



Course Curriculum

Academy Profession Degree (AP) in
Service, Hospitality and Tourism Management

2015-17

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Course curriculum for the Academy Profession Degree in Service, Hospitality and Tourism Management. Valid from 1 September 2015.

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TABLE OF CONTENTS

CORE NATIONAL CURRICULUM.....	6
1 Curriculum contents.....	6
2 Objectives and profile of the program.....	6
2.1 Objectives.....	6
2.2 Competence profile.....	6
2.3 Title.....	7
3 Duration, structure and contents of the programme.....	7
3.1 Program duration and ECTS points.....	7
3.2 Program structure and contents.....	8
3.3 Overview over ECTS distribution.....	10
3.4 Semester overview.....	11
4 Learning outcomes of core subjects.....	11
4.1 Methodology.....	11
4.2 Service Industry.....	11
4.2.1. Industry knowledge.....	12
4.2.2 Service Design.....	12
4.2.3 Service law.....	12
4.3 Organisation.....	13
4.3.1 Leadership and project management.....	13
4.3.2 Organization.....	14
4.4 Planning.....	14
4.4.1 Business development.....	14
4.4.1.1 Creativity and innovation.....	15
4.4.1.2 Strategy and business plan.....	15
4.4.1.3 Service marketing and trends.....	16
4.4.2 Service economics.....	16
4.4.2.1 Economics.....	16
4.4.2.2 Global service economics.....	17
4.5 Communication.....	17
4.5.1 Business communication and networking.....	18
4.5.2 Intercultural competences.....	18
5 Overview of examinations.....	19
6 Joint provisions for internship and final examination project.....	20

6.1 Internship – objectives and general formalities	20
6.2 Final exam project	21
6.2.1 Final examination project – scope.....	22
7 Credit and qualification transfer	23
7.1 Horizontal route.....	23
7.2 Vertical route.....	23
7.2.1 Transfer to a partner institution in Denmark.....	23
7.2.2 Transfer to an institution abroad	24
7.3 Credit for individual learning elements	24
8 Legal basis of the curriculum	24
8.1 Entry requirements.....	24
8.2 Legal framework	25
8.3 Institutions offering the program.....	25
9 Transitional regulations.....	26
10 Possibility for discretionary exemption.....	26
11 Effective date	26
APPENDIX 1 – Ministerial order on intended learning outcomes	27
INSTITUTION-SPECIFIC CURRICULUM	28
1 Contents.....	28
2 Innovation in education	28
3 International module.....	29
4 Specialisation – description of learning objectives	29
4.2 Specialisation – Hotel and Restaurant Management, joint module	30
4.1.1 Specialization – Hotel & Restaurant Management, Odense and Vejle.....	31
4.2 Specialisation – Tourism Management, joint module.....	32
4.2.1 Specialisation – Tourism Management, Odense and Vejle	33
4.3 Specialisation – Service management, joint module	34
4.3.1 Specialisation – Experiences and events, Odense.....	35
4.3.2 Specialisation – Sports & Events, Odense	36
5 Distribution of examinations.....	38
5.1 Compulsory learning elements, Lillebælt Academy of Professional Higher Education... 38	
5.2 Requirements for exams and learning activities	39
6 General rules and regulations for examinations and tests.....	39
6.1 Study activity	39

6.2 Group projects.....	40
6.3 Individualisation of group projects.....	40
6.4 Use of textbooks, study aids and other devices.....	40
6.5 Use of sources and data in written assignments	41
6.6 Results of assessments	42
6.7 Special conditions	42
6.8 Irregularities, incorrect behavior/breach of rules.....	42
6.9 Language used	43
6.10 Complaints about exams.....	43
6.10.1 Complaints about assessment, execution or basis of the exam	43
6.10.2 Appeals procedure.....	44
6.10.3 Complaints about legal irregularities.....	45
APPENDIX 1: Qualification Frame – Level 5.....	46
APPENDIX 2: Examination Catalogue.....	47
1 Introduction.....	47
2 General information about examinations and tests	47
3 General information about written assignments	47
4 Overview of examinations	48
5 Description of examinations.....	48
6 Description of learning activities	56
7 Description of study start test.....	57
APPENDIX 3	58

CORE NATIONAL CURRICULUM

1 Curriculum contents

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

- **A core national curriculum**, which is designed to be used by all educational institutions providing the program
- **An institution-specific curriculum**, which specifies guidelines and requirements set by the individual education provider. Components of the institution-specific curriculum may have been prepared independently or in a collaboration between several education providers.

The core national curriculum has been developed by the education providers mentioned in chapter 8.3 of this Course Curriculum, and in accordance with the legislative framework specified in chapter 8.2.

2 Objectives and profile of the program

2.1 Objectives

The objective of the professional higher education program in service, tourism and hospitality management is stated 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.¹

2.2 Competence profile

The above objectives result in a number of professional and personal competences that students acquire through the program.

The objectives for the student are to become skilled in working in a holistic and practice-related manner, based on the acquired theory, and to acquire the ability to assess and provide reasons for choices of actions and solutions for a specific organisational and professional issue.

An AP Degree in Service, Hospitality, and Tourism Management is intended to give the student the following professional competences:

¹ The overall learning goals from the Ministerial order can be seen in Appendix 1.

- **Practice-related competences** within service companies generally – which will enable the student to operate in a company, with the ability to turn theory into solutions in a practical setting
- **Financial competences** – so that financial aspects always are taken into account
- **Specialisation competencies** which will develop skills within a selective module of the program (specialisation)
- **Collaborative and empathic competences which** qualify the student to work both individually and in groups – as this typical in everyday working life
- **Communicative and linguistic competences** – because the student will be working in an industry heavily characterised by the need for networking and developing relations to others
- **International and inter-cultural competencies** – as the service industry is global
- **Methodological competences** – so the student is able to define issues and provide methods for possible solutions

In order to function with success in the service industry and to acquire and put into practice the above professional competencies, the program also brings the individual student's personal competencies into focus.

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

- **Responsible** – that you take responsibility for tasks, on your own and with others, and 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 solution 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, seeking to acquire knowledge, even regarding skills which do not initially seem important
- **Co-operative** – that you explore and encourage collaboration, and that you are willing to put yourself at the disposal of customers or your employer, recognizing that the service industry needs people who are willing to lend a hand whenever necessary

2.3 Title

Students who have successfully satisfied all requirements of the program are awarded the professional title of

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 points

The subjects and activities of the program are planned as a full-time course of study and are equivalent to two years of full-time academic workload. Each year students complete 60 credits

according to the European Credit Transfer System, and the program in total represents 120 ECTS points.

The education is to be completed within four years, i.e. twice the standard time limit.

The student is required to participate in a number of assessments within the first year of study. These assessments must be passed before the end of the program's second year after the commencement of the study period, for the student to be allowed to continue in the programme².

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

3.2 Program structure and contents

The program comprises:

- 1) Five compulsory core areas, defined in the Ministerial order³, with 75 ECTS-points distributed on:

- a) Methodology
- b) Service Industry
- c) Organisation
- d) Planning
- e) Communication

The compulsory areas of the programme are covered in a number of core subjects:

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

Some of the core subjects have been divided into sub-modules, which can be seen in the descriptions of the individual modules.

- 2) Internship - 15 ECTS points
- 3) Specialisation (elective modules) – 15 ECTS points
- 4) Final examination project - 15 ECTS points

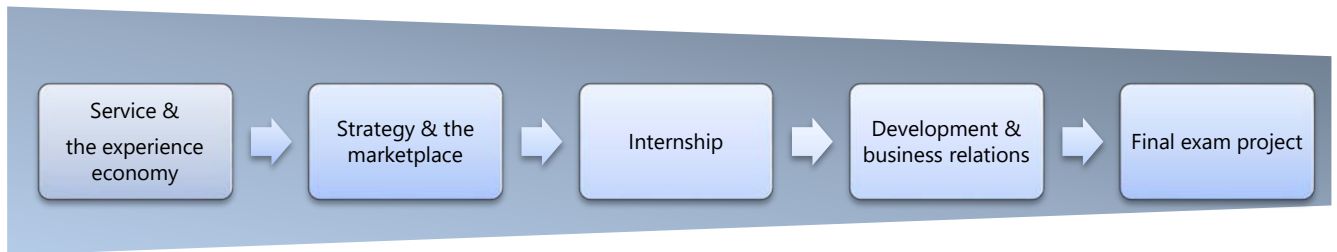
The curriculum describes the intended learning outcomes according to the qualification frame.⁴ Learning outcomes are described in terms of “Knowledge”, “Skills” and “Competences”.

² See Ministerial order no. 1519, § 3, 3 in which the individual institution can choose to determine that the first year examination must be passed before the end of the first study year (See institution-specific part).

³ Danish ministerial order on professional higher education within service, tourism and hotel management no. 700 of 03/07/2009, and its later amendments

⁴ “The new Danish qualification frame in higher education” describes the level of the learning aims and objectives. See Appendix 1.

The program has been structured in a series of themes that connect the different educational modules and ensure progression and transparency in the course:



Focus in the individual themes is as follows:

1st semester – Service and the experience economy

Focus is on giving the student a basic knowledge about developments within the service industry and experience economy as well as an overall knowledge about operations within the service sector.

2nd semester – Strategy and the marketplace

Focus is on enabling the student to plan the running of a service company and evaluate how markets can be influenced.

3rd semester - Internship

Focus is on giving the student experience in participating in the daily operations of a service company.

3rd/4th semester – Development and business relations

Focus is on equipping the student to function as a discussion partner when developing innovative plans for the sustainable development of a service company and its employees.

3.4 Semester overview

Semesters are as follows:

1 st semester	September - January inclusive
2 nd semester	February – July inclusive (including holiday)
3 rd semester	August - January inclusive
4 th semester	February – June inclusive

4 Learning outcomes of core subjects

Learning outcomes cover the knowledge, skills and competences that the student is expected to acquire during the program.

The intended learning outcomes of the areas are described below in relation to the qualification frame. To ensure transparency, selected core areas have been divided into sub-modules.

The distribution of ECTS points and timing of the individual subjects can be seen in section 3.2.

4.1 Methodology

This core area is covered by the compulsory learning element Methodology of social sciences - 5 ECTS points.

Learning outcomes:

5 ECTS 1 – 5 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> The student must know and understand how a combination of different methods can be employed in solving a problem The student must have a basic knowledge of scientific approaches
Skills	<ul style="list-style-type: none"> On the basis of different theories, the student must have the skills to interpret both qualitative as well as quantitative data The student must have the skills to communicate scientific methods both in writing and orally The students must be able to communicate issues and solutions
Competences	<ul style="list-style-type: none"> The student must, both individually and in cooperation with fellow students and service companies, be able to design studies and to collect and analyse data

4.2 Service Industry

This core area is covered by three compulsory learning elements, totaling 15 ECTS points:

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

Learning outcomes for the three modules are described below:

4.2.1. Industry knowledge

5 ECTS 1 – 5 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the development, trends and structure of the service industry at both national and international levels The student must have knowledge about the areas of specialisation offered in the program, including an understanding of the links between these The student must be knowledgeable about the experience economy, its development and its importance as growth factor, as well as its theories and concepts The student must be able to relate the experience economy to the service industry in general and more specifically to the elective elements of the education
Skills	<ul style="list-style-type: none"> The student must have the skills to assess relevant aspects of the service and experience economy in analyses and reports The student must have the skills to explain the development of the specialisation areas and identify the latest trends in the service and experience economy The student must have the skills to relate the service and experience economy to the other educational elements offered in the program
Competences	<ul style="list-style-type: none"> The student must be able to participate in relevant work processes within the service industry and experience economy The student must be able to apply the theories of the experience economy in a practice-related context The student must be able to operate in the service industry based on the current industry code within the specialisation areas

4.2.2 Service Design

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

4 ECTS 2 – 4 ECTS	2 nd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about crucial parameters in establishing optimal customer relations, including loyalty and quality
Skills	<ul style="list-style-type: none"> The student must be able to assist in establishing productive customer relations
Competences	<ul style="list-style-type: none"> The student must be able to establish lasting relations with customers and to offer suggestions for improvements

4.2.3 Service law

2 ECTS 3 – 2 ECTS	3 rd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the legal conditions which are crucial for service companies in relation to employees, customers and market, with special focus on marketing law, general contract law incl. agency, sale of goods, labour and employment law The student must be knowledgeable about settlements, the main agreement and the

	services directive
Skills	<ul style="list-style-type: none"> • The student must have the skills to assess legal issues in relation to the labour law, the employment law, the Contracts Acts, the Sale of Goods Act and the Marketing Act • The student must have the skills to assess the employment process in a legally correct way, from the process of preparation of the job advert to drawing up the contract, with special emphasis on the Equal Treatment Act, Health Information Act, the Discrimination Act and the Employment Act. • The student must be able to judge when a legally binding agreement has been signed, including agreements concluded by the representatives. • The student must be able to assess which party in a legal relationship bears the risk of accidental destruction of the purchased item. The student must also have knowledge of the parties' remedies for breach of a contract of sale
Competences	<ul style="list-style-type: none"> • The student must be able to identify legal issues regarding contract formation 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 professional cooperation in the solution of legal issues

4.3 Organisation

This core area is divided into two compulsory learning elements, totaling 15 ECTS points:

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

Learning outcomes are as follows:

4.3.1 Leadership and project management

5 ECTS 1 – 5 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> • The student must have knowledge and understanding of different organizational forms and their implications for efficiency and job satisfaction in the service company • The student must have knowledge about theories and models to understand the company's structure and culture and the factors that affect motivation in service companies • The student must be able to understand how management theories and models can be used in service companies • The student must have knowledge of management issues when a work group is formed with a view to creating optimal performance • The student must be familiar with the most common project tools, including IT tools, which can be used to advantage in managing a project
Skills	<ul style="list-style-type: none"> • The student must have the skills to assess the applicability of theories and models in real-life leadership situations • The student must be able to communicate managerial decisions to managers, colleagues and employees • The student must be able to analyse, plan, evaluate and justify the practical implementation of a project, including the preparation of financial forecasts for the actual implementation • 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
Competences	<ul style="list-style-type: none"> • The student must be able to assist in making managerial decisions • 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 • The student must be able to take responsibility and to plan and manage a project from start to finish

2 ECTS 2 – 2 ECTS	2 nd semester
Knowledge	<ul style="list-style-type: none"> The student must have knowledge about relevant models for the identification of competence needs in the service sector The student must have knowledge about relevant models for setting personal development goals
Skills	<ul style="list-style-type: none"> The student must be able to apply relevant models and methods for identifying competences The student must be able to apply relevant models and methods for setting personal development goals
Competences	<ul style="list-style-type: none"> The student must be able to identify own and the service industry's competences The student must be able to set personal development goals

4.3.2 Organization

3 ECTS 3 – 3 ECTS	3 rd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about methods and theories for the recruitment, development and dismissal of employees The student must be knowledgeable about work environmental conditions which influence the physical and psychological aspects of the work place, including employee satisfaction
Skills	<ul style="list-style-type: none"> The student must have the skills to assess fundamental conditions regarding the development and administration of employees in relation to organisational development The student must have the skills to communicate the HR policy of the service company to employees and business partners
Competences	<ul style="list-style-type: none"> 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 The student must be able to participate in cross-organisational cooperation in drawing up the company's HR strategy The student must be able to manage basic work environmental issues and to be able to seek appropriate expert assistance when required

5 ECTS 4 – 5 ECTS	4 th semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the different theories and models for developing and transforming the service company
Skills	<ul style="list-style-type: none"> The student must have the skills to apply and assess different models for organisational development
Competencies	<ul style="list-style-type: none"> 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

4.4 Planning

This core area is divided into two compulsory learning elements:

- Business development - 15 ECTS points
- Service economics - 15 ECTS points

4.4.1 Business development

Business development is divided into three modules:

- Creativity and innovation – 5 ECTS
- Strategy and business plan – 5 ECTS

- Service marketing and trends – 5 ECTS

Learning outcomes are as follows:

4.4.1.1 Creativity and innovation

2 ECTS 1 – 2 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> • The student must be knowledgeable about the relationship between creativity, innovation, entrepreneurship and intrapreneurship, and how these can be encouraged in the company • The student must be knowledgeable about creative tools • The student must be knowledgeable about how creative and innovative processes can be planned, implemented and evaluated
Skills	<ul style="list-style-type: none"> • The student must have the skills to handle different tools for the practical aspect of idea development and creativity in a practice-oriented context • The student must be able to assess the appropriateness of the selection of individual tools for the practical development of ideas
Competences	<ul style="list-style-type: none"> • The student must be able to include aspects of creativity in projects and case studies • The student must be able to participate in and manage creative processes in service companies

3 ECTS 4 – 3 ECTS	4 th semester
Knowledge	<ul style="list-style-type: none"> • The student must have knowledge about the development process from idea to commercialization of a product or service • The student must have knowledge of key concepts and typologies related to innovation, including sources of innovation • The student must have knowledge about relevant tools for managing innovation processes
Skills	<ul style="list-style-type: none"> • The student must have the skills to assess how service companies can encourage creativity • The student must be able to describe and categorize innovation projects
Competences	<ul style="list-style-type: none"> • The student must be able to take part in and facilitate innovative processes in service companies • The student must be able to include aspects relating to creativity and innovation in projects and cases • The students must be able to work cross-functionally and holistically with development processes

4.4.1.2 Strategy and business plan

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

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

4.4.1.3 Service marketing and trends

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

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

1 ECTS 3 – 1 ECTS	3rd semester
Knowledge	<ul style="list-style-type: none"> The student must have knowledge about the most recent developments in the area of marketing The student should have knowledge about the special conditions for the internationalisation of a service company
Skills	<ul style="list-style-type: none"> The student must have the skills to identify the relevant conditions for the service company's selection of internationalisation strategy
Competences	<ul style="list-style-type: none"> 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

4.4.2 Service economics

Service economics includes two modules:

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

Learning outcomes:

4.4.2.1 Economics

3 ECTS 1 – 3 ECTS	1st semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about relevant elements in the financial operations of a company The student must be knowledgeable about relevant frameworks for financial reporting The student must be knowledgeable about the ability of alternative reporting systems to support management's strategic dispositions
Skills	<ul style="list-style-type: none"> The student must have the skills to use IT tools for the handling of financial issues

	<ul style="list-style-type: none"> The student must have the skills to produce accounts for analytic purposes
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6 ECTS 2 – 6 ECTS	2 nd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about pricing methods The student must be knowledgeable about the application of revenue management The student must be knowledgeable about financial analysis, including the methods for financial analyses which are applied in the service industry The student must be knowledgeable about budgeting types, structures and methods
Skills	<ul style="list-style-type: none"> 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 The student must have the skills to develop relevant key financial indicators for a service company The student must have the skills set up relevant budgets for a company and a project
Competences	<ul style="list-style-type: none"> The student must be able to critically evaluate each optimization tool in relation to the company's situation The student must be able to prepare an annotated financial analysis The student must be able to assess a company's financial development and use of budgeting in the economic governance of the company

3 ECTS 4 – 3 ECTS	4 th semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about financing alternatives and interest concepts
Skills	<ul style="list-style-type: none"> The student must have the skills to describe and conduct an analysis of investments and alternative ways of financing The student must have the skills to perform relevant forms of baseline studies
Competences	<ul style="list-style-type: none"> 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 financing options The student must be able to select and apply the appropriate financial approach to practical problems in a range of analyses and projects

4.4.2.2 Global service economics

3 ECTS 1 – 3 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the role which global economy plays in both national and regional societal development The student must be knowledgeable about the mechanisms of the global economy including macroeconomic conditions The student must be knowledgeable about the effects of different financial/political options
Skills	<ul style="list-style-type: none"> The student must have the skills to describe and analyse the most significant macroeconomic factors in relation to the provision of services The student must have the skills to evaluate various market structures and competition policies
Competences	<ul style="list-style-type: none"> The student must be able to include socio-economic conditions in analyses and assessments

4.5 Communication

This core area is covered by two subjects, totaling 10 ECTS points:

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

Learning outcomes:

4.5.1 Business communication and networking

3 ECTS 2 – 3 ECTS	2 nd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the fundamental communication theories and models and how these can be applied in specific communicative tasks The student must be knowledgeable about how the communication of messages is carried out most appropriately, orally as well as in writing
Skills	<ul style="list-style-type: none"> The student must have the skills to negotiate and make presentations in English The student must have the skills to develop written business communication in English
Competences	<ul style="list-style-type: none"> In a business-related context, the student must be able to communicate in English, orally as well as in writing

2 ECTS 3 – 2 ECTS	3 rd semester
Knowledge	<ul style="list-style-type: none"> The student must understand the importance of business networking in relation to the development of both the individual employee and the service company The student must be knowledgeable about relevant theories within negotiation techniques
Skills	<ul style="list-style-type: none"> The student must have the skills to identify relevant networking channels for developing both the employee and the organisation The student must have the skills to carry out a negotiation
Competences	<ul style="list-style-type: none"> The student must be able to initiate or take part in relevant networking with a view to developing his or her own competencies The student must be able to negotiate effectively

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

4.5.2 Intercultural competences

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

2 ECTS 3 – 2 ECTS	3 rd semester
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Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about relevant theories and tools for cultural analyses in relation to the global service company
Skills	<ul style="list-style-type: none"> The student must be able to propose practical solutions in meeting other cultures The student must be able to engage in business development in which cultural elements are taken into account
Competences	<ul style="list-style-type: none"> The student must be able to identify cultural similarities and differences, enabling him or her to operate in various cultural settings, internal and external, in the service industry The student must be able to take into consideration the importance of culture in the development of service concepts

5 Overview of examinations

Figure 2. Examinations, components and timing

Semester	Examination	Core areas	Compulsory learning elements	ECTS	Assessment	Grading	Weight ⁵
1 st semester	Study start test ⁶				Internal	Passed /Not passed	
	Methodology	Methodology & Service industry	Methodology of social science Industry knowledge	10	Internal	7-point scale	1
2 nd semester	Economics	Planning Service industry Organisation	Economics Service design Leadership & project management Creativity & innovation Strategy & business plan Service marketing & trends Global service economics Business communication & networking Intercultural competences	9 31	Internal assessment	7-point scale	1
	1st year interdisciplinary exam				External assessment	7-point scale	1
2 nd semester	Elective 1	Specialty	Specialty	10	Internal	7-point scale	2
3 rd semester	Internship	Internship	Internship	15	Internal	7-point scale	
	Elective 2	Specialty	Specialty	5	Internal	7-point scale	
4 th semester	Development and Communication	Service industry Organisation Planning Communication	Business law Organisation & HR Creativity & innovation Strategy & business plan Service marketing & trends Economics Business communication & networking Intercultural competences	25	External	7-point scale	1
	Final exam project	Final exam project		15	External	7-point scale	2

⁵ Weights on the diploma which also stipulates the grade point average

⁶ The study start test is specified in the institution-specific part of the curriculum

6 Joint provisions for internship and final examination project

6.1 Internship – objectives and general formalities

The internship accounts for 15 ECTS points, which corresponds to a period of three months⁷. The internship is placed at the beginning of the third semester (August, September and October).⁸ The internship can take place in both a national and an international setting.

Working within a service organisation in the internship period gives the student an opportunity to apply recently acquired theoretical knowledge to a business setting, which reinforces business competences. This could, for example, be within personnel, sales, marketing, finance or customer service departments. At the same time the student has an opportunity to perform actual practical tasks in the company during the placement period.

As a general rule, the student must prior to the commencement of the internship - and no later than eight days after its commencement – draw up and submit a statement of objectives (learning outcomes and goals) for approval.

The institution assumes overall responsibility for ensuring that the internship placement meets the requirements of the program, thereby reserving the right to approve an internship company. The company is to work out an action plan, in collaboration with the student, which must be approved by the institution.

Together with the student, the company has the overall responsibility of ensuring that the action plan is carried out, and that there is a clear connection between the learning outcomes for the internship and the tasks and projects to be carried out by the student while in the company.

In collaboration with the student, the company is to identify the focus areas that the student will be responsible for while in the company. On completion of the internship, the student must prepare an internship report, focusing on the topics agreed upon with the company.

The intention of the internship is not to train the student to perform specific functions in a company, but in a broader sense to give the student a more general introduction to the different functions and management tasks within a service organisation.

On completion of the internship, it is expected that – regardless of the intended objectives of the internship – the student has acquired the following knowledge, skills and competences:

Knowledge

- The student must be knowledgeable about the basic philosophy 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

Competences

⁷ Amounting to 13 weeks in all

⁸ The individual educational institution has own guidelines (cf. Danish ministerial order 636, chapter 6, § 18, subsection 3.2). See the institution-specific curriculums for further elaboration.

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

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, demonstrating that he or she has acquired the following knowledge, skills and competencies:

Knowledge

- The student must be knowledgeable about relevant theories and methods within the compulsory modules of the program 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 sector
- 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 stakeholders
- The students must have the skills to apply central business 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 and develop management and planning functions

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

The project is designed to document the student's ability to methodologically define and develop a complex research question in relation to a specific project in an internship company.⁹

The project is also intended to develop and demonstrate the student's ability to combine knowledge and skills from the compulsory modules and the elective learning elements, enabling him or her to understand and relate to the specific work tasks of a company.

The project is based on collected information, facts and ideas and should demonstrate the student's ability to process, analyse and evaluate the selected material and to combine this with relevant theories and methodologies covered by the study program.

Financial considerations and elements are to be included as a natural part of the basis for the selection of solution (s)¹⁰. The student is therefore expected to make use of detailed field and desk research in working with the final project.

⁹ The academy must be informed in writing and give approval if the student does not intend to write about his or her internship company.

The student, the institution and the internship company are to agree on the subject matter of the final project, as the project aims to solve a practical issue within the company.

The institution must approve the subject and the initial problem statement¹¹, and assigns the student a supervisor.

The final examination project is to be developed on the basis of central areas in the education and the student's specialisation and is expected to reflect to a high degree the competency profile of a graduate, cf. section 2.2.

As a rule, the final exam project is to be developed individually and is typically written for the company in which the student has completed his or her internship. However, permission may be granted for a group of up to three students in consultation with their internship companies to work with a more industry-related subject matter or an issue that has been designed for a different company, provided that the issue falls within the area of the student's specialisation.

The institution-specific guideline specifies the rules and regulations on the submission dates and general requirements for the individual and group assessment.¹²

The project is evaluated by means of an oral examination, which is based on the written project report and lasts 60 minutes, including the examiners' assessment. One combined grade is given for both the written and oral components of the final exam project.

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

Should the project not be given a pass grade, the student is to write a new project report. It is permissible to use the same topic, but the problem formulation/research question of the new project should differ significantly from the one previously used.

6.2.1 Final examination project – scope

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 includes figure and tables but excludes front page, table of contents, list of references (bibliography) and appendices. Characters are counted including spacing.

Appendices may be enclosed to support the project. They are not considered to be a direct part of the project, and the examiner and the external examiner are consequently not obliged to read the appendices.

The exact character count **MUST** be printed on the front page of the project. If not, the project will be rejected, and the re-examination cannot take place until the next scheduled exam.¹³

¹⁰The inclusion of financial considerations can be done through various budgets (liquidity, operation, start-up, etc.), accounting, finance, investment, calculations or wholly or partly quantitative cost-benefit analysis

¹¹ Note that it is only permissible to make minor adjustments to the problem formulation, and it will always be advisable to contact the relevant supervisor

¹² This section might also state the maximum amount of supervision time allowed per student.

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

Permissible scope of the final examination project:

Final exam project	Maximum no. of characters including spacing
1 student	100,000 characters
2 students	150,000 characters
3 students	200,000 characters

7 Credit and qualification transfer

7.1 Horizontal route

The curriculum of the programme allows students to transfer to another educational institution, provided they have passed the first-year examinations.

Transfer should always take place before 1 June, i.e. before commencement of the internship. The student must submit a written application to the institution to which he or she wishes to be transferred.¹⁴

Students can be exempted from the above regulations, provided there is good reason. A written application must be forwarded to the educational institution in 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 following top-up programs are directly accessible:

- A Professional Bachelor's Degree in International Hospitality Management (1½ years)
- A Professional Bachelor's Degree in Sport Management (1½ years)
- A Professional Bachelor's Degree in Innovation and Entrepreneurship (1½ years)
- A Professional Bachelor's Degree in e-concept development (1½ years)

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

¹³ When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well. See the institution-specific part of the curriculum.

¹⁴ The student must notify the educational institution about his/her withdrawal from the program in writing when admitted into the new education institution. This includes submitting a grade report for the first year of studies.

7.2.2 Transfer to an institution abroad

For students who wish to take a top-up abroad, there are a number of credit agreements that have been established, both nationwide and with the individual institution. Further information about credit agreements can be obtained from the individual provider.

7.3 Credit for individual learning elements

It is possible to apply for credit for the completion of learning elements in other institutions, provided that these are commensurate with the modules, subjects and internship elements in the AP program¹⁵.

Applications for credits are assessed individually by the institution, based on a professional evaluation of whether the learning objectives of the educational element correspond to those of the AP program.

8 Legal basis of the curriculum

The following describes the legal basis of the curriculum.

8.1 Entry requirements

The following educational backgrounds give access to the program, cf. Danish ministerial order no. 248 of 13/03/2015 on admission to AP and Bachelor programs 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 as baker (step 2)
 - Vocational retail administration training with specialisations
 - Vocational training in butcher (step 2)
 - Vocational training as event coordinator
 - Vocational training in gastronomy with specialisations
 - Vocational office training
 - Vocational training in commerce with specialisations
 - Vocational training in pastry (step 2)
 - Vocational office training with specialisations
 - Vocational training as a receptionist
 - Vocational training as a waiter (step 2)

The individual institution is allowed to admit applicants to the program in question with alternative qualifications, provided it is believed that the student possesses the capacity to pursue and complete the course of study.

Should there not be room for all applicants, those applicants who are deemed to meet the entry requirements best will be given priority.

¹⁵ See also §18, section 2 in LEP Ministerial order

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

8.2 Legal framework

This curriculum complies with the following laws, acts and orders which are applicable to all educational institutions offering the program:

- Danish ministerial order on professional higher education within service, tourism and hotel management (AP degree in Service, Hospitality and Tourism Management) no. 700 of 03/07/2009, and its later amendments
- Act no. 633 of 12/05/2015 on professional higher education and bachelor programs, and its later amendments
- Act no. 935 of 25/08/2014 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 programs
- Danish ministerial order no. 1147 of 23/10/2014 on professional higher education and bachelor programs, and its later amendments
- Danish ministerial order no. 248 of 13/03/2015 on admission to higher education programs and bachelor programs, and its later amendments
- Danish ministerial order no. 114 of 30/02/2015 on grading scale and assessment, and its later amendments
- Act no. 247 of 25/03/2015 on accreditation of professional higher education programs, and its later amendments
- Danish ministerial order no. 601 of 12/06/2013 on accreditation of professional higher education programs and approval of new professional higher education programs, and its later amendments

The above-mentioned documents constitute some of the most important elements of the legal framework of the program. There may be other acts and orders of relevance (www.retsinfo.dk).

8.3 Institutions offering the program

The Service, Hospitality, and Tourism Management program is offered by the following institutions:

- University College of Northern Denmark, www.ucn.dk
 - Lindhold Brygge 35, 9400 Nørresundby
- Lillebælt Academy of Professional Higher Education, www.eal.dk
 - Munke Mose Allé 9, 5000 Odense C
 - Boulevarden 25, 7100 Vejle
- Dania, Academy of Higher Education, www.eadania.dk
 - Minervavej 63, 8900 Randers
 - Arvikavej 2, 7800 Skive
- Copenhagen Business Academy, www.cphbusiness.dk
 - Lyngby, Nørgaardsvej 30, 2800 Kgs. Lyngby,
 - Nørrebro, Blågårdsgade 23b, 2200 København N
 - Bornholm, Snorrebakken 66, 3700 Rønne.

- Zealand Institute of Business and Technology, www.easj.dk
 - Campus Slagelse, Bredahlsgade 1, 4220 Slagelse
 - Campus Koege, Lyngvej 19, 4600 Køge
- Business Academy Midwest, www.eamv.dk
 - Valdemar Poulsens Vej 4, 7500 Holstebro
- Business Academy Southwest
 - Spangsbjerg Kirkevej 103, 6700 Esbjerg
- Business Academy Aarhus, www.eeea.dk
 - Sønderhøj 32, 8260 Viby J

9 Transitional regulations

For the individual student, the curriculum valid at the commencement of studies remains valid until the student has completed the education.

For students who do not follow the standard progression of the course or do not graduate within the standard time frame, i.e. January 2016, the curriculum in force at the time of re-entry into the program will apply

For students who must re-sit an examination, the curriculum in force at the time of the new examination will apply. Exemption from this rule may be granted, provided a written application is submitted to the institution no later than four months prior to the examination date.

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 must be submitted in due time and will be evaluated individually by the specific institution.

11 Effective date

This core national curriculum for all educational providers of the program is valid from 1 September 2015 and applies to all students who commence their education on this date as well as students who enroll or are given credit transfer after this date.

Steering committee for the Service Management education, August 2015

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 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:

- Business terminology and concepts as well as the industry's application of theory and methodology in practice on both national and international level
- The company's possibilities for cooperation with the customer regarding the development of services
- 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
- Fundamental strategic concepts and tool, which influence the service organisation's choice of strategy
- 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:

- Assess the conditions relating to costs for the service company with a view to financial calculations and budgeting
- 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
- Apply knowledge about cultures in negotiation situations as well as set up and communicate practice-oriented solutions to partners and customers
- Apply portfolio models to describe the products of the service company
- Assess practical management situations with the aim of choosing appropriate solutions

Competencies

The student must be able to:

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

INSTITUTION-SPECIFIC CURRICULUM

1 Contents

The curriculum for the AP Degree in Service, Hospitality and Tourism Management has been prepared in compliance with the guidelines specified in the Danish ministerial order no. 1521 of 16/12/2013 on professional higher education and bachelor programs, and is divided into two parts, i.e.:

- **A core national curriculum**, which is designed to be used by all educational institutions providing the program
- **An institution-specific curriculum**, which specifies guidelines and requirements set by the individual education provider. Components of the institution-specific curriculum may have been prepared independently or in collaboration between several education providers.

This institution-specific curriculum has been developed jointly by the following education providers, as shared overall regulations are considered to be expedient for the industry and beneficial for the branding of the education:

- Academy of Higher Education Lillebælt, www.eal.dk:
- Dania, Academy of Higher Education, www.eadania.dk
- Copenhagen Business Academy, www.cphbusiness.dk
- Zealand Institute of Business and Technology, www.easj.dk
- Business Academy Southwest, www.eamv.dk
- Business Academy Aarhus, www.eeea.dk

These institutions will in the following be designated as the “6-Academies”¹⁶.

The institution-specific curriculum supplements the national core curriculum. The individual institution may, however, make further additions to the core curriculum.

2 Innovation in education

Contents

The aim of the AP education is to give students a shared basis for promoting entrepreneurship and innovation in a practical setting - in part to be achieved by means of the “Creator Bootcamp”, which focuses on teamwork, creative processes and idea appraisal. Working in international, cross-functional groups, students are given the tools necessary to create and assess ideas, and to transform these into specific opportunities.

Learning outcomes are:

Knowledge

The student must:

- Be aware of the importance of innovation and entrepreneurship in the development of individuals, companies and society

¹⁶ University College Nordjylland, www.ucn.dk has not wished to participate in the institute-specific part of the curriculum

- Have understanding of and knowledge about teamwork in international, cross-functional groups
- Have knowledge about creative processes, including specific tools for idea generation.
- Have knowledge about idea appraisal using relevant theories and models
- Gain experience in participating in solving practice-oriented development cases

Skills

The student must be able to:

- Reflect on the importance of innovation and entrepreneurship in the development of individuals, companies and society
- Identify a creative process
- Develop an idea appraisal process and identify, assess and justify the potential of an idea
- Participate in international, cross-functional groups in the solving of practical development cases

Competences

The student must:

- Be able to participate in international, cross-functional cooperation, within an established framework
- Be able to realize the importance of innovation in his/her own education and participate with others in developmental tasks
- Independently or with others draw up an idea appraisal process

3 International module

This module corresponds to 5 ECTS points and takes place in the spring of the second semester.

Learning objectives:

- The student should independently, and in a foreign language, be able to exchange knowledge on relevant issues
- The student should have knowledge about and an understanding of differences in culture and communication, as well as international professional collaboration
- The student shall have worked on solving assignments involving international knowledge-sharing
- The student should gain experience in evaluating the usefulness of international cooperation
- The module should strengthen the international learning environment and enhance student competences

Contents:

- 14-day (10 weekday) program with lectures at a college abroad
- 5-day per week program
- Language English or German
- Professional and cultural enrichment via lectures and company visits
- Student payment (max. DKK 5000)

4 Specialisation – description of learning objectives

Of the 15 ECTS points accorded in the core national curriculum, 5 ECTS points are shared by the 6-Academies, and an additional 10 ECTS points are added by the individual institution.

The following serves as a supplement to Chapter 4 in the core national curriculum.

Figure 3: Timing and ECTS points of specialisation modules

Semester		1	2	3	3 / 4	4	
	Theme	Service & experience economy	Strategy & the market place	Internship	Development & business relations	Final project	Total
Elective module		2	8	0	5		15
15 ECTS							
Joint module	5	2	3				5
5 ECTS							
Institution-specific module	10		5		5		10
10 ECTS							

The following applies to the elective modules:

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

As can be seen, 10 ECTS points are given for the institution-specific modules. The institution-specific curriculum describes only those elective modules that are offered by the institution in question.

It is stipulated that lectures in the elective modules are to familiarise the student with developments in other areas of specialisation as well, so that relevant aspects can be included in problem solving.

Teaching in the elective modules covers relevant theories within the field, thereby encouraging a natural interaction with the compulsory subjects offered in the course.

4.2 Specialisation – Hotel and Restaurant Management, joint module

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.

Learning outcomes:

2 ECTS 1b – 2 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> • 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 • The student must be knowledgeable about national and international hotel, conference and restaurant related classification systems, certifications and ownership forms • The student must be knowledgeable about and understand the work tasks found in

	different departments, so that positive relations between departments can be generated
Skills	<ul style="list-style-type: none"> The student must be able to describe and analyse hotel, conference and restaurant concepts

3 ECTS 2 – 3 ECTS	2 ND semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the legal framework within which hotels, conferences and restaurants operate The student must be knowledgeable about the income of the hotel, conference and restaurant based on Yield Management, additional sales/upselling and key figures
Skills	<ul style="list-style-type: none"> The student must be able to assess and contribute to the optimization of the hotel's, restaurant's or conference's income based on Yield Management, up-selling and key figures
Competences	<ul style="list-style-type: none"> The student must be able to price the hotel's services The student must be able to analyse and develop the processes and service deliveries of the hotel, restaurant and conference facilities

4.1.1 Specialization – Hotel & Restaurant Management, Odense and Vejle¹⁷

10 ECTS points

Timing: 2nd semester (5 ECTS) and 3rd 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.

Learning outcomes:

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

¹⁷ Offered to both Danish and international students at the Lillebælt Academy of Professional Higher Education Lillebælt.

- “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 for a conference centre, and how to optimize preventive measures in the field of safety.
- Legal conditions and legislation that apply to hotel, conference and restaurant operation. Students should also 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.

Competences

Students are to develop competences in:

- Incorporating the meeting concept of the future, return on investment, including an 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.

4.2 Specialisation – Tourism Management, joint module

5 ECTS points

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.

Learning outcomes:

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

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

4.2.1 Specialisation – Tourism Management, Odense and Vejle¹⁸

10 ECTS points

Timing: 2nd semester (5 ECTS) and 3rd 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.

¹⁸ In the case of limited enrolment, lectures may be shared by Danish and international students.

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

Learning outcomes:

5 ECTS 2b – 5 ECTS	2 nd semester
Knowledge	<p>The student should acquire knowledge about:</p> <ul style="list-style-type: none"> • The impact of tourism on the environment and sustainable concepts in relation to tourism development • The value chain in the tourism industry • The relationship between different types of tourism • The role of tourism as an industry in the context of societal economics.
Skills	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Assess and apply tourism planning principles in companies and organisations and more generally at destination level • Participate in the establishment of holistic tourism experiences, including cooperation between a number of different players in the tourism field
Competences	The student should be to develop a sustainable tourist experience

5 ECTS 3b – 5 ECTS	3 rd semester
Knowledge	<p>The student should have knowledge about:</p> <ul style="list-style-type: none"> • Trends within the tourism industry, including digital trends • Local and national tourism strategy, including understanding of political influences • Marketing tools of use in a tourism context, including branding • Project management as a tool in achieving structure and development within the tourism industry
Skills	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify and respond to trends and tendencies within the different types of tourism. • Evaluate tourism opportunities within a strategic and political framework • Select suitable marketing tools in relation to trends and developments in the industry • Identify opportunities for the use of project management tools in the tourism industry
Competences	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Participate in the development of the company, organisation and destination • Participate in the preparation of marketing plans for a destination, company and organisation • Work both independently and targeted with all aspects within the field of tourism, including a special focus on project management

4.3 Specialisation – Service management, joint module

5 ECTS points

Objectives

The objective is for students to acquire 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 achieve 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 small one-day arrangements 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 1b – 2 ECTS	1 st semester
Knowledge	<ul style="list-style-type: none"> 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
Skills	<ul style="list-style-type: none"> 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
Competences	<ul style="list-style-type: none"> The student must be able to participate in cross-functional cooperation in the development of different products and concepts

3 ECTS 2a – 3 ECTS	2 nd semester
Knowledge	<ul style="list-style-type: none"> The student must be knowledgeable about the consultant/adviser concept in relation to both the internal and external services offered to a client/customer The student must be knowledgeable about the basic theoretical concepts and tools that characterize the work of the consultant, including knowledge of how different consulting roles influence the service company's development and daily operations 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
Skills	<ul style="list-style-type: none"> The student must be able to assess different consultant/adviser roles and use these in internal as well as external client and consultant cooperation The student must be able to acquire new skills and knowledge of event management through structured preparations for the execution of events 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
Competences	<ul style="list-style-type: none"> The student must be able to distinguish between the different tools a consultant has at his or her disposal in relation to consultancy work The student must be able to develop the supply chain in connection with the execution of events

4.3.1 Specialisation – Experiences and events, Odense

10 ECTS points

Timing: 2nd semester (5 ECTS) and 3rd semester (5 ECTS credits)

The information provided below is subject to change.

Objectives

The objective is to qualify students to work with the planning and execution of experiences and events, primarily in a cultural context (museums, attractions, cultural institutions, concerts, etc.) – from small, independent, one-time events to major recurring festivals and arrangements, run by both private and

public establishments. Students should 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. This requires a thorough understanding of decision processes and earning potentials. Considerations about support opportunities, communication, PR and the use of volunteers will also be covered. Students are to acquire skills that qualify them for employment as, for example, project assistants, project managers and event developers in the areas of attractions, culture and retail.

The programme will comprise working with textbook material and carrying out 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 achievable
- 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
- Working out plans for the involvement of volunteers
- Developing plans for sponsorships and fundraising
- 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 should acquire competences in:

- Participating in the preparation and planning of experiences and events
- Working in teams with internal and external parties
- 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.

4.3.2 Specialisation – Sports & Events, Odense

10 ECTS points

Timing: 2nd semester (5 ECTS credits) and 3rd 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 – symbolized by "the event's DNA model"
- 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.¹⁹

5 Distribution of examinations

Reference is made to Appendix 2, Examination Catalogue for the Academy of Higher Education Lillebælt.

5.1 Compulsory learning elements, Lillebælt Academy of Professional Higher Education

Over and above the examinations and compulsory learning aspects specified in the core national curriculum, the following applies:

1st semester

- Industry knowledge
 - Study start test
- Economics:
 - Multiple Choice Test – self-evaluation
 - Assignments for submission – individual feedback

2nd semester

- Economics
 - Multiple Choice Test (Optimization) – self-evaluation
 - Multiple Choice Test (Accounts analysis) - self-evaluation

¹⁹ Taught in English and available for both Danish and international students at the Lillebælt Academy

- Assignment for submission – individual feedback
- Communication
 - May: Written examination
- Study abroad
 - Two weeks in Spain or alternative offer in April 2017

3rd semester

- Communication
 - November: Executive summary of internship report

4th semester

- Economics:
 - 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.

5.2 Requirements for exams and learning activities

- All learning activities in the first year must be approved before handing in the first year interdisciplinary examination
- Before participating in the internal specialisation exam the following exams and learning objectives must be passed/approved:
 - First year interdisciplinary exam
 - First year economics exam
 - Internship exam
 - All learning activities in the 3rd semester
- Before participating in the external exam for the final project in the fourth semester all previous exams and learning activities in the fourth semester must be passed/approved.

6 General rules and regulations for examinations and tests

6.1 Study activity

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

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

Should the student not achieve passed/approved, he or she will be automatically registered for the relevant re-examination.

6.2 Group projects

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

6.3 Individualisation of group projects

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

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 sections for which the individual student in the group has been responsible; this should be clearly indicated in the report. The individual sections must be shared equally and fairly between the members of the group.

For examinations in which the hand-in has been prepared by several students, and an independent assessment of the written assignment is not given, the hand-in may be included in the evaluation of the subsequent individual oral examination.

6.4 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 on which the necessary documents have been saved.

The student will also have access to the Intranet and Internet.

Students are under no circumstances allowed to communicate with others during the exam/test.

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

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 must bring their own textbooks, materials and study aids. It is not allowed to share or lend textbooks, materials or study aids to other students during an exam. Study aids will not be provided by the Academy.

The invigilator has the right to control all materials 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 and belongings are to be placed according to invigilator requests.

Students are not allowed to communicate with each other once the examination has commenced. It is allowed, however, to communicate with the invigilator by raising one's hand to attract attention.

6.5 Use of sources and data in written assignments

When preparing a written assignment, the student is expected to support his or her discussion topics by referring to relevant sources. The source(s) of any photograph, illustration, Internet publications, tables, statements, testimonials or similar must be clearly indicated. The student is also allowed to present ideas from a textbook by means of paraphrasing. This means that the student must refer appropriately to the work of others and clearly state the sources of information and ideas.

The number of quotations used and their length should be limited; long quotations should only be used when necessary for clarity, to make a point or to demonstrate relevance to the subject matter. It is not allowed to sample²⁰ your answers.

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
- Specify page reference

Unacknowledged use of other people's work without giving the source²¹ is considered to be "cheating" and is called plagiarism. When instances of plagiarism are detected, the written assignment will be rejected and the student will be expelled from the program²².

Cheating by plagiarism also covers cases in which 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 work, 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
3. Includes the use of other's words or ideas without giving due credit to the sources
4. Re-uses text and/or central ideas from own previously assessed works without observing the stipulations in points 1 and 3.

²⁰ In other words it is not allowed to base one's work on an exaggerated use of quotes.

²¹ To secure correct use of source material, others' work, etc. the institution can choose to use an electronic program for checking purposes, e.g. URKUND. Programs of this type scan the report for plagiarism from the Internet or the institution's own database. Reference is made to official copyright rules.

²² Cf. the institution's requirements for written assignments

Previous assignments handed in by the student cannot be reused unless this is acknowledged in the text. Exceptions from this are tests and learning activities that must be improved in order to achieve a pass grade.

Written assignments must be signed by the student upon submission, thereby declaring that the work has been done without any unlawful help.

Students must expect to hand in the majority of the assessments in both paper and electronic form (by mail, USB, etc.).

6.6 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 at the time when the exam is announced.

The institution aims to publicize the result no later than 10 working days after the assessment has been held.

Grades given for written tests will be announced electronically. It is not possible to obtain feedback on grades by telephone.

6.7 Special conditions

For students with physical or psychological dysfunctions and students with similar disadvantages, special assessment conditions may be agreed, when deemed necessary, to give the student the same conditions 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 a student believes that he or she is entitled to “special conditions”, a written application, documenting the dysfunction, must be sent to the institution no later than three months before the exam takes place.

6.8 Irregularities, incorrect behavior/breach of rules

The following rules apply to exams and tests at all times.

A student who tries to obtain help or gives another student wrongful help to answer exams, or who uses prohibited aids, will be expelled from the test immediately.

If it is suspected that a student during an exam has obtained help or given help to others, has used the work of others, or has used previously tested work without references, the student will be expelled from the test.

In addition, the student may be expelled from the education for a period of time to be decided upon in the individual situation. In such cases, the student will be given a warning that repeat breaches may result in permanent expulsion.

If a student creates disturbance during an exam and does not follow the guidelines specified by the invigilator, the student will be expelled from the exam.

If a student leaves the exam room before the end of the exam, or without explicit permission from the invigilator, or without the accompaniment of an invigilator (e.g. lavatory visit), the student will be considered to have terminated his or her exam, and will not be allowed re-enter the exam room.

6.9 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.

6.10 Complaints about exams

It is recommendable that students, before complaining, seek advice from the student counselor.

The following regulations have been developed according to the Danish ministerial order no. 714, of 26/11/2012 on examination regulations for vocational oriented programs, §10.

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

1. Complaints about the bases of the examination etc., the examination execution and/or the assessment
2. Complaints on the grounds of legal irregularities.

The two kinds of complaints are dealt with differently.

6.10.1 Complaints about assessment, execution or basis of the exam

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 given to the student.

Complaint may be about;

- The basis of the test, including questions, the test itself, as well as the test in relation to the purpose of the education
- The actual execution of the test
- 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 internship exams. The complaint should be submitted to the relevant program 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 will form the basis of the institution's decision on academic/professional matters. The institution will usually give the assessors a deadline of two weeks to make their statements.

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

A decision will then 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 can cover:

1. Offer of a new assessment (re-assessment). This applies only to written examinations
2. Offer of a new examination (re-sit)
3. Dismissal of the complaint

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

Re-assessment or re-sitting the 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-sitting of the exam will be offered, the decision will apply to all students who took the exam in question, if their assignment reflects the same deficiency as the one about which the complaint has been made.

6.10.2 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 secrecy.

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 for complaints (being in writing, substantiated etc.) also apply to appeals.

6.10.3 Complaints about legal irregularities

Complaints on the grounds of legal irregularities in decisions made by the assessors in connection with re-assessment or the re-sitting of exams or the appeals board's decisions may be brought before the institution within two 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 ministerial 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 usually being 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 two weeks (14 days) from the day the student was notified of the decision.

APPENDIX 1: 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 programs.

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

Description of levels – programs at level five

The intended learning outcomes which are expected to be acquired at level five, are 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.

APPENDIX 2: Examination Catalogue

AP Degree in Service, Hospitality and Tourism Management Lillebælt Academy of Professional Higher Education

Valid from September 2015

1 Introduction

This catalogue is an appendix to the institution-specific course curriculum prepared for the AP Degree in Service, Hospitality and Tourism Management offered by the Lillebælt Academy of Professional Higher Education and provides an overview of the examinations and tests which are included in the course.

Examinations are held throughout the year, although the majority of these will be held in January and June.

The following pages provide descriptions of the various exams, including type of examination, prerequisites and assessment criteria, as well as the consequences if an examination is not passed.

Information about exemptions and plagiarism can be found in the Academy's examination rules posted on Fronter.

2 General information about examinations and tests

Grades for both internal and external examinations are based on the 7-point grading scale. The passing grade is 02.

Learning activities must be approved as a prerequisite for being allowed to sit the next exam. Students are automatically registered to take part in exams, texts and learning activities in the forthcoming examination period.

A student who has failed to pass an internal or external exam must sit a re-examination; a total of three attempts at an examination are allowed.

In the case of group exams, students are to hand in their assignment as a group. Students form their own groups, although the Academy reserves the right to form groups should there be students who have not been included in any of the existing groups. Groups are to consist of 3 – 5 members.

3 General information about written assignments

For all written assignments a maximum number of characters is specified. The minimum requirement is 75% of the maximum number of characters. Any assignment not complying with these specifications will not be accepted. The number of characters is including spacing, but excluding any appendixes, the bibliography and the front page. All written assignments are to be submitted as a word document or PDF file, unless otherwise specified.

It should be noted that for group assignments, the scope of the assignment might be increased.

Unless otherwise specified, an assignment submitted by a group of students must clearly indicate the contributions of the individual student.

4 Overview of examinations

Examinations are held as follows:

1	Methodology	Internal exam
2	First year interdisciplinary examination	External exam
3	Economics	Internal exam
4	Internship project	Internal exam
5a & 5b	Elective module 1a and 1b	Internal exam
6	Elective module 2	Internal exam
7	Examination in development and communication	External exam
8	Final examination project	External exam

5 Description of examinations

Exam 1: Methodology	10 ECTS	Internal
<p>Timing: Approval of topic and research question: 27 November 2015 Submission of assignment: 5 January 2016 Submission of opponent paper to supervisor: 14 January 2016 (or according to plan from lecturer) Examination: January, 2016</p>		
<p>Form: The students work in groups (3-5 members) with a topic and research question of own choice – either industry-specific or of a more general nature. The Academy is to approve the topic and research question and appoint a supervisor.</p> <p>Scope of the project: max. 50,000 characters.</p> <p>The assessment is based on all three components of the exam – the written assignment, opponent paper and oral examination.</p>		
<p>Assessment: A grade according to the 7-point scale is given.</p>		
<p>Prerequisite: The student must have been given approval of all learning activities in the first semester of the course.</p> <p>Grading of the methodology project is based on an assessment of:</p> <ul style="list-style-type: none"> • Solving the group assignment based on a topic of own choice • Being an opponent for another group's project • Defending own project in the oral examination 		

Consequences if the examination is not passed:
1st re-exam hand in, 12 February; oral examination in Week 8, 2016
2nd re-exam hand in, 10 March; oral examination in Week 11, 2016

Exam 2: First year interdisciplinary exam

31 ECTS

External

Timing: May 2016

Case available: 11 May 2016

Submission of report: 13 May 2016

Oral examination: Weeks 21 – 22, 2016

Form:

The examination is intended to document the student's ability to apply theoretical knowledge in practice, to present this in writing, to utilize a cross-disciplinary perspective, and to work independently.

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

Submission of the written assignment is a prerequisite for being allowed to participate in the oral examination.

The examination is an individual oral exam, lasting 30 minutes including assessment. There is no preparation period for the oral exam.

The examination covers:

- An individually prepared presentation by the student that clarifies and elaborates on the written material
- An oral session in which the student defends his or her presentation. All learning objectives from the first year of study and that are relevant for the case may be included.

The responsibility of the supervisor and external examiner in the oral exam is to prepare the case to the extent that all relevant learning objectives can be discussed during the examination.

Both supervisor and external examiner are to have access to the student's written project via Fronter in order to confirm timely submission.

The assessment will be based on:

- Academic and methodological levels
- The student's presentation and discussion

The scope of the written project is max. 25,000 characters.

Assessment: One combined grade according to the 7-point scale. The grade will be announced immediately upon completion of the oral examination.

Prerequisite for participating in the oral examination: The student must have been given approval of all learning activities and exams in the first two semesters of the course.
If the examination is not passed, the student must participate in a re-exam, for which a new written assignment, based on a new case, must be prepared.
1 st re-exam: Case available 13 June 2016; submission of report 15 June 2016; oral exam weeks 25-26, 2016
2 nd re-exam: Case available 23 November 2016; submission of report 25 November 2016; oral examination in week 49, 2016.

Exam 3: Economics	9 ECTS	Internal
Timing: May 2016 Case available: 2 May 2016; hand-in 4 May 2016 Oral examination: Weeks 20-21 2016		
<p>Written part:</p> <p>The written part of the examination is based on a case for which the students are given 48 hours in which to prepare a written answer to the case questions and submit electronically. This part of the examination is carried out in groups of 3-5 members.</p> <p>Groups are to be formed by the students on a voluntary basis. The Academy reserves the right, however, to change the group composition or create new groups in the event that there are students who have not been included in any of the groups.</p> <p>The written project must not exceed 12,000 characters and is to be submitted on WISEflow.</p> <p>The written project forms the basis of the oral examination, in combination with the learning objectives of the first year of studies. No grade is given for this part of the examination.</p> <p>Oral part:</p> <p>The examination is an individual oral exam lasting 20 minutes, including assessment.</p> <p>The oral examination covers the learning objectives of the first year of studies in Economics.</p> <p>The grade given will be based on the student's performance in the oral examination.</p>		
Assessment: Individual grade based on the 7-point scale. The grade will be announced immediately upon completion of the oral examination.		
Prerequisite for participating in the oral examination: The student must have been given approval of all learning activities in the first two semesters of the course.		

If the examination is not passed the student must sit a re-exam, which will be based on a new case.
 1st re-exam: Case available 6 June 2016; hand-in 8 June 2016; oral exam weeks 24-25 2016
 2nd re-exam: Case available 28 November 2016, hand-in 30 November 2016; oral examination week 48 2016

Exam 4: Internship examination	15 ECTS	Internal
Timing: Submission of internship report: 1 November 2016 Oral examination: Weeks 47-48, 2016		
Form: Individual, oral examination based on the internship report. During the course of the internship period and in the period immediately following, the student is to prepare an internship report. The report is to be based on an issue of own choice in the internship company and is also to include an evaluation of the extent to which the learning and personal goals specified by the student have been met. The internship examination is held immediately after completion of the internship period. The examination is based on the written project and consists of an individual oral exam lasting 30 minutes, during which time the student should present and discuss his or her project, the future implications of the project as well as reflect on learning goals. The scope of the internship report is not to exceed 35,000 characters. The written report accounts for 80% of the grade given.		
Assessment: One combined grade based on the 7-point scale		
Prerequisite: Milestones and logbook reports are to be sent to the supervisor.		
Consequences if the examination is not passed: re-exam in November/December 2016		

Exam 5a: Elective module 1a	10 ECTS	Internal
Timing: Week 13, 2016		
Form: Written examination, consisting of five open questions that are to be answered individually within the 90 minutes allotted.		

The questions are intended to test the student's knowledge about theories and relevant issues within the chosen area of specialisation.
Assessment: The grade given is based on the 7-point scale and accounts for 50% of the combined grade for exams 5a and 5b. Grades are individual.
If the examination is not passed, the student must participate in a re-exam as follows: 1 st re-exam: Week 17 2016 2 nd re-exam: Week 21 2016 The re-exams will be based on a new set of questions.

Exam 5b: Elective module 1b	10 ECTS	Internal
Timing: June 2016 Case available: Week 21 2016 Exam: Weeks 22-23 2016		
Form: Case-based oral examination In groups of 3-5 members, the students are to solve a case handed out 8 days prior to the oral examination. The case will be based on relevant issues and will reflect central areas in the area of specialisation chosen. The case will be based on the material covered to date in the specialisation. At the exam, the student is to: <ul style="list-style-type: none"> • Present, elaborate on and discuss the case report • Give an oral defence of own part of the case report All students are to participate actively in working out the case report. Grading will be based on a combined evaluation of: <ul style="list-style-type: none"> • The student's presentation and discussion • The student's oral defence The oral exam has a duration of 30 – 50 minutes (10 minutes per group member).		
Assessment: The grade given is based on the 7-point scale and accounts for 50% of the combined grade for exams 5a and 5b. Grades are individual.		
Prerequisite for participating in the examination: The student must have passed exam 5a.		
If the examination is not passed, the student must participate in a re-exam as follows: 1 st re-exam: Case available week 25, exam week 26 2 nd re-exam: Case available week 50, exam week 51		

A new case will be prepared for the re-examinations.

Exam 6: Elective module 2	5 ECTS	Internal
Timing: Approval of research question: 16 December 2016 at the latest Hand-in: 12 pm on 6 January 2017 Oral examination: Week 3 or 4, 2017		
Form: This examination is in the form of an oral exam based on a written report drawn up by the student. Both the report and the oral exam are individual. At the end of the third semester that student is to prepare, on an individual basis, a specialisation project that is intended to document the student's acquired knowledge, skills and competences within selected topics covered by the elective module as well as compulsory subjects of relevance. The student is to work out a research question for the project, which must be approved by the lecturer. A supervisor will then be assigned. The specialisation project is to be based on the curriculum of the module as well as desk research. Supplementary literature, which can support the problem area in question, must be included in the report. It is not mandatory to carry out field research in connection with the project, but this may be included in the report when relevant. The written report, which is to have a scope of maximum 12,000 characters, is to be defended in an individual oral exam lasting 20 minutes. The students' performance will be measured against specified criteria: <ul style="list-style-type: none">• The academic and methodological level of the project• The student's ability to present and reflect upon his/her work• The student's oral defense The oral exam can cover not only subject matter in the elective module but also other subjects of relevance to the student's topic and problem area.		
Assessment: Grade based on the 7-point scale.		
Prerequisite for participating in the examination: The student must have been given approval of all learning activities in the first three semesters of the course.		
If the examination is not passed, the student must participate in a re-exam as follows: 1 st re-exam: Approval of research question 7 February 2017; hand-in of report 3 March 2017; oral exam week 11 or 12, 2017		

2nd re-exam: Next ordinary exam.

A new project report must be worked out for the re-exam.

Exam 7: Exam in development and communication

25 ECTS

External

Timing:

Submission: 23 March 2017

Exam: Weeks 13 – 14, 2017

Form: The student is to draw up a business plan for a specific business situation selected by the student.

The examination is oral and is based on the written report.

The written report is individual, but with the possibility of writing the business plan as a group project. The oral exam is individual, and the exam lasts 30 minutes, including assessment.

At the examination the student is to give a pitch and a 5-minute presentation of the business plan. This will be followed by an oral examination of the business plan.

The scope of the business plan is minimum 10,000 characters. Should the written report be prepared as group work, the scope of the report is increased by 25% for each group member.

Assessment is based equally on the written report and the oral presentation and defence of the project.

The scope of the business plan is minimum 10,000 characters. Business plans conducted as group work increases the scope of the work by minimum 25% for each group member.

It is strongly recommended that the students write 30,000-50,000 characters to accomplish an adequate business plan – therefore, it is also recommended that the students are working in groups of 3-5 members.

At the exam, the student initially must show the group's product presentation in the form of a video clip of 3-5 min., to illustrate the distinctiveness of the business idea to the customer/user.

Subsequently, the student must provide an individual investor pitch/presentation of 3-5 min. of the business plan. Then there will be examination of the business plan.

In the assessment is included the business plan, the group's video clip, the individual pitch and the oral examination. The written and oral parts are assessed equally.

Students receive one individual combined grade.

Assessment: A combined grade is given based on the 7-point scale.

Prerequisite for participating in the examination: The student must have been given approval of all learning activities and exams in the first four semesters of the course before this exam.
If the examination is not passed, the student must participate in a re-exam as follows: 1 st re-exam: Hand-in 21 April 2017; oral exam week 18, 2017 2 nd re-exam: Hand-in 25 August 2017; oral exam week 36, 2017

Exam 8: Final examination project	15 ECTS	External
Timing: Official start: 7 April 2017 Approval of problem area and research question: 28 April 2017 at the latest Submission of report: 12 pm on 29 May 2017 Oral examination: Week 24, 25 or 26, 2017		
Form: The project is designed to document the student’s ability to methodologically define and develop a complex research question In relation to a specific project in an internship company. ²³ The project is also intended to develop and demonstrate the student’s ability to combine knowledge and skills from the compulsory modules and the elective learning elements, enabling him or her to understand and relate to the specific work tasks of a company. The project is based on collected information, facts and ideas and should demonstrate the student’s ability to process, analyse and evaluate the selected material and to combine this with relevant theories and methodologies covered by the study program. Financial considerations and elements are to be included as a natural part of the basis for the selection of solution. The student is therefore expected to make use of detailed field and desk research in working with the final project. The student, the institution and the internship company are to agree on the subject matter of the final project, as the project aims to solve a practical issue within the company. The institution must approve the subject and the initial problem statement ²⁴ , and will assign the student a supervisor. The final examination project is to be developed on the basis of central areas in the education and the student’s specialisation and is expected to reflect to a high degree the competency profile of a graduate. As a rule, the final exam project is to be developed individually and is typically written for the		

²³ The academy must be informed in writing and give approval if the student does not intend to write about his or her internship company.

²⁴ Note that it is only permissible to make minor adjustments to the problem formulation, and it will always be advisable to contact the relevant supervisor

company in which the student has completed his or her internship. However, permission may be granted for a group of up to three students in consultation with their internship companies to work with a more industry-related subject matter or an issue that has been designed for a different company, provided that the issue falls within the area of the student's specialisation.

Permissible scope:

Final examination project	Maximum no. of characters including spacing
1 student	100,000 characters
2 students	150,000 characters
3 students	200,000 characters

Assessment: Individual oral exam lasting 60 minutes, including assessment. One combined grade according to the 7-point scale is given. The grade is communicated to the student immediately after completion of the oral exam.

An assessment of the student's spelling and grammar skills, as well as the ability to use the correct terminology, represents 10% of the grade.

If the examination is not passed, a new project must be prepared. This may be based on the same topic, but a problem area that is significantly different from the initial problem area must be selected.

Prerequisites:

As a general rule, the final exam project is individual. However, groups of up to three members may be accepted.

If the examination is not passed, a new exam project must be prepared, with the following timing:

1st re-exam:

Official start: 25 July 2017

Approval of problem area and research question: 11 August 2017 at the latest

Submission of report: 11 September 2017

Oral exam: Week 39, 2017

2nd re-exam

Official start: 30 October 2017

Approval of problem area and research question: 10 November 2017 at the latest

Submission of report: 15 December 2017

Oral exam: Week 2 or 3, 2018

6 Description of learning activities

All learning activities must be approved as a prerequisite for sitting the forthcoming examination.

Students are automatically registered to sit all examinations, tests and learning activities in the forthcoming examination period.

7 Description of study start test

A study start test is carried out immediately after the completion of the subject Industry Knowledge.

Study start test	Internal
Timing: Case: Available from mid September 2015 Test: 23 September 2015 (Vejle) and 18 & 25 September 2015 (Odense)	
Form: In groups of 3 – 5 students, a presentation based on a specific case is to be prepared. Using their current knowledge about the field, and utilizing previous experience, the students are to work out a solution to the case. The test consists of 30-minute group presentations. In assessing the group's presentation, emphasis is put on the use of relevant theoretical and practical elements.	
Assessment: Approved/Not approved. Each students has two attempts, and the test must be approved.	
Prerequisite: The student must have participated actively in preparing and presenting the material.	
If the test is not passed: A written report based on the case as supplement to the oral presentation that has been made. If the student does not pass the study start test in 2 nd attempt, he/she cannot continue as a student.	

APPENDIX 3

Compulsory assignments/obligatory assignments

Lack of participation in Compulsory assignments/obligatory activities:

For instance Hand in paper, Written project, No-show for obligatory activity, Participation in Oral presentation (see your Semester plan/Calendar of events).

- If you are sick: Send an email to the teacher, who is in charge of the relevant activity and explain that you are sick. Hand in a Doctor's note at the Study administration or in your Student counsellor's office no more than 3 working days after the relevant activity has been held. You will be exempt from doing the activity, but you will be offered to do it later, when you are well.
- If you are not sick: You may not take part in the upcoming exams, before you have fulfilled the Compulsory activity/obligatory assignment. Contact your teacher and ask, what you must do to fulfil the requirements for the relevant activity.

NOTE: You are using one exam attempt every time an exam date has passed, even if you have been banned from attending the exam. Once you have used 3 exam attempts, you will be signed out of the Study programme.

Lack of participation in Compulsory exams:

- If you are sick: Call Reception +45 7010 5800 or send an email to eal@eal.dk in the morning time and explain that you are sick. Hand in a Doctor's note at the Study administration or in the Student counsellor's office no later than 3 working days after the exam has been held. This means that you have not used an attempt.
- If you are not sick: You must take part in the first coming re-exam, and you have now used one attempt. Re-exam will count as your second exam attempt, and you will only have one attempt left.

Contact a Student counsellor, if you are in doubt:

Susanne Skov Nielsen:
(Serviceøkonom and
SHTM Odense)
65434541
sun@eal.dk



Kirsten Stürup
(Serviceøkonom and
SHTM Vejle)
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