

# **Academy Profession degree (AP) in Service, Hospitality, and Tourism Management**

## **Course curriculum**

2014 – 2016

Core national curriculum

September 2014

Core national curriculum for the AP Programme in Service, Tourism and Hospitality Management.  
Valid from 1 September 2014.

Errors and omissions exempted  
Jane Hansen/ 2014 -16

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# 1 Curriculum contents

The curriculum in question has been developed in compliance with the guidelines specified in the Danish ministerial order no. 1521 of 16/12/2013 on professional higher education and bachelor programmes, and is divided into two parts, i.e.:

- **A core national curriculum**, which is designed to be used by all educational institutions, providing the programme
- **The institution's specific curriculum**, which specifies guidelines and requirements, set by each educational provider. Components of a specific curriculum can be developed independently or in collaboration between several educational providers.

The core national curriculum has been developed by the educational providers mentioned in chapter 8.3 of this course curriculum, and in accordance with the legislative frameworks in chapter 8.2.

## The core national curriculum

## 2 The program's aim and profile

### 2.1 The program's aim

The aim of the professional higher education program in service, tourism, and hospitality management is evident in the Danish ministerial order no. 700 of 03/07/2009 on professional higher education (AP Degree) in which is stated:

*§ 1. The aim of the professional higher education programme in service, tourism and hospitality management is to qualify students to independently perform work assignments relating to the development, planning, implementation and delivery of services at national and international levels in businesses and organisations operating in the fields of service, leisure and business tourism, as well as hotels and restaurants.<sup>1</sup>*

### 2.2 Competency profile

The aims above result in a line of professional and personal competencies which students acquire through the educational programme.

The aim for the student is to work in a holistic and practice-related manner, based on the acquired theory, and be able to assess and provide reasons for his or her choice of actions and solutions regarding a specific organisational issue.

With an AP Degree in Service, Hospitality, and Tourism Management, the aim is to have acquired the following professional competencies:

- **Practice-related competencies** - to carry out practice-related tasks in service companies generally – which will enable you to directly operate in a company as well as the ability to turn theory into solutions in a practical setting
- **Economics competencies** – so the economic aspects always are taken into account

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<sup>1</sup> The matching overall learning goals from the ministerial order can be found in appendix 1.

- **Specialisation competencies** which will enable you to develop skills in a selective module of the programme (prospectively referred to as specialisation)
- **Collaborative and empathic competencies** will enable the graduate to work both individually and in groups – as this is what will happen in the everyday working life
- **Communicative and linguistic competencies** – because you will be working in an industry heavily characterised by the need for networking and relations to others
- **International and inter-cultural competencies** – as the service industry is global
- **Methodical competencies** in order for you to define issues and provide methods for possible solutions

In order to manage oneself in the service industry and to acquire and practice the professional competencies, the programme also brings the individual student's personal competencies into focus.

Focus will thus be put on the acquisition of the abilities to be:

- **Responsible** – to take responsibility for tasks, on your own and with others , and to demonstrate a high degree of responsibility for yourself, your own life and for others
- **Enterprising and initiative** – that you are able to start up on your own – to set the pace and offer solutions, not simply aiming for the easiest answer to a problem
- **Reliable** – that you are able to handle tasks involving deadlines independently, and that you as a general rule are someone to be counted on
- **Curious and reflective** – that you are inquisitive and innovative, wanting to acquire knowledge, even regarding skills which do not seem important at first
- **Co-operative** – that you explore and encourage collaboration, and that you are willing to put yourself at the disposal of customers or employer, recognising that the service industry needs people who are willing to lend a hand whenever necessary

## 2.3 Title

The students who have successfully satisfied all requirements of the programme are awarded a professional title of an

### **AP Graduate in Service, Tourism and Hospitality Management**

In Danish referred to as Serviceøkonom (AK).

## 3 Duration, structure and contents of the programme

### 3.1 Program duration and ECTS value

The subjects and activities of the program is planned as a full-time course of study and is equivalent to two years of full-time academic workload. Each year students complete 60 credits according to European Credit Transfer System, and the program in total represents 120 ECTS points.

The student is required to participate in a number of assessments within the programme's first year after commencement of study. These assessments must be passed before the end of the programme's second year after the commencement of the study period, to be able to continue as a student at the programme.

In case of extraordinary circumstances, the institution may choose to grant exemption from this requirement.

### 3.2 Program structure and contents

The program comprises:

- 1) 5 overall compulsory core areas, defined in the Ministerial order<sup>2</sup>, with 75 ECTS-points distributed within:
  - a) Methodology
  - b) Service Industry
  - c) Organization
  - d) Planning
  - e) Communication

The compulsory areas of the programme have been drawn up in a line of core subjects:

Compulsory core area	Core subjects (compulsory modules)
a) Methodology	1) Methodology, social sciences – 5 ECTS-point
b) Service Industry	2) Service Industry – 15 ECTS-point
c) Organisation	3) Organisational development – 15 ECTS-point
d) Planning	4) Business development - 15 ECTS-point 5) Service economics - 15 ECTS-point
e) Communication	6) Communication – 10 ECTS

Selected core subjects have been divided into sub modules, which is apparent in the descriptions of the compulsory modules.

- 2) Internship - 15 ECTS-point
- 3) Specialisation (elective element) – 15 ECTS-point
- 4) Final exam project - 15 ECTS-point

The curriculum describes the intended learning outcomes according to the qualification frame.<sup>3</sup> The learning outcomes are thus described in terms of “Knowledge and Understanding”, “Skills” and “Competencies”.

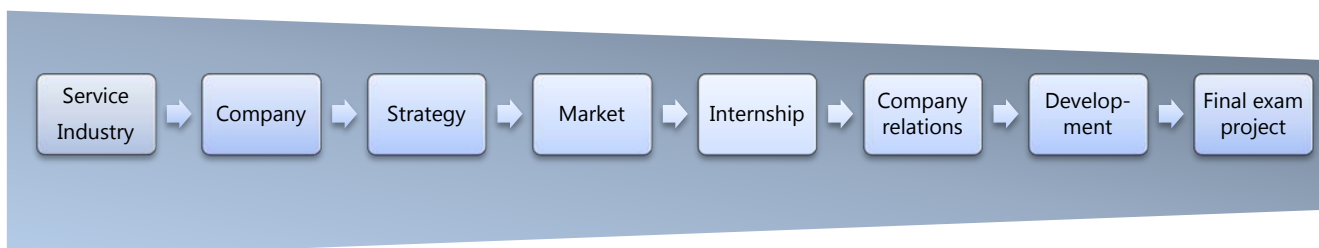
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<sup>2</sup>Notice The Danish ministerial order no. 1521 of 16/12/2013, where the institution can chose to define that the first year exam must be passed in the first year



The programme has been structured in a line of themes, cf. the figure below, which connect the different educational modules and ensure progression and transparency.

The themes are based on a funnel-shaped structure in which the student first obtains knowledge of the surrounding world and the industry, after which the themes are directed towards the company and the student's specialisation.



In the following section, the focus of each individual theme is described:

## 1. Semester

### 1A – Service Industry

- The focus of the theme is for the student to obtain a basic knowledge about the development and significance of the experience economy as well as practice-related knowledge about conditions in the service industry

### 1B – Company

- The focus of the theme is to provide the students with a holistic understanding of profitability and how to run a company

## 2. Semester

### 2A – Strategy

- The focus of the theme is to enable the student to plan the running of the service company

### 2B – Market

- The focus of the theme is for the student to be able to assess how the market can be influenced

## 3. Semester

### 3A – Internship

- See section 6.1

### 3B – Company relations

- The focus of the theme is to enable the student to enter into relations with the stakeholders of the service company with a special view to developing the company internationally

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<sup>3</sup> "The new Danish qualification frame in higher education" describes the level of the learning aims and objectives, visit [www.ufm.dk](http://www.ufm.dk)

## **4. Semester**

### 4A – Development

- The focus of the theme is for the student to function as a discussion partner when developing innovative plans for a sustainable development of the service company and its employees

### 4B – Final examination project

- See section 6



### 3.4 Overview over semester

The semesters of the programme, run according to below schedule:

1. semester	September - January inclusive
2. semester	February – July inclusive (including holiday)
3. semester	August - January inclusive
4. semester	February – June inclusive

## 4 Description of learning outcomes of the core subjects

The programme’s learning outcomes include the knowledge and understanding, skills and competencies, which the students must acquire through the programme.

In the chapter below, the intended learning outcomes for the core subjects and modules are described closer in relation to the qualification frame. To ensure transparency, selected core areas have been divided into sub-modules.

The individual ECTS value and placement of the core subjects and modules can be found in section 3.2.

### 4.1 Methodology

The core area methodology is translated into the core subject:

- Methodology, social sciences - 5 ECTS-point

**Learning outcome:**

5 ECTS 1a – 3 ECTS 1b – 2 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must know and understand how a combination of different methods (cross examination or methodological triangulation) is employed for establishing an issue</li> <li>• The student must have a basic knowledge of scientific approaches</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• On the basis of different theories, the student must have the skills to interpret both qualitative as well as quantitative data</li> <li>• The student must have the skills to communicate the scientific methods in writing as well as orally</li> <li>• The students must be able to communicate issues and solutions</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must, both individually and in cooperation with fellow students and service companies, be able to design investigations, just as the student must be able to gather and analyse data</li> </ul>

### 4.2 Service Industry

The core area Service industry is translated into the subject Service industry that is divided into three modules, which together form the overall subject:

- Industry knowledge – 5 ECTS
- Service design – 8 ECTS
- Service law – 2 ECTS

In the following passage, the intended learning outcome for each of the three modules is described.

Learning outcome:

#### 4.2.1. Industry knowledge

5 ECTS 1a – 5 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about the development and structure of the service industry at both national and international level</li> <li>The student must have knowledge of the education's areas of specialisation, including an understanding of the links between these</li> <li>The student must be knowledgeable about the experience economy, its development and conceptual framework as well as its importance as growth factor, and its theories and concepts</li> <li>The students must be able to relate the experience economy to the service industry in general and the specific specialisations streams</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to assess relevant aspects of the service and experience economy in analysis and reports</li> <li>The student must have the skills to explain the development of the specialization areas and identify the latest trends in the service and experience economy</li> <li>The student must have the skills to relate the service and experience economy to the education's remaining subjects</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>the student must be able to participate in relevant work processes within the service industry and the experience economy</li> <li>the student must be able to apply the theories of the experience economy in a practice related context</li> <li>the student must be able to act in the service based on the current industry code within the specialization areas</li> </ul>

#### 4.2.2 Service Design

4 ECTS 1b – 4 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about service management systems, service concepts and service delivery systems</li> <li>The student must be knowledgeable about different principles for quality control</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must be able to participate in design and development of service concepts and service delivery systems</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to acquire knowledge with a view to improving service management systems and concepts</li> </ul>

4 ECTS 2a – 2 ECTS 2b – 2 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about crucial parameters of establishing the optimum customer relations including loyalty and quality</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must be able to assist in establishing productive customer relations</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to establish enduring relations with customers and setting up suggestions for improvements</li> </ul>

#### 4.2.3 Service law

2 ECTS 3b – 2 ECTS	3. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about the legal conditions which are crucial for service companies to act in relation to employees, customers and market, especially focus is put on marketing law, general contract law incl. agency, sale of goods, labour and employment law</li> <li>The student must be knowledgeable about agreements, the main agreement and the services directive</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to estimate legal issues in relation to the labour law, the employment law, the Contracts Acts, the Sale of Goods Act and the Marketing Act</li> <li>The student must have the skills to assess the employment situation in a legally correct way, from the process of preparation of the ads to drawing up the contract, especially with emphasis on Equal Treatment Act, Health Information Act, the Discrimination Act and Employment Act.</li> <li>The student must be able to judge when a legally binding agreement has been signed, including agreements concluded by the representatives.</li> <li>The student must have the skills to assess various offers made</li> <li>The student must be able to assess which party to buy a legal relationship bears the risk of accidental destruction of the purchased item. The student must also have knowledge of the parties' remedies the breach of a contract of sale</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to identify legal issues regarding contract formations and marketing of the service company as well as in relation to employment and the law of sales, just as the student must be able to enter into a professional cooperation about the solution of legal issues</li> </ul>

### 4.3 Organization

The core area Organization is translated into the core subject Organizational development that is divided into two modules, which together form the overall subject:

- Leadership and project management – 7 ECTS
- Organization and HR – 8 ECTS

In the following passage, the intended learning outcome for each of the sub-modules is described:

#### Learning outcome:

#### 4.3.1 Leadership & project management

5 ECTS 1a – 2 ECTS 1b – 3 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must have knowledge and understanding of different organizational forms and their implications for efficiency and job satisfaction in the service company</li> <li>The student must have knowledge of theories and models to understand, manage and develop service companies and organizations</li> <li>The student must have knowledge of theories and models to understand the company's structure and culture and the factors that affect the motivation in service companies</li> <li>The student must be able to understand how management theories and models can be used in service</li> <li>The student must have knowledge of governance issues when a working group is formed in relation to creating the best possible performance</li> <li>The student must be familiar with the most common project tools, including IT, which can advantageously be used to manage a project</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to assess the applicability of theories/models in</li> </ul>

	<p>practical leadership situations</p> <ul style="list-style-type: none"> <li>• The student must be able to communicate managerial decisions to managers, colleagues and employees</li> <li>• The student must be able to analyse, plan, evaluate and justify the practical implementation of a project, including prepare economic forecasts for the practical implementation</li> <li>• The student must be able to choose an appropriate project planning methodology - and understand when and whether the use of IT-software can be used advantageously</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to assist in making managerial decisions</li> <li>• The student must be able to apply specific methods and tools for project management, as well as to define goals and objectives for a project group</li> <li>• The student must be able to take responsibility and to plan and manage a project from start to finish</li> </ul>

<b>2 ECTS</b> 2a – 2 ECTS	<b>2. semester</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must have knowledge of relevant models for identification of competency needs in the service</li> <li>• The student must have knowledge of relevant models for setting personal development goals</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must be able to apply relevant models and methods for identifying competencies</li> <li>• The student must be able to apply relevant models and methods for setting personal development goals</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to identify the service industry and their own skills</li> <li>• The student must be able to set personal development goals</li> </ul>

### 4.3.2 Organization & HR

<b>3 ECTS</b> 3b – 3 ECTS	<b>3. semester</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about methods and theories for the recruitment, development and dismissal of employees</li> <li>• The student must be knowledgeable about work environmental conditions which influence the physical and psychological aspects of the work place – including employee satisfaction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to assess fundamental conditions regarding the development and administration of employees in relation to organisational development</li> <li>• The student must have the skills to communicate the HR policy of the service company to employees and business partners</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to perform HR functions in his or her own department in accordance with the overall HR strategy of the service company</li> <li>• The student must be able to perform HR functions in his or her own department in accordance with the overall HR strategy of the service company</li> <li>• The student must be able to perform HR functions in his or her own department in accordance with the overall HR strategy of the service company</li> </ul>

<b>5 ECTS</b> 4a – 5 ECTS	<b>4. semester</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about different theories and models for developing and transforming the service company</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to apply and assess different models for organisational development</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to participate in processes of change and development with specific focus on his or her own area of work and responsibility</li> </ul>

## 4.4 Planning

The core area Planning is translated into the core subjects Business development and Service economics, which together form the overall subject:

- Business development - 15 ECTS-point
- Service economics - 15 ECTS-point

### 4.4.1 Business development

The subject Business development is divided into three modules, which together form the subject:

- Creativity and innovation – 5 ECTS
- Strategy and business plan – 5 ECTS
- Service marketing and trends – 5 ECTS

In the following section, the intended learning outcome for each of the modules is described.

#### Learning outcome:

##### 4.4.1.1 Creativity & innovation

2 ECTS 1a – 2 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about the connections between creativity, innovation, entrepreneurship and intrapreneurship, and how these are encouraged in the company</li> <li>• The student must be knowledgeable about creative tools for the practical aspect of idea development</li> <li>• The student must be knowledgeable about how creative and innovative processes can be initiated and planned</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to handle different tools for the practical aspect of idea development and creativity in a practice-oriented context</li> <li>• The student must be able to handle various tools for practical ideas development and creativity in practice-context</li> <li>• The student must be able to assess the appropriateness of the choice of the individual tools for practical development of ideas'</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to include aspects of creativity in projects and case studies</li> <li>• The student must be able to participate in and undertake creative processes in service</li> </ul>

3 ECTS 4a – 3 ECTS	4. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must have knowledge of development from idea to market introduced of product or service</li> <li>• The student must have knowledge of key concepts and typologies of innovation, including sources of innovation</li> <li>• The student must have knowledge of relevant tools for managing innovation processes</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to assess how service companies can encourage creativity and</li> <li>• The student must be able to describe and categorize innovations</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to include aspects relating to creativity and innovation in projects and cases</li> <li>• The student must be able to take part in and facilitate creative and innovative processes in service companies</li> <li>• The students must be able to work in an interdisciplinary and holistic approach to development processes</li> </ul>



#### 4.4.1.2 Strategy and business plan

3 ECTS 2a – 3 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about the fundamental strategic concepts and tools which contribute to a service company's choice of strategy</li> <li>The student must be knowledgeable about the competitive position of the service company</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to analyse the strategic position of the service company</li> <li>The student must have the skills to conduct both an internal and an external analysis</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to take part in the development of the service company's strategic plan</li> </ul>

2 ECTS 4a – 2 ECTS	4. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be familiar with relevant models for developing a business plan</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to apply relevant models and methods for developing a business plan</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to develop a business plan</li> </ul>

#### 4.4.1.3 Service marketing & trends

1 ECTS 1b – 1 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about fundamental service marketing concepts</li> <li>The student must be knowledgeable about the customer behaviour and market conditions of the service company</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to identify relevant customer behaviour and market conditions for a given company</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to participate in the implementation of customer behaviour analysis</li> </ul>

3 ECTS 2a – 1 ECTS 2b – 2 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about of the service company's parameter mix and customer relationships</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to use the company's parameter mix in relation to the company's customer relationship</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to assess the relationship between the company's parameter mix and the company's customer relationship</li> </ul>

1 ECTS 3b – 1 ECTS	3. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>the most recent development in the area of marketing</li> <li>the student should have knowledge of specific conditions for the service company's internationalization</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to identify the relevant conditions for the service company's selection of internationalization strategy</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to take part in the development of the strategic marketing of the service company, including the development of a marketing plan</li> </ul>

## 4.4.2 Service economics

The subject service economics is divided into two modules, which together form the module:

- Economics – 12 ECTS
- Global service economics – 3 ECTS

In the following section, the intended learning outcome for each of the modules is described.

### Learning outcome:

#### 4.4.2.1 Economics

3 ECTS 1a – 1 ECTS 1b – 2 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about relevant elements in the financial operation of a company</li> <li>• The student must be knowledgeable about relevant frameworks for financial reporting</li> <li>• The student must be knowledgeable about alternative reporting systems ability to support management's strategic dispositions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to use IT tools for the handling of economic issues</li> <li>• The student must have the skills to produce accounts for the purpose analysis</li> </ul>

6 ECTS 2a – 2 ECTS 2b – 4 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about pricing methods</li> <li>• The student must be knowledgeable about application of revenue management</li> <li>• The student must be knowledgeable about financial analysis including the methods for financial analysis which are applied in the service industry</li> <li>• The student must be knowledgeable about budgeting types, structures and methods</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to set up solutions in the form of calculations and simulations. Including: contribution calculation, distribution calculation, retrograde calculation, total method, and the differential method</li> <li>• The student must have the skills to develop relevant key financial indicators for a service company</li> <li>• The student must have the skills set up relevant budgets for a company and a project</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to critically evaluate each optimization tool in relation to the company's situation</li> <li>• The student must be able to prepare an annotated financial analysis</li> <li>• The student must be able to assess a company's financial development and use of budgeting in economic governance of the company</li> </ul>

3 ECTS 4a – 3 ECTS	4. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about financing alternatives and concept of interest</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to describe and conduct an analysis of investments and alternative ways of financing</li> <li>• The student must have the skills to perform relevant forms of zero analysis</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to carry out a calculation of the profitability of an investment as well as explain the choice of financing, including alternative ways of financing</li> <li>• The student must be able to select and apply the appropriate financial approach to practical problems in a range of analysis and projects</li> </ul>

#### 4.4.2.2 Global service economics

3 ECTS 1a – 2 ECTS 1b – 1 ECTS	1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about the role which global economy plays in both national and regional societal development</li> <li>• The student must be knowledgeable about the mechanisms of the global economy including the macroeconomic conditions</li> <li>• The student must be knowledgeable about the effects of different financial/political options</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to describe and analyse the most significant macroeconomic factors in relation to the provision of services</li> <li>• The student must have the skills to evaluate various market structures and competition policies (competition and market structure)</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to include the socio-economic conditions regarding analysis and assessment</li> </ul>

### 4.5 Communication

The core area Communication is translated into the core subjects Business communication and Intercultural competencies, which together form the overall subject

The core area communication is taught in English and is divided into two modules, which together make out the module:

- Business communication and networking – 7 ECTS
- Intercultural competencies – 3 ECTS

In the following section, each of the two modules is described.

#### Learning outcome

##### 4.5.1 Business communication & networking, in English

3 ECTS 2a – 2 ECTS 2b – 1 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about the fundamental communication theories and models and how these are applied in specific communicative tasks</li> <li>• The student must be knowledgeable about how the communication of messages is carried out most appropriately, orally as well as in writing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must have the skills to negotiate and present in English</li> <li>• The student must have the skills to engage in business communication in English</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• In a business-related context, the student must be able to communicate in English, orally as well as in writing</li> </ul>

2 ECTS 3b – 2 ECTS	3. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must understand the importance of business networking in relation to the development of both the employee and the service</li> <li>The student must be knowledgeable about relevant theory on negotiation technique</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to identify relevant networks/networking channels for developing both employee and the organisation</li> <li>The student must have the skills to carry out a negotiation</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to initiate or take part in relevant networking with a view to developing his or her own competencies</li> <li>The student must be able to negotiate effectively</li> </ul>

2 ECTS 4a – 2 ECTS	4. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must acquire knowledge on different techniques regarding the execution of presentations and meetings</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to apply different presentation techniques and to independently adjust his or way of communicating to the context</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to communicate practice-oriented and professional issues and solutions to partners and co-workers</li> <li>The student must be able to pass on internal and external messages with a high degree of personal impact</li> </ul>

#### 4.5.2 Intercultural competencies

1 ECTS 2b – 1 ECTS	2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must have knowledge of the concept of culture and cultural elements</li> <li>The student must understand the cultural significance for all forms of communication</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must have the skills to apply cultural knowledge in relation to the global service company</li> <li>The student must have the skills to assess the impact of their own cultural background in meeting other cultures</li> </ul>

2 ECTS 3b – 2 ECTS	3. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about the concept of culture, cultural elements and theories and tools for cultural analysis in relation to the global service company</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must be able to propose practical solutions in the areas of cultural settings</li> <li>The student must be able to engage in business development, taking into account cultural elements</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to identify cultural differences and ways of living in order for the student to operate in various cultural settings in the service industry, and externally and internally in the service company</li> <li>The student must be able to take into consideration the importance of culture in the development of service concepts</li> </ul>

## 5. Overview over examinations

Each student must take part in three external examinations and four internal examinations.

- 1. 1. Year interdisciplinary exam – external examination**
2. Economics – internal examination
3. Internship project – internal examination
- 4. Specialisation – external examination**
5. Development project – internal examination
6. Communication – internal examination
- 7. Final exam project – external examination**

Below is a schematic overview of all assessments and their timing.

Figure 2. The education's exams, components and their timing

Semester, placement	Exam	Core areas	Subjects and modules	ECTS	Assessment	Grading	Weight <sup>4</sup>
1. Semester	E.g. Study start trial <sup>5</sup>				Internal assessment	Passed / Not passed	
2. Semester	Economics	Planning	Economics	9	Internal assessment	One overall mark (7-scale)	1
	1. year interdisciplinary exam (1. year exam)	Methodology Service industry Organisation Planning	Methodology, social sciences Industry knowledge Service Design Leadership & Project management Creativity & innovation Strategy & business plan Service marketing & trends Global service economics	37	External assessment	One overall mark (7-scale)	2
3. Semester	Internship	Internship	Internship	15	Internal Assessment	One overall mark (7-scale)	1
	Speciality exam	Elective	Speciality	15	External assessment	One overall mark (7-scale)	2
4. Semester	Development	Service industry Organisation Planning	Law Organisation & HR Creativity & innovation Strategy & business plan Service marketing & trends Economics	19	Internal assessment	One overall mark (7-scale)	1
	Communication	Communication	Business communication & networking Intercultural competencies	10	Internal assessment	One overall mark (7-scale)	1
	Final exam project	Final exam project		15	External assessment	One overall mark (7-scale)	2

<sup>4</sup> Weights on the diploma which also stipulates the grade point average

<sup>5</sup> The study start trial is specific for each institution, see specific part of the curriculum

## 6 Common provisions for internship and final examination project

### 6.1 Internship – aim and general formalities

The ECTS value of the internship is 15 points, which correspond to a length of three months<sup>6</sup>. The internship is placed at the beginning of the third semester (August, September, and October).<sup>7</sup> The internship can take place in both a national and an international setting.

Working within a service organisation during placement gives the student an opportunity to apply recently acquired theoretical knowledge to a business setting, which reinforces business competences. An internship allows the students to acquire practice-oriented skills from the service industry. This could, for example, be personnel, sales, marketing, finance and customer service departments. Furthermore, the student can perform actual practical tasks in the company during the placement period.

As a main rule, the student must before the internship - and no later than eight days after the beginning of the internship period – draw up and hand in a statement of aims (learning outcomes and goals) for the internship for approval.

The institution assumes overall responsibility for ensuring that the placement meets the requirements of the programme, and it keeps the right to approve an internship company. In collaboration with the student, the company develops an action plan, which must be approved by the institution.

Along with the student, the company has the overall responsibility that the action plan is carried out, just as there should be a clear connection between the learning outcomes for the internship and the tasks and projects of the student while in the company.

In collaboration with the student, the company identifies the focus areas - the actual tasks and projects, which the student will be responsible for while in the company. On completion of an internship, the student has to develop an internship project, focusing on the topics agreed upon with the company.

The intention with the internship is not training for performing functions in the company, but in a wider sense as a more general introduction to the different functions and management tasks in the company.

On completion of the internship, it is expected that – no matter the intended aim for the internship – the student has acquired the following knowledge and understanding, skills and competencies:

#### **Knowledge and understanding:**

- The student must be knowledgeable about the means of existence and organisation of the internship company

#### **Skills:**

- The student must have the skills to assess practice-oriented issues and gather information for solving work tasks and performing functions in the company

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<sup>6</sup> Which is in accordance with 13 weeks in all

<sup>7</sup> Each specific education institution has guidelines (cf. Danish ministerial order 636, chapter 6, § 18, subsection 3.2). See each institution's specific curriculum for further elaboration.

**Competencies:**

- The student must be able to take part in the operation, the development-oriented work processes and functions of the internship company
- The student must - in a structured context - be able to work out a project with based on a practice-oriented issue
- The student must be able to reflect on achieving professional and personal goals during the internship

The internship concludes with an examination.

## 6.2 Final exam project

The aim of the final exam project is for the student to independently complete a cross-disciplinary and practice-oriented project, which demonstrates that the student has acquired the following knowledge and understanding, skills and competencies:

**Knowledge and understanding:**

- The student must be knowledgeable about relevant theories and methods within the compulsory modules of the programme as well as within the chosen specialisation

**Skills:**

- The student must have the skills to apply and combine a comprehensive range of skills and abilities which are related to the different fields of the service industry
- The student must have the skills to assess practice-oriented issues and adjust working procedures and processes
- The student must have the skills to communicate practice-oriented issues and possible solutions to partners/stakeholders
- The students must have the skills to apply central economic methods and analyses

**Competencies:**

- The student must be able to identify his or her personal development potential
- The student must be able to take part in development-oriented and/or cross-functional work processes and identify management and planning functions

The final examination project completes the course of study and takes place at the end of the fourth semester.

The project is designed to show the student's ability to methodologically develop and define a research question and, based on it, to design a specific project for an internship company.<sup>8</sup>

The aim of the project is to train and demonstrate the student's ability to combine knowledge and skills from the compulsory modules with the subject areas of the specialisation stream in order for the student to understand and relate to the work tasks of a company.

The project is based on gathered information, facts, and ideas and should demonstrate that the student can process, analyse and evaluate the selected material and can combine it with the relevant theories and methodology of the programme.

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<sup>8</sup> The academy must be informed in writing and approves in case you as a student will not be writing about your internship company.

Economic considerations and elements to be included as a natural part of the basis for selection of the solution (s)<sup>9</sup>.

It is therefore required that the student uses detailed field and desk research to form the basis of the final examination project.

The student, the specific institution (project supervisor) and the internship company should agree on the project's title (topic), since the project is an academic report aimed at solving a practical problem of the given company.

The institution must approve the subject and the initial research question<sup>10</sup>, and assigns the student a tutor.

The final examination project is to be developed on the basis of central areas in the education and the student's specialisation and it is to be expected that the project to a very high degree reflects the profile for a graduate in section 2.2.

As a rule, the final exam project is developed individually as it is written primarily for the company where the student has completed his or her internship. However, permission can be granted to develop a project with a group of up to three students if a more industry-related subject matter is chosen or if the research question has been designed for a different company - nevertheless, still one operating within the area of the student's specialisation stream.

The institution's specific guideline specifies the rules and regulations on the submission dates and general requirements for the individual and group assessment.<sup>11</sup>

The oral examination (project defence) takes place after the written project report has been handed in and lasts 60 minutes including the examiners' evaluation. An overall single mark will be given to each student for both written and oral components of the final exam project examination.

The student's ability to write without grammatical errors, to express themselves verbally in a clear, precise and focused manner, and accurately to use relevant terminology will be assessed, and this assessment will comprise 10 percentage of the final mark.

In case of the pass mark is not achieved for the final exam project the student must write a new project report. The topic may be the same, but the research question of a new project should differ significantly from the one, which was previously used.

### **6.2.1 Final examination project – standard format**

The final examination project must conform to the standard format regulations and **MUST NOT** exceed the allotted length, which is specified by the allowed number of characters.

The total character count for the original paper including figure legends and tables yet excluding front page, table of contents, list of references (bibliography) and appendices.

Characters are counted including spacing.

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<sup>9</sup>The inclusion of economic considerations can be done through various budgets (Liquidity, operation, start-up, etc.), accounting, finance, investment, calculations or wholly or partly quantitative cost-benefit analysis

<sup>10</sup> Students are allowed to adjust the research question; thus it will always be advisable to contact the supervisor

<sup>11</sup> This section might also state the maximum amount of supervision time per student.



Appendixes may be enclosed to support projects, but as these do not form a direct part of the project, so the examiner and the external examiner are not obliged to read these.

The exact character count **MUST** be printed on the front page of the project, otherwise the assignment is rejected, and the re-examination cannot take place until the next scheduled exam.<sup>12</sup>

The final examination project report must amount to between 75 % and 100 % of the allowed characters. Project reports that amounts to less than 75 % of the specified number of characters, or more than 100 %, is rejected, and the re-examination cannot take place until the next scheduled exam.

Allowed size of the final examination project are:

<b>Final exam project</b>	<b>Maximum amount of characters in the hand-in, including spacing</b>
1 student	Max. 100.000 characters
2 students	Max. 150.000 characters
3 students	Max. 200.000 characters

## **7 Credit and qualification transfer**

### **7.1 Horizontal route**

The curriculum of the programme allows the student to get access (transfer) to another education institution, provided they have passed the examinations, assessments and assessments of the first year of studies.

Transfer should always take place before 1 June, i.e. before internship commencement.

The decision to change one's current education provider rests solely with the student, and it is his/her responsibility to submit a written application to the education institution to which the students wishes to be transferred.<sup>13</sup>

The student can be exempt from the above regulations, provided there is a good reason for it. A written application must be forwarded to the education institution, at which the student wishes to be enrolled.

### **7.2 Vertical route**

#### **7.2.1 Transfer to a partner institution in Denmark**

At the present time, the below top-up programmes are directly accessible:

- A Professional Bachelor's Degree in International Hospitality Management (1½ year)
- A Professional Bachelor's Degree in Sport Management (1½ year)
- A Professional Bachelor's Degree in Innovation and Entrepreneurship (1½ year)

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<sup>12</sup> When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well

<sup>13</sup> The student must notify the education institution about his/her withdrawal from the programme in writing when admitted into the new education institution. This includes submitting a grade report for the first year of studies.

- A Professional Bachelor's Degree in e-concept development (1½ year)

It is also possible to apply for a Professional Bachelor's Degree in International Sales and Marketing Management (1½ year), thus additional admission requirements must be expected

In addition, there is also an agreement for a B.Sc. in Economics and Business Administration which can be obtained within 1 ½ years at Roskilde University and a 1½-year top up on the University of Southern Denmark (a M.Sc.).

### **7.2.2 Transfer to an institution abroad**

For the students who want to take a top-up abroad, there are a number of credit agreements. Credit agreements are both established nationwide and by the individual provider of the AP programme. Further information about credit agreements are obtained at the individual provider.

### **7.3 Merit of elements**

It is possible to apply for credit for assessments in education based on completed and passed courses from other programs that are commensurate with the profession, education parts or internship in the AP Programme.

Credit application is assessed individually by each institution, based on a professional assessment of whether the learning objectives of the educational element correspond to the learning objectives of the AP Programme.

## **8 Legal basis of the curriculum**

In the following section, the legal basis of the curriculum is described.

### **8.1 Entry requirements**

The following educational backgrounds give access to the programme; cf. Danish ministerial order no. 223 of 11/03/2014 on admission, enrolment and leave of absence on higher education programme and its later amendments:

**1. Admission with an upper-secondary background** (upper-secondary school leaving examination, higher commercial examination, higher technical examination, higher preparatory examination):

Specific admission requirements:

- Mathematics at level C or Business economics at level C

**2. Admission with vocational education and training (VET):**

- One of the following:
  - Vocational training in bakery (step 2)
  - Vocational office administration training with specialisations
  - Vocational training in butchery (step 2)
  - Vocational training as event coordinator
  - Vocational training in gastronomy with specialisations
  - Vocational retail training with specialisations
  - Vocational training in commerce with specialisations
  - Vocational training in pastry (step 2)
  - Vocational training in office with specialisations

- Vocational training as a receptionist
- Vocational training as a waiter (step 2)

Each institution is in a position to admit applicants to the programme in question with alternative qualifications (other relevant vocational training) provided there is evidence to show the capacity to pursue the course of study.

Entrance to the programme is merit based; those who are deemed to meet the entry requirements best will be accepted into the programme.

As part of the eligibility assessment process, applicants may be invited to an interview, an additional entry examination, or both.

## 8.2 Program's legal framework

The curriculum in question fully complies with the following laws, acts and orders, which are applicable to all education institutions offering the programme:

- Danish ministerial order on the professional higher education within service, tourism and hotel management (AP degree in Service, Hospitality and Tourism Management) no. 700 of 03/07/2009
- Act no. 467 of 08/05/2013 on professional higher education and bachelor programmes, and its later amendments
- Act no. 214 of 27/02/2013 on academies of professional higher education offering tertiary education, and its later amendments
- Danish ministerial order no. 1519 of 16/12/2013 on assessments and general examinations in professionally-oriented programmes
- Danish ministerial order no. 1521 of 16/12/2013 on professional higher education and bachelor programmes
- Danish ministerial order no. 223 of 11/03/2014 on admission to higher education programmes and bachelor programmes, and its later amendments
- Danish ministerial order no. 262 of 20/03/2007 on grading scale and assessment, and its later amendments
- Danish ministerial order no. 601 of 12/06/2013 on accreditation and approval of professional higher education and bachelor programmes, and its later amendments

The above-mentioned documents constitute the legal framework of the programme in question, yet the list is incomplete. All accepted students must be familiar with these orders and acts. Other acts and orders, which are not on the list, may also be relevant ([www.retsinfo.dk](http://www.retsinfo.dk)).

## 8.3 Education institutions offering the programme

The following education institutions are eligible to offer the Service, Hospitality, and Tourism Management programme:

- University College of Northern Denmark, [www.ucn.dk](http://www.ucn.dk)
  - Lindhold Brygge 35, 9400 Nørresundby
- Academy of Professional Higher Education Lillebælt, [www.eal.dk](http://www.eal.dk):
  - Munke Mose Allé 9, 5000 Odense C
  - Boulevarden 19D, 7100 Vejle

- Dania, Academy of Higher Education, [www.eadania.dk](http://www.eadania.dk)
  - Minervavej 63, 8900 Randers
  - Arvikavej 2, 7800 Skive
  
- Copenhagen Business Academy, [www.cphbusiness.dk](http://www.cphbusiness.dk)
  - Lyngby, Nørgaardsvej 30, 2800 Kgs. Lyngby,
  - Nørrebro, Blågårdsgade 23b, 2200 København N.
  
- Zealand Institute of Business and Technology, [www.easj.dk](http://www.easj.dk)
  - Campus Slagelse, Bredahlsgade 1, 4220 Slagelse
  - Campus Koege, Lyngvej 19, 4600 Køge
  
- MidtVest Academy of Professional Higher Education, [www.eamv.dk](http://www.eamv.dk)
  - Valdemar Poulsens Vej 4, 7500 Holstebro
  
- Business Academy Aarhus
  - Sønderhøj 32, 8260 Viby J

## 9 Temporary provisions - progression regulations

The curriculum, which the student joint is valid until the student, graduates.

For students not following the curricula they joined e.g., due to sabbatical after their first year of studies, or whom does not graduate within two years from commencement (in January 2016), the student has to follow the curricula in force at the time they re-enter the program.

In case of examination/assessment re-sits, the student must complete the requirements for the examinations and other assessments of the new curriculum. However, the student may apply for an exemption from the above regulation (in order to be given permission to sit their examinations under the old curriculum), provided a written application is submitted to the education institution no later than four months prior to the date of examination.

## 10 Possibility for discretionary exemption

Applying for an exemption is possible at any time in compliance with the rules and regulations of the curriculum. The application, however, must be submitted in due time and is assessed individually by the specific institution.

## 11 Operational date

This core national curriculum for all education providers of the programme is valid from 1 September 2014.

# INSTITUTIONALIZED PART

## 1 Specialization

ECTS value: 15

This section presents the elective modules as described in the core national curriculum. The ECTS value is according to the core national curriculum:

- Hotel and Restaurant Management – 5 ECTS + institution specific - 10 ECTS
- Tourism Management – 5 ECTS + institution specific - 10 ECTS
- Service Management - 5 ECTS + institution specific - 10 ECTS

Additional 10 ECTS are added to the electives by each specific institution offering the programme. In each institution's specific curriculum, only the available specialisation modules are described. The courses in each of the specialisation modules are expected to ensure that the students understand and are informed about the development in the remaining specialisation modules in order for relevant aspect to be included.

### 1.2 Specialization – Hotel- and Restaurant management

#### Objectives:

The aim of the elective Hotel and Restaurant Management is to qualify the student to independently plan and carry out significant management related and specialised work tasks in hotel, conference and restaurant companies.

The student should obtain a deeper understanding of the industry and thereby the ability to put the guest at the forefront as well as evaluate the business methods and revenue generation capacity.

Focus is put on a holistic understanding of the central working processes that take place in and between the hotel and restaurants different departments. Furthermore, the student should acquire knowledge of national and international hotel and restaurant concepts.

2 ECTS	Hotel management 1. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• The student must be knowledgeable about traditions and trends from the hotel, conference and restaurant industries, just as the student must understand the interrelation between not only these industries but also other industries and professions</li><li>• The student must be knowledgeable about hotel, conference and restaurant related classification systems, certifications and ownership forms</li><li>• The student must be knowledgeable about and understand the work tasks in different departments, so that positive relations between departments are generated</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• The student must be able to price the hotel's services</li><li>• The student must be able to describe and analyse hotel, conference and restaurant concepts</li></ul>

3 ECTS	Hotel management 2. semester
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The student must be knowledgeable about the income of the hotel, conference and restaurant based on Yield Management, up selling and key figures</li> <li>The student must be knowledgeable about the legal framework within which hotels, conferences and restaurants operate</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The student must be able to assess and contribute to the optimisation of the hotel's, restaurant's or conference's income based on Yield Management, up selling and key figures</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>The student must be able to price the hotel's services</li> <li>The student must be able to analyse and develop the processes and service deliveries (packages) of the hotel, the restaurant and the conference</li> </ul>

### 1.2.1 Specialization – Hotel & Restaurant Management - Odense and Vejle

ECTS: 10 credits

Timing: 2<sup>nd</sup> semester (5 ECTS credits) and 3<sup>rd</sup> semester (5 ECTS credits)

The information provided below may be subject to change.

#### Objectives

The objective is to qualify students to work independently on the planning and execution of key management and specialist tasks in businesses within the hotel, conference and restaurant sector.

Students are to acquire a deeper understanding of the sector, leading to the ability to focus clearly on guests and to assess business processes and earning capacity.

The emphasis is on creating a holistic understanding of the key work processes that take place in and between the various departments of a hotel and/or restaurant. Students are similarly to become familiar with both national and international hotel and restaurant concepts.

The specialist subject is based on service management, the experience economy and related fields and theories. As such it is built on a natural interaction with the compulsory subject areas included in the study programme.

#### Knowledge

Students are to acquire knowledge about:

- The general trends, terminology and economic significance of business tourism, as well as an understanding of "International Meeting & Event Planner" as a concept and as a strategic, tactical and operational tool.
- The pattern of supply and demand in the national and international meeting industry .
- Meeting design, including framework and techniques for educational meetings.
- "The path of goods through the building" and in-house control. They are also to be able to demonstrate process descriptions as a tool.
- HACCP principles (the opportunity to establish where in the business there may be a risk to food safety, and what can be done to prevent things from going wrong).
- Start-up of a restaurant and hotel/conference business.
- Key management tasks in the safety department of a hotel, for a restaurant and at a conference centre, and how to optimise preventive measures in the field of safety.
- Legal conditions and legislation that apply to hotel, conference and restaurant operation. Students are also to be able to assess when it is necessary to seek legal advice or assistance.

## **Skills**

Students are to develop skills in:

- Preparing a contract with a partner in the meeting industry, including pricing the package and sponsorship agreements.
- Setting up a meeting program, including registration and parallel/subsequent events, and preparing mileage forms for same.
- Assessing key tasks in the Food and Beverage department, and demonstrating general insight into the “service-production process” from identification of the customer’s needs to purchasing ingredients, preparation, serving and settlement.
- Presenting proposals for environmental improvements.
- Evaluating operational areas for improvement in relation to housekeeping and maintenance in connection with the renovation of hotels and restaurants.
- Evaluating the use of the “Smiley scheme” within the industry.

## **Competencies**

Students are to develop competences in:

- Incorporating the meeting concept of the future, return on investment, including understanding of how to assist customers in measuring the return on the customer’s meeting or conference.
- Participating in working relationships on meeting development with a professional approach.
- Becoming involved in menu planning, with the capacity to make suggestions for changes to menus from a revenue-generating perspective.
- Evaluating the industry’s distribution and sales channels, and contributing to their development.
- Participating in the assessment of the service level the company is to maintain both internally and externally.
- Evaluating the results of “mystery guest” arrangements and navigating accordingly.
- Assessing and optimising the hotel’s, restaurant’s and conference’s earnings on the basis of Yield Management, additional sales/upselling and key figures prior to pricing the hotel’s services .
- Shifting planning and navigating in relation to the applicable collective bargaining agreement.
- Preparing staff and customer satisfaction analyses and evaluating their use.

## **1.2 Specialization – Tourism management**

Aim:

The aim of the elective Tourism Management is that the student gains the knowledge, skills and competencies that are necessary to carry out coordinating and consulting functions in tourism companies and organisations. The student must do this based on the destination as the core element and include an understanding of the company’s/organisations’ role in the tourism system.

The elective focuses on providing the students with a holistic understanding of the cooperations and transactions that take place between tourism actors in the industry.

## Learning outcome:

2 ECTS	Tourism management 1. semester
Knowledge and understanding	<ul style="list-style-type: none"><li>• The student must be knowledgeable about actors and elements central to the tourism industry</li><li>• The student must be knowledgeable about the tourism industry, incoming and outgoing tourism, tourism systems as well as the destination concept, including public and private actors</li><li>• The student must be knowledgeable about basic tourism concepts</li><li>• The student must be knowledgeable about relevant tourism segments and types of tourists</li><li>• The student must be knowledgeable about the interdependence of tourism actors</li></ul>
Skills	<ul style="list-style-type: none"><li>• The student must be able to use knowledge about incoming and outgoing tourism</li><li>• The student must be able to assess the characteristics of the tourism system</li></ul>

3 ECTS	Tourism management 2. semester
Knowledge and understanding	<ul style="list-style-type: none"><li>• The student must be knowledgeable about the destination's elements and actors</li><li>• The student be knowledgeable about<ul style="list-style-type: none"><li>- Tourism products, including sights and tourist attractions:</li><li>- DMO: Marketing and management</li></ul></li><li>• The student must be knowledgeable about supply and demand relations pertaining to tourism</li><li>• The student must be knowledgeable about tourism markets and segments</li></ul>
Skills	<ul style="list-style-type: none"><li>• The student must be able to assess to which degree a destination fulfil the tourist's needs</li><li>• The students must be able to assess to which degree a destinations fulfil the needs of different markets and segments, including leisure and business</li></ul>
Competencies	<ul style="list-style-type: none"><li>• The student must be able to take part in the development, designing and organisation of new tourism services at the destination</li><li>• The student must be able to take part in the making of a destination analysis</li></ul>

### 1.2.1 Specialist subject – Tourism Management- Odense and Vejle

ECTS: 10 credits

Timing: 2<sup>nd</sup> semester (5 ECTS credits) and 3<sup>rd</sup> semester (5 ECTS credits)

The information provided below may be subject to change.

#### Objectives

The objective is for students to acquire knowledge, skills and competencies in dealing with co-ordinating and advisory functions in tourism companies and organisations. Students are to do so on the basis of an understanding of the destination as the key element, including an understanding of the role of the company/organisation in the tourism system.

The emphasis here is on generating a holistic understanding of the working relationships and transactions that take place between players in the tourism industry.

The specialist subject is based on tourism theory and builds on a natural interaction with the compulsory subject areas of the study programme.

#### Knowledge:

Students are to acquire knowledge about:

- The relationship between different types of tourism.



- The development of tourism over time in selected countries.
- Traditions and trends in tourism.
- The role of tourism as an industry in the context of societal economics.
- On the one hand, tourism as an area of employment and types of employees who operate within the sector and, on the other hand, tourism as consumer goods for business travellers, day-visitors and holiday guests.
- The impact of tourism on the environment and sustainable concepts in relation to tourism development.

### Skills

Students are to be able to:

- Identify and respond to trends and tendencies within the different types of tourism.
- Assess and apply tourism planning principles in companies and organisations and more generally at destination level.
- Participate in the development and sales of new and sustainable tourism services.

### Competencies

Students are to be able to:

- Participate in the development of the company, organisation and destination .
- Participate in the preparation of marketing plans for a destination.
- Work both independently and in cooperation with others on all aspects within the field of tourism, including and in particular, the financial dimension, financing and earnings.

## 1.3 Specialization – Service management

ECTS: 5

Objectives:

The aim of the elective Service Management is that the student acquires the knowledge, skills and competencies necessary to carry out coordinating and consulting functions related to the development and implementation of events. The student must be able to define clear strategic objectives for an event and realise the defined objectives through an event management process. The student must be able to participate in the development, planning, implementation and evaluation of events – from smaller one-day events to larger events.

The student must understand the consultant/adviser concept in relation to both internal and external services offered to a client/customer.

**Learning outcomes:**

2 ECTS	Service management 1. semester
Knowledge and understanding	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about the application of product and concept development in the experience industry as well as in connection with the creation of events</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• The student must be able to assess, analyse and communicate product and concept developments in strategic event management based on the connection between these developments and the company's strategic planning</li> </ul>
Competencies	<ul style="list-style-type: none"> <li>• The student must be able to manage the development of different products and concepts as well as participate in interdisciplinary cooperations concerning the implementation of same</li> </ul>

3 ECTS	Service management 2. semester
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<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The student must be knowledgeable about the consultant/adviser concept in relation to both the internal and external services offered to a client/customer</li> <li>• The student must be knowledgeable about the basic theoretical concepts and tools that characterise the work of the consultant, including knowledge of how different consulting roles influence the service company's development and daily operations</li> <li>• The student must be knowledgeable about strategic event management and the roles which events and event management play in both a regional and global contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The student must be able to assess different consultant / adviser roles and use these in an internal as well as external client and consultant cooperation</li> <li>• The student must be able to acquire new skills and knowledge of event management through structured preparations for the execution of events</li> <li>• The student must be able to assess, analyse and communicate why it is essential to have good suppliers and an optimum supply chain for event management</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The student must be able to distinguish between the different tools a consultant has at his or her disposal in relation to the consultancy work</li> <li>• The student must be able to develop the supply chain in connection with the execution of events</li> </ul>

### 1.3.1 Specialization subject – Sports & Events - Odense

ECTS: 10 credits

Timing: 2<sup>nd</sup> semester (5 ECTS credits) and 3<sup>rd</sup> semester (5 ECTS credits)

The information provided below may be subject to change.

#### Objectives

The objective is to qualify students to work independently on the planning and execution of key management and specialist tasks in businesses within the sports and events sector in Denmark and abroad. Students are to acquire a deeper understanding of the sector, leading to the ability to contribute to the continuation and further development of the growth that the sector has experienced since the turn of the century.

Students are also to acquire the ability to assess business processes and earning capabilities in an average sports and events company, and to gain knowledge about both national and international players in the sector. Focus is on achieving a holistic understanding of central work processes – both internal and external - within the field.

This specialist subject is based on a narrowing of the service management concept, a deeper understanding of interfaces with experience economy in a broad sense, as well as on related theories.

Students are to acquire knowledge, skills and competences sufficient to enable them to master all aspects of the planning, execution and assessment of both large and small sports and cultural events.

Students are also to understand how vital the creation of awareness is for the success of an event, and at the same time learn how journalists "think and act".

#### Knowledge

Students are to acquire knowledge about:

- The structure of sports organisations and the cultural sector, as well as the professional organisations that can give advice and guidance about the industry in Denmark and Europe. The student should also know about the various support options that such stakeholders can use in developing and executing events.

- Different methods that can be employed in the establishment and upkeep of business-oriented network relations – and the significance of these relations for the industry.
- The importance of the media for business success, as well as the significance of the role played by communication in the running of an event – symbolised by “the event’s DNA model” (e.g. Chr. Have).
- How to involve the press as a co-player, and how to compose a good press release.
- How to manage and handle the voluntary human resources that typically are a prerequisite for the successful execution of an event.
- Different methods that can be employed in order to work professionally with teambuilding and coaching.
- Different types of sponsors and how to work professionally with sponsorship and fundraising, as well as the possibilities for external support that can be provided by the consultancy industry in Denmark.
- The concept of branding and the different theoretical and practical considerations about and approaches to the development of branding strategies (city branding, nation branding, etc.).
- Different methods and opportunities for support that can be used in connection with event acquisition, as well as the professional bodies that can advise and assist in event applications designed to attract large international sports events to the country.

### **Skills**

Students are to be able to:

- Utilize their detailed knowledge about sports and cultural events to ensure that the execution of events at all times reflects high quality standards.
- Use own qualifications and acquired methods for a progressive development of networks.
- Communicate practical issues from reports and other material about the issue of “voluntary workers”.
- Assess practical issues in connection with teambuilding and coaching applied to different target groups and with varying importance.
- Analyse and evaluate the extent to which a local area has the potential to develop a branding strategy based on initiatives within sports and culture.
- Assess practical issues concerning the ability of own and others’ qualifications to participate in the sales of sponsorships.
- Evaluate practical issues for the standards and documents typically used in connection with large-scale national and international event acquisition procedures.

### **Competences**

Students are to be able to:

- Address developmental trends in society and on this basis understand how trend development can be expected to influence sports and events in a broad sense.
- Understand how best to utilize one’s own social skills and how to manage the degree of openness exhibited by others.
- Understand own qualifications for working professionally with teambuilding and coaching – as well as how stakeholders are likely to act and react.
- Understand the concept of “good press ethics”.
- Understand what characterizes a “good story”.
- Understand the business-oriented considerations and risks involved in investing in branding, including the importance of “emotional” elements.
- Select and contact potential sponsors, and plan, work out and execute short or long-term sponsor collaboration.

- Acquire an understanding of how costly an acquisition phase can be for an organisation – and whether one’s own qualifications are adequate.<sup>14</sup>

### **1.3.2 Specialist subject – Experiences and events – Vejle**

Value: 10 ECTS credits

Timing: 2<sup>nd</sup> semester (5 ECTS credits) and 3<sup>rd</sup> semester (5 ECTS credits)

The description presented below may be subject to change.

#### **Objectives:**

The objective is to qualify students to work with the planning and execution of experiences and events – from small, independent, one-time events to major recurring festivals and arrangements. Students are to be able to participate in teams at companies, attractions, accommodation venues and in the retail sector, and to contribute actively in both preparation and execution phases. Students are to acquire skills that qualify them for employment as, for example, project assistants, project managers and event developers in the areas of sport, culture and retail.

The programme will comprise working with textbook material and the performance of study visits. Through such visits and practical exercises, students will become acquainted with industry practice in the experience and event sector in Denmark.

#### **Knowledge**

Students are to acquire knowledge about:

- the significance of the event as an expression of “a good experience”, attention- grabbers and tools for profiling and marketing
- tendencies in the experience economy that are crucial to the decision about how and to what extent events are relevant and realisable
- specific tools that are important to the planning and execution of experiences and events.

#### **Skills**

Students are to develop skills in:

- using planning tools and checklists
- developing and implementing PR and communication plans for events
- compiling knowledge about processes and methods in connection with approvals from the authorities, etc.
- building up personal and institutional networks
- working with personal presentation and communication skills.

#### **Competences**

Students are to become skilled in:

- participating in the preparation and planning of experiences and events
- working in teams with internal and external parties

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<sup>14</sup> Taught in English and available for both Danish and international students at the Lillebælt Academy

- communicating orally and in writing
- preparing and carrying out study visits
- participating in the preparation of return on investment calculations as a decision making basis.

## 2 Semester distributions of examinations

The following section further specifies examinations of each semester, their aim, form, and marking process.

### 2.1 Examinations and learning activities 1<sup>st</sup> semester

#### 2.1.1 Social science methodology project – Learning activity

In the first semester the students develop a group project based on the knowledge and skills acquired in the methodology (social sciences) module.

The methodology (social sciences) project must reflect the subjects, which have been taught during first semester as well as applied practice.

The purpose of the project is to enable the students to demonstrate that they have developed methodological competences in research question definition, research, and analysis. The students should also demonstrate their ability to critically evaluate work of other groups and present their opinions both orally and in writing.

Working in groups of 3-5 students, students are expected to define a research question, which can be industry-specific or of a more general nature. The education institution must approve the title of the project, its research question as well as provide project supervision.

The project is assessed on a pass/fail basis and will be measured against specified criteria, i.e.:

- Successful completion of a group assignment with an independently chosen topic
- Critical evaluation of the work of another group's project
- Oral presentation and defence of the project, with individual assessment

### 2.2 Examinations - second semester

#### 2.2.1 Economics – internal exam

At the end of second semester, the student must participate in the economics exam

The examination is a 3 hours written sit-down examination based on materials available on Fronter 48 hours before the examination

The purpose of the exam is to document the students ability within economics,

At the exam, all study aids may be used. It is a prerequisite that all models, excel- spreadsheets e.g. Is taken with by the student, excel-spreadsheet e.g. is not handed out at the exam.

The exam is individual, and an overall single mark according to the 7-scale, will be given to each student.

## **2.2.2 First year interdisciplinary examination – external exam**

At the end of second semester, the student must participate in first year interdisciplinary examination. The exam includes all mandatory modules on 1st year exclusive economics and communication

During the examination, the student should demonstrate his or her ability to apply professional theoretical knowledge in practice, present this in writing, as well as demonstrate their ability to utilize a cross-disciplinary perspective.

Based on a case, students must in groups within 48-hours prepare a written assignment, which is to be handed in.

Subsequent the student must participate in a 30-minuts oral examination incl. voting. The oral exam is without preparation.

Participation in the examination includes:

- Presentation of the written assignment with further elaboration and perspectives
- Oral defense of the assignment - All 1st year subjects can be included at the exam if relevant.

The examiners are obliged only to prepare the case, so relevant learning objectives can be included in the examination, bur the examiners must have access to the written assignments at Fronter.

The students' performance will be measured against specified criteria, i.e.:

- The academic and methodological level
- The students presentation and perspective

The exam is individual, and one overall single mark according to the 7-scale and is to be announced on completion of the exam.

Handing in the assignment is a prerequisite for participation in the oral exam.

If the examination is not passed, the student must participate in reexam. At the reexam, a new assignment is handed in.

## **2.3 Examinations - third semester**

### **2.3.1 Internship project – internal exam**

The Internship culminates with a written report developed by the students during the placement period itself. The report should be based on an independently formulated research question and should include an evaluation of whether the intended outcomes – professional as well as personal - have been achieved.

The assessment, i.e. a written internship report (project) with a subsequent oral defence (a.k.a. the oral examination), takes place after completion of the internship.

The internship report forms the basis for an oral examination, which lasts 30 minutes, and it should include a presentation and the student's suggestions on how to put the project findings into perspective.

Where natural, the internship should partially reflect the knowledge acquired in the compulsory modules of the programme.

An overall single mark according to the 7-scale, will be given to each student.

### **2.3.2 Specialization project – external exam**

At the end of third semester, the student must individually compose a specialization project, which is to document the student's abilities to demonstrate the knowledge, skills and competencies obtained during the specialization stream as well as relevant knowledge of related areas of the compulsory modules.

In connection with the specialisation project, the student is assigned a supervisor.

The student's topic and research question must be approved / is approved by the Institution (supervisor).

The specialization project is based on the theories from the specialisation stream and desk research. It is mandatory to include supplementary literature, which support the assignments problem area.

Using fieldwork and data collection (field research) is optional: The student may choose to present individual findings in the project, provided they comply with the chosen research question.

The student will be examined in the project in an individual examination which – including voting and evaluation – will last 30 minutes per student.

Participation in the project examination includes:

- Presentation of the written project with further elaboration on the research question and project
- Oral defense of the project

The students' performance will be measured against specified criteria:

- The project's academic and methodological level
- The student's ability to present and reflect upon their work
- The student's oral defense

Understanding of the specialization stream as well as compulsory modules areas, which are relevant to the subject matter of the project, may be examined during this assessment.

In case of failure, the student must write a new project in order to participate in a re-examination. At the reexam, a new project must be prepared.

An overall single mark according to the 7-scale will be given to each student, to be announced on completion of the exam

## **2.4 Examinations and internal assessments - fourth semester**

### **2.4.1 Development project – internal exam**

In the middle of the fourth semester, the student must produce a development project. The aim of the project is to train the student's ability to demonstrate an understanding of as well as an ability to work with development-oriented problem solving. In addition, the student must also demonstrate his or her ability to combine knowledge and skills from several modules/subject areas in a holistic fashion.

The student is expected specifically to focus on the subjects organization/HR, Service economics and business development from 3<sup>rd</sup> and 4<sup>th</sup> semester as well as Innovation from 4<sup>th</sup> semester, in the project.

The institution is to approve topic and research question.

Participation in the project requires participation in the group project with individualized sections, so that the students individual contribution can be identified.

An overall single mark according to the 7-scale will be given to each student, to be announced on completion of the exam

### **2.4.2 Communication – internal exam**

At the fourth semester, the student must take part in an internal communication exam. The exam is held in English.

The exam takes the form of an individual 25 minutes oral examination without preparation.

The exam is based on an exam paper, which focus on the developmentproject. The exam paper is handed out to the student before the examination.

Participation in the exam includes:

- Preparation of an oral presentation starting from the exam paper.
- Oral examination

At the oral exam all elements of the subject of communication is expected to be included.

The oral external exam is individual and students will receive one overall single mark according to the 7-scale.

### **2.4.3 Final examination project – external exam**

See section 6.2 – page 22

## **2.5 Compulsory learning elements**

Over and above the examinations and compulsory learning aspects listed in Section @@, the following applies at the Lillebaelt Academy of Professional Higher Education:

### **1<sup>st</sup> semester**

- Sector skills
  - Study start test
  
- Economics:
  - Approx. week 44: Multiple Choice Test
  - Approx. week 48: Assignment for submission

### **2<sup>nd</sup> semester**

- Economics
  - Week 11: Multiple Choice Test (Optimisation)
  - Week 17: Multiple Choice Test (Accounts analysis)
  - Week 18: Assignment for submission (Accounts analysis and Optimisation)



- Innovation project (compulsory participation)
- Communication
  - May: Written communication
- 48-hour case
  - Group project with individual feedback
- Study abroad
  - Two weeks in Valencia at Florida University (12 April–25 April 2015)

### **3<sup>rd</sup> semester**

- Communication
  - November: Executive summary of internship report

### **4<sup>th</sup> semester**

- Economics:
  - Week 10: Assignment for submission

Two attempts are allowed for each compulsory learning element, which means that the student is allowed to hand in an improved assignment for approval. The deadline is 14 days after the first attempt.

Exemption from submitting an assignment may be granted in the event of absence with a valid excuse from teaching activities for which attendance is compulsory.

Other compulsory learning elements for the individual semesters can be found in the class folder on Fronter.

*We reserve the right to make additions and alterations.*

## **2.6 Requirements regarding exams and learning activities**

- All learning activities from the first year must be approved before handing in the 1<sup>st</sup> year interdisciplinary examination
- Before participating in the specialization exam the following exams and learning objectives must be passed/approved:
  - First year interdisciplinary exam
  - First year economic exam
  - Internship exam
  - All learning activities at the 3<sup>rd</sup> semester
- Before participating in the communication exam the development project must be passed.

## **3 General rules and regulations for examinations and tests e.g.**

### **3.1 Study activity**

All students are automatically registered for the standard external examinations, internal exams and tests and learning activities.

As active participants of the program in question, students must sit/take all the standard examinations and assessments.

If a student misses an examination or assessment without good reason, the student is recorded as absent and as having used their first attempt.

### 3.2 Examinations 2014 - 2016

<b>Examinations 2014 - 2016</b>			
	<b>To be submitted/handed out/approved</b>	<b>To be submitted</b>	<b>Examination dates</b>
<b>First year interdisciplinary external exam, written</b>	<b>19<sup>th</sup> May 2015 - case is handed out at 09.00</b>	<b>21<sup>st</sup> May 2015 – case is handed in at 12.00</b>	<b>Oral exam, week 23 &amp; 24, 2015</b>
First year interdisciplinary external re-exam, written	17 <sup>th</sup> June 2015 - case is handed out at 09.00	19 <sup>th</sup> June 2015 – case is handed in at 12.00	Oral exam, week 25 & 26, 2014
First year interdisciplinary external 2 <sup>nd</sup> re-exam, written	24 <sup>th</sup> November 2015 - case is handed out at 09.00	26 <sup>th</sup> November 2015 – case is handed in at 12.00	Oral exam, week 50, 2015
<b>Economics, written internal exam</b>	<b>27<sup>th</sup> May 2015 - case is handed out at 09.00</b>		<b>Written exam, 3 hrs. 29<sup>th</sup> May 2015, 9.00 – 12.00</b>
Economics, written internal re-exam,	23 <sup>rd</sup> June 2015 - case is handed out at 09.00		Written exam, 3 hrs. 25 <sup>th</sup> June 2015, 9.00 – 12.00
Economics, written internal 2 <sup>nd</sup> re-exam,	30 <sup>th</sup> November 2015 - case is handed out at 09.00		Written exam, 3 hrs. 2 <sup>nd</sup> December 2015, 9.00 – 12.00
<b>Internship project - Internal exam</b>		<b>3<sup>rd</sup> November 2015</b>	<b>Week 47-48 2015</b>
Internship project, internal exam, re-exam			Date to be announced by the institution
<b>Specialization project - external exam</b>	<b>Subject and problem statement to be approved 11<sup>th</sup> December 2015 at the latest</b>	<b>Hand in 6<sup>th</sup> January 2015</b>	<b>Oral exam week 3 or 4, 2016</b>
Specialization project, external exam, re-exam	Subject and problem statement to be approved 7 <sup>th</sup> March 2016 at the latest	Hand in 17 <sup>th</sup> March 2016	Oral exam week 14 or 15, 2016
Specialization project, external exam, 2 <sup>nd</sup> re-exam	Subject and problem statement to be approved 3 <sup>rd</sup> June 2016 at the latest	Hand in 13 <sup>th</sup> June 2016	Oral exam week 26 or 27, 2016
<b>Communication – Internal exam</b>			
Communication – external exam – 1 <sup>st</sup> re-exam			
Communication – external exam – 2 <sup>nd</sup> re-exam			
<b>Business development – internal exam</b>			
Business development internal exam – 1 <sup>st</sup> re-exam			
Business development internal exam – 2 <sup>nd</sup> re-exam			
<b>Final examination project – external exam</b>	<b>Official start 18th April, 2016</b>	<b>Hand in of approved topic and research question on 26<sup>th</sup> April 2016</b>	<b>Oral exam week 24, 25 or 26 2016</b>

		<b>To be submitted on 26<sup>th</sup> May 2016</b>	
Final examination project – external exam – 1 <sup>st</sup> re-exam	Official start 25th July, 2016	Hand in of approved topic and research question on 11 <sup>th</sup> August 2016  To be submitted on 15th November 2016	Oral exam week 39 2016
Final examination project – external exam – 1 <sup>st</sup> re-exam	Official start 24th October, 2016	Hand in of approved topic and research question on 15 <sup>th</sup> November 2016  To be submitted on 15th December 2016	Oral exam week 2 or 3 2017

The following deadlines apply:

- Examination material is handed out at 9.00 on the announced date
- Submission of the written work must take place at 12.00 at the latest on the announced date

### 3.3 Standard format for written assignments

All written assignment must conform to the standard format regulations and **MUST NOT** exceed the allotted length, which is specified by the allowed number of characters.

The total character count for the original paper, including figure legends and tables, yet excluding front page, table of contents, list of references (bibliography) and appendices.

Characters are counted including spacing.

Appendixes may be enclosed to support projects, but as these do not form a direct part of the project, so the examiner and the external examiner are not obliged to read these.

Written projects should thus comply with the following rules:

<b>Examination/assessment</b>	<b>Allowed number of characters</b>
Methodology project	Maximum 50 000 characters
First year interdisciplinary examination	Maximum 25 000 characters
Internship project	Maximum 35 000 characters
Specialization project	Maximum 35 000 characters
Business development	Maximum 50 000 characters

The exact character count **MUST** be printed on the front page of every written assignment otherwise the assignment is rejected<sup>15</sup>.

All written work must amount to between 75 % and 100 % of the characters.

Written work that amounts to less than 75 % of the specified number of characters, or more than 100 %, is rejected, and the re-examination cannot take place until the next scheduled exam. If the student

<sup>15</sup> When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well.

fails to conform to the above rule, the written assignment is rejected and the re-examination cannot take place until the next scheduled exam.

The above rules are applicable to ALL written assignments, projects and hand ins.

### **3.4 Group projects**

The allowed group size for all group projects e.g. is defined as 3-5 students. This rule, however, does not apply to the final examination project.

#### **3.4.1 Individualization of group projects**

For group projects, where it is a prerequisite that the hand in is individualized each student's contribution must be clearly stated.

Assignments with individualization requirements may consist of the following components:

1. The collective part includes introduction, problem formulation, conclusion and perspectives
2. The individual parts are one or more of each section that each student is responsible, stated by student name. The individual part must be fairly shared equally between the group's students.

For examinations, where there the hand in is prepared by several students, and there it is not given an independent assessment of a written assignment, the hand in may be included in the evaluation of a subsequent individual oral examination.

### **3.5 Use of textbooks, study aids and other devices**

During written examinations and tests, students are allowed to use all study aids.

This includes textbooks and material provided during the lectures, revision material/notes, supporting material and memory devices with the necessary documents saved on them.

The student will also have access to Intranet and Internet.

**Students are under no circumstances allowed to communicate with others during the exam/test.** It is though allowed, by raise of hand, to communicate with the invigilator.

If a student tries to communicate with other than the invigilator during the exam, the student will be expelled immediately.

In connection with written exams and tests, it is mandatory to turn off and hand in mobile phones and other electronic communication devices to the invigilator.

All students have to bring their own textbooks, materials and study aids. It is not allowed to share or lent out textbooks, materials and study aids to other students during an exam.

The invigilator has the right to control all materials e.g. brought to the exam/test.

At written exams and tests student must prepare the materials (calculator, pencils e.g.) before the exam/test starts. Bags are to be placed according to the invigilator requests.

If a student tries to communicate with other students or uses non-permitted aids, the student will be suspended immediately

### **3.6 Conduct with regard to written assignments**

When developing a written assignment, a student is expected to support his or her discussion topics by referring to relevant sources. The source(s) of any map, photograph, illustrations, internet publications, tables, statements, testimonials or similar must be clearly indicated. A student is also allowed to present ideas from a textbook by means of paraphrasing.

That means that the student must refer appropriately to the work of others and give the sources of information and ideas.

The number of quotations should be limited, and the student is only allowed to use a quote, where the length of the quote amounts to 2-3 lines – it should be as brief as possible to make the point and demonstrate relevance to the subject matter.

When quoting, the student must remember to:

- Place quotes between quotation marks
- Indicate the title and page of the book
- Indicate the author's name

Unacknowledged use of other people's work is considered "cheating" and is called plagiarism. When instances of plagiarism are detected, the written assignment is rejected and the student is expelled from the programme.<sup>11</sup>

Cheating by plagiarism cover cases, where a written paper is presented as produced by the student him or herself, even though it:

1. includes identical or near-identical wording of other people's statements or works where the text is not set off by the use of quotation marks, italics, indentation or any other clear indication with a reference to the source
2. includes substantial sections of text that are so similar to another work in wording etc. that on comparison it is clear that the sections could not have been written without the use of the other work includes the use of other's words or ideas without giving due credit to the sources
3. re-uses text and/or central ideas from your own previously assessed works without observing the stipulations in sections 1 and 3.
4. form part of a project on equal terms with other source material – in other words, sections and analyses cannot be directly "re-cycled". Excepted is assessments and learning activities where the paper is to be improved before approval.

Previous assignments handed in by the student cannot be reused unless it is acknowledged in the text. Exceptions from this are assignments that must be improved to pass.

When the student submits his or her written assignment, the student must sign it, declaring the work to be without any unlawful help.

To make sure that plagiarism does not take place the institutions can choose to use an electronic program that checks plagiarism. Such programs scan the Internet and the program's database for plagiarism.

Students must expect to hand in a majority of the assessments in both paper and electronically form (by mail, USB e.g.).

### **3.7 Results of assessments**

Assessment results at oral exams, tests and learning activities will be given to the student immediately after the assessment.

For exams, tests and learning activities, where the student does not receive the assessment in immediate connection with the exam, test or learning activity, the students will be given the expected date for publication of the result, when the exam is issued.

The institution is to aim at publicizing the result no more than 10 working days after the assessment has been held.

Assessment grades given after written tests will be announced at “selvbetjening” at Fronter.

### **3.8 Irregularities, incorrect behaviour / breach of rules**

The rules must be followed at all times during tests.

A student who tries to obtain or gives another students irregular help to answer tests or uses prohibited aids will be expelled from the test immediately.

If it is assumed that a student, during a assessment, get hold of help or gives help to others, has used the work of others, or used previously tested work without references, the student will be expelled from the assessment

Also, the student may be expelled from the education for a time period to be decided in each case. I such cases, the student is given a warning and repeat breaches may result in permanent expulsion.

If a student is disturbing the exam and does not followed the guidelines of the invigilation, the student will be expelled from the exam.

If a student leaves the exam room before the end of the test, or without the explicit permission from invigilation, or without a representative from the invigilation (e.g. to go to the toilet) the person is considered to have terminated his or her exam, and cannot re-enter.

### **3.9 Assessment on special conditions**

For students with physical or psychological dysfunctions and students with similar disadvantages, special assessment conditions may be agreed, where it is deemed necessary, to put the student on the same level as other students in the exam situation.

It is a prerequisite that the alleviation does not alter the academic level and contents of the test.

If students believe that they are entitled to “special conditions”, a written application must be sent to the institution, no later than three months before the exam takes place – documenting the dysfunction.

### **3.10 Language used**

In relation to taking exams, tests, learning activities e.g., the main rule is that tests are taken in the language stated, unless the purpose of the test is to document skills in another language.

International classes sit their assessments in English.

If students wish to take the exam in another language than stated, they must send a written application to the institution no later than three months in advance, and compelling arguments must be stated.

### **3.11 Complaints about exam**

It is recommendable that students, before complaining, seek advice at the student counsellor.

The below regulations are developed according to the Danish Executive order no. 714, of 26/11/2012, on Examination regulations for vocational oriented programmes, especially chapter 10.

In the executive order, complaints are divided in two kinds:

1. complaints about the examination basis etc., the course of the exam and/or the assessment, and
2. complaints on the grounds of legal irregularities.

The two kinds of complaints are dealt with differently.

#### **3.11.1 Complaint about assessment, course and basis**

Complaints about an exam must be addressed to the institution. The complaint must be written (paper), substantiated, dated and signed.

Complaints must be submitted no later than two weeks (14 days) after the result of the assessment has been submitted to the student.

Complaint may be about;

- 1) The basis of the test, including questions, the test itself and the like as well as the test in relation to the purpose of the education,
- 2) The actual execution of the test, or
- 3) The assessment of the test result

The complaint may concern any exam or assessment including written examinations, oral examinations and combined exams as well as practical exams. The complaint should be submitted to the relevant programme director.

The complaint will immediately be brought before the original assessors, i.e. the examiner and the external examiner from the exam in question. The statement made by the assessors must be usable as the base of the institution's decision on academic/professional matters. The institution will usually give the assessors a deadline of 2 weeks to make their statements.

Immediately after the statements are made available, the student will be given the opportunity to comment on them within, one week.

The decision will be made by the institution based on the academic/professional statements made by the assessors and any comments made by the student.

The decision must be made in writing and must be substantiated. It may regard

1. an offer of a new assessment (re-assessment), this only applies to written examinations
2. an offer of a new examination (re-sit)
3. a dismissal of the complaint

If it is decided that the student will be offered re-assessment or a re-sit exam, the institution will appoint new assessors. Re-assessment may only be offered in cases of written exams where written material exists for assessment, as new assessors will not be able to (re-)assess an already held oral exam and as the notes of the original assessors are personal and cannot be passed on to others.

If the decision is to offer the student a re-assessment or re-sit exam, the student must be notified that a re-assessment or a re-sit exam may result in a lower grade. The student must accept the offer within 2 weeks of the announcement of the decision. Acceptance of an offer of re-assessment or re-sit exam cannot be cancelled. If the student does not accept the offer within the deadline, re-assessment or a re-sit exam will not be carried out.

Re-assessment or a re-sit exam must take place as soon as possible.

On re-assessment, the assessors must be presented with the case documents: The exam paper, the student's assignment, the statements made by the original assessors with the comments made by the student, and the decision made by the institution.

The assessors will deliver the result of the re-assessment including a written explanation and their assessment.

If it is decided that a re-assessment or re-sit exam will be offered, the decision will apply to all students who took the exam in question if their assignment features the same deficiency as the one being complained about.

### **3.11.2 Appeals procedure**

The student may bring the institution's decision on academic/professional matters before an appeals board. The activities of the appeals board fall under the Danish Public Administration Act including the stipulations on legal incapacity and the duty of silence.

The appeal should be submitted to the institution.

The deadline for appeals is two weeks after the student has been notified of the decision. The above-mentioned requirements to complaints (being in writing, substantiated etc.) also apply to appeals.

### **3.11.3 Complaint about legal irregularities**

Complaints on the grounds of legal irregularities in decisions made by the assessors in connection with re-assessment or re-sit exams or the appeals board's decisions may be brought before the institution within 2 weeks of the day the student was notified of the decision.

Complaints on the grounds of legal irregularities in decisions that were made by the institution according to the stipulations in the executive order on examination regulations may be submitted to the Institution, which will make a statement. The student must be given the opportunity to comment on this statement, the deadline being usually one week.



The institution will submit the complaint, the statement and any comments made by the student to the Danish Agency for Higher Education and Educational Support. The deadline for lodging complaints with the institution is 2 weeks (14 days) from the day the student was notified of the decision.

## Appendix 1 – Ministerial order on intended learning outcomes

Cf. the Danish ministerial order no. 700 of 03/07/2009 on the professional higher education programme in service, tourism, and hospitality management, the intended learning outcomes are as stated below:

The aim of learning outcomes for the professional higher education programme in service, tourism, and hospitality management

The intended learning outcomes include the knowledge and understanding, the skills and the competencies, which the student must acquire through the programme.

### **Knowledge and understanding – the student must be knowledgeable about:**

- 1) Business terminology and concepts as well as the industry's application of theory and methodology in practice on both national and international level
- 2) The company's possibilities for cooperation with the customer regarding the development of services
- 3) Relevant industries within the areas of business and leisure tourism, hotel and travelling and other service industries, their structure, development and organisation as well as the interaction between these
- 4) Fundamental strategic concepts and tool, which influence the service organisation's choice of strategy
- 5) The potential for internationalisation through working relations as well as the effect of the internationalisation process on the service company

### **Skills – the student must have the skills to:**

- 1) Assess the conditions relating to costs for the service company with a view to financial calculations and budgeting
- 2) Assess the connections between the service concept, supply system, and competitive system of the service company as well as the skills to assess relevant development potential for the company
- 3) Apply knowledge about cultures in negotiation situations as well as set up and communicate practice-oriented solutions to partners and customers in both Danish and English
- 4) Apply portfolio models to describe the products of the service company
- 5) Assess practical management situation with the aim of choosing appropriate solutions

### **Competencies – the student must be able to:**

- 1) Handle different situations – both national and international ones - relating to sales and development within the service profession
- 2) Acquire skills and knowledge in relation to the service profession when a specific issue requires it
- 3) Handle structural and cultural issues within his or own area based on an overall evaluation of the company in question
- 4) Take part in professional and cross-functional cooperation including collaborations on managerial functions and work tasks relating to personnel

## Appendix 2 – Qualification frame – level 5

The Danish qualification frame for lifelong learning is a collected and systematic overview of the different publicly approved levels within the Danish educational system.

The levels and diplomas are placed at one of the frame's eight levels based on learning outcome (knowledge and understanding, skills and competencies) which the students acquire through the programmes.

The AP Programme in Service, Tourism, and Hospitality Management is placed at level five of the qualification frame.

### Description of levels – programmes at level five

The intended learning outcome, which is expected to be acquired at level five, is described below:

#### Knowledge and understanding

- Must be knowledgeable about practice and application of methodology and theory within a business or subject area.
- Must understand practice and/or the most commonly applied theories and methods as well as understand the application of these in the profession.

#### Skills

- Must have the skills to apply and combine a comprehensive range of skills, which are connected to the practice and work processes of the field.
- Must have the skills to assess practice-oriented issues and adjust work procedures and processes.
- Must have the skills to communicate practice-oriented issues and potential solutions to partners and users.

#### Competencies

- Must be able to take part in development-oriented and/or cross-functional work processes.
- Must be able to carry out clearly defined planning and management functions in relation to the practice of the business and subject area.
- Must be able to identify and develop own potential for further education in different learning environments.