

# **Bachelor of Value Chain Management Curriculum 2013**

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## **1 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 subjects as Logistics and Supply Chain 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 a high priority in 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 optimization.
- Be 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.

### **§ 2 Title**

The student who has 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 Content

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 awarded a total of 30 ECTS points.

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 Optimization
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 6th semester, the students have the opportunity to study in-depth subjects of their own choice (the elective subjects).

#### **Programme content**

Around 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 supporting 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.

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

	ECTS points
Market oriented supply chain management	30
Market demand and production planning	20
Flow management	20
Value chain optimization	20
Change management	15
Elective subjects	20
Projects	35
Work Placement	30
Bachelor thesis	20
<b>Total</b>	<b>210</b>

## 2 Programme Design

### § 4 Programme Structure

Overview of semester themes and subjects:

Semester	Subject	Course name	ECTS
1.sem.	<b>Market Oriented Supply Chain Management</b>		
	Marketing Management	MAMV1	5
	Supply Chain Management	SCMV1	5
	Inventory Management	INMV1	5
	Production Technology	PRTV1	5
	Tools for Quantitative Analysis 1	TQAV1	5
	Study Project V1	SPV1	5
	2 weeks intro course	INTROV1	0
2.sem.	<b>Market Demand and production plan</b>		
	Operations Management	OPMV2	5
	Forecasting	FCV2	5
	Business Economics	BUEV2	5
	Tools for Quantitative Analysis 2	TQAV2	5
	Purchasing and Negotiation	PUNV2	5
	Study Project V2	SPV2	5
3.sem.	<b>Flow and Optimisation</b>		
	Simulation and Facility Layout	SFLV3	5
	Production Optimisation	POCV3	5
	Quality Management	QUMV3	5
	Cost & Budgeting	COBV3	5
	Innovation	INNV3	5
	Study Project V3	SPV3	5
4.sem.	<b>Value Chain optimisation</b>		
	Design of Value Chains	DVCV4	5
	Strategic Management	STMV4	5
	Investment and Finance	INNV4	5
	Theory of Science	TOSV4	5
	Study Project V4	SPV4	10
5.sem	<b>Practical training</b>	PRV5	30
6.sem	<b>Change processes and specialisation</b>		
	Process consultation and relationship	PCRV6	5
	3 elective courses	XXXV6	15
	Study Project V6	SPV6	10
7.sem	<b>Bachelor Thesis semester</b>		
	Change Management and Communication	CMCV7	5
	Elective course	XXXV7	5
	Bachelor Project		20

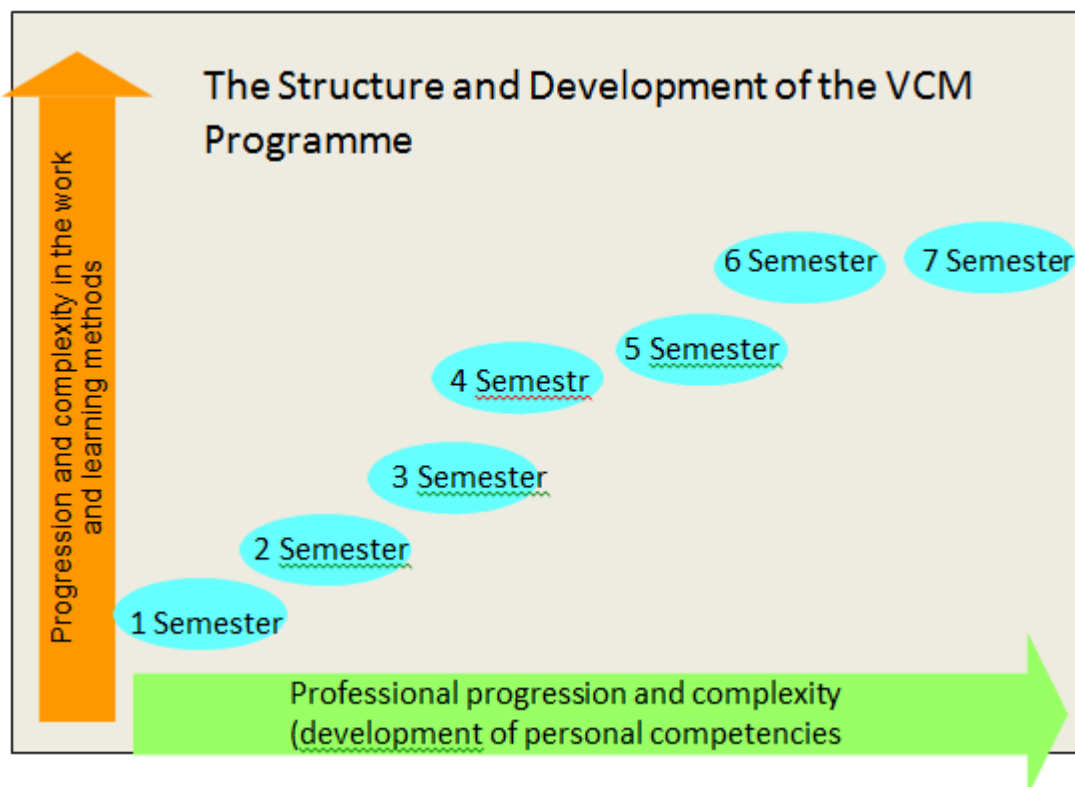
## § 5 Course Evaluation

Each course will be evaluated by the students during the course. Those responsible for the individual courses run through the evaluations with the students no later than 2 weeks after the evaluation date. The evaluations are performed according to the actual standards

## § 6 Educational Structure

The progression in the VCM programme in terms of complexity and learning methods is shown in model 1. This educational structure secures that the students obtain, maintain and develop the qualifications described in the section “purpose of the program” and in appendix A.

### 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
Level 1	<p>Basic Knowledge</p> <ul style="list-style-type: none"> <li>• define</li> <li>• list</li> <li>• state</li> <li>• summarise</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>• describe</li> <li>• discuss</li> <li>• explain</li> <li>• identify</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>- acquire fundamental knowledge and skills and develop responsibility for further learning.</li> <li>- learn to work independently with assignments.</li> <li>- develop their curiosity and courage to take part in development processes and their desire to learn.</li> <li>- develop their ability to have professional and personal goals and to pursue such goals.</li> </ul>
Level 2	<p>Application</p> <ul style="list-style-type: none"> <li>• illustrate</li> <li>• carry out</li> <li>• argue</li> <li>• select</li> <li>• assess</li> </ul> <p>Analysis</p> <ul style="list-style-type: none"> <li>• simplify</li> <li>• compare</li> <li>• distinguish</li> <li>• test</li> <li>• translate</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 content and scope of the problem.</li> <li>- focus on flexibility and the ability to change.</li> <li>- develop their ability to think and act creatively/innovatively.</li> </ul>
Level 3	<p>Synthesis</p> <ul style="list-style-type: none"> <li>• propose</li> <li>• create</li> <li>• design</li> <li>• implement</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Setting criteria</li> <li>• Create norms</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <li>- take responsibility and show initiative to formulate and solve problems and to communicate their knowledge to others.</li> <li>- make independent and qualified decisions</li> <li>- have a constructive and critical approach to their own attitudes/actions/solutions and to those of other students.</li> <li>- be able to evaluate the value and consequences of actions/solutions chosen</li> </ul>



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

	Competence level
Logistical subjects	3
Economic subjects	3
Technical subjects	2
Elective subjects	3
Subjects within Operational Analysis and IT	2
Organisation and Management subjects	2
Supporting subjects (Mathematics and Statistics)	1

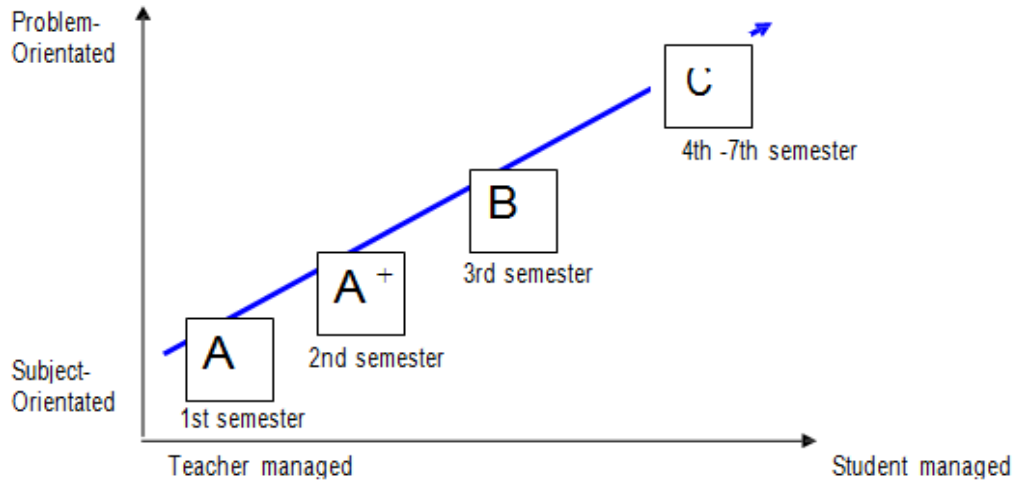
## § 7 Learning Strategies

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 competencies of a Value Chain Manager. These are 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 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 have 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, see model 2, the students advance from a subject-oriented and teacher-managed (type A project) to a problem-oriented and student-managed (type C project). The table below shows the semester themes and the pedagogical principles applied in the different semesters' project work.

<b>The progression from type A to type C project, semester by semester</b>	
<b>1st semester: Market-Oriented Supply Chain Management</b>	
Pedagogical Principle  <b>Project type: A</b>	<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 corporation 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>•STT determines the members of the groups.</li> <li>•Students determine group organisation and project planning.</li> <li>•STT evaluates</li> </ul>
<b>2nd semester: Market Demand and Production Plan</b>	
Pedagogical Principle  <b>Project type A+</b>	<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 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> <b>Involvement (organisation)</b> <ul style="list-style-type: none"> <li>•STT determines the members of the groups.</li> <li>•Students determine group organisation and project planning.</li> <li>•STT evaluates.</li> </ul>

<b>3rd semester: Flow Optimisation</b>	
Pedagogical Principle  <b>Project type B</b>	<b>Problem orientation (content)</b> <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 the help from STT.</li> <li>•Subject area to be applied in the project is mainly determined by students.</li> <li>•The Methodology applied is determined by STT and students.</li> <li>•The Design of the project report is mainly determined by students.</li> <li>•The Main content and project solution is done by students.</li> </ul> <b>Involvement (organisation)</b> <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 evaluates.</li> </ul>
<b>4th Semester: Value Chain Optimisation</b>	
Pedagogical Principle  <b>Project type C</b>	<b>Problem orientation (content)</b> <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 area to be applied in the project is determined by students.</li> <li>•The Methodology applied is determined by students.</li> <li>•The Design of the project report is determined by students.</li> <li>•The Main content and project solution is done by students.</li> </ul> <b>Involvement (organisation)</b> <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 evaluates</li> </ul>
<b>5th semester: Work Placement</b>	
<b>6th semester: Change Processes and Specialisation</b>	
Pedagogical Principle <b>Project type C</b>	See 4th semester
<b>7th semester: Bachelor project</b>	
Pedagogical Principle <b>Project type C</b>	See 4th semester

### 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 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 materials and instructions will be in English and Examinations are done 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. Recommended semesters are the 5th and/or the 6th semester.

## **3 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	Course	Examination form	Internal/external examiner
Market-Oriented Supply Chain Management	Marketing Management	see course description	External (5 ECTS)
	Inventory Management and Supply Chain Management		External (10 ECTS)
	Production Technology		Internal (5 ECTS)
	Tools for quantitative analyses 1		Internal (5 ECTS)
	Study Project V1		Internal (5 ECTS)
Market Demand and Production Plan	Operation Management and Forecasting	See course description	External (10 ECTS)
	Business Economics		Internal 5 ECTS
	Tools for Quantitative Analyses 2		Internal (5 ECTS)
	Purchasing and Negotiation		Internal (5 ECTS)
	Study Project V2		External (5 ECTS)
Flow and Optimisation	Simulation and Facility Layout and Product Optimisation	See course description	External (10 ECTS)
	Quality Management		Internal (5 ECTS)
	Cost and Budgeting		Internal (5 ECTS)
	Innovation		Internal (5 ECTS)
	Study Project V3		External (5 ECTS)
Value Chain Optimisation	Design of Value Chains	See course description	External (5 ECTS)
	Strategic Management		External (5 ECTS)
	Finance		Internal (5 ECTS)
	Theory of Science		Internal (5 ECTS)
	Study Project V4		External (10 ECTS)
Practical placement	Practical Placement	See course description	Internal (30 ECTS)
Change Processes and Specialisation	Process Consultation and Relationship	See course description	External (5 ECTS)
	Elective subjects		15 ECTS
	Study Project V6		External (10 ECTS)
Thesis Semester	Change Man. and Communication	See course description	Internal (5 ECTS)
	Elective subjects		5 ECTS
	Bachelor Thesis		External (20 ECTS)

**§ 10 Examination Regulations**

1. Assessment of study projects and courses is separate.
2. The assessment method of a course is shown in the course description.
3. A minimum of 100 ECTS points is tested or examined by an external examiner.
4. The Bachelor thesis is assessed by an external examiner and grades are given according to the Danish 7-point grading scale.
5. Concerning other matters we refer to the 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, 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 VIA University College ([www.via.com](http://www.via.com))

The below scheme shows the requirements for joining higher semesters

Admission to Semester 3	Admission to Semester 5 (practical placement)	Admission to Semester 6	Admission to Semester 7	Bachelor thesis
50 ECTS points have to be passed from semester 1 and semester 2  The following core courses from 1. and 2. Semester must be passed MAM, SCM, INV, OPM, FC, PUN.	All courses on first and second semester must be passed.  50 ECTS points have to be passed from semester 3 and semester 4.  The following core courses from 3. Semester must be passed SFL, POC, QUM, .	Same as semester 5	All courses from semester 1, 2, 3, 4 and 5 must be passed	Admission to being examined in the bachelor thesis: 190 ECTS points must be passed.

The Head of programme may grant exemption from these rules.

### **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 § 9 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 is automatically registered for 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 § 18.

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

- 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 missing 10 erts point can be admitted to the second year if the possibilities of re-examination have been utilised and the core subjects from first year are passed in either an ordinary examination or a re-examination.
- Students who are not admitted to the second year due to the above, and therefore have to re-do 1<sup>st</sup> and/or 2<sup>nd</sup> Semester will automatically transfer to the curriculum valid for this(e) semesters they are joining. If ex a student start on 1<sup>st</sup> semester in 2013 and has to re-do 1<sup>st</sup> semester in 2014, that student will then follow the curriculum valid for 1<sup>st</sup> semester students starting in 2014.

### **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 § 9, 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 is automatically registered for 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 § 18.

### **Subsection 4 - Admission to Work Placement**

All courses on first and second semester must be passed and 50 ECTS points have to be passed from semester 3 and semester 4 and the following courses from 3<sup>rd</sup> semester must be passed SFL, POC, QUM

- Students who are not admitted to Work placement due to the above, and therefore have to re-do 3<sup>rd</sup> and/or 4<sup>th</sup> Semester will automatically transfer to the curriculum valid for



this(e) semesters they are joining. If ex. a student start on 3<sup>rd</sup> semester in 2014 and has to re-do 3<sup>rd</sup> semester in 2015, that student will then follow the curriculum valid for 3<sup>rd</sup> semester students starting in 2015 ect.

#### **Subsection 5 - Admission to 6th semester**

Same as admission to work placement.

#### **Subsection 6 - Elective courses on the 6th and 7th semester**

It is possible to choose elective courses on the sixth and seventh semester.

The student can choose between a range of offered courses and a self chosen 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 - Admission to the 7th semester of the programme**

- In order to be admitted to the 7th semester all courses from semester 1,2,3,4 and 5 must be passed,

#### **Subsection 8 - Requirements for passing 7th semester.**

- In order to pass the 7th semester and thus achieve the title “Bachelor of Value Chain Management”, the grades of all courses and projects in which examinations have been held must be 02 or higher. In addition, courses with a pass/fail evaluation must be passed.

#### **Subsection 9 - Requirements for being examined in bachelor thesis.**

- The student must have passed 190 ECTS points in order to be examined in the bachelor thesis.

#### **Subsection 10 – Credits**

- Students with other relevant education within the field of Value Chain Management may apply for credits. The application for credits must be sent to the Head of the Value Chain Management Programme. The student may be granted credits according to the application or be granted less or none.

## **§ 12 Cheating on exams**

### **Disturbing behaviour and cheating in exams**

It is considered cheating when an examinee during exams

- receives unauthorised assistance or

- assists another examinee with answers or
- makes use of aids other than those permitted<sup>1</sup>

When submitting a written exam, the examinee must by signature confirm that the paper was written without unauthorised assistance of any kind<sup>2</sup>. The signature may be digital.

### Plagiarism

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

- 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

### 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 considered plagiarism if an assignment entirely or partially appears as being produced by the student/s him/herself/themselves, 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). This is according to the programme guidelines for preparing a written assignment, also referred to as *project 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),

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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 eksamensbekendtgørelsens § 18, stk. 6

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 an 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 report. 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 the penalty for disturbing behaviour.

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

Procedures:

**Who is obliged to report?** Anyone<sup>4</sup> who has a presumption of cheating is obliged 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 at the time of reporting, the school report will contain a 'not submitted'-note and an assessment will not be 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, censor and fellow students.

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

## 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 comment on the report.

The student must receive a copy of the report with the invitation which must also inform that the premise of the meeting is presumed cheating on 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 matter of cheating.

The incident is reported to the Head of Studies 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 counsellor will receive a copy – and a copy is added to the student's folder.

## Types of penalty

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

- **Warning**  
Written or verbal warning of breaking the rules.
- **Suspension from written exam**, if a 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.

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

- **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 unauthorised assistance or non-permitted 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 taking a leave of absence during the period in question. After the suspension period, the student is automatically readmitted as a student at VIA University College in the study programme in question.

Apart from the above mentioned penalties, the incident may be reported to the police if it concerns civil law.

## § 13 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 - Selection of placement companies

- The students themselves are responsible for selecting a placement in a company 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 within value chain management. The student organises the placement in such a way that it incorporates a number of practical elements

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

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

corresponding to the assignments of a recently graduated Bachelor of Value Chain Management. The students have to hand in a placement agreement, that has to be approved 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 occur 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. The grading scale used is pass/fail. If the grade is "fail", the supervisor for the assessment shall give a, written explanatory statement in support of this, which explains why the student has failed.

## **§ 14 Bachelor Project**

The purpose of the bachelor project is to document the extent to which the student is capable of fulfilling the objective of the VCM study programme as stated in §1. The final project is completed on the 7th semester awarding 20 ects points.

### **Subsection 1 - Co-operation**

- The final project is prepared in groups of 2 or 3 students. The project is prepared in co-operation with a company.
- VIA University College is responsible for placing supervisor(s) at the students' disposal throughout the preparation of the final project.

### **Subsection 2 - Topic**

- The topic of the final project can be chosen on the 6th 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 a project description 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 a 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 find 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.

### **§ 15 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 The Head of Department may grant exemption from 3 attempts . Re-examination is, however, conditioned by the fact that the previous test has not been given a grade 02 or higher.

## **§ 16 Re-Examination**

The students are automatically registered for re-exam if they fail ordinary exam

The examination form may change from ordinary exam to re-exam

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

- A student cannot participate in re-examination unless the student has participated in the ordinary exam.
- Re-examinations will normally be conducted just before the next semester or in the beginning of the next semester.

### **Subsection 2 - Consequences of not passing the first examination attempt:**

- If the student does not achieve a sufficiently high grade at the ordinary examination, the student automatically will be registered for the re-examination. The student can cancel the re-examination and participate in the course one more time and register for the examination of the following examination period. For time limits refer to “5 Time limits”

### **Subsection 3 - 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 register for a re-examination.
- 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. .



## § 17 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 can also require a certain attendance rate 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”.

At the end 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 exemptions from these rules.

VIA University College can give permission to a student who has not gained approval to sit for a test instead of participating in the instructions for the 2nd and 3rd 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.

## § 18 Improvement of Assignments in Approval Courses

Students who have not passed an approval course because of lacking attendance 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..

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

## 4 Leave of Absence

It is possible to apply for leave of absence from the study programme. All applications must be forwarded in writing to the Head of Department and will be assessed individually.

The following is applicable:

- Leave of absence cannot be granted until the exams of the first year have been passed (at least 60 ECTS credits)
- Leave of absence is usually granted for the entire semester (e.g. maternity leave and leave of illness may be exceptions) and one full year is recommended if the leave of absence is awarded within the first two years of study.
- During leave of absence, the students are considered non-active as regards SU and the calculation of the study period
- Leave of absence may be granted for up to two semesters without reason
- In case of unusual circumstances, leave of absence may be granted for up to four semesters
- After completed leave of absence, the student will be admitted under the curriculum in effect.

## 5 Time Limits

The exams in the first two semesters of the programme must be passed no later than two years after the commencement of studies. The exams in the first four semesters of the programme must be passed no later than four years after the commencement of studies.

The entire programme must be completed no later than seven years after the commencement of studies.

VIA University College may, in special cases, grant exemption from the above time limits.

## 6 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> 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

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

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

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.

### **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.

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<sup>11</sup>Eksamensbekendtgørelsens § 43, stk. 2

<sup>12</sup>Eksamensbekendtgørelsens § 43, stk. 3

<sup>13</sup>Eksamensbekendtgørelsens § 44, stk. 1

## 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 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.

<sup>14</sup> Eksamensbekendtgørelsens § 46

<sup>15</sup> Eksamensbekendtgørelsens § 47

<sup>16</sup> Eksamensbekendtgørelsens § 48

- 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 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)