exam preparation
Supply Chain Management 7 ECTS points			
Inventory Management 3 ECTS	Project Methodology 2 ECTS points		
Math 4 ECTS points			
Technical Drawing 4 ECTS points			
		Exams	

In this semester is there after approx. 6 weeks a cross disciplinary project covering 1 ECTS

2nd Semester: Market Demand and Production Plan				Study Project 5 ECTS	Exam preparation	Exams
Production 2 ECTS Technology	Production 4 ECTS Planning		ERP 2 EC			
Excel 2 ECTS	Forecasting 4 ECTS points					
Statistics 4 ECTS		Cross Disciplinary Project				
Business Economics 4 ECTS points		1 ECTS				
Project Methodology 2 ECTS points						

3rd Semester: Flow Management				Study Project 6,5 ECTS	Exam preparation	Exams
Modelling of Plant & Warehouse Layouts 8 ECTS points						
Purchasing 4 ECTS points	Cross Disciplinary Project					
Production Optimisation & Quality Management 8 ECTS points	1,5 ECTS					
Project Methodology 2 ECTS points						

4th Semester: Value Chain Optimisation				Cross Disciplinary Project	Exam preparation	Exams
Introduction to Work Placement						
Sourcing 3 ECTS points	Design of Value Chains 4 ECTS points					
Strategic Management 4 ECTS points						
Financial Methods & Application Investment 4 ECTS	Cost Theory and Budgetting 4 ECTS					
Theory of Science 5 ECTS points						
	Study Project 6 ECTS points					

5th Semester: Work Placement			
20 week training in a company 30 ECTS points			

6th Semester: Change Processes & Specialisation			
Change Management & Communication 4 ECTS points	Study project 10 ECTS	Exam preparation	Exams
Product Development and Innovation 4 ECTS points			
Elective Courses 12 ECTS points			
Study Project			

7th Semester: Bachelor Semester	
Negotiation 5 ECTS points	Bachelor Project 20 ECTS points
Business Models 5 ECTS points	

### § 5 Course Evaluation

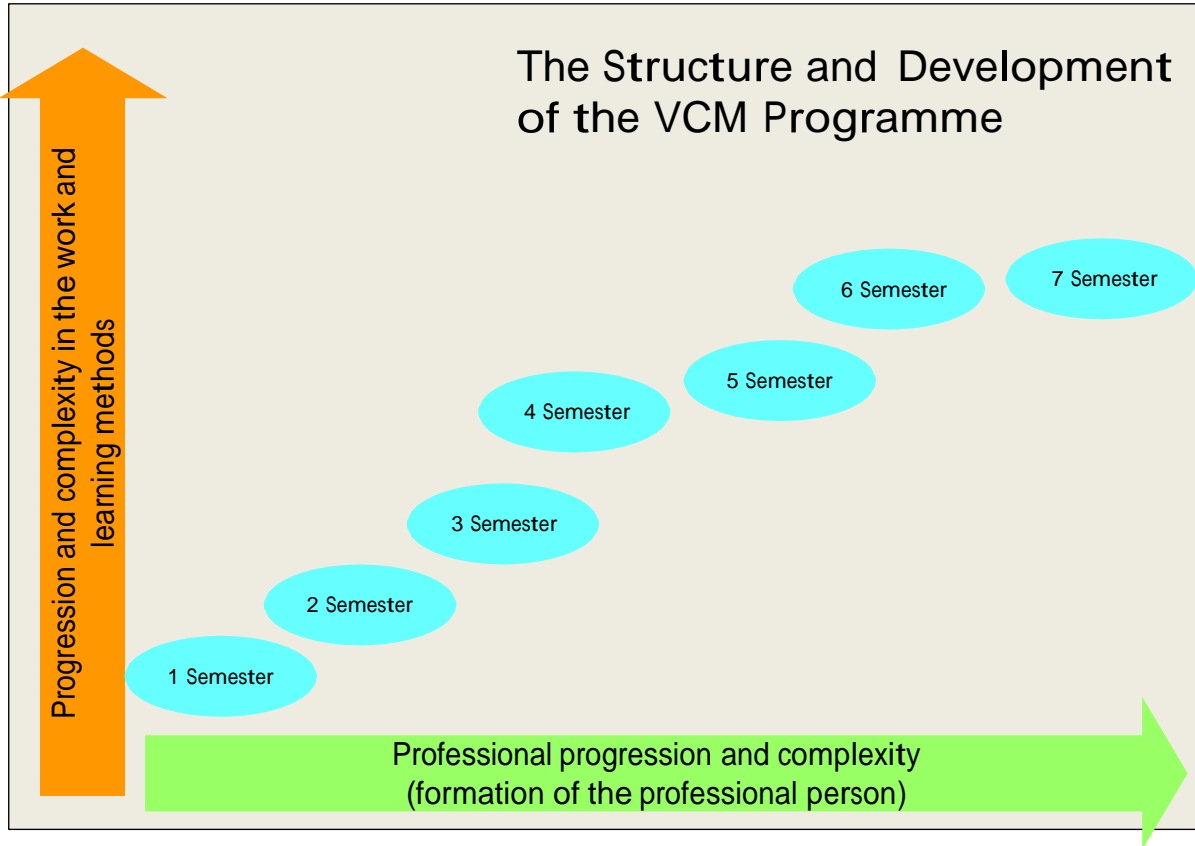
Each course shall be evaluated by the students at a minimum once during the course. The evaluation can be electronic or on paper. Those responsible for the individual courses should go through the evaluation with the students no later than 2 weeks after the evaluation date. The minimum requirements for the evaluation contents are:

- Evaluation of the completion of the instruction
- Evaluation of the teaching material used
- Evaluation of the teaching methods
- Evaluation of the learning outcomes of the course
- Evaluation of visual aids
- Suggestions for improvement

### § 6 Educational Structure

An educational structure is applied which – along with the academic learning – shall ensure that the students obtain, maintain and develop the qualifications described in the section “Purpose of the Programme” and in appendix A “The Learning Goals of the VCM Programme; Knowledge, Skills and Wider Competencies”. The “flow” in the progression on the VCM programme both in terms of the complexity of the work and learning methods and the complexity in the personal professional progression of each student is shown in model 1 on page 8.

**Model 1: The Educational Structure and Progression of the VCM programme**



The purpose of the educational structure is that the students achieve professional, personal as well as social competencies which enable them to meet the challenges after graduation. VIA University College works with three levels within the professional, personal and social competencies according to the overview below.

Levels	Professional Competence Levels	Personal/Social Competence Levels	Methods
Level 1	Basic Knowledge <ul style="list-style-type: none"> <li>- define</li> <li>- list</li> <li>- state</li> <li>- summarise</li> </ul> Understanding <ul style="list-style-type: none"> <li>- describe</li> <li>- discuss</li> <li>- explain</li> <li>- identify</li> </ul>	Students should: <ul style="list-style-type: none"> <li>- want to study the fundamental knowledge and skills areas of the programme and to develop responsibility and the basis for further learning.</li> <li>- learn to work independently with assignments.</li> <li>- preserve and develop their curiosity and courage to take</li> </ul>	Lecturing Experimental teaching Group Work Introduction to project/ problem-oriented instruction <ul style="list-style-type: none"> <li>- teachers set frames and milestones and monitor the progress</li> <li>- teachers activate students as much as possible</li> </ul>



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		<p>part in development processes and their desire to learn.</p> <ul style="list-style-type: none"> <li>- develop their ability to have professional and personal goals and to pursue such goals.</li> </ul>	
Level 2	<p>Evaluation</p> <ul style="list-style-type: none"> <li>- argue</li> <li>- select</li> <li>- defend</li> <li>- foresee</li> <li>- assess</li> </ul> <p>Employment</p> <ul style="list-style-type: none"> <li>- apply</li> <li>- demonstrate</li> <li>- illustrate</li> <li>- read</li> <li>- carry out</li> <li>- simplify</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <li>- be able to familiarise themselves with complicated problems and communicate with others about the solution.</li> <li>- focus on flexibility and the ability to change.</li> <li>- develop their ability to think and act creatively/innovatively.</li> </ul>	<p>Team teaching</p> <p>Self study/study groups Group work</p> <p>The role and the methodology of the teacher in project work</p> <ul style="list-style-type: none"> <li>- the teacher set the frames</li> <li>- teachers activate students as much as possible</li> </ul>
Level 3	<p>Analysis</p> <ul style="list-style-type: none"> <li>- compose</li> <li>- construct</li> <li>- analyse</li> <li>- compare</li> <li>- distinguish</li> <li>- test</li> <li>- translate</li> </ul> <p>Synthesis</p> <ul style="list-style-type: none"> <li>- propose</li> <li>- create</li> <li>- design</li> <li>- implement</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <li>- take full responsibility and show the initiative to formulate and solve academic and social tasks and problems and to communicate their knowledge to others.</li> <li>- focus on sense of quality and creativity.</li> <li>- be able to come to a decision independently and take a critical approach to their own attitudes/actions/solutions and to those of other students.</li> <li>- be familiar with well-known models and research.</li> <li>- be able to employ research in new contexts</li> </ul>	<p>Team teaching</p> <p>Lecturing Self study Group work Project/problem-oriented teaching Teaching role/project work (the students learn from each other)</p> <p>Students set the frames in co-operation with the teacher</p>

In the course of the education, students should develop their skills from being at level 1 to being at level 3 in the areas of logistics and supply chain management. Please note that students will not achieve any competence in synthesis through the programme. Distributed on the disciplines, the students will obtain a competence level according to table 2.

**Table 2: Overview of level of competency the student will acquire in each discipline**

Discipline	Level
Logistics subjects	3
Profile subjects	2-3
Economic subjects	2
Operational Analytical and IT subjects	2
Technical subjects	1
HR and Innovation subjects	1
Ancillary subjects (Mathematics and Statistics)	1

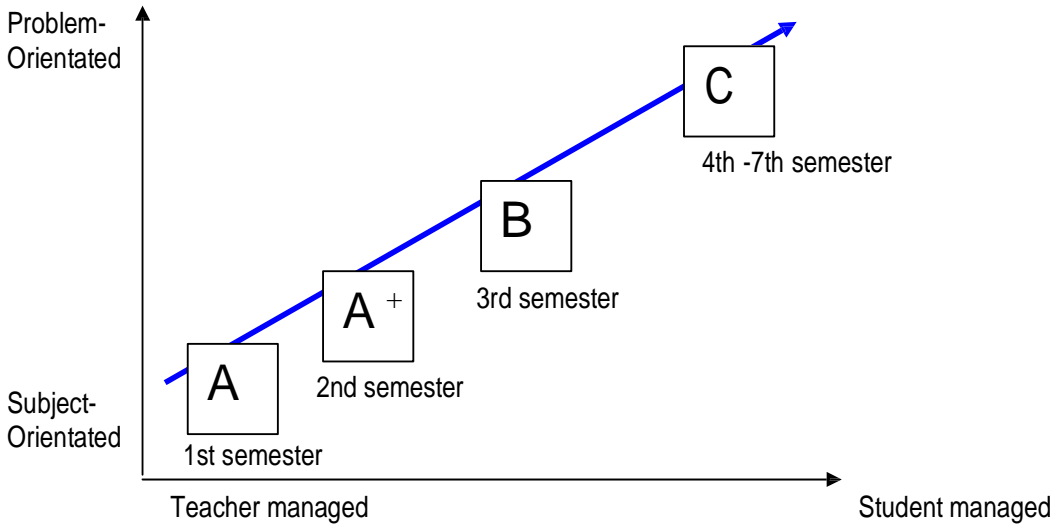
## § 7 Learning Strategies

On the VCM programme, Problem-Based Learning (PBL) with a high priority to project work in teams is one of the main study methods. The ability to manage projects and to work in project teams is indispensable competencies of a Value Chain Manager. It is competencies the student will train and develop throughout the VCM programme.

The fundamental thought 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 designed 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).

**Model 2: The progression in project competencies on the VCM programme**



The students will be challenged with an increasing level of problem orientation and 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 follow a course in project methodology and train 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 a subject-oriented and teacher-managed A project to a problem-oriented and student-managed C project (see model 2). Below, the semester themes are presented and the pedagogical principles applied in the different semesters' project work are described with more detail:

The progression from level A to level C project, semester by semester	
<b>1<sup>st</sup> semester: Market-Oriented Supply Chain Management</b>	
Pedagogical Principle Project type: A	<b>Problem orientation (content)</b> <ul style="list-style-type: none"> <li>• Project goals are defined by the semester team teachers (STT).</li> <li>• Problem formulation is worked out in cooperation between STT and students.</li> <li>• Subject matter to be applied in the project is determined by STT.</li> <li>• Methodology applied in the work is determined by STT.</li> <li>• Design of Project report is determined by STT.</li> <li>• Main content and project solution by students.</li> </ul> <b>Involvement (organisation)</b> <ul style="list-style-type: none"> <li>• STS determine the members of the groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students determine group organisation and project planning.</li> <li>• STS evaluate.</li> </ul>
<b>2<sup>nd</sup> semester: Market Demand and Production Plan</b>	
Pedagogical Principle Project type A+	<p>Problem orientation (content)</p> <ul style="list-style-type: none"> <li>• Project goals are defined by the semester team teachers (STS).</li> <li>• Problem formulation is worked out in corporation by STT and students.</li> <li>• Subject matter to be applied in the project is determined by STT and students.</li> <li>• Methodology applied is determined by STT and students.</li> <li>• Design of project report is determined by STT.</li> <li>• Main content and project solution is defined by students.</li> </ul> <p>Involvement (organisation)</p> <ul style="list-style-type: none"> <li>• STS determine the members of the groups.</li> <li>• Students determine group organisation and project planning.</li> <li>• STS evaluate.</li> </ul>
<b>3<sup>rd</sup> semester: Flow Optimisation</b>	
Pedagogical Principle Project type B	<p>Problem orientation (content)</p> <ul style="list-style-type: none"> <li>• Project goals are defined by STT and students.</li> <li>• Problem formulation is worked out mainly by students with help from STT.</li> <li>• Subject matter to be applied in the project is mainly determined by students.</li> <li>• Methodology applied is determined by STS and students.</li> <li>• Design of project report is mainly determined by students.</li> <li>• Main content and project solution by students.</li> </ul> <p>Involvement (organisation)</p> <ul style="list-style-type: none"> <li>• Students determine the members of the groups.</li> <li>• Students determine group organisation and project planning.</li> <li>• STT evaluate.</li> </ul>
<b>4<sup>th</sup> Semester: Value Chain Optimisation</b>	
Pedagogical Principle Project type C	<p>Problem orientation (content)</p> <ul style="list-style-type: none"> <li>• Project goals are defined by students.</li> <li>• Problem formulation is worked out by students.</li> <li>• Subject matter to be applied in the project is determined by students.</li> <li>• Methodology applied is determined by students.</li> <li>• Design of project report is determined by students.</li> <li>• Main content and project solution by students.</li> </ul> <p>Involvement (organisation)</p> <ul style="list-style-type: none"> <li>• Students determine the members of the groups.</li> <li>• Students determine group organisation and project planning.</li> </ul>

	<ul style="list-style-type: none"> <li>• STS evaluate.</li> </ul>
5 <sup>th</sup> semester: Work Placement	
6 <sup>th</sup> semester: Change Processes and Specialisation	
Pedagogical Principle Project type C	See 4th semester
7 <sup>th</sup> semester: Bachelor project	
Pedagogical Principle Project type C	See 4th semester

### Cross-disciplinary projects

The VCM programme is an interdisciplinary programme, as the students study several disciplines as shown above. The students build detailed knowledge in several areas and learn to integrate it into new means 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, the students complete a cross-disciplinary project each semester on the first 4 semesters.

### § 8 Internationalisation

The programme is international and we prepare the students for their future career in global companies. This means that the teaching will be conducted in English. All course material and instruction will be in English and Examinations are in English.

The students will acquire international teamwork competencies through theoretical and practical training in intercultural understanding and project work in international teams.

Furthermore, it is also possible for the student to spend 1 or 2 semesters abroad, namely the 5<sup>th</sup> and/or the 6<sup>th</sup> semester.

## Test and Examinations

### § 9 Overview of Examinations

The learning outcome acquired from the courses and in the projects during the programme will be documented by the student through examinations. The examinations may be written, oral or both. Furthermore, other bases for evaluation may be used as for instance project reports, participation in courses and exercises in the documentation of knowledge, skills and competencies. The table below lists an overview of the examinations, form, assessment scale and type of examiner on the VCM programme:

Semester	Subject	Examination form	Internal/external examiner
1: Market-Oriented Supply Chain Management	Marketing Management, Project Methodology, Supply Chain Management & 1 <sup>st</sup> semester Study project:	Study project: oral project examination. Assessment according to the 7-point grading scale	external (18 ECTS)
	Inventory Management	Assignments during the semester - Pass/fail	internal (3 ECTS)
	Math:	Written examination - Pass/fail	internal (4 ECTS)
	Technical Drawing:	Oral examination Assessment according to the 7-point grading scale	internal (4 ECTS)
	Cross Disciplinary Project	Approval on the basis of a written report	internal (1 ECTS)
2: Market Demand and Production Plan	Business Economics:	Written examination. Assessment according to the 7-point grading scale	external (4 ECTS)
	Statistics:	Written assignment – Pass/fail	internal (4 ECTS)
	Production Technology,	Approval	internal (2 ECTS)
	Production Planning, Project Methodology, ERP Systems, Forecasting & 2 <sup>nd</sup> semester Study project:	Study project: oral project exam. Assessment according to the 7-point grading scale	external (17 ECTS)
	Excel:	Written examination - Pass/fail	internal (2 ECTS)
	Cross Disciplinary Project:	Approval on the basis of a written report	internal (1 ECTS)
3: Flow Optimisation	Modelling of Plant and Warehouse Layouts:	Individual case assignment with oral examination. Assessment according to the 7-point grading scale	internal (8 ECTS)
	Purchasing, Project Methodology, Production Optimisation, Quality Management & 3 <sup>rd</sup> semester Study project:	Study project: oral project examination. Assessment according to the 7-point grading scale	external (20½)
	Innovation, Cross Disciplinary Project	Pass/fail on the basis of attendance percentage	internal(1,5 ECTS)

4: Value Chain Optimisation	4 <sup>th</sup> semester Study project:	Study project/cross-disciplinary case: oral project exam.	external (6 ECTS)
	Sourcing:	Oral examination	internal (3 ECTS)
	Design of Value Chain Strategic Management	Oral examination	external (4 ECTS)
	Strategic Management	Written examination	external (4ECTS)
	Financial Methods	Written examination	external (4ECTS)
	Cost Theory and Budgeting:	Written examination	external (4ECTS)
	Theory of Science:	Examination in accordance with the course plan.	external (5ECTS)
5: Work Placement		Report: Pass/fail	internal (30 ECTS)
6: Change Processes and Specialisation	Change Management & Communication	Examinations in accordance with the course plan	external (4 ECTS)
	Production Development & Innovation	Examinations in accordance with the course plan	external (4 ECTS)
	6 <sup>th</sup> semester Study project:	Study project with individual oral examination. Assessment according to the 7-point grading scale	external (10 ECTS)
	Elective courses:	Examinations in accordance with the course plan	internal (12 ECTS)
7: Bachelor Semester	Negotiation:	Examinations in accordance with the course plan	internal (5 ECTS)
	Business Models:	Examinations according to the course plan	internal (5 ECTS)
	Bachelor Project:	Oral examination on the basis of the bachelor project Assessment according to the 7-point grading scale	external (20 ECTS)

## § 10 Examination Regulations

1. Assessment of study projects and courses is separate.
2. The assessment form of a course is shown in the course description.
3. A minimum of 105 ECTS points is tested or examined by external censorship.
4. Projects from the 2<sup>nd</sup> semester and onwards are always assessed by an external examiner and grades are given according to the Danish 7-point grading scale.
5. Courses which just require approval are assessed according to study activity and without use of an extra examiner.
6. In other respects, we refer to ministerial order no. 753 of 26 July 2005.

## § 11 Course of Study and Requirements for Passing

The courses and study projects of the VCM programme appear from the study plan overview on page 6, however only as abbreviations. The individual names of courses and projects, their objectives, contents, scope, disciplinary belonging, methods of instruction and working methods, prerequisites, evaluation form, etc., can be found at the website of the VCM programme [www.viauc.com/value](http://www.viauc.com/value).

### Subsection 1 – Requirements for passing in the first year

- In order to pass the first year, the grades of the courses and projects in which examinations have been held according to § 7 must be 02 or higher. In addition, courses with a pass/fail evaluation must have been passed.
- If the courses and projects on the first year are not passed at the ordinary examination, the student may register for a re-examination in the subjects where the grade does not exceed 00 or the student has failed according to § 11.
- Concerning improvement of approval, we refer to § 13.

### Subsection 2 - Admission to the second year of the programme

- In order to be admitted to the second year, the core subjects of the first year shall be passed in either a regular examination or a re-examination.
- Students who have passed the first year may be admitted to the second year. Students that have passed the first year according to subsection 1 apart from one examination or approval course can be admitted to the second year if the possibilities of re-examination have been utilised.

### Subsection 3 - Requirements for passing the second year

- In order to pass the second year, the grades of the courses and projects in which examinations have been held according to § 7, must be 02 or higher. In addition, courses with a pass/fail evaluation must be passed.
- If the courses and projects on the second year are not passed at the ordinary examination, the student may register for a re-examination in the subjects where the grade does not exceed 00 or the student has failed according to § 11.



- Concerning improvement of approval assignments, we refer to § 13.

#### Subsection 4 - Admission to Work Placement

- The possibility of being eligible for work placement is preconditioned by the student having passed all courses and projects of the first 3 semesters. In addition, the fourth semester study project shall be passed.

#### Subsection 5 - Admission to the third year of the programme

- In order to be admitted to the third year, the subjects of the first year shall be passed in either a regular examination or a re-examination. However eligibility for work placement is preconditioned by § 11 subsection 4.
- Students who have passed the second year are admitted to the third year. Students who have passed the second year according to subsection 3 apart from one examination or approval course can be admitted to the third year if the possibilities of re-examination have been utilised. The first year shall have been passed.

#### Subsection 6 - Elective themes on the sixth semester

- It is possible to choose an elective theme on the sixth semester. The theme may be chosen based on two fundamental principles.
  1. The student can choose to follow a theme on which courses are offered.
  2. The student can choose a theme, which requires self-study. The self-study project must be within the themes of the VCM programme. The student has to design a course description, which has to be approved by the Head of the VCM programme. A supervisor will be provided by VIA University College.

#### Subsection 7 - Requirements for passing the third year

- In order to pass the third year, the grades of the courses and projects in which examinations have been held according to § 7 must be 02 or higher. In addition, courses with a pass/fail evaluation shall be passed.
- If the courses and projects on the third year are not passed at the ordinary examination, the student may register for a re-examination on the subjects where the grade does not exceed 00 or the student has failed according to § 11.
- Concerning improvement of approval assignments, we refer to § 13.

#### Subsection 8 - Admission to the last 6 months of the programme

- In order to be admitted to the last six months, the subjects of the third year according to subsection 6 and work placement according to subsection 4 shall be passed in either a regular examination or a re-examination.
- Students who have passed the third year according to subsection 7 are admitted to the last year. Students that have passed the third year according to subsection 7 apart from one examination or approval course can be admitted to the last 6 months if the possibilities of re-examination have been utilised. The second year and the work placement must have been passed.

#### Subsection 9 - Requirements for passing the last six months

- In order to pass the last six months and thus achieve the title “Bachelor of Value Chain Management”, the grades of all courses and projects in which examinations have been held according to § 7 must be 02 or higher. In addition, courses with a pass/fail evaluation shall be passed.
- Courses and projects on previous semesters in which examinations have been held according to § 6 shall be 02 or higher. In addition, courses with a pass/fail evaluation shall be passed.

#### Subsection 10 – Credits

- Students with relevant education within the field of Value Chain Management may apply for credits. The credits application must be sent to the Head of the Value Chain Management Department, whereafter he will review and approve/reject the application.

### **§ 12 Work Placement**

The purpose of the placement period is for the student to gain insight in the practical work within logistics and supply chain management combined with integrated application of the concepts and methods acquired through the commercial, technical, logistical and systematic disciplines.

#### Subsection 1 - Procurement of placement companies

- The students themselves are responsible for procuring a placement with Danish companies, in subsidiaries of Danish companies, with agents abroad or in foreign companies either in Denmark or abroad.

#### Subsection 2 - Working methods

- In the placement period, the student will work individually or in a group to execute operational or project-based assignments in logistics, supply chain management or process optimisation. The placement period is organised in such a way that it incorporates a number of practical elements corresponding to the assignments of a recently graduated Bachelor of Value Chain Management. For the sake of the report the students have to hand in, a placement agreement will be agreed on prior to the placement period.

#### Subsection 3 - Supervision

- A supervisor is attached to the placement student. The supervisor's job is to be of assistance to the student in case any problems arise between the student and the host company which the student is not able to handle.

#### Subsection 4 - Assessment

- The basis of the assessment of the work placement is a log and a report on an elected topic supplemented by a lecture. A student's work placement period is assessed in a seminar assisted by the supervisor (responsible for the assessment), an internal examiner and if possible a representative from the host company.

- The grading scale used is pass/fail. If the grade is “fail”, the supervisor and the examiner responsible for the assessment shall give a joint, written explanatory statement in support of this, which explains why the student has failed.

#### Subsection 5 - Requirements for passing the examination

- In the assessment, the student is required to obtain the grade “Pass”.

### **§ 13 Final Project**

The purpose of the final project is for the student to document in an overall assignment the extent to which he/she is capable of fulfilling the objective of the VCM study programme as stated in §1. The final project is completed on the 7<sup>th</sup> semester awarding 20 points.

#### Subsection 1 - Co-operation

- The final project is prepared individually or in groups with 2 or 3 students. The project is prepared in co-operation with a company.
- VIA University College is responsible for placing one or more supervisors at the students' disposal throughout the preparation of the final project.

#### Subsection 2 - Topic

- The topic of the final project is normally chosen on the 6<sup>th</sup> semester – preferably on the basis of an assignment given by the student's placement company. The topic of the final project is chosen by the student and presented to VIA University College for approval before a specific deadline.

#### Subsection 3 - Introduction

- The students themselves make an introduction containing purpose, delimitation and assignment formulation in addition to a plan for the execution of the project. The project supervisors will be available during this work.
- Introduction and plan must be approved by the project supervisors and both aspects may be changed throughout the project phase on approval by the project supervisors if they deem it necessary.

#### Subsection 4 - Evaluation

- The evaluation of the final project is based on a written report on the work and a discussion on it. The discussion aims to establish to what extent the objective of the study programme stated in §1 has been fulfilled.
- The discussion aims to establish the contribution of the individual student while working with the project in case this is not evident from the report.
- The evaluation is made by an external examiner in addition to the teachers involved.

#### Subsection 5 - Grading

- The final project is graded according to the Danish 7-point grading scale. In case the grade 00 or below is given, the teacher(s) and external examiner give a joint, written explanatory statement in support of this.

#### Subsection 6 - Requirements for passing the examination

- The grade 02 is the lowest pass grade for the final project.

## § 14 Examination Regulations

The test form will be determined by VIA University College before the preparatory tuition appropriate to the test is initiated. The test form is stated in the course description and may include that it is mandatory for the student to have carried out certain assignments in order to be registered for the examination.

### Subsection 1

- Evaluation of the students' performance in tests, projects and the final project is based on an assessment of how well the students have fulfilled the objectives of the course, which the test/project should obviously involve.
- The relevant objectives are compared with the level to be expected at that particular level of the course structure.

### Subsection 2

A student can maximum register for the same test 3 times. Re-examination is, however, conditioned by the fact that the previous test has not been given a grade 02 or higher. The Head of Department may grant exemption from these rules.

## § 15 Re-Examination

### Subsection 1 - Re-examinations on courses graded according to the Danish 7-point grading scale

- If a study year is not passed in the first attempt, the student may register for a re-examination on the examination courses where the grade given is 00 or below.
- Re-examinations after autumn semesters will be conducted in the next ordinary examination period if such are placed in the spring semester or in the beginning of the coming spring semester. Re-examinations after spring semesters will be conducted at the beginning of the coming autumn semester. The re-examination does not necessarily have the same form as the original examination, e.g. an oral examination may be conducted where the original examination was written.

### Subsection 2 - Re-examinations after the first and second years

- Re-examinations after spring semesters are conducted at the beginning of the next semester.

### Subsection 3 - Consequences of not passing at the first re-examination attempt

- If the student does not achieve a sufficiently high grade at the re-examination, he/she may take the course one more time and register for the examination of the following examination period. For time limits, cf. § 18.

### Subsection 4 - Re-examination on courses using a pass/fail grading scale

- If a student does not pass such a course in the first attempt, he may improve the course work by agreement with the supervisor and external examiner and register for a re-examination. Re-examinations after the autumn semesters will be conducted in the next ordinary examination period if such are held in the spring or in the beginning of the autumn semester; re-examinations after spring semesters will be conducted at the beginning of the next semester.
- If a pass grade is not obtained at the re-examination, the student must take the course again and register for a second re-examination in the next ordinary examination period. For time limits, cf. § 15.

### **§ 16 Procedures and Criteria for Approval**

Approval of a course is determined by an assessment of the extent to which the goals set by the course have been fulfilled at the end of the course. (If the goal has been fulfilled to the extent that it would be given a pass grade or the grade 02 or higher in a test, the course shall be approved). Approval also requires an attendance rate of at least 80 percent by the student.

The basis of the assessment may be:

- study activity on the course
- written assignments including home work
- participation in exercises
- exercise reports accomplished
- course work, reports and practical exercises
- tests intended for guidance during the instruction time (however, approval should not be obtained on the basis of one isolated, decisive test)

The basis of the assessment of each single course will appear from the course description under the heading "Basis for Course Approval".

On conclusion of a course, the teacher will provide the study office with a list indicating for each student whether the course has been assessed approved/failed.

The study office reports the assessment "failed" in writing to the students involved. Via the study guidance office, a student who has received a "failed" assessment can demand an explanation from the relevant teachers.

Students have a maximum of 3 attempts to pass an examination. The Head of Department may grant exemption from these rules.

#### **Subsection 1**

VIA University College can give permission to a student who has not gained approval to sit for a test according to § 9, subsection 5, instead of participating in the instruction for the 2<sup>nd</sup> and 3<sup>rd</sup> time. In that case, VIA University College will appoint an additional examiner among its teachers. In the third approval attempt, the student may demand the participation of an external examiner appointed by the Ministry of Science, Innovation and Higher Education.

## **§ 17 Improvement of Assignments in Approval Courses**

Students who have not passed an approval course because of lacking attendance will not have the opportunity to improve the paper, but will have to take the course again.

Other students who have not passed an approval course in the first attempt may improve the paper by agreement with the supervisor. An assessment of an improved paper counts as an attempted examination. If the supervisor does not wish pass the improved paper, the student will be called for an interview with the supervisor and an internal examiner. If the supervisor and internal examiner do not assess the course to be approved, the student must take the course the next time it is held.

The third time an approval course is assessed; the student may demand the participation of an external examiner.

For time limits, cf. § 18.

## **§ 18 Leave of Absence**

### **Subsection 1**

Students may be granted leave of absence from an education in accordance to current regulations, see also subsection 2. During the leave of absence, students may not participate in courses or examinations within their education.

### **Subsection 2**

The educational department may not grant a student leave of absence, until the student has either passed the first year of studies within business academic and bachelor educations or has passed the first six months (one semester) of an independent superimposed education (bachelor), see also subsection 3 and 4.

### **Subsection 3**

Leave of absence must be granted, if it relates to maternity leave, paternity leave, adoption or compulsory military service, as defined in the regulation on military service etc.

### **Subsection 4**

Students, who make contracts with the defense, with the purpose of stationing abroad will follow the regulations on defense personnel.

### **Subsection 5**

The educational department may grant an exemption from the above due to exceptional circumstances.

Translated from Danish into English from §35 and §36:

<https://www.retsinformation.dk/forms/r0710.aspx?id=135689#K8>

## **§ 19 Time Limits**

The student must register for the tests of the first year before the end of that year.

Students must pass the tests of the 1<sup>st</sup> year no later than 2 years after study start.

Students must pass the theoretical subjects of the 2<sup>nd</sup> year no later than 4 years after study start.

All courses on the 3<sup>rd</sup> year must be passed no later than 6 years after study start.

The Bachelor of Value Chain Management must be completed no later than 6 years after study start.

The Head of Department may grant exemption from these rules.

## Appendix 1:

### Disturbing behaviour and cheating in exams

It is considered cheating when an examinee during exams

- gets unduly help or
- helps another examinee with answers or
- makes use of help other than permitted<sup>1</sup>

When submitting the written exams, the examinee must by signature confirm that the paper is made without unduly help<sup>2</sup>. The signature may be digital.

### Plagiarism

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

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

### When is it considered plagiarism?

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

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

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<sup>1</sup> According to BEK.nr. 714 af 27/06/2012 (eksamensbekendtgørelsen) § 18, stk.1

<sup>2</sup> According to eksamenensbekendtgørelsens § 18, stk. 6

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(cribbing/copying). This is according to the programme guidelines for preparing a written assignment, also referred to as editorial guidelines.

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

### **Particularly on disturbing behaviour during tests and exams**

The educational institution has the authority to remove an examinee from a test or exam if the examinee is displaying disturbing behaviour, for example if the examinee is noisy or breaking the institution's code of conduct during exam. In less serious incidents the educational institution will first issue a warning<sup>3</sup>. The examination monitors will report the incident to the Head of Department. The reporting must take place immediately and without unnecessary delay. A written presentation of the case that contains information that can identify the reported examinee, as well as a short statement and the existing documentation about the incident must be attached to the reporting. If the incident is a repeated offense for one or more of the reported persons, this must be stated. Please read the paragraph on sanctions to find information about penalty for disturbing behavior.

### **Procedures and sanctions for cheating in exams and disturbing behavior**

#### **Procedures**

Who is obliged to report? Anyone<sup>4</sup> who has a presumption of cheating is obligated to follow up on the suspicion and – if the presumption is maintained – to report it to the Head of Department.

#### **Reporting**

If the presumption of cheating in an exam is strengthened, the internal examiner and/or the external examiner must report the incident in writing to the Head of Department of the study programme in question<sup>5</sup>. At the same time the internal examiner and/or the external examiner will inform the student that the incident has been reported to the Head of Department. If an assessment has not been made

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<sup>3</sup> According to eksamensbekendtgørelsen § 18, stk. 3

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

<sup>5</sup> According to eksamensbekendtgørelsen § 18, stk. 2



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at the time of reporting, the school report will contain a 'not submitted'-note and an assessment will not be made.

### **The Head of Department**

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

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

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

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

### **Sanctions**

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

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

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

### **Types of penalty**

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

- **Warning**  
Written or oral warning against breaking the rules.
- **Suspension from written exam on the premisses of the educational institution**, if a

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violation of the exam regulations has taken place<sup>6</sup>. If that is the case, the student will be registered as 'absent' from that particular exam.

- **Cancellation of a written paper**

The cancellation includes the written assignment where the cheating has been observed. The cancellation can happen even if an assessment has been made. It will be noted that the student has been unsuccessful in an exam attempt.

<sup>7</sup>A repeated exam attempt with unduly help or nonpermitted aids will result in permanent expulsion from the study programme

- **Expulsion or suspension from the study programme**

If the incident is a case of serious or repeated cheating, the student will be expelled or suspended from the educational institution<sup>8</sup>. The expulsion means that the student is excluded from participating in all activities at VIA University College, including all participation in classes and exams. The suspension entails that the student is excluded from participating in all activities at VIA University College, including all participation in classes and exams in the suspension period.

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

## Exam complaints

Complaints can be submitted in the following circumstances:

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

The complaint must be in writing and reasoned/justified and individually submitted by the student no later than 2 weeks after the student is informed of the result of the exam<sup>9</sup>

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<sup>6</sup> According to eksamensbekendtgørelsen § 18, stk. 2,2.pkt.

<sup>7</sup> According to eksamensbekendtgørelsen § 18, stk. 5

<sup>8</sup> According to eksamensbekendtgørelsen § 18, stk 4

<sup>9</sup> 2 weeks = 14 calendar days

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The complaint must be sent to the Head of Department who will manage and evaluate it. The student is entitled to receive a copy of the assignment given by the institution and a copy of the student's submitted assignment in the case of a written exam<sup>10</sup>. As a rule, the Head of Department presents the complaint to the original adjudicator: internal and external examiner. The examiners have 2 weeks to submit their professional opinion to the student's questions.

The student must be given the opportunity to comment on the professional opinions and has one week to reply.

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

- Reassessment. Except for oral examination.
- Reexamination or
- The complaint is dismissed

The adjudicators must be in agreement, if the appeal is dismissed by the Head of Department<sup>11</sup>.

The student must be informed as soon as the decision has been made. If the result is a reexamination or a reassessment, the student must be informed of the fact that this can result in a lower grade<sup>12</sup>.

### **Re-examination or re-assessment**

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

Reexamination or reassessment must take place as soon as possible. If a diploma is issued, the institution must take the diploma back until the assessment is available and subsequently issue a new diploma<sup>13</sup>.

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

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

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<sup>10</sup> According to eksamensbekendtgørelsen § 39, stk. 3 (executive order of examination)

<sup>11</sup> According to eksamensbekendtgørelsen § 43, stk. 2

<sup>12</sup> According to eksamensbekendtgørelsen § 43, stk. 3

<sup>13</sup> According to eksamensbekendtgørelsen § 44, stk. 1

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**Particularly about reassessment**

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

**Examination questions formulated by the Ministry**

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

**Appeal of the decision**

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

**Particularly about appeals board<sup>14</sup>**

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

About the selection:

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

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

All members of the board must participate in board discussions and receive all documents for the board to be quorum. The discussion can be in writing and digital if there is consensus among the

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<sup>14</sup> According to eksamensbekendtgørelsen § 46

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board members of a written process. If consensus among the board members cannot be reached, the discussion will terminate at a meeting where all members must be present. If the discussion ends by voting and there is a tie, the vote of the president is decisive. If the board is aware of errors of an exam during the process, VIA University College must be informed hereof and VIA will decide how to correct the error in accordance with the Executive Order of examination in chapter 9<sup>15</sup>.

### **The appeals board's decision**

The material which formed the basis for the initial decision is the basis for the new decision made by the board<sup>16</sup>. The decision made by the board must be in writing and substantiated and may result in the following:

- Reassessment. Except by oral examination.
- Reexamination or
- The complaint is dismissed

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

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

Reexamination and reassessment will take place as described the previous section

"Reexamination and reassessment"

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

This complaints procedure is drawn up in accordance with Ministerial order 714 of the Ministry of

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<sup>15</sup> According to eksamensbekendtgørelsen § 47

<sup>16</sup> According to eksamensbekendtgørelsen § 18

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Science, Innovation and Higher Education “Ministerial order about tests and examinations in vocational study programmes”.

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

Appeals of legal issues in decisions made by the adjudicators in accordance with § 44 stk. 3, and the board of appeal in accordance with § 48 stk. 1, may be sent to VIA University College. The deadline for submission of an appeal is two weeks from the day the decision is announced to the complainant, according to § 50 of the executive order of examination<sup>17</sup>.

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

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<sup>17</sup> Bek. nr. 714 af 27/08/2012 (eksamensbekendtgørelsen/the examination order)