

# Curriculum for

The Professional Bachelor's Degree  
Programme in  
Design & Business (PBA)

VIA Design  
VIA University College

2017

# CONTENTS

---

<b>1</b>	<b>Programme structure</b>	<b>4</b>
<b>1.1</b>	<b>Structure and contents</b>	<b>5</b>

---

<b>2</b>	<b>Curriculum – common part</b>	<b>6</b>
<b>2.1</b>	<b>Core areas of the programme</b>	<b>6</b>
2.1.1	Design	7
2.1.2	Business	7
2.1.3	Sociology	8
2.1.4	Method and theory of knowledge	8
2.1.5	Overall competences for all core areas of the common module	9
<b>2.2</b>	<b>Compulsory speciality programmes</b>	<b>9</b>
2.2.1	Speciality programme in design: Fashion Design, Furniture Design & Visual Fashion Communication (30 ECTS)	10
2.2.2	Speciality programme in design: Pattern Design (30 ECTS)	12
2.2.3	Speciality programme in communication and trends: Communication & Media Strategy (30 ECTS)	14
2.2.4	Speciality programme in concept design: Retail Design (30 ECTS)	16
2.2.5	Speciality programme in Retail Management (30 ECTS)	18
2.2.6	Speciality programme in business: Purchasing Management (30 ECTS)	21
2.2.7	Speciality programme in marketing: Branding & Marketing Management (30 ECTS)	23
2.2.8	Speciality programme in entrepreneurship: Entrepreneurship (30 ECTS)	25
<b>2.3</b>	<b>Internship as part of the programme</b>	<b>27</b>
2.3.1	Internship	28
<b>2.4</b>	<b>Bachelor project</b>	<b>29</b>
2.4.2	Credit transfer for compulsory elements and internships	30

---

<b>3</b>	<b>Curriculum – institution-specific part</b>	<b>31</b>
<b>3.1</b>	<b>Elective elements</b>	<b>31</b>
3.1.1	Fur Lab	32
3.1.2	Knit Design	33
3.1.3	Menswear 2	34
3.1.4	Organising global Business and Marketing Activities	35
3.1.5	Imagining	36
3.1.6	Digital Sales	37
3.1.7	Sustainable Conceptual Design	38
3.1.8	Functional clothing	39
3.1.9	Showpieces	40
<b>3.2</b>	<b>Credit transfer for elective elements</b>	<b>41</b>
<b>3.3</b>	<b>Placement of course elements and internships, including exams in the programme structure</b>	<b>42</b>
<b>3.4</b>	<b>Parts of the programme which can be completed abroad</b>	<b>42</b>
<b>3.5</b>	<b>Internship</b>	<b>43</b>
3.5.1	Internship: Requirements and expectations to the parties involved	44
<b>3.6</b>	<b>Exams in the Professional Bachelor's Degree Programme in Design &amp; Business, VIA Design</b>	<b>46</b>
3.6.1	General regulations	46
3.6.2	Overview of exams on the Professional Bachelor's Degree Programme in Design & Business, VIA Design	47
3.6.3	Exams	48
3.6.4	Re-examination and illness	56
3.6.5	Re-examination and illness on the Professional Bachelor's Degree Programme in Design & Business at VIA Design	58
3.6.6	Re-examination: 5 <sup>th</sup> semester common module exam at VIA Design	58
3.6.7	Re-examination: 6 <sup>th</sup> semester elective exam at VIA Design	59

3.6.8	Re-examination: 7 <sup>th</sup> semester speciality exam	60
3.6.9	Re-examination: 6 <sup>th</sup> semester internship exam at VIA Design	62
3.6.10	Re-examination: 7 <sup>th</sup> semester bachelor project at VIA Design	63
3.6.11	Cheating, plagiarism and disruptive behaviour	65
3.6.12	Complaints about exams and appeals	66
<b>3.7</b>	<b>Formal requirements for written assignments, projects and exam papers</b>	<b>67</b>
3.7.1	Formal requirements	67
3.7.2	References	68
3.7.3	Graduation with distinction	68
3.7.4	Acknowledgement of extra-curricular activities	68
3.7.5	Professional board	69
<b>3.8</b>	<b>Instruction and working methods at VIA Design</b>	<b>69</b>
3.8.1	Principles and pedagogical values of the course programme	69
<b>3.9</b>	<b>Instruction and working methods at VIA Design</b>	<b>70</b>
<b>3.10</b>	<b>Guidelines for differentiation in teaching at the Professional Bachelor's Degree Programme in Design &amp; Business at VIA Design</b>	<b>71</b>
<b>3.11</b>	<b>Obligation to participate in the Professional Bachelor's Degree Programme in Design &amp; Business at VIA Design</b>	<b>72</b>
3.11.1	Obligation to participate	72
3.11.2	Study activity	72
3.11.3	Failure to meet the study activity requirement	73
<b>3.12</b>	<b>Texts in foreign languages</b>	<b>73</b>
<b>3.13</b>	<b>Changing speciality programme and transfers</b>	<b>73</b>
3.13.1	Changing speciality programme	73
3.13.2	Transfers	73
3.13.3	Applying for transfer	73
<b>3.14</b>	<b>Leave of absence</b>	<b>74</b>
3.14.1	Maternity/paternity leave, adoption and conscription	74
3.14.2	Application	74
<b>3.15</b>	<b>Parallel programmes</b>	<b>75</b>
<b>3.16</b>	<b>Exemptions</b>	<b>75</b>
<b>3.17</b>	<b>Entry into force and transition rules</b>	<b>75</b>
3.17.1	Entry into force	75
3.17.2	Transition rules	75
<b>3.18</b>	<b>Legal basis</b>	<b>75</b>

# Foreword

The objective of the Professional Bachelor's Degree Programme in Design & Business is for students to acquire theoretical and methodical skills to independently carry out complex work functions of planning, managing and performing design and business tasks in a cross-organisational context within the fashion and lifestyle industry while applying an analytical and market-based approach.

This curriculum consists of a common part and an institution-specific part. The common part is prepared jointly by the institutions which have obtained approval for offering the programme. The rules found in the common part of the curriculum are thus applicable to all Professional Bachelor's Degree Programmes in Design & Business in Denmark.

This curriculum is prepared according to the guidelines in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes pursuant to the Ministerial Act no. 1147 of 23 October 2014 on Academy Profession Programmes and Professional Bachelor Programmes.

The Professional Bachelor's Degree Programme in Design & Business, which is a full-time programme, is an independent graduate programme available for students holding an Academy Profession Degree in Design, Technology and Business. The programme is equivalent to 90 ECTS credits. 60 ECTS credits is equivalent to the workload of a full-time student for one year.

Graduates of the programme will be awarded the title Professional Bachelor in Design & Business.

The English name of the course programme is Professional Bachelor's Degree Programme in Design & Business.

The course programme is on level six of the Danish Qualifications Framework for Lifelong Learning.

The acts and ministerial orders governing the course programme are specified in section 3.19, Legal basis.

---

## 1 Programme structure

The Professional Bachelor's Degree Programme in Design & Business comprises five compulsory programme elements. These elements include the subject areas that students must work with to acquire the knowledge, skills and competences required to complete the programme.

The programme elements of the Professional Bachelor's Degree programme in Design & Business:

- 1) Compulsory programme elements equivalent to a total of 15 ECTS credits. All students enrolled in the programme must complete the compulsory programme elements.

- 2) Speciality programme elements equivalent to a total of 30 ECTS credits. Students can choose between the speciality programmes listed below:
- a. Design
  - b. Pattern design
  - c. Communication and trend
  - d. Concept design
  - e. Retail management
  - f. Business
  - g. Marketing
  - h. Entrepreneurship
  - i. Environment and ethics
  - j. Production

- 3) Electives equivalent to a total of 10 ECTS credits  
 4) Internships equivalent to a total of 15 ECTS credits  
 5) Final bachelor project equivalent to 20 ECTS credits

The five programme elements specified above are equivalent to a total of 90 ECTS credits.

## 1.1 Structure and contents

Programme structure, internships and exams:

Core areas	1 <sup>st</sup> year	2 <sup>nd</sup> year
	5 <sup>th</sup> and 6 <sup>th</sup> semester	7 <sup>th</sup> semester
Common module/compulsory programme elements: - Design - Business - Sociology - Method and theory of knowledge	5 ECTS 5 ECTS 2½ ECTS 2½ ECTS	
Speciality programmes	25 ECTS	5 ECTS
Electives	10 ECTS	
Internships	10 ECTS	5 ECTS
Bachelor project		20 ECTS
Exams	1 common module exam 1 elective exam	1 internship exam 1 speciality exam 1 final bachelor exam

## Programme structure at VIA Design:

Core areas	1 <sup>st</sup> year		2 <sup>nd</sup> year
	5 <sup>th</sup> semester	6 <sup>th</sup> semester	7 <sup>th</sup> semester
Common module/compulsory programme elements: - Design - Business - Sociology - Method and theory of knowledge	5 ECTS 5 ECTS 2½ ECTS 2½ ECTS		
Speciality programmes	15 ECTS	10 ECTS	5 ECTS
Electives		10 ECTS	
Internships		10 ECTS	5 ECTS
Bachelor project			20 ECTS
Exams	1 common module exam	1 elective exam	1 internship exam 1 speciality exam 1 final bachelor exam
<b>TOTAL</b>	<b>30 ECTS</b>	<b>30 ECTS</b>	<b>30 ECTS</b>

## 2 Curriculum – common part

This curriculum consists of a common part and an institution-specific part. The common part is prepared jointly by the institutions which have obtained approval for offering the programme. The rules found in the common part of the curriculum are thus applicable to all Professional Bachelor's Degree Programmes in Design & Business in Denmark.

### 2.1 Core areas of the programme

The compulsory programme elements common for all specialities are organised as a module that all students must complete to pass the Professional Bachelor's Degree Programme in Design & Business. In the following, this module will be referred to as the common module. The programme elements included in the common module are within one of the following core areas and are courses or projects covering one semester. These programme elements are equivalent to a total of 15 ECTS credits.

- a) Design 5 ECTS credits
- b) Business 5 ECTS credits
- c) Sociology 2½ ECTS credits
- d) Method and theory of knowledge 2½ ECTS credits

The objective of the common module is for students to acquire methodical, theoretical and professional competences to be part of interdisciplinary collaborations in the value chains of fashion and lifestyle companies.

Through the common module, students should gain specific insights into the interrelationship between core areas of the course programme as well as into their cultural and sociological influence. This will enable students to view these core areas in the context of the outside world and current trends. Based on the methodical and scientific approach acquired through the common module, students should become able to describe, understand and explain complex relations in a systematic, analytical and logic manner.

The interdisciplinary approach of the course programme ensures that design and business apply a common language and frame of reference.

## 2.1.1 Design

### 2.1.1.1 Content

For a specification of content, please see the speciality course syllabi of the programme included under Syllabi in appendix 1.

### 2.1.1.2 Learning objectives

The objective is for students to acquire knowledge of design theory and method as well as insight into design-related disciplines relevant for interdisciplinary development processes. Students should equally gain skills to apply design development techniques to create products that may help companies obtain competitive advantages.

#### Knowledge

*Students should acquire knowledge of*

- design
- aesthetics
- semiotics
- trends.

#### Skills

*Students should acquire skills in*

- selecting and applying design theory and method
- assessing design from an aesthetic, functional and technological perspective
- assessing the possibilities and limitations of design in relation to trends, consumers and contexts
- assessing how design may be applied for solving specific problems.

### 2.1.1.3 ECTS credits

The core area is equivalent to 5 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.1.2 Business

### 2.1.2.1 Content

For a specification of content, please see the speciality programme syllabi under Syllabi in appendix 1.

### 2.1.2.2 Learning objectives

The objective is for students to acquire skills to act innovatively and creatively in a business context as well as obtain an overall understanding of the interrelationship between business elements. This knowledge should enable students to analyse a variety of business issues.

#### Knowledge

*Students should acquire knowledge of*

- business-related and economic issues of relevance to national and international contexts
- how to apply innovation for business concept development
- method, innovation, product and business development.

#### Skills

*Students should acquire skills in*

- using a commercial approach to design work
- employing an innovative approach to business development

- assessing theoretical and practical issues and motivating and selecting relevant solutions
- applying an innovative approach to working with commercial aspects.

### 2.1.2.3 ECTS credits

The core area is equivalent to 5 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.1.3 Sociology

### 2.1.3.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.1.3.2 Learning objectives

The objective is for students to acquire an understanding of cultural and cross-cultural issues as well as to gain insight into semiotic methods and tools for decoding the context of a problem.

#### Knowledge

*Students should acquire knowledge of*

- cultural and cross-cultural issues
- trends and trend theory
- application of the empirical method for product development
- semiotics.

#### Skills

*Students should acquire skills in*

- working innovatively with concept development based on their knowledge of cultural differences
- identifying, understanding, communicating and presenting professional issues in different cultural and cross-cultural contexts.

### 2.1.3.3 ECTS credits

The core area is equivalent to 2 1/2 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.1.4 Method and theory of knowledge

### 2.1.4.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.1.4.2 Learning objectives

The objective is for students to obtain knowledge of different theory of science based and methodical approaches. Moreover, students should learn about their development and application in the profession/speciality. Students should be able to apply theory of knowledge and method taking the influence of the subject area as well as its general principles and theories into consideration. Through the method and theory of knowledge course, students should acquire skills to identify, describe and explain complex issues using a straightforward approach.

#### Knowledge

*Students should acquire knowledge of*

- theory and method
- research design and validity.



## Skills

*Students should acquire skills in*

- applying scientific method and theory
- assessing the limits and possibilities of theoretical and practical methods for addressing specific issues
- selecting and justifying relevant theory and methodology across the value chain.

### 2.1.4.3 ECTS credits

The core area is equivalent to 2 1/2 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.1.5 Overall competences for all core areas of the common module

### 2.1.5.1 Learning objectives

#### Competences

*Students should develop competences in*

- assessing and applying relevant theories and methods for collecting, selecting, analysing and concluding on data for use in a study or work-related context
- being part of professional and interdisciplinary collaborations within the value chain
- addressing complex and development-based issues of relevance to the profession
- applying a communicative and innovative approach when working with business ideas in the context of the fashion and lifestyle industry
- identifying own learning needs and improving own knowledge, skills and competences.

### 2.1.5.2 Exam

The common module concludes with an individual exam. The exam is assessed with a grade according to the 7-point grading scale, cf. section 3.6 Exams.

### 2.1.5.3 ECTS credits

In total, the core areas of the module are equivalent to 15 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.2 Compulsory speciality programmes

The Professional Bachelor's Degree Programme in Design & Business offered by VIA Design is a three-semester programme comprising compulsory course elements that students must complete to pass the programme. The courses and projects that are part of the speciality programmes are equivalent to a specific number of ECTS credits (see above) and are based on the core areas of the Professional Bachelor's Degree Programme in Design & Business.

The following speciality programmes are available at VIA Design:

- a) **Design:** Fashion Design, Furniture Design, Visual Fashion Communication
- b) **Pattern Design:** Pattern Design
- c) **Communication and trend:** Communication & Media Strategy
- d) **Concept Design:** Retail Design
- e) **Retail Management:** Retail Management
- f) **Business:** Purchasing Management
- g) **Marketing:** Branding & Marketing Management
- h) **Entrepreneurship:** Entrepreneurship

VIA Design reserves the right to cancel a speciality programme due to low enrolment.

## 2.2.1 Speciality programme in design: Fashion Design, Furniture Design & Visual Fashion Communication (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Design	15
Sociology	5
Communication	5
Business understanding	5
<b>Total ECTS</b>	<b>30</b>

### 2.2.1.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.1.2 Learning objectives

#### Design

The objective is to qualify students to apply an analytical and experimental approach to the design process for the purpose of developing identity-creating and competitive design solutions. Students should equally learn to assess and select materials and manufacturing methods that best complement their solutions.

#### Knowledge

*Students should acquire knowledge of*

- design processes
- concept development
- aesthetics and design theory
- materials
- ethics and sustainability.

#### Skills

*Students should acquire skills in*

- reflecting on and arguing for relevant theories and methods
- completing a design process and applying an experimental and commercial approach to their work
- assessing, selecting and arguing for material choice based on their design
- developing innovative and competitive design concepts.

#### Competences

*Students should develop competences in*

- performing development-based design and idea generation tasks
- assuming responsibility for and independently managing a design and product creation process
- applying an analytical and reflective approach to working with design. Students should equally be able to target their approach to a specific concept, company or organisation.

#### Sociology

The objective is to qualify students to analyse and reflect on the zeitgeist. Students should also acquire skills to decode different cultures and to use this knowledge constructively in the design process. Through the speciality course, students should develop competences to identify future trends that may influence consumers.

#### Knowledge

*Students should acquire knowledge of*

- trends
- culture
- semiotics.

## **Skills**

*Students should acquire skills in*

- analysing and transforming trends into inspiration that may be used for design development
- identifying and decoding cultures, employing relevant theories
- applying trend theories for mapping consumer behaviour and preparing trend forecasts
- communicating product/concept-related issues to the global market.

## **Competences**

*Students should develop competences in*

- analysing trends and cultures to argue for their selections in the design process
- decoding the zeitgeist to identify users' current and future needs.

## **Communication**

The objective is for students to develop competences to work professionally with communication and presentation. Moreover, students should be able to argue for their choices as well as consider sender and receiver identity when preparing communication. Students should be able to support the design and product development with relevant communication material.

## **Knowledge**

*Students should acquire knowledge of*

- visual communication
- presentation
- argumentation strategy.

## **Skills**

*Students should acquire skills in*

- applying visual communication to support a product/concept
- analysing sender and receiver identity
- targeting communication material to the receiver intended.

## **Competences**

*Students should develop competences in*

- independently creating professional communication material applying relevant communication theories
- employing a strategic approach to design/concept presentations and arguing for their choices.

## **Business understanding**

The objective is for students to take an analytical approach to the industry and market conditions for the purpose of proposing innovative and competitive design solutions. Students should equally be able to employ an interdisciplinary approach when working with internal and external partners.

## **Knowledge**

*Students should acquire knowledge of*

- the fashion and lifestyle industry and companies representing this industry
- the market and consumers.

## **Skills**

*Students should acquire skills in*

- analysing and assessing current industry and market conditions and planning design development on this background
- analysing target group and/or partners
- collaborating with internal and external partners within the value chain using a professional and interdisciplinary approach.

## **Competences**

*Students should develop competences in*

- interpreting and applying trend and market analysis for design and product development
- identifying consumer needs and developing innovative solutions.

### 2.2.1.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.1.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.2 Speciality programme in design: Pattern Design (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Pattern design and grading	15
Product development	5
Material knowledge	5
Communication	5
<b>Total ECTS</b>	<b>30</b>

### 2.2.2.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.2.2 Learning objectives

#### Pattern design and grading

The objective is to qualify students to work with pattern design and grading of garments employing an analytical, experimental and reflective approach. Furthermore, students should acquire skills to propose identity-creating and competitive pattern design and grading suggestions.

#### Knowledge

*Students should acquire knowledge of*

- pattern design and grading theories and methods
- form and functionality in clothing development.

#### Skills

*Students should acquire skills in*

- analysing and assessing the significance of pattern design and grading methods to the fit and silhouette of a garment
- developing innovative and competitive pattern design and grading solutions
- reflecting on and arguing for relevant theories and methods
- applying manual and IT-based tools for pattern design and grading.

#### Competences

*Students should develop competences in*

- assuming responsibility for and independently managing pattern design and grading processes
- creating complex pattern design and grading solutions
- addressing fit-related issues using an analytical and reflective approach
- identifying own learning needs and improving own knowledge, skills and competences
- collaborating with global partners, applying a professional and interdisciplinary approach.

## **Product development**

The objective is for students to acquire skills to analyse the fit and silhouette zeitgeist. Students should become able to apply this knowledge for product development. Moreover, students should gain knowledge and understanding of the application and limits of different materials and treatment methods.

### **Knowledge**

*Students should acquire skills in*

- product development in practice. Students should equally be able to reflect on the influence of pattern design and grading on the product creation process
- the style concepts used in the fashion industry in modern times.

### **Skills**

*Students should acquire skills in*

- analysing, decoding and creating products based on a design proposal.

### **Competences**

*Students should develop competences in*

- preparing and implementing complex product development solutions
- selecting manufacturing methods based on product and quality.

## **Material knowledge**

The objective is to qualify students to assess and reflect on the suitability and properties of materials for a specific design DNA and silhouette and to document material specifications. Students should acquire knowledge and understanding of the application and limits of different materials and treatment methods.

### **Knowledge**

*Students should acquire knowledge of*

- how materials impact a product/design and its functionality.

### **Skills**

*Students should acquire skills in*

- analysing, assessing and arguing for the selection of material for a specific product/design.

### **Competences**

*Students should develop competences in*

- creating solutions that take materials and treatment methods into consideration.

## **Communication**

The objective is for students to obtain qualifications to communicate and argue for the design and quality of a product in professional and interdisciplinary contexts and to internal as well as external parties. Moreover, students should become skilled in preparing visual and written documentation, including technical communication, that clearly presents silhouette and production requirements and thus helps secure the quality of the manufacturing process.

### **Knowledge**

*Students should acquire knowledge of*

- preparing product-related documentation
- professional visual and written communication
- requirements for visual and written product-related documentation.

### **Skills**

*Students should acquire skills in*

- communicating information on product-related issues to the global market
- applying IT-based tools for documentation and communication.

## Competences

*Students should develop competences in*

- preparing visual and technical documentation to ensure quality of production processes
- communicating with global partners applying a professional and interdisciplinary approach.

### 2.2.2.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.2.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.3 Speciality programme in communication and trends: Communication & Media Strategy (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Communication	15
Sociology	5
Trends	5
Innovation	5
Total ECTS	30

### 2.2.3.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.3.2 Learning objectives

#### Communication

The objective is to qualify students to present a company's communication strategy and visual identity based on its overall strategy. Students should equally be able to present a company's business concept and identity to a variety of partners. Moreover, students should be able to express and adapt messages to the needs and media use of different target groups.

#### Knowledge

*Students should acquire knowledge of*

- design theory/method and semiotics
- argumentation strategy
- technology
- communication and rhetoric
- visual communication.

#### Skills

*Students should acquire skills in*

- preparing design briefs based on research and data analysis and communicating, considering and translating knowledge of trends into oral, visual and written communication
- communicating issues of a complex and professional nature to persons and cultures applying a well-argued and well-documented approach.

## Competences

*Students should develop competences in*

- managing development-based design and idea generation tasks on the basis of a company's communication strategy
- devising and optimising a company's communication strategy based on its organisational identity and brand
- preparing written and oral presentations of future scenarios applying the history of ideas and cultural theory.

## Sociology and trends

The objective is for students to become qualified to identify and present communication and media development trends in the context of history, sociology and culture. Students should acquire skills to group messages according to target groups and media and to consider sociological theory in a development perspective.

## Knowledge

*Students should acquire knowledge of*

- trend theory
- anthropological method
- cultural understanding and history of ideas.

## Skills

*Students should acquire skills in*

- producing design briefs based on research and data analysis and communicating, considering and translating knowledge of trends into oral, visual and written products
- applying the anthropological method when collecting relevant data
- employing innovative approaches to problem-solving.

## Competences

*Students should develop competences in*

- preparing written and oral presentations of future scenarios based on the history of ideas and cultural theory and analyses.

## Innovation

The objective is to qualify students to plan, manage and structure communication processes and media strategies applying an innovative approach. Students should acquire methods and tools for planning, developing and implementing communication measures in accordance with the business concept and identity of a company. Moreover, students should be able to use new trends innovatively.

## Knowledge

*Students should acquire knowledge of*

- innovation processes
- future analysis.

## Skills

*Students should acquire skills in*

- applying innovative approaches to problem-solving
- identifying potential for new media platforms and media solutions based on an analysis of trends and sociological development
- identifying and assessing trends and phenomena in the context of history as well as in the context of trend and sociological theory.

## Competences

*Students should develop competences in*

- working strategically and innovatively on an individual as well as on a collaborative basis
- undertaking development-based design and idea generation tasks
- developing communication strategies for companies.

### 2.2.3.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.3.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.4 Speciality programme in concept design: Retail Design (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Concept development	10
Graphic design	5
Behaviour	5
2D and 3D	5
Method and theory of science	5
<b>Total ECTS</b>	<b>30</b>

### 2.2.4.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.4.2 Learning objectives

#### Concept development

The objective is for students to acquire skills to identify, analyse and understand key aspects and issues of developing concepts for commercial spaces. Moreover, students should be able to manage concept development for companies as well as for their own projects. With the purpose of developing commercial solutions, students should equally gain skills to learn methods for planning, applying and managing concepts.

#### Knowledge

*Students should acquire knowledge of*

- concept theory
- idea generation and innovation
- material knowledge
- decoding brands.

#### Skills

*Students should acquire skills in*

- reflecting on current and future trends and tendencies of importance for concept development
- preparing and communicating concept proposals using sketches as well as final drawings
- proposing suggestions for use of materials in concepts
- managing and carrying out creative processes from idea to finished concept
- developing and maintaining concepts.

#### Competences

*Students should develop competences in*



- understanding and identifying complex problem scenarios for the purpose of preparing suggestions using an interdisciplinary approach
- understanding and working with interior decoration and room design applying a design and architectural approach
- making selections based on knowledge of traditions, breach of tradition and new thinking
- considering the economic basis and consequences of development and maintenance of a specific concept.

## Graphic design

The objective is to qualify students to work professionally with graphic presentation and with communicating a company's brand and concept through graphic material for use in a branding and sales communication context.

### Knowledge

*Students should acquire knowledge of*

- graphic design
- professional graphic terminology
- graphic trends.

### Skills

*Students should develop skills in*

- proposing graphic solutions for use in branding as well as for sales communication to sales outlets.

### Competences

*Students should develop competences in*

- communicating/selling solutions and products using graphic tools.

## Consumer behaviour

The objective is for students to learn to apply research methods for consumer identification founded on different theory. Moreover, students should acquire skills to develop ideas for concepts that are based on how we perceive and sense.

### Knowledge

*Students should acquire knowledge of*

- trends
- consumer behaviour and customer psychology
- sociology
- store design.

### Skills

*Students should acquire skills in*

- employing a sociological and behavioural psychological approach to creating analysis-based solutions.

### Competences

*Students should develop competences in*

- formulating ideas that communicate (create and reflect the spatial) concept. The formulation of ideas should be based on knowledge of how we perceive and sense.

## 2D & 3D

The objective is for students to gain skills in illustrating solutions of dimensional accuracy using plan, front view and sectional view. Moreover, students should become able to produce three-dimensional, photo-realistic rendering. Through the speciality course, students will obtain qualifications to prepare project drawings for use in a sales context.

### Knowledge

*Students should acquire knowledge of*

- drawing
- graphic design
- architecture.

### Skills

*Students should acquire skills in*

- communicating and presenting spatial concepts electronically and physically
- developing and preparing graphic solutions for concepts.

### Competences

*Students should develop competences in*

- creating communication material for use when presenting concepts internally and externally in contemporary as well as future media.

### Method and theory of science

The objective is to qualify students to assess the limits and possibilities of different professional methods for developing commercial space concepts. Moreover, students should be able to document, evaluate and reflect on the process and methods applied for creating proposals for designing commercial spaces.

### Knowledge

*Students should acquire knowledge of*

- relevant theories and methods. Students should equally be able to reflect on and argue for these methods and theories
- methods and theories for concept development
- methods and theories for concept maintenance.
- 

### Skills

*Students should acquire skills in*

- applying scientific methods and theories for research, analysis and upgrading their professional knowledge
- employing a methodical approach to idea development with the aim of translating ideas into commercial concepts
- assessing theoretical and practical issues as well as arguing for and choosing relevant models of solution.

### Competences

*Students should develop competences in*

- handling complex and development-based issues of relevance to their profession.

## 2.2.4.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS

## 2.2.4.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.5 Speciality programme in Retail Management (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Retail management	5
Concept development	5
Concept management	5
Retail marketing	10
Customer behaviour	5
<b>Total ECTS</b>	<b>30</b>

### 2.2.5.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.5.2 Learning objectives

#### Retail management

The objective is for students to acquire skills in retail staff management and staff management procedures. Students should acquire skills to join company-internal networks as well as networks with external and international partners.

#### Knowledge

*Students should acquire knowledge of*

- HR
- staff management
- sales management
- project management.

#### Skills

*Students should acquire skills in*

- managing and motivating retail staff
- planning and carrying out competence development courses
- assuming responsibility for and independently managing development processes.

#### Competences

*Students should develop competences in*

- retail staff management and staff management procedures
- communicating company vision, mission, values, strategies and policies. Students should also be able to network internally as well as with external business partners.

#### Concept development

The objective is for students to gain profound knowledge of retail business structure. On this background, students should be able to identify new market potential and contribute to creating and managing new retail concepts.

#### Knowledge

*Students should acquire knowledge of*

- retail business structure
- innovation
- concept development.

#### Skills

*Students should acquire skills in*

- market assessment
- formulating new retail concepts based on a company's strategic situation.

#### Competences

*Students should develop competences in*

- managing the formulation of new retail concepts based on a company's strategic situation

- being part of company-internal networks as well as networks with external and international partners.

### **Concept management**

The objective is for students to develop skills to decode and understand the operational and economic aspects of retail concept management and to optimise concept operation on this background.

#### **Knowledge**

*Students should acquire knowledge of*

- optimisation of operations
- concept management.

#### **Skills**

*Students should acquire skills in*

- identifying how to optimise the management of existing retail concepts.

#### **Competences**

*Students should develop competences in*

- benchmarking and identifying problem areas and presenting suggestions that may contribute to improving the results of the individual store
- being part of company-internal networks as well as networks with external and international partners.

### **Retail marketing**

The objective is for students to become skilled in analysing and understanding consumer behavior and to apply this knowledge for creating an optimal retail marketing mix. Students must be able to work in the intersection between multiple sales channels and create a consistent shopping experience. Through analysis and research, students should equally be able to support the concept development as well as the strategic processes of companies.

#### **Knowledge**

*Students should acquire knowledge of*

- development trends
- models for target group analysis
- consumer behaviour
- retail marketing mix
- new media and retail channels
- user-driven innovation
- rules and regulations of retail marketing.

#### **Skills**

*Students should acquire skills in*

- analysing development trends, new media and consumer behavior. With the purpose of optimising a company's marketing effort, students should equally develop skills to analyse different customer segments as well as companies and potential competitors.
- working for an international retail company
- assessing and creating an appropriate channel and marketing mix
- selecting a suitable retail location and site location.

#### **Competences**

*Students should develop competences in*

- benchmarking and identifying problem areas and presenting suggestions that may contribute to improving the results of the individual store
- supporting sales and marketing activities online and in physical stores
- participating actively in campaigns and store design activities, including the creation of store atmosphere, as well as graphic and interior design activities
- being part of company-internal networks as well as networks with external or international partners.

### **Customer behaviour**

To optimise customers' store experience, the objective is for students to gain knowledge of customer behavior. Based on their understanding of customer behavior, students should acquire store decoration and space management skills.

### Knowledge

*Students should acquire knowledge of*

- purchasing and customer behaviour
- store design
- space management
- webshop design and space management
- personal sales
- developing customer loyalty
- analysing and collecting customer data
- experience economy.

### Skills

*Students should acquire skills in*

- analysing customer needs, preferences and in-store customer behaviour.

### Competences

*Students should develop competences in*

- participating actively in creative store design work as well as in devising campaigns. This includes the creation of store atmosphere and graphic and interior design
- providing specific suggestions for customer-related activities that will contribute to increasing the store's result.

## 2.2.5.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

## 2.2.5.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.6 Speciality programme in business: Purchasing Management (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Business	15
Logistics	10
Communication	5
<b>Total ECTS</b>	<b>30</b>

### 2.2.6.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

## 2.2.6.2 Learning objectives

### Commerce

The objective is to qualify students to identify, assess and manage a variety of issues relating to commerce, finance and product knowledge. Students should gain insight into the internal and external financial, commercial and product-related issues of companies.

### Knowledge

*Students should acquire knowledge of*

- commerce
- micro and macroeconomics
- product knowledge.

### Skills

*Students should acquire skills in*

- assessing market conditions and planning commercial strategies and concepts accordingly
- assessing and substantiating the application of alternative materials
- assessing the economic development in significant markets and adapting the focus on specific parameters to this development
- communicating practice-based issues and solutions to partners and users.

### Competences

*Students should develop competences in*

- managing complex and development-based study and work-related issues
- participating in and managing interdisciplinary collaborations across the value chain in accordance with the ethics of the profession
- identifying own learning and development needs in relation to the profession and improving own knowledge and skills.

### Logistics

The objective is to qualify students to identify, assess and manage a variety of issues relating to logistics and supply chain management. Students should gain insight into the company's supply chain and the interdisciplinary collaboration with supply chain partners.

### Knowledge

*Students should acquire knowledge of*

- micro and macroeconomics
- logistics and supply chain management.

### Skills

*Students should acquire skills in*

- identifying and assessing potential value chain partnerships
- assessing the economic development in significant markets and adapting the focus on specific parameters to this development
- assessing the application potential of relevant IT tools and IT management systems.

### Competences

*Students should develop competences in*

- managing complex and development-based study and work-related issues
- independently participating in and managing interdisciplinary collaborations across the value chain in accordance with the ethics of the profession
- identifying own learning and development needs in relation to the profession and improving own knowledge and skills.

### Communication

The objective is to qualify students to manage and communicate practice-based issues to partners and users. Students should equally become skilled in applying various negotiation techniques in future negotiations with suppliers and other partners.

## Knowledge

*Students should acquire knowledge of*

- communication.

## Skills

*Students should acquire skills in*

- communicating practice-based issues and solutions to partners and users
- assessing, arguing for and applying different negotiation techniques.

## Competences

*Students should develop competences in*

- managing complex and development-based study and work-related issues
- independently participating in and managing interdisciplinary collaborations across the value chain in accordance with the ethics of the profession
- identifying own learning and development needs in relation to the profession and improving own knowledge and skills.

### 2.2.6.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.6.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.7 Speciality programme in marketing: Branding & Marketing Management (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Strategy and management	10
Concept development	10
Communication	10
<b>Total</b>	<b>30</b>

### 2.2.7.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.7.2 Learning objectives

#### Strategy and management

The objective is to qualify students to plan, manage and structure business-related strategic processes using a branding and marketing management approach. Students should acquire knowledge of international market conditions to make sustainable and cost-effective decisions.

## Knowledge

*Students should acquire knowledge of*

- strategic planning

- project management
- strategic marketing
- brand management
- business understanding.

### **Skills**

*Students should acquire skills in*

- applying analysis tools to identify the relation between a brand and a customer
- identifying supply and demand trends in the market
- planning and undertaking projects.

### **Competences**

*Students should develop competences in*

- formulating, planning and implementing marketing approaches. Students should equally be able to evaluate currents in national as well as international contexts.
- managing the development and implementation of corporate identity creation using strategic and creative methods
- creating and maintaining company brands and concepts
- managing and developing projects at a strategic level
- addressing complex problems and proposing solutions applying a business-oriented approach.

### **Concept development**

The objective is to qualify students to work analytically, creatively, conceptually and commercially with company branding, applying a variety of communication platforms. Students should acquire knowledge of innovative methods and tools for the purpose of planning, developing and implementing concepts.

### **Knowledge**

*Students should acquire knowledge of*

- strategic planning
- project management
- strategic marketing
- brand management
- business understanding
- trendspotting
- identity.

### **Skills**

*Students should acquire skills in*

- planning and undertaking projects
- identifying supply and demand trends in the market as well as applying commercial and conceptual methods.

### **Competences**

*Students should develop competences in*

- formulating, planning and implementing marketing approaches. Students should equally be able to evaluate trends in national as well as international contexts.
- devising and implementing identity creation measures in a company employing a strategic and creative approach
- creating and maintaining company brands and concepts
- managing and developing projects at a strategic level
- developing and optimising companies' communication platforms
- addressing complex problems and proposing solutions applying a business-oriented approach.

### **Communication**

The objective is for students to acquire tools to communicate a company's brand and concept through campaigns. Based on a profound knowledge of different target groups, students should be able to create and adapt messages to the needs and behavior of target groups for the company's communication platform.



## Knowledge

*Students should acquire knowledge of*

- graphic design
- identity
- brand management

## Skills

*Students should acquire skills in*

- communicating branding strategies to internal and external partners
- applying communication tools for presentation of company brands.

## Competences

*Students should develop competences in*

- creating, planning and implementing marketing approaches and evaluating marketing trends in a national as well as international context
- devising and implementing identity creation measures in a company employing a strategic and creative approach
- creating and maintaining company brands and concepts
- developing and optimising companies' communication platforms
- addressing complex problems and proposing solutions applying a business-oriented approach.

### 2.2.7.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.7.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.2.8 Speciality programme in entrepreneurship: Entrepreneurship (30 ECTS)

The 30 ECTS credits are allocated between the following core areas:

Core areas	ECTS credits
Innovation	10
Creative processer	5
Project management and organisation	5
Entrepreneurship	10
<b>Total ECTS</b>	<b>30</b>

### 2.2.8.1 Content

For a specification of content, please see the speciality course syllabi under Syllabi in appendix 1.

### 2.2.8.2 Learning objectives

Innovation

The objective is to qualify students to identify and analyse significant aspects and issues of innovation. To produce value-creating solutions and initiatives, students should acquire skills to start and facilitate innovation processes inside organisations as well as in their own projects and/or companies.

### **Knowledge**

*Students should acquire knowledge of*

- the influence of cultural, geographic and economic issues on companies' innovation potential
- innovation tools
- anthropology and sociology in relation to innovation processes
- user-driven innovation

### **Skills**

*Students should acquire skills in*

- identifying characteristics of successful innovation environments
- assessing correlations and applying strategic, tactical and operational methods. Students should also produce concrete suggestions for production development based on relevant analysis and solution models.

### **Competences**

*Students should develop competences in*

- using a methodical approach to creating ideas for products, concepts or organisation processes
- identifying characteristics of successful innovation environments
- identifying new product potential, decoding tendencies, trends and market development.

### **Creative processes**

The objective is to gain understanding of central aspects and issues of creativity. This understanding should provide students with skills to use a reflective approach when planning and managing creative processes in projects and companies of their own initiative as well as in existing organisations.

### **Knowledge**

*Students should acquire knowledge of*

- key concepts of creativity
- idea generation processes.

### **Skills**

*Students should acquire skills in*

- applying a methodical approach to idea generation to develop commercial concepts.

### **Competences**

*Students should develop competences in*

- planning and facilitating creative and innovation processes.

### **Project management and organisation**

The objective is to qualify students to analyse and solve company-related problems as well as to plan and manage projects. Students should acquire tools to identify companies' development potential. Students should equally train their collaboration skills as well as their networking abilities and develop skills to facilitate change processes.

### **Knowledge**

*Students should acquire knowledge of*

- organisational theory
- organisational behaviour

### **Skills**

*Students should acquire skills in*

- identifying relevant partners in organisations with a view to managing and carrying out projects
- presenting and communicating professional issues based on knowledge of interpersonal and intercultural communication.

## Competences

*Students should develop competences in*

- managing methodical developments of organisational processes
- motivating and coordinating development processes.

## Entrepreneurship

The objective is to qualify students to work analytically and methodically with the development and assessment of business potential and business models. Students should achieve competences to set up projects and companies and gain skills to work as entrepreneurs focusing on value-creation and growth.

## Knowledge

*Students should acquire knowledge of*

- the influence of cultural, geographic and economic issues on companies' innovation potential
- network theory in a national and international context
- methods and tools for company set up.

## Skills

*Students should acquire skills in*

- identifying characteristics of successful entrepreneur-managed companies
- communicating professional issues based on knowledge of interpersonal and intercultural communication
- identifying new product potential, decoding tendencies, trends and market development. Students should equally be able to translate this knowledge into commercial products.
- preparing a business plan

## Competences

*Students should develop competences in*

- setting up a business or store.
- identifying internal strengths and weaknesses and acting strategically, tactically and operationally on the basis of an analysis of the external environment
- identifying characteristics of successful entrepreneur-managed companies
- identifying new product potential, decoding tendencies, trends and market development. Students should equally be able to translate this knowledge into commercial products.

### 2.2.8.3 ECTS credits

The speciality programme is equivalent to 30 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.2.8.4 Exams

The learning objectives of the speciality programme are tested at the speciality exam at the 7<sup>th</sup> semester.

The speciality exam is assessed according to the 7-point grading scale and must be passed with a minimum grade of 02. Please see the institution-specific part of the curriculum for details on exam form and planning.

## 2.3 Internship as part of the programme

As part of the Professional Bachelor's Degree Programme in Design & Business, students must complete two periods of internship. The internships are placed on the 6<sup>th</sup> and 7<sup>th</sup> semesters and have a consecutive duration of minimum ten weeks. Students will receive no remuneration for their work during the internship but are entitled to student grants according to the State Educational Grant and Loan Scheme (SU).

## 2.3.1 Internship

### Objective

With the aim of supporting students' learning process, the course programme includes two periods of internship. The internships are central to the professional and practice-based nature of the programme and contribute to students' development of professional competences. The internships should give students the opportunity to analyse, practice, develop and add new perspectives to the theory and practice studied as part of the course programme in a real-life context. The value chain of the internship company as well as company partners and business associates are essential elements of the learning process.

### 2.3.1.1 Content

A list of relevant work tasks is prepared in collaboration with the internship company or organisation.

### 2.3.1.2 Learning objectives

#### Knowledge

*Students should acquire knowledge of*

- practice and applied theories and methods of the subject area
- the speciality programme studied viewed in relation to company identity and practice

#### Skills

*Students should acquire skills in*

- researching and identifying the knowledge relevant to perform tasks for the company
- using an analytical approach to task performance
- choosing between and arguing for different solutions based on practice.

#### Competences

*Students should develop competences in*

- working innovatively and creatively
- being part of interdisciplinary collaborations nationally and internationally
- managing complex and development-based issues relating to specific problems or situations
- identifying own learning needs in relation to specific situations or issues.

The internship concludes with an exam. The exam is assessed with a grade according to the 7-point grading scale, and students must obtain a minimum grade of 02 to pass the internship exam. For details on the form and planning of the exam, please see the institution-specific part of this curriculum.

#### Assessment criteria

The student's performance is assessed based on:

- correlation between problem scenario and project structure
- application of relevant theory and method
- use of relevant practice from the internship
- discussion, argumentation and reflection
- layout, communication and presentation skills
- overall impression of the project.

### 2.3.1.3 ECTS credits

The internship is equivalent to 15 ECTS. The total ECTS credits of the course programme are 90 ECTS.

### 2.3.1.4 Exams

To conclude the internship, students must pass an exam. Please see section 3.6 Exams for details on the internship exam.

## 2.4 Bachelor project

The Professional Bachelor's Degree Programme in Design & Business concludes with a final bachelor project. This project comprises 20 ECTS credits of the total 90 ECTS credits of the programme. The project is evaluated at an exam. The project can only be finished once all compulsory exams of the programme have been passed, and the student has obtained a minimum of 70 ECTS credits.

The bachelor project exam comprises an individual/group written project report/products and an individual oral presentation and defence.

The purpose of the bachelor project is for students to demonstrate their ability to independently carry out project work. In the bachelor project, students are required to use an experimental, empirical and theoretical approach to a problem scenario of their own choice and of relevance to their speciality and profession. The bachelor project may be carried out in collaboration with a public or private company.

The problem scenario is formulated by the student and must be approved by the educational institution. The bachelor project should demonstrate the student's ability to reflect individually and critically. The reflection must be documented in a project report and possibly products. In their proposed solution to the problem discussed, students must apply theories and methods central to the profession and speciality.

The bachelor project is graded according to the 7-point grading scale and assessed by an external examiner. The assessment is based on the written project report as well as the student's oral presentation and defence. Students are awarded one overall grade for their bachelor project and must obtain a minimum grade of 02 to pass the bachelor exam.

### 2.4.1.1 Structure of the bachelor project

The bachelor project consists of a written part presenting the empirical analysis prepared by the student and an oral exam. The oral exam is based on the bachelor project and may also include other forms of documentation such as physical prototypes. The entirety of the course programme's learning objectives are assessed at this exam.

The bachelor project must comply with the following academic requirements:

In the written project report, the student must be able to argue for the relevance of the problem scenario to the speciality and profession as well as for the methodical and theoretical basis of the bachelor project.

Moreover, the bachelor project must include empirically-based research and analysis of the problem scenario discussed and must add a professional and speciality-related perspective to the problem scenario.

In order to successfully complete the bachelor project, the project report must include:

- Title (in Danish and English)
- Abstract (in Danish or English)
- Introduction that substantiates the choice of topic and includes a delimitation and problem scenario
- Method and theory part (including description and analysis of empirical research)
- Discussion, analysis and argumentation
- Reflection and conclusion
- List of references.

#### Scope

The written project report must have a maximum length of 100,000 typing units, including spaces and excluding front page, abstract, content and appendices. Please see the institution-specific part of this curriculum for information on group projects.

If students include other forms of documentation, they must be described in the project report.

### **2.4.1.2 Oral exam**

The oral exam is based on the project report and other forms of documentation, such as prototypes, if included. The oral presentation has a duration of 25 minutes. In addition to presenting the project, the student should introduce, discuss and add relevant perspectives to the problem scenarios discussed in the project report. Following the student's oral presentation, the student and the internal and external examiner engage in a professional discussion to explore the issues dealt with in more detail. The discussion may focus on specific parts of the presentation or may aim to place the issues discussed in a professional context. The discussion is based on both the project report and the oral presentation. The internal examiner leads the discussion.

### **2.4.1.3 Assessment**

The assessment of the student's performance is based on both the oral presentation of the project and the project report. The student is awarded one overall grade for the bachelor project.

The bachelor project is assessed according to the 7-point grading scale. The student will receive oral feedback on the project as well.

The student's performance is assessed according to the competence, knowledge and skills requirements of the bachelor project, cf. section 2.4.

## **2.4.2 Credit transfer for compulsory elements and internships**

Passed course elements, including internships, from other course educational institutions equate the equivalent elements in the Professional Bachelor's Degree Programme in Design & Business.

Credit transfer for compulsory elements and work experience is awarded by the educational institution based on a professional evaluation of whether or not the passed elements or prior work experience matches the level and contents of one or more compulsory course elements in the Professional Bachelor's Degree Programme in Design & Business.

At the Professional Bachelor's Degree Programme in Design & Business, students may obtain full credit for passed course elements from other course educational institutions that equate the equivalent elements in the Professional Bachelor's Degree Programme in Design & Business.

The student is obliged to provide information on completed programme elements from another Danish or foreign higher education programme and on employment for which it is assumed that credit transfer will be granted. Credit transfer is awarded based on passed course elements and work experience that equate courses, course elements and internships of the educational institution at which credit is applied for. In their application for credit transfer, students must include the curriculum describing the course programme, exams, syllabi and ECTS credits of the course elements for which the student applies for credit transfer. Credit transfer for compulsory elements and internships is awarded based on a professional evaluation. Final credit transfer is not obtained until the student submits documentation for the exam passed. Once this documentation is received, the exam will be registered. Students who would like to change course programme at the same or at another educational institution must follow the rules of this course programme or educational institution.

Please refer to the Danish Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes as well as the Ministerial Order on Admission to Academy Profession Programmes and Professional Bachelor Programmes for further information on the rules on credit transfer, cf. section 3.1.9 Legal basis.

Applications for credit transfer which are not covered by the rules for compulsory credit transfer must be submitted to the Head of Programme responsible for the speciality programme in question not later than one month prior to the commencement of the course element/internship for which credit is applied. The application for credit transfer must be sent to the Course Administration. The relevant Head of Programme will make the decision regarding credit transfer. The student will be given information of whether or not the

application for credit transfer has been approved not later than two weeks prior to commencement of the compulsory course element or internship.

---

## 3 Curriculum – institution-specific part

This curriculum consists of a common part and an institution-specific part. The institution-specific part consists of rules specific to the Professional Bachelor's Degree Programme in Design & Business at VIA Design, VIA University College (in the following referred to as VIA Design). These rules have been set by VIA University College.

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

### 3.1 Elective elements

In order to complete the Professional Bachelor's Degree Programme in Design & Business at VIA Design, students must pass elective elements. The placement of the elective elements and internship in the programme structure is specified below under 3.3.

Students must select an elective element in the form of a consecutive course that concludes with an exam. The selection of electives takes place on the 5<sup>th</sup> semester according to the rules set by VIA Design. Prior to selecting electives, students will have the opportunity to read an introduction to the content, practical details and learning objectives of the individual electives.

VIA Design offers a number of electives within each of the speciality programmes of Fashion Design, Furniture Design, Visual Fashion Communication, Pattern Design, Communication & Media Strategy, Retail Design, Retail Management, Purchasing Management, Branding & Marketing Management and Entrepreneurship. It is common for all electives that they contribute to achieving the overall competence objectives of the course programme.

Electives must provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree and by adding new perspectives within areas broadly related to the core areas of the course programme, including the speciality programmes of the course programme.

Electives correspond to 10 ECTS credits and run for a consecutive period of five weeks. The electives give students the opportunity to work in-depth with and acquire competences within the subject/area covered by the elective. The speciality electives are closely related to the individual speciality programmes and give students the possibility to acquire a higher level of specialisation. It is common for the electives that they qualify students to combine theories, working methods and practice-based problems.

Students sign up for electives on the Studynet. Students are required to prioritise their choice of electives (i.e. indicate their, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> priority) and must sign up for the courses within a deadline stipulated by VIA Design.

VIA Design reserves the right to cancel an elective due to low enrollment. A minimum of 15 students must be enrolled for an elective to run. The elective chosen is binding on the student if the course is set up.

#### Comments:

- In Danish electives, the language of instruction is Danish. Part of the literature used for these electives will be English.
- To choose an elective in Danish or English, students must comply with the language requirements of VIA University College.

- The language of examination will be equivalent to the language of the speciality programme that the student is enrolled in, i.e. Danish or English. Exams for students from the Nordic countries enrolled in a Danish programme follow the rules specified in section 3.20 of the Ministerial Order no. 1500 of 2 December 2016 on Examinations on Professionally Oriented Higher Education Programmes.
- Electives will take place either at Campus Herning or at Campus C, Aarhus, depending on the equipment requirements of the individual course. This will be stated in the syllabus relevant. As a result, some students may incur extra transportation costs in connection with the elective.

## Exams

All electives conclude with an individual exam assessed according to the 7-point grading scale, pursuant to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes. The form of exam is specified in the individual syllabi in section 3.1. and is in accordance with section 3.6 on exams of the Professional Bachelor's Degree Programme in Design & Business at VIA Design.

The elective courses available at the Professional Bachelor's Degree Programme in Design & Business are:

### 3.1.1 Fur Lab

**Activity:** Elective, PBA Fashion Design

**The elective is available to:** Fashion Design students

#### 3.1.1.1 Content

The purpose of the elective Fur Lab is for students to acquire skills to design, develop and make products with fur as the main material. Based on knowledge about materials and manufacturing methods, students will equally test new and experimental approaches as well as develop a collection where fur is used for innovative fashion items. Moreover, students should attend a talent development course for designers within a niche market.

#### 3.1.1.2 Learning objectives

Students should acquire knowledge of:

- the exclusive material of fur and how it is processed
- basic techniques for fur manufacturing.

Students should acquire skills in:

- using different manufacturing methods
- carrying out research into fur based on historical and contemporary sources
- generating ideas based on fur experiments. Students should also test the use of fur in combination with other materials.
- developing and manufacturing illustrative samples of details
- designing, drawing and presenting collections with fur
- assessing the aesthetic expression of materials and silhouettes.

Students should acquire competences in:

- experimenting with and developing materials
- fur and fur manufacturing
- evaluating fur details and shapes
- evaluating the usability of processed materials based on design and target group
- developing presentation material that reflects ideas, design universe and collection.



### 3.1.1.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Design  
Sociology  
Communication  
Business

### 3.1.1.4 Exams

The project concludes with an oral course exam presentation. The presentation is based on the content of the syllabus.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.2 Knit Design

**Activity:** Elective, PBA Fashion Design

**The elective is available to:** Fashion Design students

### 3.1.2.1 Content

The purpose of the elective Knit Design is to qualify students to develop knit patterns/structures for products manufactured on hand knitting machines and electronic knitting machines. The development of patterns/structures should be based on research and analysis.

As part of the course, students should develop knit apparel for a fashion collection using a technical and design-related approach. They should equally identify yarns suitable for specific products and carry out experiments with such yarns. Moreover, students should acquire skills to assess and present the product specified in the assignment description and compare this product with the assignment description.

### 3.1.2.2 Learning objectives

Students should acquire knowledge of:

- yarns, machine types and gauges, types of knit and different manufacturing methods
- fully fashion and cut & sewn knit
- knit manufacturing

Students should acquire skills in:

- using and programming hand knitting and electronic knitting machines
- carrying out research on knit and yarns and their potential use
- translating inspiration and design ideas into actual knit patterns and products
- working out technical flats/sales drawings
- preparing documentation for the production of commercial knitwear
- applying correct professional knit terminology
- preparing and presenting a collection with knit apparel as the main feature
- manufacturing knitted garments.

Students should acquire competences in:

- developing knit structures/patterns and designs and communicating them for production purposes
- experimenting with yarns and knit structures/patterns on hand knitting machines and electronic knitting machines
- evaluating the shape of knitted garments
- preparing and presenting a knitwear collection and 1-2 products for a target group of own choice
- technical and creative design of knitted products for a fashion collection.

### 3.1.2.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Design  
Sociology  
Communication  
Business

### 3.1.2.4 Exams

The elective concludes with an oral course exam presentation.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.3 Menswear 2

**Activity:** Elective, PBA Fashion Design

**The elective is available to:** Fashion Design students

### 3.1.3.1 Content

The purpose of the elective Menswear 2 is to qualify students to develop their own language of form and shape through research and analysis. Students should demonstrate an understanding of the proportions of the male body as well as apply menswear manufacturing methods. Moreover, students should be able to experiment with and assess the choices of fabrics and their usability for the products designed. Finally, they should be able to assess the final product and compare it to the assignment description.

### 3.1.3.2 Learning objectives

Students should acquire knowledge of:

- processing and reworking/finishes on fabrics
- manufacturing menswear.

Students should acquire skills in:

- using different prototyping methods
- translating design ideas from a line-up into a sales and presentation material
- selecting statement pieces and working out collection plans
- altering fit, silhouettes and details
- preparing technical flats/sales drawings.

Students should acquire competences in:

- developing a personal and individual language of form and shape
- experimenting with shapes, colours and materials
- demonstrating an understanding of the male body and its proportions
- evaluating and assessing shape and fit
- assessing the choice of materials based on target group and design concept
- preparing sales- and presentation material.

### 3.1.3.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Design  
Sociology  
Communication  
Business

### 3.1.3.4 Exams

The project concludes with an oral course exam presentation. The presentation should include the elements outlined in the project description.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.4 Organising global Business and Marketing Activities

**Activity:** Elective, PBA Branding and Marketing Management

**The elective is available to:** Branding and Marketing Management students

### 3.1.4.1 Content

The purpose of the elective Organising Global Business and Marketing Activities is to qualify students to understand and manage the complexity involved in operating on international markets as well as become able to utilise both generalist perspectives and specific marketing and branding perspectives.

### 3.1.4.2 Learning objectives

Students should acquire knowledge of:

- cultural and business processes in various international markets
- concepts, theories and models that can help analyse and manage presence on international markets
- how international organizations are managed and consequences of different management approaches
- differences in branding and marketing management on international markets.

Students should acquire skills in:

- identifying cultural differences
- identifying the various business models that are used when crossing national borders
- analysing supply (and value) chain on international markets
- analysing the differences of leadership styles across cultures
- assessing how branding and marketing campaigns can be executed on an international scale

Students should acquire competences in:

- adapting business processes to different cultures and traditions
- establishing business processes in specific markets
- adapting leadership style to international companies
- describing cultural differences
- describing and developing international supply (value) chains
- developing international branding and marketing campaigns.

### 3.1.4.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Strategy and Management

Concept Development

Communication

### 3.1.4.4 Exams

Based on a research question of their own choice, students should hand-in an individual assignment related to the subject area and project carried out as part of the elective. The project concludes with an individual

oral course exam presentation. The student's spelling and writing skills are part of the overall assessment with a weighting of 10%.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.5 Imaginering

**Activity:** Elective, PBA Entrepreneurship

**The elective is available to:** Entrepreneurship students

### 3.1.5.1 Content

The purpose of the elective Imagineering is for students to develop a framework of communication and visualisation tools enabling them to develop concepts, products, campaigns or events for their own business or for external businesses.

Students should acquire knowledge of theories and methods for creating visual communication and for using visual narrative technique when developing and launching projects.

The elective will also focus on differences between design and business as well as on the challenges encountered when applying multidisciplinary working methods.

### 3.1.5.2 Learning objectives

Students should acquire knowledge of:

- prototyping – methods and theories
- experience design
- experience mapping
- narrative techniques
- crowdsourcing

Students should acquire skills in:

- developing and implementing visual concepts for businesses and/or for own projects
- formulating visual strategies applying the latest visual communication theories and methods
- using experience design for developing events and concepts for own products and for businesses.
- employing customer experience mapping and co-creation methods for concept and design creation.
- Students should acquire knowledge of how crowdsourcing and crowdfunding may be used as entrepreneurial tools.

Students should acquire competences in:

- applying visual narrative techniques
- using crowdsourcing
- developing prototypes
- applying co-creation processes
- using experience mapping and design
- planning and implementing a visual concept strategy.

### 3.1.5.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Innovation  
Project Management  
Organisation

### 3.1.5.4 Exams

The elective concludes with an exam that includes an oral presentation based on an abstract with a process description and an overview of how the project has developed during the elective.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.6 Digital Sales

**Activity:** Elective, PBA Retail Design and Management

**The elective is available to:** All PBA specialties at VIA Design.

### 3.1.6.1 Content

The purpose of the elective Digital Sales is to give students the opportunity to understand and work with the development of digital sales channels. Students should equally acquire knowledge of how these sales channels may support a cross-channel sales strategy.

### 3.1.6.2 Learning objectives

Students should acquire knowledge of:

- trends and new opportunities within digital sales channels
- digital business models and how online and offline sales channels may be integrated
- digital customers and their special characteristics when buying online
- macro analysis, including technology, URL strategies, brand name, etc.
- ratio analysis and digital sales channel measurement
- IT systems supporting digital sales
- designing digital and e-commerce strategies
- website design
- traffic generating sales activities
- planning, implementation and control.

Students should acquire skills in:

- formulating digital and e-commerce strategies
- website design
- cost structure of digital sales channels
- planning and implementation.

Students should acquire competences in:

- formulating digital and e-commerce strategies
- integrating e-commerce and digital sales channels into a retail concept
- being part of cross-organisational collaborations aimed at developing a digital sales channel
- communicating digital and e-commerce solutions
- reflecting on own learning needs.

### 3.1.6.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Communication  
Design  
Trend  
Concept Development  
Strategy  
Customer Behaviour

### 3.1.6.4 Exams

At the end of the course, students will hand in a written assignment based on a digital sales channel. The assignment will be presented at an oral exam presentation.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.7 Sustainable Conceptual Design

**Activity:** Elective, PBA Fashion Design

**The elective is available to:** All PBA specialities at VIA Design.

### 3.1.7.1 Content

The purpose of the elective Sustainable Conceptual Design is to give students knowledge about different sustainable definitions and working methods to become able to experiment, analyse and develop new concepts for fashion and furniture brands with focus on fibres, materials and the manufacturing of products applying new technology.

The elective is an interdisciplinary and a practise-based course that will include lab testing and experiments with various aspects of the process from fibres to manufacturing methods as well as recycling processes.

In terms of theory, students will be introduced to definitions of conceptual design, sustainable models and communication in a company's value chain. Through creative processes, sustainable concepts are tested for the purpose of implementing design-driven innovation and offering new types of collections and products to the market.

### 3.1.7.2 Learning objectives

Students should acquire knowledge of:

- constructive Design Research as a research method
- design-driven innovation in theory and practice
- radical design and design concepts offering value-based design
- sustainable models and concepts with focus on circular processes and economy.

Students should acquire skills in:

- applying different sustainable manufacturing methods
- researching on sustainable fibres, materials and manufacturing methods
- researching on sustainable concepts
- sourcing sustainable raw materials and sub-contractors
- experimenting with fibres, materials and manufacturing methods
- testing and developing new materials and manufacturing methods using a sustainable approach
- developing and producing prototypes that support a sustainable concept
- testing prototypes supporting a sustainable concept and creating value-based design.

Students should acquire competences in:

- analysing, developing and arguing for a sustainable concept offering value based design that represents a radical change of meaning
- applying design-driven innovation in the product development process
- developing and documenting sustainable concepts
- creating presentation material that reflects and communicates a sustainable project

### 3.1.7.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Design

Material knowledge

Innovation

Creative processes

### 3.1.7.4 Exams

The elective concludes with an individual course exam presentation.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.8 Functional clothing

**Activity:** Elective, PBA Pattern Design

**The elective is available to:** Fashion Design og Pattern Design students.

### 3.1.8.1 Content

The purpose of the elective Functional Clothing is to give students the opportunity to work in depth with developing and designing functional sportswear, leisurewear and work-wear for both men and women, thus strengthening their competences in analysing, designing and documenting product types in terms of function, fit and material.

Moreover, students should become familiar with the specific requirements and standards applying to this area of clothing and acquire skills to assess the suitability of a material for a specific form or function.

Students should equally be able to document their research and process and prepare material that supports the design of a product

### 3.1.8.2 Learning objectives

Students should acquire knowledge of:

- theories and tools for decoding and documenting the fit and function of functional clothing
- methods for constructing woven and knitted products
- the importance of fit to the product
- limits and possibilities of materials when considering wishes and requirements to functional clothing
- manufacturing methods
- sizing systems and grading
- development in the area of smart textiles/products.

Students should acquire skills in:

- planning and doing research into the product area chosen
- selecting the theories and methods most suitable for addressing problems of relevance to functional clothing

- reflecting on problem scenarios and arguing for how such scenarios may be handled in terms of form and function of the product type chosen
- assessing the correlation between function, fit and material
- analysing and assessing grading systems applied within the subject area covered by the elective
- assessing relevant manufacturing methods
- assessing the properties of materials in relation to specific product requirements.

Students should acquire competences in:

- applying selected theories and methods for developing functional clothing products
- arguing for choices made on an theoretical and functional basis
- presenting and arguing for choice of pattern design, grading, manufacturing methods and materials for developing products using a theoretical and functional approach
- reflecting on own learning needs
- using an analytical approach when assessing the quality, fit and manufacturing of products.

### 3.1.8.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Product Development

Pattern Design and Grading

Material Knowledge

Communication

### 3.1.8.4 Exams

The elective concludes with an individual oral presentation of a product as well as of visual and written material illustrating the process.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.1.9 Showpieces

**Activity:** Elective, PBA Pattern Design

**The elective is available to:** Fashion Design og Pattern Design students.

### 3.1.9.1 Content

The purpose of the elective Showpieces is to give students the opportunity to work in-depth with show-piece design, thus strengthening their competences in applying two and three dimensional pattern design from different cultures.

The elective should create a basis for designing experimental and reflective clothing items.

As part of the elective and their individual design work, students should reflect on the values upon which a style/look is based. In addition, they should become qualified to reflect on how the subject area may support a design DNA/styling in practice.

Students should be able to assess the suitability of a material for a specific form and function, document their research and process as well as prepare materials that support their product design.

### 3.1.9.2 Learning objectives

Students should acquire knowledge of:

- theories and tools to decode the cultural values as well as the design DNA of a product
- how design competences play an active role in a design and styling process
- measurements and proportions used in other cultures



- pattern design as a tool for creating sculptural clothing
- fitting issues
- advantages and disadvantages of a specific material when used in a given context.

Students should acquire skills in:

- analysing the purpose and application of a design in the context of design and styling
- arguing for where and how the subject areas covered by the elective support a design DNA/styling in practice
- reflecting on problem scenarios within the subject area and substantiating how such scenarios may be handled in terms of form, expression and fit
- performing 2 and 3 dimensional pattern design manually or using CAD programmes and preparing patterns ready for production
- analysing and preparing proportionally correct working sketches.

Students should acquire competences in:

- experimenting with silhouette and form
- assessing and considering the applicability of different construction theories and methods in a given context
- analysing the choice of material from a design and fit perspective
- assessing and evaluating the look and styling effect of the final product
- using a reflective approach in independently assessing the design and look of the final product.

### 3.1.9.3 ECTS credits

10 ECTS credits are allocated between the core areas of:

Product Development  
 Pattern Design and Grading  
 Material Knowledge  
 Communication

### 3.1.9.4 Exams

The elective concludes with an individual oral exam presentation. At this presentation, the student introduces the written material documenting the design DNA of the designer/artist chosen. This material should be both visual and descriptive and has the purpose of documenting the student's research, analysis, process and development of the product.

The re-examination has the same form as the ordinary elective exam, cf. section 3.1. in the Curriculum for the Professional Bachelor's Degree Programme in Design & Business (PBA).

## 3.2 Credit transfer for elective elements

Passed course elements from other course educational institutions equate the equivalent elements in the Professional Bachelor's Degree Programme in Design & Business.

The rules for automatic, compulsory credit transfer, including the obligation to inform on passed course elements from other institutions on the same level, can be found in the Ministerial Order on Admission to Academy Profession Programmes and Professional Bachelor Programmes and in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes. These rules also apply to elective elements on the Professional Bachelor's Degree Programme in Design & Business offered by VIA Design, cf. section 3.19 Legal basis.

Credit transfer for elective elements is awarded based on a professional evaluation of whether or not the passed elements or prior work experience match the level and contents of one or more elective elements in the Professional Bachelor's Degree Programme.

The application for credit transfer must be submitted to the Course Administration. Application for credit transfer, which is not covered by the rules for compulsory credit transfer, must be submitted to the Head of

Programme responsible for the speciality programme in question not later than one month prior to the start of the element/internship for which credit is applied. The application must be submitted to the Course Administration. The decision will be made by the appropriate Head of Programme and will be announced to the student not later than two weeks prior to the commencement of the element/internship for which credit is applied.

### 3.3 Placement of course elements and internships, including exams in the programme structure

The Professional Bachelor's Degree Programme in Design & Business at VIA Design is a full-time higher education. Students who follow the standard programme structure, including exams, will follow the below progression:

Core areas of the programme	1 <sup>st</sup> year		2 <sup>nd</sup> year
	5 <sup>th</sup> sem.	6 <sup>th</sup> sem.	7 <sup>th</sup> sem.
Compulsory course elements - Design - Business - Sociology - Method and theory of knowledge	5 ECTS 5 ECTS 2½ ECTS 2½ ECTS		
Speciality programmes	15 ECTS	10 ECTS	5 ECTS
Electives		10 ECTS	
Internships		10 ECTS	5 ECTS
Bachelor project			20 ECTS
Exams after completion of compulsory elements	1 common module exam	1 elective exam	1 internship exam 1 speciality exam 1 final bachelor exam
Total ECTS	30 ECTS	30 ECTS	30 ECTS

For a detailed description of the content of the individual speciality programmes, please see the speciality programme overviews as well as the syllabi under Syllabi in appendix 1.

The Professional Bachelor's Degree Programme in Design & Business can deviate from the above progression in case of periods of extended illness, maternity/paternity leave or for other valid reasons. In such cases, a student will not follow the above progression. Likewise, a student whose progression has been altered cannot be assured to follow the programme with the same group of students.

### 3.4 Parts of the programme which can be completed abroad

On the 6<sup>th</sup> semester, students have the option of studying for one semester at a foreign or other Danish educational institution. Students enrolling in exchange programmes with other educational institutions must obtain at least 30 ECTS credits.

Students should seek to enrol in exchange programmes with institutions that are part of VIA Design's exchange programme. Please see list of partner schools in appendix 1, section 1.3. To enrol in an exchange programme, students must file a written application. The application to participate in an exchange programme is at the same time considered an application for preliminary approval of credit transfer and is conditional upon the student's passing course modules equivalent to a minimum of 30 ECTS credits. If the exchange programme will take place at one of VIA Design's partner schools, VIA Design will provide the information and application forms required. In such circumstances, it will equally be possible for students to apply for financial support through the Erasmus programme or other relevant programmes via VIA Design.

Students choosing an institution outside the framework of VIA Design's exchange programme are individually responsible for contacting the institution and for providing sufficient documentation to substantiate the relevance of the programme/subject studied as well as to apply for credit transfer for the programme. In both cases, relevance to the bachelor's programme studied as well as the credit transfer options must be approved by VIA Design based on the speciality programme studied.

VIA Design's approval of the credit transfer application is based on an individual, professional assessment of the relevance of the programme elements applied for and the speciality programme studied.

The following elements and internships, placed on the 6<sup>th</sup> semester (spring semester), must be completed abroad by application to and agreement with the Professional Bachelor's Degree Programme in Design & Business, VIA Design, VIA University College:

- Speciality courses equivalent to 10 ETCS
- Electives equivalent to 10 ETCS
- Internships equivalent to 10 ETCS.

The digital application form for completing a course element or internship abroad is available at VIA Design's Studynet and must be submitted to the international coordinator prior to 20 September (before the student wishes to enrol in an exchange programme). The application must, as a minimum, contain:

Resumé

Transcript of records

Motivational essay

Documentation of language proficiency equivalent to at least B2 at the European Language Levels (CEFR)

Copy of passport

Photo

Letter of recommendation, if available

For a list of VIA Design partner schools offering Professional Bachelor's Degree Programmes in Design & Business, see appendix 13.

## 3.5 Internship

6<sup>th</sup> semester students are required to do an internship in a company or organisation operating within the speciality areas covered by the course programme. However, it is a requirement that the internship company or organisation has an employee with a sufficient level of professional knowledge who can help strengthen the student's academic and professional development. Prior to commencement of the internship, the internship company or organisation must be approved by the educational institution.

The weekly working hours is 37 hours. However, in busy periods, the student must expect to work more if this is also expected from the other employees at the internship company or organisation.

An agreement for an internship of a minimum of nine weeks must be made with the internship company or organisation. According to section 2.3. in the common part of this curriculum, the internship has a duration of 10 weeks of which the exam week is the tenth week. The internship period may be prolonged and extend into the holiday period if agreed with the guidance teacher.

According to section 3.19, Legal basis, the student may receive an acknowledgement in appreciation for his or her work in the form of a small payment from the internship company. The amount must not exceed DKK 3,000 a month and must not be offered as a pre-agreed amount similar to employment income.

### Exceptional circumstances

In exceptional circumstances, a student may work at the internship company as well as do work outside the company, for example in the form an assignment abroad, research, etc. The working hours must, however,

be equivalent to 37 weekly working hours and the external work must contribute to meeting the learning objectives of the internship action plan, cf. section 3.5.1.

#### **Please note**

The internship company or organisation may ask the student and the educational institution to sign a non-disclosure agreement.

### **3.5.1 Internship: Requirements and expectations to the parties involved**

At VIA Design, all documents relating to the internship of students are managed, coordinated and registered using the internship portal [www.ucpraktikportal.dk](http://www.ucpraktikportal.dk).

#### **VIA Design**

It is the responsibility of VIA Design to ensure that the internship requirements specified are complied with. This is necessary to secure that the student has the possibility of meeting the learning objectives of the internship. An internship coordinator responsible for internships at the Professional Bachelor's Degree Programme in Design & Business is part of the student counselling staff.

#### **VIA Design is responsible for**

- approving the internship company or organisation
- ensuring that students have access to the internship portal
- supporting and guiding the intern and the internship company or organisation during the internship period
- answering questions regarding the internship portal
- appointing a guidance teacher for each student.

#### **Responsibilities of the intern**

Prior to the internship period, the student must register the internship company or organisation and the internship agreement (agreement between the internship company, the student and VIA Design) at the internship portal.

One week into the internship, the internship guidance teacher must approve the action plan and problem scenario. The action plan is prepared by the student in collaboration with the internship company or organisation and must specify the work areas of the student during the internship. Moreover, the action plan should ensure that the content of the internship is relevant to the speciality programme of the student and that it is possible for the student to prepare the internship report. The problem scenario is prepared by the student based on the action plan.

#### **The intern:**

- is responsible for finding an internship company or organisation. The intern may receive help from the internship coordinator in finding an internship company or organisation
- is responsible for ensuring ongoing contact with the guidance teacher
- must ensure that all parties, including the internship coordinator, approve the internship agreement
- must prepare a problem scenario in collaboration with or in relation to the company or organisation
- must submit a copy of the written report prepared on the basis of the internship to the internship company or organisation
- must do an exam that is assessed by an internal examiner
- must stay in contact with the guidance teacher and check his or her VIA mail and the Studynet for information of relevance to the course programme on a current basis.

#### **The internship company**

- at the beginning of the internship, the company should inform the intern of company safety regulations, means of access, IT policy, etc.

- must ensure that the student is part of the day-to-day routines of the company to the extent possible. These routines cover both projects of a professional and practical nature as well as meetings, planning and other activities.
- must make a contact person available to the intern.
- must make sure that the intern part in the tasks agreed and evaluate the internship in collaboration with the intern and the VIA Design guidance teacher on a continuous basis
- must contribute to the preparation of an action plan that makes it possible to attain the learning objectives of the internship as specified by VIA Design as described in section 2.3.1.2..

### Comments

According to section 3.19, Legal basis, the student cannot be considered part of the labour force of a public or private company when doing an internship. Moreover, the student must not be subject to the company's power of direction.

### Procedure for resolving disagreements and termination of internships

In the event of disagreement, the student and/or the company or organisation must contact the VIA Design internship coordinator. The coordinator will then contact both parties to discuss and solve the matter. Should this result in termination of the internship, it is the responsibility of the student, and the internship coordinator, to find a new internship company where the internship may be completed. The internship is equivalent to 10 ECTS credits.

If the student terminates the internship without prior agreement with VIA Design and the internship company or organisation, the student is individually responsible for finding a new internship company or organisation.

### Please note

In exceptional circumstances, such as company bankruptcy, illness or similar, exemption may be granted for the full internship. Students, companies or organisations applying for exemption must contact the internship coordinator who will consider whether exemption may be granted.

Copyright must be agreed by the student and the internship company or organisation when signing the internship agreement.

### Other information

It is possible for students from the speciality programme in entrepreneurship to apply for internship in their own company. Students wishing to do internship in their own company must apply for this at the latest 10 weeks prior to commencement of the internship period,

- The student must hand in a motivated application (as a minimum one A4 page).
- The application must include an action plan specifying the content and tasks to be undertaken as part of the internship.
- The application must include the name of at least one mentor (preferably more) who can act as a contact person and mentor during the entire internship (the mentor should be a person with relevant resources or knowledge who does not have a personal relationship to the student). The student must justify the choice of mentor and provide proof of the agreement.

It is solely the guidance teacher who decides whether the internship is approved or not as well as whether the student is sufficiently motivated and structured to do the internship in his or her own company.

In exceptional circumstances, it may be possible for students from other speciality programmes to obtain approval of internship in their own company based on the guidelines above. This must be approved by the Head of Programme.

### Internship exam

Unless the internship company or organisation has objected to the student's participation in the internship, a student is generally registered for the internship exam following completion of the internship and timely hand-in of the internship report.

As the internship company or organisation is entitled to a copy of the internship report, students doing their internship abroad must prepare their internship report in English regardless of whether they are enrolled in an international or Danish programme.

Please see section 3.6.3.3. for details.

## 3.6 Exams in the Professional Bachelor's Degree Programme in Design & Business, VIA Design

Exams in the Professional Bachelor's Degree Programme in Design & Business are conducted in Danish or English, depending on whether the student is enrolled in the Danish or international course programme. For students doing their internship abroad or taking part in an exchange programme, the language of examination is English.

In written and oral exams that are based on a written assignment prepared by the student, the student's spelling and writing skills carry a significant weight in the assessment of the student's performance.

### General regulations

The conduct of exams in the Professional Bachelor's Degree Programme in Design & Business at VIA Design is governed by the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes. General exam regulations are described below.

### 3.6.1 General regulations

- An exam is passed when, as a minimum, the student has obtained a grade of 02 on the 7-point grading scale
- Passed exams cannot be retaken
- The student has three attempts to pass the same exam
- The student cannot complete the final bachelor project until exams at the first to fourth semesters have been passed
- The student must have completed the programme not later than four years after commencement of the programme
- An external examiner will take part in external exams. The external examiner is part of the national corps of examiners appointed by the Ministry of Higher Education and Science
- Where the basis for assessment includes several elements, the student will be awarded one overall grade for his/her performance unless otherwise stated in the exam regulation
- Students doing their internship abroad must prepare their internship report in English as it must be accessible to the internship company or organisation.

Information on timing of the individual exams appears from the table in 3.6.2. The exact date and place of an exam will be announced on the Studynet at the latest two weeks prior to the exam. Before an exam, the following information must be available on the Studynet: activity plan, assignment description, literature and link to project syllabus. Students are independently responsible for obtaining information about date, time and place of the exam on the Studynet.

At the start of each semester, students will be given information on the exams of the semester, including information on the form of exam and any specific requirements applicable to the individual exam.

### Please note

If a student fails to hand in the exam paper in time, this will be considered an exam attempt. VIA Design may, however, exempt the student from the time limit stipulated if the student is able to document that the delay was no fault of his/her own. This must be substantiated in writing.

Students doing their internship abroad must prepare their internship report in English as it must be accessible to the internship company or organisation.

### Exams under special conditions

The Professional Bachelor's Degree Programme in Design & Business offer exams under special conditions for students with special needs, e.g. health and linguistic issues, to ensure that these students have the possibility to complete exams on an equal footing with students without such needs.

Exams under special conditions are offered to students on an individual basis based on an application. The programme management assesses the merits of each application and decides if and to what extent exam under special conditions is warranted. Exams under special conditions can only ensure that students with special needs have the possibility to complete exams on an equal footing with students without such needs. The level of the exam as well as the objectives and criteria for assessment of the exam performance can never be altered by an offer to do an exam under special conditions.

The Professional Bachelor's Degree Programme in Design & Business offers exams under special conditions in the form of extended preparation time, increased number of guidance sessions and access to special aids during the exam.

An application for extended time of exam must be submitted to the Student Counselling not later than one month prior to the conduct of the individual exam. The application must be in writing and documentation to substantiate the special needs of the student must be included.

#### Aids:

Unless otherwise stipulated in the exam regulations for the individual exams, all aids are permitted, cf. section 3.6.3.

Students with a physical or mental illness resulting in an impairment of function that requires that the student is offered special support to complete an education with VIA University College can apply for Special Educational Support (SPS). Students for whom this may be relevant can obtain more information about the special educational support scheme at the Studynet or by contacting the VIA Design Student Counselling . Applications for extended time at the exam must be submitted to the Course Administration not later than one month prior to the individual exam. The application must be in writing and documentation to substantiate the special needs of the student must be included.

## 3.6.2 Overview of exams on the Professional Bachelor's Degree Programme in Design & Business, VIA Design

### 3.6.2.1 Overview of course programme exams

No.	Semester	Exam	ECTS	Assessment	Internal / external
1	5 <sup>th</sup> semester	Common module	15 ECTS	Individual assessment 7-point grading scale	Internal
2	6 <sup>th</sup> semester	Elective exam	10 ECTS	Individual assessment 7-point grading scale	Internal
3	7 <sup>th</sup> semester	Internship exam	15 ECTS	Individual assessment 7-point grading scale	Internal
4	7 <sup>th</sup> semester	Speciality exam	30 ECTS	Individual assessment 7-point grading scale	External
5	7 <sup>th</sup> semester	Final bachelor project	20 ECTS	Individual assessment 7-point grading scale	External

### 3.6.2.2 Exams in compulsory course elements

Compulsory course elements	5 <sup>th</sup> semester exam Common module	6 <sup>th</sup> semester	7 <sup>th</sup> semester	Total
----------------------------	--	--------------------------	--------------------------	-------

Core area: Design 5 ECTS credits	5 ECTS credits from the core area of Design			5 ECTS
Core area: Business 5 ECTS credits	5 ECTS credits from the core area of Business			5 ECTS
Core area: Sociology 2½ ECTS credits	2½ ECTS credits from the core area of Sociology			2½ ECTS
Core area: Theory of Knowledge 2½ ECTS credits	2½ ECTS credits from the core area of Theory of Knowledge			2½ ECTS
Electives – 10 ECTS credits		10 ECTS credits from the core areas of the speciality programme		10 ECTS
Internship			15 ECTS credits from the core areas of the speciality programme	15 ECTS
Speciality exam			30 ECTS credits from the core areas of the speciality programme	30 ECTS
Bachelor project			20 ECTS credits from the core areas of the speciality programme	20 ECTS
	15 ECTS	10 ECTS	65 ECTS	90 ECTS

### 3.6.3 Exams

Each exam in the Professional Bachelor's Degree Programme in Design & Business is assessed on the basis of the learning objectives of the compulsory course elements, the core areas of the speciality programmes as well as the elective course elements. The learning objectives assessed at each specific exam are specified below under the individual exams.

At the start of each course element, a student is automatically registered for any exams in that particular element. By being registered for an exam, a student uses an exam attempt.

According to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes, a student cannot cancel registration for an exam in any other cases than those stipulated in part 7 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes. Please see section 3.6.4. for information on re-examination and illness.

#### 3.6.3.1 Common module exam

In the common module exam, the student should demonstrate knowledge of, ability to reflect on and competences in the core areas covered by the common module. These areas are described in the syllabi for the four core areas of the common module; design, business, sociology and method and theory of knowledge.

#### Objective



- The student is able to apply a methodical and scientific theoretical approach to his/her work
- The student is able to plan and carry out research
- The student can relate to the interrelationship of the core areas and view the core areas in the context of culture and society
- The student is able to transfer theoretical knowledge to a practice-based and interdisciplinary context
- The student can work in the cross-field between design and business
- The student is able to apply design and business process models for problem solving.

**ECTS credits:** 15

### Timing

The common module exam takes place on the 5<sup>th</sup> semester, cf. overview of course programme exams in 3.6.2.

### Basis for exam

The exam is based on the response to a question prepared by the individual student. The questions for the exam are allocated to students by lottery. The response prepared by the individual student must be based on the interdisciplinary group assignment that is part of the common module as well as on the theories and methods specified in the course syllabus.

### Exam form and planning

The common module exam is oral and consists of two parts: a group part and an individual part.

The group presentation includes a presentation of the solution proposed as well as the process. The individual exam is based on the group presentation. Students will **NOT** receive a grade for the group presentation. The group presentation has a duration of 10 minutes. As a minimum, the group presentation is expected to include a process description, a film to document the testing of prototypes, prototype and the business concept created on the basis of the idea. For their presentation, the group is allowed to use aids of their own choice. After presenting their group project, the group leaves the exam room and takes all electronic equipment with them. The physical presentation material (process binders, prototypes, posters, etc.) remains in the room and may be used for the individual presentation.

Each individual group member is then examined in the order of students specified on the Studynet. Each group member draws a question within the core areas covered by the common module. The student's response to the question must be based on the group assignment prepared and the theories and methods specified in the common module syllabus.

The duration of the individual exam is 20 minutes per student:

- 10 minutes for the student's individual response to the question
- 5 minutes for Q&As
- 5 minutes for assessment and marking.

The exam is open to the public. Members of the audience are not allowed to ask questions or participate in the assessment and grading of the exam.

### Prerequisites for taking the exam

It is a prerequisite for participating in the exam that the student has been actively involved in and contributed to preparing the group assignment as well as taken part in the group presentation prior to the individual exam.

### Assessment criteria

When assessing the student's performance, emphasis is placed on the extent to which the student independently

- demonstrates knowledge of the area covered by the topic discussed
- can put the topic discussed into a relevant perspective in view of the research design and solution proposed by the group
- demonstrates knowledge of scientific theory and method

- demonstrates knowledge about planning and carrying out research
- can relate to the interrelationship of the core areas and put this into a cultural and social context
- can reflect on and transfer theoretical knowledge to a practice-based and interdisciplinary context
- can use technical expressions and terminology relevant to the core areas
- delivers a well-structured, uniform and independent presentation..

The exam is assessed by two internal examiners according to the 7-point grading scale and must be passed with a minimum grade of 02. The exam is assessed by an internal lecturer and an internal examiner.

#### **Information available on the Studynet**

Timetable and rules and regulations regarding the exam period

#### **Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12

Complaints about exams must be filed not later than two weeks after an exam

### **3.6.3.2 Elective exam**

The elective exam is based on a specific assignment within the subject area covered by the elective. The student should demonstrate understanding of practice and of theory and method central to the elective. The exam is assessed according to the learning objectives specified in the elective syllabi included in section 3.1.

**ECTS credits:** 10

#### **Timing**

The exam is conducted on the last day/days of the elective. Please see the overview of course programme exams in section 3.6.2.

#### **Basis for exam**

The exam is an individual exam, which should document students' ability to reflect on their acquisition of knowledge, skills and competences within the core areas of the electives, cf. syllabi for the individual electives included in section 3.1.

#### **Exam form and planning**

The exam form is defined in the individual syllabi in section 3.1 and is based on the competences specified for the core areas covered by the individual electives.

#### **Prerequisite for participating in the exam**

If there are specific requirements for participating in the exam, they will be defined in the syllabus for the elective in question, cf. section 3.1.

#### **Assessment criteria**

The assessment criteria are specified in the syllabi for the individual electives in section 3.1.

The exam is assessed according to the 7-point grading scale by an internal examiner.

#### **Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12

Complaints about exams must be filed not later than two weeks after an exam

### **3.6.3.3 Speciality exam**

The purpose of the speciality exam is for students to demonstrate compliance with the learning objectives described in section 2.2 Compulsory speciality programmes, which are equivalent to a total of 30 ECTS credits.

#### **Objective**

- The student can demonstrate compliance with the learning objectives for the speciality programme (cf. section 2.2.1 – 2.2.8).
- The student can analyse problem scenarios related to the speciality programme
- The student can choose and argue for the theories and methods applied for structuring and responding to the research question
- Based on the synopsis prepared, the student is able to document, argue for and present proposed solutions at an oral presentation.

#### **ECTS credits:**

30

#### **Timing**

The exam takes place on the 7<sup>th</sup> semester. Please see the overview of course programme exams in section 3.6.2.

#### **Basis for exam**

The exam consists of a synopsis and an oral presentation. The synopsis is prepared based on an assignment description. Assignments are allocated to students by lottery and are based on 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> semester speciality courses. There will be up to three different assignment descriptions for each speciality. The 7<sup>th</sup> semester exam is individual.

#### **Synopsis**

The student prepares a synopsis based on the assignment description. The scope of the synopsis is max. 9,600 typing units, including spaces, but excluding front page and list of references (one standard page = 2,400 typing units). The synopsis must include:

- Front page (name of exam, name of student, class, date and number of typing units)
- Introduction
- Research question
- Method, theory and delimitation (if relevant)
- Referencing and list of references (cf. Formal Requirements for Exam Papers at VIA Design).

#### **Exam form and planning**

For the speciality exam, the student prepares a synopsis for hand-in and takes part in an oral exam.

#### **Oral exam**

The timetable for the oral exam is made available on the Studynet on the 5<sup>th</sup> day of the exam period. The oral exam has a duration of 40 minutes:

- 15 min. for the student's oral presentation
- 15 min. for Q &As
- 10 min. for assessment and grading.

#### **Prerequisite for participating in the exam**

To participate in the exam, the student must upload his/her synopsis to WISEFLOW on time.

#### **Assessment criteria**

The student will be awarded one overall grade for the synopsis and oral exam. The assessment of the student's performance is based on:

- the correlation between synopsis and oral presentation
- the ability to demonstrate broad knowledge and understanding of the speciality in the synopsis handed in
- the application of and argumentation for relevant theory and method
- the ability to analyse a speciality-related problem scenario and to argue for the suggested answer
- the ability to answer questions related to the speciality courses offered on the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> semester of the speciality programme
- presentation and communication skills.

The exam is assessed according to the 7-point grading scale by an external examiner.

## Information available on the Studynet

Timetable for the exam period

## Complaints about exams and return of projects

For complaints about exams, see section 3.6.12

Complaints about exams must be filed not later than two weeks after an exam

### 3.6.3.4 Internship exam

The internship exam should document the student's ability to independently be part of and reflect on a professional context. Moreover, it should demonstrate the student's competence in combining theory and method acquired through the speciality programme with practice.

#### Objective

- The student is able to analyse and reflect on practice-based issues related to the internship
- In his/her discussion of a specific problem scenario, the student is able to apply and reflect on relevant theories and/or methods studied.

ECTS credits: 15

#### Timing

The internship and the preparation of the internship report as well as products, if any, takes place on the 6<sup>th</sup> semester. The report must be handed in at the beginning of the 7<sup>th</sup> semester. For more details, please see the overview of course programme exams in section 3.6.2.

#### Basis for exam

During the internship, the student works for a company or organisation. In collaboration with the guidance teacher and the company or organisation, the student prepares an individual action plan specifying the learning objectives of the internship. Based on the action plan and a dialogue with the company or organisation, the student formulates a problem scenario that must be approved by the guidance teacher and must be based on the action plan as well as the speciality programme studied.

Students are required to hand in the following material

- An internship project report and possibly products.

#### Exam form and planning

The project report must include a description of processes as well as a discussion of the research question. The maximum length of the project report is 50,000 typing units, including spaces, but excluding front page, contents, list of references and appendices. The report must be prepared in accordance with current reporting formalities of VIA Design, cf. appendix 2 "Formal requirements for exam papers".

#### Prerequisite for participating in the exam

It is a prerequisite for participating in the exam that the student has completed the internship and handed in the project report and any products in time

#### Assessment criteria

The student's performance is evaluated based on an overall assessment of the internship project report and products.

Assessment of the student's performance is based on

- correlation between problem scenario and project structure
- application of relevant theory and method
- application of relevant practice acquired through the internship
- discussion, argumentation and reflection
- layout, communication and presentation skills
- overall impression of the project report.

The exam is assessed according to the 7-point grading scale by an internal examiner.

### **Guidance**

A guidance teacher is allocated to the student, who is entitled to 2.5 hours of guidance in the internship period. This also includes guidance by e-mail and phone. The student is individually responsible for making appointments with the guidance teacher. Guidance may take place before and during the internship period. At the latest, however, the last guidance session must take place on the last day of the internship.

### **Hand-in**

Room and time for hand-in of the internship project report will be announced on the Studynet two weeks before the hand-in date.

### **Digital hand-in to Wiseflow**

The below material must be uploaded to WISEFlow:

Written material and photo of products, if any  
Patterns (Pattern Design)

### **Hand-in at VIA Design**

Products in the form of clothing, furniture, mock-ups, posters, process binders, catalogues, portfolio and similar must be handed in at VIA Design.

Products that may be scanned (posters, process binders, catalogues, etc.) can be handed in digitally along with the written material.

The external examiner receives material in digital form only.

The guidance teacher receives material in digital form as well as the physical products.

### **Information available on the Studynet**

Timetable for the exam period.

### **Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12.

Complaints about exams must be filed not later than two weeks after an exam. In this period, the project report must be stored at VIA Design. Products, if any, cannot be picked up until two weeks after the oral exam.

Products that have not been picked up three months after the exam will be destroyed.

## **3.6.3.5 The bachelor project**

The purpose of the bachelor project is for students to demonstrate their ability to independently carry out project work. In the bachelor project, students are required to use an experimental, empirical and theoretical approach to a problem scenario of their own choice and of relevance to their speciality and profession. The bachelor project may be carried out in collaboration with a public or private company.

### **Objective:**

- The student is able to independently handle complex and development-based issues.
- The student is able to plan and carry out the project based on a problem scenario of relevance to the speciality.
- The student is able to analyse, discuss, argue for, assess and communicate empirical material, theories and methods within the area covered by the course programme.

**Scope of the bachelor project:** The exam period is equivalent to 20 ECTS credits and has a duration of 60 days, excluding the oral exam.

**Timing:** The bachelor project is placed on the 7<sup>th</sup> semester. Please see the course programme exam overview in section 3.6.2. for details.

### **Basis of the bachelor project**

The project may be carried out on an individual basis, by two or by a maximum of three students from the same speciality programme. The project consists of a written report and possibly products as well as an oral presentation and defence. The oral presentation is individual and is based on an individually prepared presentation plan.

The problem scenario must be central to the course programme and the profession. It must be formulated by the student and must be approved by the educational institution. The bachelor project should demonstrate the student's ability to reflect individually and critically. This reflection must be documented in a project report and possibly products. In their proposed solution to the problem discussed, students must apply theories and methods central to the profession and speciality.

The student must be able to argue for his/her choice of problem scenario.

The student is required to prepare a report and possibly products. The written report must have a maximum length of 100,000 typing units, including spaces and excluding front page, abstract, content and appendices. For group projects with two students, the maximum number of typing units is 140,000. For group projects with three students, the maximum number of typing units is 170,000.

The project report must be prepared in accordance with current reporting formalities of VIA Design and must include an abstract.

The bachelor project may be carried out in collaboration with a private or public company.

### **Oral exam**

The oral exam is based on the project report and other forms of documentation, such as prototypes. The oral presentation has a duration of 25 minutes. In addition to presenting the project, the student should unfold, discuss and add relevant perspectives to the problem scenarios discussed. Following the oral presentation, the student engages in a discussion with the internal and external examiner to explore the academic and professional issues dealt with in more detail. The discussion may focus on specific parts of the presentation or may aim to place the issues discussed in a professional context. The discussion is based on both the project report and the oral presentation of the project. The internal examiner leads the discussion.

The oral exam has a duration of 55 minutes:

- 25 minutes for the student's oral presentation
- 20 minutes for Q&As
- 10 minutes for assessment and grading.

The exam is open to the public. Members of the audience are not allowed to ask questions or participate in the assessment and grading of the exam.

### **Assessment criteria**

The student's performance is evaluated based on an overall assessment of the project, products, if any, and the oral presentation and defence.

The project report and products, if any, carry a weight of 65%

### **Assessment of the student's performance is based on**

- correlation between problem scenario and project structure
- applicability of method to obtain the result
- analytical parts of the report, independence in the experimental, empirical and theoretical discussion of the practice-based and speciality-related problem scenario
- argumentation and documentation for the method, analysis and problem solution chosen
- relevance of empirical research, theory and method in relation to the subject areas covered by the course programme and project result
- critical reflection in relation to the problem scenario
- documentation of result obtained compared to the problem scenario

- structure and layout
- overall impression of the project.

**The oral presentation carries a weight 35% and is assessed based on the student's ability to:**

- demonstrate knowledge of the subject areas of the speciality programme
- communicate clearly and precisely
- structure the presentation
- argue and respond to the question.

The bachelor project is assessed by an internal and an external examiner according to the 7-point grading scale. The assessment is based on the project report as well as the oral presentation and defence. The student will be awarded one overall grade for the project, which must be passed with a minimum grade of 02.

### **Guidance**

A guidance teacher is allocated to the student, who is entitled to 7 hours of guidance in the exam period. If two students write their bachelor project together, they are entitled to 10 hours of guidance whereas three students are entitled to 12 hours. This also includes guidance by e-mail and phone. The student is individually responsible for making appointments with the guidance teacher. At the latest, the final guidance session must take place on the last day of the exam period. The guidance teacher must approve the problem scenario and research question.

### **Prerequisite for participating in the exam**

It is a prerequisite for participating in the exam that the student has passed all other exams of the programme, and that the student has obtained 70 ECTS credits.

It is also a prerequisite for participating in the exam that the student has handed in the project report and any products in time.

### **Hand-in**

Room and time for hand-in of the bachelor project will be announced on the Studynet.

### **Digital hand-in to Wiseflow**

The below material must be uploaded to WiseFlow:

Written material and photo of products, if any  
Patterns (Pattern Design)

### **Hand-in at VIA Design**

Products in the form of clothing, furniture, mock-ups, posters, process binders, catalogues, portfolio and similar must be handed in at VIA Design.

Products that may be scanned (posters, process binders, catalogues, etc.) can be handed in digitally along with the written material.

The external examiner receives material in digital form only.

The guidance teacher receives material in digital form as well as physical products.

### **Information available on the Studynet**

Timetable and rules and regulations regarding the exam period.

Room and time for hand-in of the bachelor project is announced two weeks prior to the hand-in date.

The timetable for the oral exam is announced the day after hand-in of written material.

### **Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12

Complaints about exams must be filed not later than two weeks after an exam. In this period, the project report must be stored at VIA Design. Products, if any, cannot be picked up until two weeks after the oral exam.

Products that have not been picked up three months after the exam will be destroyed.

### 3.6.3.6 Diploma

On completion of the Professional Bachelor's Degree Programme in Design & Business, an electronic diploma will be issued in accordance with the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes. The electronic diploma will be submitted to the student's e-boks not later than five days after graduation.

The assessment of the following exams will appear on the final diploma, cf. overview of course programme exams in 3.6.2.: Common module exam, elective exam, internship exam, speciality exam and final bachelor exam.

## 3.6.4 Re-examination and illness

### 3.6.4.1 Illness

Students who are exempt from participating in a particular exam due to documented illness or other documented reason according to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes will be re-examined as soon as possible.

In case a student becomes ill during an examination, the Course Administration must be contacted. In case of illness occurring right before an exam, the student must hand in medical documentation to the Course Administration to give reason for the absence. At the latest, this documentation must be handed in one week after the exam. In case a student becomes ill *during* a written exam, the following applies:

1. if the student chooses to hand in his paper, this paper will be assessed on an equal footing with papers handed in by other students.
2. in case the student fails to hand in his/her paper, the student must hand in medical documentation to the Course Administration one week after the exam at the latest.

If illness is not documented in accordance with the above regulations, the student has used one examination attempt.

All expenses related to obtaining medical documentation must be paid by the student.

In exceptional circumstances, a re-examination can be planned in connection with the next ordinary exam in the same course element. This, however, does not apply to re-examinations of the final exam project, which must always be conducted in the same exam period.

Students are automatically registered for the re-examination.

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

### 3.6.4.2 Failed attempt

Students who do not pass an exam will be registered for re-examination as soon as possible. Re-examinations held as a result of documented illness are considered the second examination attempt for students who have not passed the ordinary exam.

Students are automatically registered for the re-examination.

In exceptional circumstances, a re-examination can be planned in connection with the next ordinary exam in the same course element. This, however, does not apply to re-examinations of the final exam project, which must always be conducted in the same exam period.

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



### 3.6.4.3 Re-examination

A student is automatically registered for the next re-examination if the student:

1. was prevented from completing an exam due to documented illness (has not used an examination attempt)
2. has not obtained a minimum grade of 02 in connection with a completed exam (has used an examination attempt)
3. has handed in a written paper incorrectly or not in time, or if the paper handed in is insufficient (has used an examination attempt).
4. has been late for a written or oral exam without reasonable reason (has used an examination attempt)
1. has been expelled from an exam due to plagiarism, cheating or disruptive behavior (has used an examination attempt).

Students will be given information about time and place of the re-examination by the Course Administration. As a rule, no guidance is offered to students in connection with re-examinations unless other information is provided by the Course Administration in connection with the individual re-examination.

### Examination attempts

For each course programme exam, the student has three examination attempts and, accordingly, the right to two re-examinations. In exceptional circumstances, students enrolled in the Professional Bachelor's Degree Programme in Design & Business may be permitted to do more re-examinations. Lack of academic ability is not considered an exceptional circumstance. A motivated application for a third examination attempt should be submitted to the Course Administration not later than two weeks after the assessment of the third examination attempt has been announced. The decision of whether to allow a third examination attempt is made by the relevant Head of Programme.

### 3.6.4.4 Illness

Students who are exempt from participating in a particular exam due to documented illness or other documented reason according to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes will be re-examined as soon as possible.

Students are automatically registered for the re-examination.

In exceptional circumstances, a re-examination can be planned in connection with the next ordinary exam in the same course element. This, however, does not apply to re-examinations of the final exam project, which must always be conducted in the same exam period.

Students are informed of the time and place of the re-examination as soon as possible after the ordinary exam.

### 3.6.4.5 Re-examination

Students who do not pass an exam will be registered for re-examination as soon as possible.

Re-examinations held as a result of documented illness are considered the second examination attempt for students who have not passed the ordinary exam.

Students are automatically registered for the re-examination.

In exceptional circumstances, a re-examination can be planned in connection with the next ordinary exam in the same course element. This, however, does not apply to re-examinations of the final exam project, which must always be conducted in the same exam period.

Students are informed of the time and place of the re-examination as soon as possible after the ordinary exam.

### **3.6.5 Re-examination and illness on the Professional Bachelor's Degree Programme in Design & Business at VIA Design**

Students who do not pass an exam will be registered for re-examination as soon as possible. Re-examinations held as a result of documented illness are considered the second examination attempt for students who have not passed the ordinary exam. A description of the individual exams of the Professional Bachelor's Degree Programme in Design & Business at VIA Design is available in sections 3.6.6. to 3.6.10.

### **3.6.6 Re-examination: 5<sup>th</sup> semester common module exam at VIA Design**

#### **3.6.6.1 Purpose**

In the common module exam, the student should demonstrate understanding of, ability to reflect on and competences in the core area covered by the common module: design, business, sociology and method and theory of knowledge.

#### **3.6.6.2 Objective**

- The student is able to apply a methodical and scientific theoretical approach to his/her work
- The student is able to plan and carry out research
- The student can relate to the interrelationship of the core areas and view the core areas in the context of culture and society
- The student is able to transfer theoretical knowledge to a practice-based and interdisciplinary context
- The student can work in the cross-field between design and business
- The student is able to apply design and business process models for problem solving.

#### **3.6.6.3 Re-examination**

The re-examination is an individual, oral exam. The student draws a question with a topic within the core areas covered by the common module. The student's response to the question must be based on the interdisciplinary group assignment prepared as well as the theories and methods applied in preparing the assignment.

The individual oral exam has a duration of 20 minutes:

- 10 minutes for the student's individual response to the question
- 5 minutes for Q&As
- 5 minutes for assessment and grading.

The exam is open to the public. Members of the audience are not allowed to ask questions or participate in the assessment and grading of the exam.

#### **3.6.6.4 Assessment criteria**

When assessing the student's performance, emphasis is placed on the extent to which the student

- demonstrates knowledge of the area covered by the topic discussed
- can put the topic discussed into a relevant perspective in view of the research design and solution proposed by the group
- demonstrates knowledge of scientific theory and method
- demonstrates knowledge about planning and carrying out research
- can relate to the interrelationship of the core areas and put this into a cultural and social context
- can reflect on and transfer theoretical knowledge to a practice-based and interdisciplinary context
- can use technical expressions and terminology relevant to the core areas
- delivers a well-structured, uniform and independent presentation..

The exam is assessed by two internal examiners according to the 7-point grading scale and must be passed with a minimum grade of 02. The exam is assessed by an internal lecturer and an internal examiner.

### **3.6.6.5 Hand-out**

Questions for the individual re-examination will be made available on the Studynet immediately after the ordinary exam.

### **3.6.6.6 Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12.

Complaints about exams must be filed not later than two weeks after an exam. In this period, the project must be stored at VIA Design.

### **3.6.6.7 Other information**

Please see section 3.6 for general exam regulations at VIA Design.

## **3.6.7 Re-examination: 6<sup>th</sup> semester elective exam at VIA Design**

### **3.6.7.1 Purpose**

The elective exam is based on a specific assignment within the subject area covered by the elective. The student should demonstrate understanding of practice and of theory and method central to the elective. The exam is assessed according to the learning objectives specified in the elective syllabi included in section 3.1.

### **3.6.7.2 Objective**

- The student can demonstrate independence and critical, professional assessment in relation to the focus area of the elective
- The student can apply basic theories and methods of the focus area of the elective
- The student can document and propose a solution to an assignment within the focus area of the elective.

### **3.6.7.3 Re-examination**

The 6<sup>th</sup> semester elective re-examination may be written or oral depending on the elective. The re-examination will be similar to the ordinary elective exam as specified in section 3.1.

### **3.6.7.4 Assessment criteria**

Assessment criteria are specified under "Learning objectives" in the syllabi for the individual electives available in section 3.1.

### **3.6.7.5 Assessment**

The exam is assessed according to the 7-point grading scale by an internal examiner and must be passed with a minimum grade of 02.

### **3.6.7.6 Guidance**

A guidance teacher will be allocated to the student who is entitled to one hour of guidance. This includes guidance by e-mail and phone. The student is individually responsible for making appointments with the guidance teacher.

### **3.6.7.7 Hand-out**

The student will receive the assignment description, framework and requirements for the re-examination by VIA mail.

### **3.6.7.8 Hand-in**

The student will be receive information about the time and place for hand-in of the re-examination by e-mail at the beginning of the re-examination.

### **3.6.7.9 Complaints about exams and return of projects**

For complaints about exams, see section 3.6.12.

Complaints about exams must be filed not later than two weeks after an exam. In this period, the project must be stored at VIA Design.

### **3.6.7.10 Other information**

Please see section 3.6 for general exam regulations at VIA Design.

## **3.6.8 Re-examination: 7<sup>th</sup> semester speciality exam**

### **3.6.8.1 Purpose**

The purpose of the speciality re-examination is for students to demonstrate compliance with the learning objectives described in section 2.2 Compulsory speciality programmes, which are equivalent to a total of 30 ECTS credits.

### **3.6.8.2 Objective**

- The student can demonstrate compliance with the learning objectives for the speciality programme (cf. section 2.2.1 – 2.2.8).
- The student can analyse problem scenarios related to the speciality programme
- The student can choose and argue for theories and methods applied for structuring and responding to the research question
- Based on the synopsis prepared, the student is able to document, argue for and present proposed solutions at an oral presentation.

### **3.6.8.3 Re-examination**

The re-examination consists of a synopsis and an oral presentation. The synopsis is prepared according to an assignment description that is based on 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> semester speciality courses. The re-examination is individual.

#### **Synopsis**

The student prepares a synopsis based on the assignment description. The scope of the synopsis is max. 9,600 typing units, including spaces, but excluding front page and list of references (one standard page =

2,400 typing units). The synopsis must include:

- Front page (name of exam, name of student, class, date and number of typing units)
- Introduction
- Research question
- Method, theory and delimitation (if relevant)
- Referencing and list of references (cf. Formal Requirements for Exam Papers at VIA Design).

### **Oral exam**

The timetable for the oral exam is made available on the Studynet on the 5<sup>th</sup> day of the exam period.

The oral exam has a duration of 40 minutes:

- 15 min. for the student's oral presentation
- 15 min. for Q &As
- 10 min. for assessment and grading.

The exam takes place at VIA Design. The exam is open to the public. Members of the audience are not allowed to ask questions or participate in the assessment and grading of the exam.

### **Assessment criteria**

The assessment is based on:

- the correlation between synopsis and oral presentation
- the ability to demonstrate broad knowledge and understanding of the speciality in the synopsis handed in
- the application of and argumentation for relevant theory and method
- the ability to analyse a speciality-related problem scenario and to argue for the response to the research question
- the ability to answer questions related to the speciality courses that are part of the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> semester of the speciality programme
- presentation and communication skills.

The exam is assessed according to the 7-point grading scale by an external examiner and must be passed with a minimum grade of 02.

### **3.6.8.4 Hand-out**

The student will receive the assignment description and well as information about the hand-in date by VIA mail on the first day of the exam period.

### **3.6.8.5 Hand-in**

The synopsis as well as any digital products should be uploaded to WISEflow one week after the allocation of topics.

### **3.6.8.6 Complaints about exams and return of projects**

Complaints about exams must be filed not later than two weeks after an exam. For complaints about exams, see section 3.6.12.

### **3.6.8.7 Other information**

Please see section 3.6 for general exam regulations at VIA Design.

## 3.6.9 Re-examination: 6<sup>th</sup> semester internship exam at VIA Design

### 3.6.9.1 Purpose

The internship exam should document the student's ability to independently be part of and reflect on a professional context. Moreover, it should demonstrate the student's competence in combining theory and method acquired through the speciality programme with practice.

#### Objective

- The student is able to analyse and reflect on practice-based issues related to the internship
- In his/her discussion of a specific problem scenario, the student is able to apply and reflect on relevant theories and/or methods studied.

#### Re-examination

The re-examination is an individual written report. The student may include products as well. The problem scenario must be based on the action plan for the internship and the speciality studied.

The problem scenario and research question must be approved by the guidance teacher. The problem scenario from the ordinary exam may be used for the re-examination, but the student is required to prepare a new research question. Research questions used for previous exam attempts cannot be reused.

Data collected as part of the internship and used for discussion of a problem scenario in a previous exam may be used for discussing the research question in the re-examination.

For the re-examination, the student is required to prepare a project report and may prepare products as well. The maximum length of the project report is 50,000 typing units, including spaces, but excluding front page, contents and appendices (a standard page = 2,400 typing units). The report must be prepared in accordance with current reporting formalities of VIA Design, cf. appendix 2 "Formal requirements for exam papers".

The re-examination period is ten weekdays.

### 3.6.9.2 Assessment criteria

Assessment of the student's performance is based on

- correlation between problem scenario and project report
- application of relevant theory and method
- application of relevant practice acquired through the internship
- discussion, argumentation and reflection
- layout, communication and presentation skills
- overall impression of the project report.

### 3.6.9.3 Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner and must be passed with a minimum grade of 02.

### 3.6.9.4 Guidance

A guidance teacher is allocated to the student, who is entitled to 60 minutes of guidance in the project writing period. (The student will receive information of the name of the guidance teacher by VIA mail. This also includes guidance by e-mail and phone. The student is individually responsible for making appointments with the guidance teacher. Guidance may take place in the project writing period.

### **3.6.9.5 Hand-out**

The student will receive information on the assignment description, name of guidance teacher as well as hand-in date by VIA mail on the first day of the re-examination period.

### **3.6.9.6 Hand-in**

The project report and any digital material must be uploaded to WISEflow. The student will be given information about hand-in date by VIA mail

Digital hand-in

- Written material and photo of products, if any
- Patterns (Pattern Design)

Hand-in at VIA Design (the student will receive information about room for hand-in by VIA mail.

- Products in the form of clothing, furniture, mock-ups, posters, process binders, catalogues, portfolio and similar must be handed in at VIA Design.

Products that may be scanned (posters, process binders, catalogues, etc.) can be handed in digitally along with the written material.

### **3.6.9.7 Complaints about exams and return of projects**

Complaints about exams must be filed not later than two weeks days after an exam, see section 3.6.12. In this period, the project report must be stored at VIA Design. Products, if any, cannot be picked up until two weeks after the oral exam.

Products that have not been picked up three months after the exam will be destroyed.

### **3.6.9.8 Other information**

Please see section 3.6 for general exam regulations at VIA Design.

## **3.6.10 Re-examination: 7<sup>th</sup> semester bachelor project at VIA Design**

### **3.6.10.1 Purpose**

The purpose of the re-examination in the 7<sup>th</sup> semester bachelor project is for students to document their understanding of and ability to reflect on professional practice and to document use of theory and method in relation to a practice-based problem scenario within their speciality. The problem scenario must be central to the course programme and the profession and must be formulated by the student, possibly in collaboration with a public or private company.

### **3.6.10.2 Re-examination**

The re-examination project should be carried out on an individual basis and consists of a written report and possibly products as well as an oral presentation. The oral presentation is individual.

The re-examination must be based on a specific problem scenario of relevance to the course programme . The problem scenario and research question, which must be formulated by the student and approved by the guidance teacher, must be handed in to the guidance teacher two weeks into the exam period. The guidance teacher must approve the problem scenario and research question not later than two weeks prior to hand-in. Students are not allowed to use a research question used in a previous exam attempt.

The student is required to prepare a report and possibly products. The written report must have a maximum length of 100,000 typing units, including spaces and excluding front page, abstract, content and appendices (one standard page = 2,400 typing units including spaces).

The project report must be prepared in accordance with current reporting formalities of VIA Design and must include an abstract. Exceeding the maximum length requirement may have an adverse impact on the assessment of the report.

### **3.6.10.3 Assessment criteria**

The project report and any products carry a weight of 65 % and are assessed based on:

- correlation between problem scenario and project content
- applicability of the method to obtaining the result
- analytical elements of the report, including independence in the experimental, empirical and theoretical discussion of the practice- and speciality-based problem
- argumentation and documentation for the method, analysis and problem solution chosen
- result obtained compared to the problem scenario
- structure and layout
- overall impression of the project.

The oral presentation carries a weight of 35 % and is assessed based on the student's ability to:

- demonstrate knowledge of the subject areas covered by the speciality programme
- communicate clearly
- structure the presentation
- argue and answer questions.

The student will be awarded one overall grade for their report and presentation.

### **3.6.10.4 Assessment**

The exam is assessed according to the 7-point grading scale by an internal and external examiner and must be passed with a minimum grade of 02.

### **3.6.10.5 Guidance**

No guidance is offered to students who hand in a blank paper. A guidance teacher is allocated to the student if the re-examination is a result of the student not passing the internship exam. This also includes guidance by e-mail and phone. The student is individually responsible for making appointments with the guidance teacher. Guidance may take place in the exam period. However, at the latest, the final guidance session must take place on the last day of the exam period. The guidance teacher must approve the problem scenario and research question.

### **3.6.10.6 Hand-out**

The assignment description is sent to the student by e-mail at the commencement of the re-examination period.

### **3.6.10.7 Hand-in**

The project report and digital products, if any, must be uploaded to WISEflow.

Any physical material must be handed in at VIA Design. Students will receive information about room and time for hand-in by e-mail.



### 3.6.10.8 Complaints about exams and return of projects

For complaints about exams, see section 3.6.12

Complaints about exams must be filed not later than two weeks after an exam. In this period, the project report must be stored at VIA Design. Products, if any, cannot be picked up until two weeks after the oral exam.

Products that have not been picked up three months after the exam will be destroyed.

### 3.6.10.9 Other information

Please see section 3.6 for general exam regulations at VIA Design.

## 3.6.11 Cheating, plagiarism and disruptive behaviour

### 3.6.11.1 Cheating

According to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes, cheating is defined as obtaining or providing unlawful aid in answering any test which is part of an exam, cf. section 3.19 Legal basis.

If cheating is discovered by VIA Design during an exam, the involved student(s) will be ordered to leave the exam. If the cheating is confirmed, the student(s) involved is/are considered to have used an attempt.

If an exam has been graded before any cheating is confirmed, the grade will be revoked, and the exam is considered to have been failed, if the cheating is later confirmed.

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

### 3.6.11.2 Plagiarism

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

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

If an exam has been graded before any plagiarism is confirmed, the grade will be revoked and the exam is considered to have been failed, if plagiarism is later confirmed.

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

Plagiarism is when a student, in a written assignment, attempts to give the impression that the student is the author of an idea, text, layout or similar when, in fact, the author is someone else. To be exact, plagiarism is when a written assignment totally or partly appears to have been produced by one or more students when in fact the assignment

1. comprises identical or almost identical reproduction of formulations or work of other persons without an indication in the form of quotation marks, italics, indentation or other clear marking referring to the source, including page numbers or similar that this is the work of someone else (*copy*).
2. comprises larger sections with a wording so close to other work or formulations, etc. that by comparing the texts, it is clear that the student could not have written this text without the use of such other work and formulations (*paraphrasing, etc.*).

3. comprises the use of words or ideas formulated by someone else without giving sufficient credit to these authors (*other plagiarism*).
4. reuses text and/or central ideas from own previously assessed or published work without observing the regulations specified in item 1 and 3 above.

### 3.6.11.3 Disruptive behaviour

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

If a student is ordered to leave an exam due to disruptive behavior, the student is considered to have used an exam attempt.

### 3.6.11.4 Aggravating circumstances

If cheating, plagiarism or disruptive behavior takes place in aggravating circumstances, VIA Design can put a student on probation. With probation follows a warning that any repeat behaviour may result in expulsion from the programme.

## 3.6.12 Complaints about exams and appeals

### 3.6.12.1 Complaints about exams

A student can complain about an exam. The complaint must be submitted in writing and include arguments supporting the merits of the complaint. It must be submitted to VIA Design not later than two weeks after the student has had the chance to learn the results of the exam.

A complaint about an exam can be any and all of the following:

- Complaint about the basis for the exam (written material, questions etc.)
- Complaint about events or actions during the exam (e.g. an examiner's behavior)
- Complaint about the assessment of the exam (the grade, the criteria used for assessment etc.)

VIA Design immediately sends any complaints to the examiners who have a deadline of two weeks to submit a statement to the case. The examiners must comment on the specific merits and arguments of the case. After receiving statements from the examiners, VIA Design will forward these to the student who has one week to comment.

VIA Design, as represented by the Head of Programme responsible for the exam, will make a decision on the case. The decision must be written and include the reasons for the results as well as a deadline for an appeal. A decision on a case concerning a complaint about an exam can have one of the following outcomes:

An offer of a new assessment (re-assessment) (only applicable to written exams)

- An offer of a new exam (re-examination)
- Dismissal

Only when the examiners agree can a complaint about an exam result in dismissal.

VIA Design immediately makes the result of the decision known to the student and the examiners. The student has a deadline of two weeks to accept an offer of re-assessment or re-examination. Re-assessment and re-examination must be planned as soon as possible.

Note that both re-assessment and re-examination can result in a lower grade than the original assessment. New examiners are appointed for both re-assessment and re-examination. The new examiners have access to all files and documents from the complaints case. The new examiners must include written arguments to substantiate their assessment.

### **3.6.12.2 Appeals**

A student can appeal a decision on an exam complaint. The appeal will be decided upon by a board of appeals set up by VIA Design. An appeal must be submitted in writing stating the reasons for the appeal and received by VIA Design not later than two weeks after the decision in the original complaints case.

The appeals board is set up as an ad hoc board. The board consists of two appointed external examiners, one lecturer and one student. All members of the board must represent the speciality areas covered by the Professional Bachelor's Degree Programme in Design & Business.

The appeals board decides the case based on the material on which VIA Design made the original decision as well as the appeal. The appeals board decides one of the following:

- To offer a new assessment (re-assessment) (only applicable to written exams)
- To offer a new examination (re-examination)
- To dismiss the case.

The appeals board announces the decision as soon as possible. VIA Design forwards the decision to the student.

The student has a deadline of two weeks to accept an offer of re-assessment or re-examination. Re-assessment and re-examination must be planned as soon as possible.

Note that both re-assessment and re-examination can result in a lower grade than the original assessment. New examiners are appointed for both re-assessment and re-examination. The new examiners have access to all files and documents from the complaints case. The new examiners must include written arguments to substantiate their assessment.

The appeals board's decision is final and cannot be appealed further,

Prior to bringing an appeal, students are recommended to contact the Student Counselling /a student counsellor to clarify any misunderstandings and receive instructions in how to appeal. Appeals must be submitted to the Course Administration not later than two weeks after the assessment is announced. An appeal must be in writing stating the reasons for the appeal. Appeals are decided by the Head of Programme responsible for the exam in question.

## **3.7 Formal requirements for written assignments, projects and exam papers**

### **3.7.1 Formal requirements**

Formal requirements for written assignments, projects and exam papers appear from appendix 2 to this curriculum.

The following requirements apply to all written assignments, projects and exam papers at VIA Design:

A front page must include the following information

- Name of educational institution
- Name of course programme
- Title and sub-title
- Name(s) of author(s)
- Name(s) of guidance teacher(s)
- Hand-in date
- Type of assignment/subject
- Total number of typing units
- Class name (speciality programme)
- Group number
- Font type and size;

There are no specific font type and font size requirements. However, the font type and font size chosen as well as the layout must be reader-friendly.

### **3.7.2 References**

Quotes in written assignments and projects at VIA Design must be in accordance with the Harvard Referencing System:

Quotations should use exactly the same words as are used in the original source, and the number and scope of quotations should be limited. In-text quotations should be set off with quotation marks at the beginning and end of the quotation. Reference and page number(s) should be listed for all quotations. Brief quotations should be included in the text whereas long quotations should be indented and written with single spacing. Indented quotations do not need quotation marks. A long quotation is more than three lines. Students are required to comment on quotations in their text.

#### **Correct referencing**

When using others' material, a reference should be made in the text. Students should mainly use primary sources and should clearly indicate if they quote or interpret someone else's work. If use of someone else's work is close to the original text, or if only a few pages from a source material are used, a reference to the page numbers used should be made.

For referencing, students must use the Harvard Referencing System, cf. the formal requirements for exam papers included in appendix 2 to this curriculum.

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

Guidelines with examples are available on the VIA Studynet under Study Material in the document named "Formal requirements for exam papers".

### **3.7.3 Graduation with distinction**

Graduation with distinction requires that a student has shown a high level of excellence compared to other students in the programme. Furthermore, a student must fulfill one or more of the following criteria:

1. The student has achieved qualifications beyond what is expected, based on the learning objectives in the programme,
2. The student has demonstrated extraordinary or especially innovative skills in developing, organising or realising disciplinary or interdisciplinary initiatives in the programme.

Graduation with distinction is awarded based on an assessment of the student's level, including the bachelor project. Both the internal and external examiners at the final exam must agree on submitting a student before a professional board cf. section 3.7.5, who assesses the student's level to determine if there are grounds for distinction.

The Head of Programme responsible for the speciality programme in question submits students for graduation with distinction before a professional board according to pt. 2 above.

### **3.7.4 Acknowledgement of extra-curricular activities**

Acknowledgment of extra-curricular activities on the final diploma requires that the student has participated in documented activities related to the Professional Bachelor's Degree Programme in Design & Business. These extra-curricular activities must be said to strengthen the quality in the programme as well as the programme's relevance to the labour market.

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

Application for acknowledgement of extra-curricular activities must be sent to the Course Administration and addressed to the Head of Programme who decides whether or not the activity fulfills the criteria for acknowledgement.

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

Application for acknowledgement of extra-curricular activities cannot be submitted until the activities have been completed and documented.

### 3.7.5 Professional board

On the recommendation of VIA Design, VIA University College's management appoints a professional board which offers talent initiatives. The professional board is charged with assessing whether students are entitled to graduate with distinction, cf. section 3.7.3.

The board's work is covered by the rules on disqualification in the Public Administrations Act.

## 3.8 Instruction and working methods at VIA Design

### 3.8.1 Principles and pedagogical values of the course programme

The study activity of the course programme is based on the practice of the fashion and lifestyle industry, with specific focus on fashion and furniture. As part of the programme, students have the opportunity to reflect on and analyse practice through research, literature search and theoretical/practical analyses. Moreover, students will take part in presentations delivered by lecturers, external lecturers or fellow students, adding new perspectives on theory and topics of relevance to their studies. Research and development projects are also part of the course curriculum.

Students equally have the opportunity to train their networking skills in both professional, interdisciplinary and external contexts with relevant parties.

Students are encouraged to use their entrepreneurial and interdisciplinary skills in the innovation projects that are part of the course programme as well as in projects initiated by innovation networks and student incubators in collaboration with external partners. These projects require use of knowledge, idea generation skills and implementation of new methods for solving theoretical and practical issues.

#### VIA Design's values

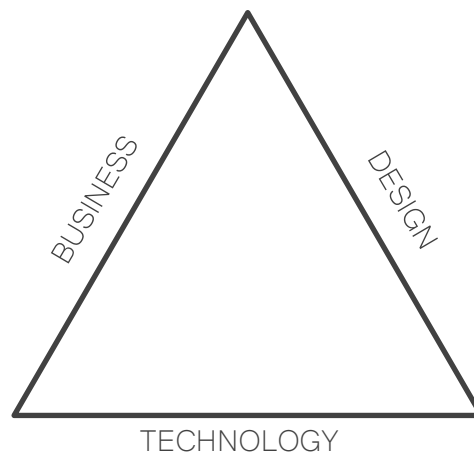
Value	Definition
Commitment	Commitment to subjects and speciality programme studied Responsibility Loyalty to decisions made
International perspective	Extroversion, culture, global perspective
Creativity/innovation	Idea development, idea generation, entrepreneurship, acceptance of errors

Room for diversity	Mutual respect, acceptance of diversity, possibility of experimenting
Immersion	Reflection
Adaptability	Flexibility, social competences, mental, professional/academic and practical maneuverability
Learning competence	Analytical approach, reflection, willingness and openness to learn and to learn to cooperate
Individualists/specialists in a holistic context	Understanding of correlations, understanding of the companies in the industry, understanding of the industry, understanding of society, understanding of the global society

### 3.9 Instruction and working methods at VIA Design

The Professional Bachelor's Degree Programme in Design & Business at VIA Design uses an investigative and experimental approach to the working processes applied by the fashion and lifestyle industry. Collaboration with relevant representatives of the fashion and lifestyle industry is a core element of the course programme. The course programme has been planned to ensure progression in the complexity of theory and method through the programme.

Focusing on the creative intersection between design and business, the course programmes include lectures, guidance, self-study, laboratory and workshop exercises as well as project work. Students work individually or in groups with a variety of tasks and assignments based on the framework of this curriculum and related to the fashion and furniture industry and students' internship. Working in groups as well as individually, students should develop knowledge of various working methods, theoretical and practical, and gain understanding of the advantages and disadvantages of applying different approaches to problem-solving, helping students develop a professional identity with strong judgment skills.



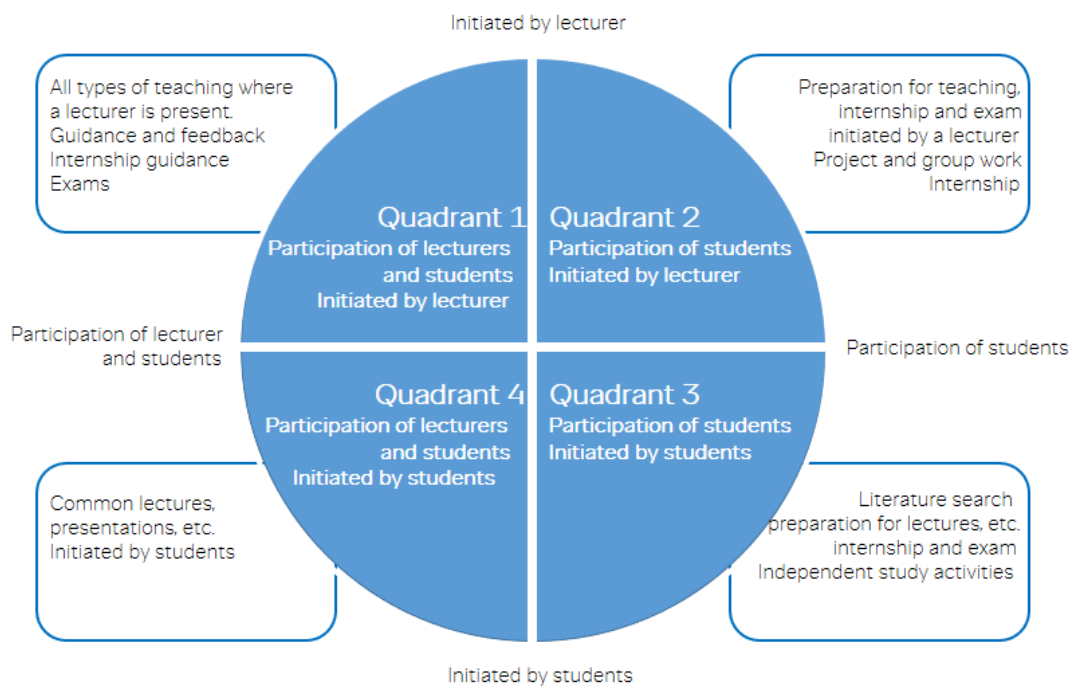
The study form at VIA Design is interdisciplinary as well as speciality and project-based. Students take part in projects involving various subjects of their own speciality programme as well as projects with students from other speciality programmes. Using this approach, students develop skills to span a variety of subjects within their own speciality but also to collaborate with people representing different interests, backgrounds and skillsets, helping them acquire project development and management skills. Flipped learning and digital technology are part of the teaching and learning methods applied at the Professional Bachelor's Degree Programme in Design & Business, which also includes practice-based lectures, cases, company visits and projects based on challenges presented by fashion and lifestyle companies or organisations.

The internships that are a core element of the course programme help students develop in-depth knowledge of the fashion and lifestyle industry, giving them the opportunity to add a real-life perspective to their studies and speciality programme.

During the course programme, students have the opportunity to take active part in various types of study activities that, in combination, make up a full-time study. The varied working and teaching methods applied strengthen students' ability to build knowledge, develop collaboration skills as well as be part of inter-organisational contexts. The study activity model describes the different types of activity included in the course programme and credits out who is responsible for and takes part in the activities. The model is used to balance expectations of lecturers and students.

The lecturers prepare a project/course plan for each module/course based on the course syllabus and the curriculum. The course or project plans provide an outline of the module/course and present an overview of the types of study activities of the individual course or module.

The below study activity model describes the types of activities that are part of the course programme and shows who is responsible for initiating the activities as well as who the participants are:



**Please note**

Teaching at VIA Design is based on the assumption that students bring their own PC and acquire subject-specific software programmes when commencing their studies. It is a prerequisite that students take active part in their studies and assume responsibility for their own learning needs, cf. section 3.1.2.

### 3.10 Guidelines for differentiation in teaching at the Professional Bachelor's Degree Programme in Design & Business at VIA Design

In the Professional Bachelor's Degree Programme in Design & Business at VIA Design, teaching is differentiated in the following way:

The course programme applies a variety of teaching methods, cf. section 3.9, that consider the learning style and motivation of each student and that support completion of the programme.

In common projects and speciality projects, students are offered guidance by a guidance teacher specialised in the relevant subject area. Guidance is based on the content of the assignment or project as well as students' individual skillset and needs. The guidance aims to support the individual student or group of students through structured conversations based on the assignment/project, subject, method and learning objectives.

## **3.11 Obligation to participate in the Professional Bachelor's Degree Programme in Design & Business at VIA Design**

### **3.11.1 Obligation to participate**

According to the Ministerial Order on Academy Profession Programmes and Professional Bachelor's Programmes, students must participate in the study programme planned by the educational institution.

VIA Design expects all students to commit themselves fully to their studies and take an active role in teaching as well as all other programme and study activities. Students must take responsibility for the development of their own professional and personal skills by participating in learning activities and teamwork with other students.

#### **Internships**

During internships, compulsory attendance is required. In general, weekly working hours will be 37 hours. However, in busy periods, the student must expect to work more if this is also expected from the other employees at the internship company or organisation.

#### **Electives**

In the event of documented illness or non-attendance, the student will be offered to participate in a self-study replacement course. To complete the course, the student must pass an exam. Alternatively, the student may wait until the next elective period and thereby postpone his or her final exam.

In exceptional circumstances, a student may apply for credit transfer for an elective by application to the Head of Programme responsible for the speciality in question. Application for credit transfer must be filed prior to commencement of the elective and must be supported by valid documentation, for example documentation for an equivalent, credit-bearing course.

### **3.11.2 Study activity**

According to the Ministerial Order on Academy Profession Programmes and Professional Bachelor's Programmes, students are obliged to participate in the planned programme activities of all subjects/courses/modules. The ministerial order defines study activity as participating in schooling, presentations, group work, common projects as well as hand-in of individual assignments. For details, please see the syllabi included in this curriculum (appendix 1) and course plans for the individual courses/modules.

A student at the Professional Bachelor's Degree Programme in Design & Business is considered active when the student has participated in the exams that are part of the course programme. To be registered for the final bachelor exam, students must have passed all exams of the course programme and obtained a minimum grade of 02. Please see section 3.6. for details on course programme exams.

Failure to comply with the participation requirement may impact on students' eligibility for the State Educational Grant and Loan Scheme (SU). For more information on study activity and eligibility for SU, please see the Danish Agency for Institutions and Educational Grants (<http://ufm.dk/en/the-minister-and-the-ministry/organisation/danish-agency-for-institutions-and-educational-grants>).



Students may at any time check their own study activity at the Studynet under "my VIA".

### **3.11.3 Failure to meet the study activity requirement**

Study activity is defined as participating in course programme. To be registered for the final bachelor exam, students must have obtained a minimum grade of 02 on all course programme exams.

If a student has not obtained a grade of 02 on one or more exams, the student will be offered a re-examination, cf. section 3.6.4.

## **3.12 Texts in foreign languages**

All teaching and instruction in the Professional Bachelor's Degree Programme in Design & Business at VIA Design are in Danish or English depending on the speciality programme studied.

As part of the programme, students can be required to read and understand texts in English. Reading and understanding of these texts require level C English. Understanding these texts is a requirement for completing the Professional Bachelor's Degree Programme in Design & Business.

## **3.13 Changing speciality programme and transfers**

### **3.13.1 Changing speciality programme**

It is not possible for students enrolled in the Professional Bachelor's Degree Programme in Design & Business to change speciality programme.

### **3.13.2 Transfers**

Transferring to the Professional Bachelor's Degree Programme in Design & Business at VIA Design, VIA University College from the same programme at another institution requires that the student has passed exams and completed course elements which are equivalent to the learning objectives, level and scope of the Professional Bachelor's Degree Programme in Design & Business at VIA Design.

The decision to transfer a student to the Professional Bachelor's Degree Programme in Design & Business must be based on a professional assessment of the equivalence between the course elements in question. Such assessment is based on the Ministerial Order on Admission to Academy Profession and Professional Bachelor's Programmes, cf. section 3.1.8 Legal basis.

Transferring to the Professional Bachelor's Degree Programme in Design & Business further requires that there are available study places.

If you wish to transfer to VIA Design from another educational institution, you must contact the institution you wish to transfer from for more information on how to transfer.

### **3.13.3 Applying for transfer**

Transferring to the Professional Bachelor's Degree Programme in Design & Business is only possible at the commencement of a semester. There are two annual application deadlines: 1 May for semesters starting in August and 1 November for semesters starting in January.

To transfer to the Professional Bachelor's Degree Programme in Design & Business, you must fill in an application form. The application form is available at [en.via.dk](http://en.via.dk)

## **3.14 Leave of absence**

Taking a leave of absence means that a student cannot participate in classes, exams or any other activity as part of the Professional Bachelor's Degree Programme in Design & Business during the leave of absence. Upon conclusion of the leave of absence, the student resumes his/her studies at the credit in the programme, from which the leave started.

If it is not possible to start at that point in the programme, the Professional Bachelor's Degree Programme in Design & Business will, if at all possible, provide course elements until the normal progression can be resumed, such that the student's programme is not extended beyond the prescribed period of study. Only when this is not at all possible can the student in question have periods with no study related activities.

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

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

### **3.14.1 Maternity/paternity leave, adoption and conscription**

The Professional Bachelor's Degree Programme in Design & Business cannot reject an application for leave of absence on the basis of documented maternity/paternity leave, adoption or conscription. The end of a leave of absence should, as far as possible, be planned to coincide with study start or the start of certain course elements. This is done to ensure the fewest periods without study related activities as possible as well as the least amount of time where the student does not have access to the State Educational Grant and Loan Scheme (SU).

### **3.14.2 Application**

An application for a leave of absence must be in writing and stating the reasons for the leave of absence. The Professional Bachelor's Degree Programme in Design & Business can ask that the application is submitted on a special form, which can be digital.

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

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

Students who wish to apply for leave of absence must file a written application with the Course Administration which will consider the application. Students are recommended to apply for guidance/counselling from a student counsellor prior to submitting an application for leave of absence to help them assess the implications of a leave of absence as well as the possibilities and documentation requirements.

Applications for leave of absence are considered based on the regulations in the Ministerial Order on Admission to Academy Profession Programmes and Bachelor Programmes. In general, leave of absence can only be granted once the student has passed the first-year exam(s). Exemptions from these regulations may be maternity/paternity leave, adoption or conscription as described in section 40 of the above ministerial order. The course programme must be completed within four years of commencement of studies as stipulated in the Ministerial Order on Academy Profession and Professional Bachelor's Degree Programmes.

## 3.15 Parallel programmes

The Professional Bachelor's Degree Programme in Design & Business at VIA Design does not offer any parallel programmes under this curriculum.

## 3.16 Exemptions

The Professional Bachelor's Degree Programme in Design & Business at VIA Design can make exemptions from any rule in both the common part and in the institution-specific parts of this curriculum..

## 3.17 Entry into force and transition rules

### 3.17.1 Entry into force

This curriculum enters into force from the onset of the academic year starting August 2017. Any prior curriculum for the Professional Bachelor's Degree Programme in Design & Business is repealed from this time forward.

### 3.17.2 Transition rules

Students who at the time of entry into force of this curriculum were covered by a prior curriculum for the Professional Bachelor's Degree Programme in Design & Business can complete the programme in accordance with the rules set forth in that curriculum until the end of the academic year 2017. Students on leave of absence can only complete the programme in accordance with the rules in this curriculum.

## 3.18 Legal basis

This curriculum is based on the following legal documents:

- The Academy Profession Programmes and Bachelor Programmes Act (as amended by Ministerial Order no 986 of 18 August 2017).
- Ministerial Order no 841 of 24 June 2018 on Academy Profession Programmes and Bachelor Programmes
- Ministerial Order no. 1143 of 7 December 2009 on Professional Bachelor's Degree Programmes in Design and Business
- Ministerial Order no 1495 of 11 December 2017 on Admission to Academy Profession Programmes and Bachelor Programmes
- Ministerial Order no 1500 of 2 December 2016 on Examinations on Professionally Oriented Higher Education Programmes
- Ministerial Order no. 114 of 3 February 2015 on Marking Scale and Other Forms of Assessment on Educations in the Area of Ministry of Education and Science (grading scale).
- Ministerial Order no. 597 of 8 March 2015 on Talent Initiatives in Education Programmes under the Ministry of Higher Education and Science
- Ministerial Order no. 903 of 27 June 2017 on amendments to the Ministerial Order on Academy Profession Programmes and Bachelor Programmes.