

# Bachelor of International Hospitality Management, BA IHM

## Course curriculum

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2015 - 2017

National and Institutional Part



September 2015

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Subject to errors and omissions



# PART 1 NATIONAL CURRICULUM

## 1. CURRICULUM FRAMEWORK

This Curriculum for the International Hospitality Management study programme has been drawn up by the institutions approved to offer the programme.

Parts of the curriculum have been laid down by the institutions.

### 1.1. Objective of the study programme

The objective of the Professional Bachelor's Degree Programme in International Hospitality Management is to qualify the graduates to independently analyse, assess and reflect on problems and issues as well as manage practice-related and complex assignments related to operations, development, administration and management within the hospitality trade.

The programme is designed as an independent extension (top up) of the academy profession (AP) programmes in Marketing Management and Service, Hospitality & Tourism Management.

The programme corresponds to level 6 of the Danish Qualifications Framework for Lifelong Learning, and it is approved by the Danish Ministry of Higher Education and Science and accredited positively by the Danish Accreditation Institution.

### 1.2. Title and duration

Students who have completed the programme are entitled to use the title:

#### **Professional Bachelor in International Hospitality Management**

The Danish title is:

#### **Professionsbachelor i International Hospitality Management**

The programme is placed at level 6 in the Danish Qualifications Framework for Lifelong Learning.

#### *Duration and maximum length of study*

The study programme is worth 90 ECTS credits. 60 ECTS credits correspond to one year's full-time studies, cf. section 9 of Ministerial Order no. 1521 of 16 December 2013 on Academy Profession Programmes and Professional Bachelor Programmes (Programme Order).

Programmes with a prescribed period of study of up to 120 ECTS credits must be completed within a number of years corresponding to no more than twice the prescribed period of study. Other programmes must be completed within a number of years corresponding to the prescribed period of study plus two years. The educational institution may exempt students from the latest date of completion of the programme, when this is founded in exceptional circumstances.

### 1.3. Effective date

This Curriculum will come into effect on 1 August 2015 and will apply to students who commence their study programme on 1 September 2015.

### 1.4. Transition provisions

The curriculum in force when students begin their study shall apply until the students graduate.

Students who do not follow the prescribed course of study or who do not graduate within the prescribed period of study, i.e. February 2017, follow the curriculum in force in the semester in which they re-enter the programme.

Students who are to resit exams will follow the new curriculum. However, they may apply for permission to sit the exam under the old curriculum by submitting a written application not later than four months prior to the date of the exam.

### 1.5. Legal framework of the curriculum

The legal framework of the latest version of the following acts and ministerial orders apply to the study programme:

- Consolidating act on business academies of professional higher education
- Consolidating act on academy profession programmes and professional bachelor programmes
- Ministerial Order on academy profession programmes and professional bachelor programmes (the Programme Order)
- Ministerial Order on examinations on professionally oriented higher education programmes (the Exam Order)
- Ministerial Order on admission to and enrolment on academy profession and professional bachelor programmes (the Admission Order)
- Ministerial Order on the grading scale and other forms of assessment
- Ministerial Order on the bachelor's degree programme in International Hospitality Management

[www.ufm.dk/en](http://www.ufm.dk/en)

## 2. ADMISSION TO THE STUDY PROGRAMME

### 2.1. Entry requirements

Entry to the programme requires a passed academy profession (AP) programme Service, Hospitality & Tourism Management, Marketing Management or other relevant programmes with at least 120 ECTS credits. There are no area- or programme-specific entry requirements, cf. appendix to the Admission Order.

### 2.2. Admission requirements

Fulfilment of the entry requirements in 2.1 are required, but not adequate for admission.

## 3. PROGRAMME CONTENTS

### 3.1. Programme structure and exams

Semester	Exam	ECTS	Assessment	Grading	Weight <sup>1</sup>
1st se- mester	Economics	15	Internal	7-point grading scale	2
	Leadership	10	Internal	7-point grading scale	2
	Philosophy of science and methodology	5	Internal	7-point grading scale	1
2nd se- mester	Cultural awareness and customer relations	10	Internal	7-point grading scale	2
	Elective educational component	5	Internal	7-point grading scale	1
	Strategy	15	External	7-point grading scale	2
3rd se- mester	Internship	15	Internal	7-point grading scale	1
	Final exam project	15	External	7-point grading scale	4

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<sup>1</sup> Weights on the degree certificate which also stipulate the grade point average



As a prerequisite for completing the study programme, students must attend and pass educational components equivalent to a total workload of 90 ECTS credits. A full-time semester consists of educational components, including internship, corresponding to 30 ECTS credits.

The programme comprises compulsory educational components worth 55 ECTS credits, electives worth 5 ECTS credits, an internship worth 15 ECTS credits and a bachelor project worth 15 ECTS credits.

The sum of all educational components and other study activities may not exceed the prescribed 90 ECTS credits.

All educational components, including the bachelor project, are evaluated and assessed. The educational component is considered passed when students get the grade 02 as a minimum.

### 3.2. Core areas

The programme's core areas are made up of compulsory educational components worth 55 ECTS and consist of the below components.

#### **3.2.1 Core area: Economics**

15 ECTS credits

Test of academic level – 1 ECTS

Financial management through key figures and annual report – 3 ECTS

Costs and cost-related pricing – 3 ECTS credits

Forecasting and revenue management – 4 ECTS

Budget (the three budgets) and budget control – 4 ECTS

#### **Learning outcomes:**

##### **Knowledge**

The students should have acquired knowledge about

- fundamental accounting principles, enabling students to understand budgets and accounts and reflect on analysis of the corporate key figures;
  - establishment of a company from an economical perspective
  - various calculation method principles and their application within the industry;
  - central concepts of forecasting, yield and revenue management in an international hospitality context, and
  - the practice of the international hospitality industry concerning mixed costs and direct/indirect costs and methods for the distribution of these.
-

## **Skills**

The students should be able to

- develop department and activity budgets as well as set up accounts for further analysis;
- prepare cost calculations according to recognised methods in the industry as well as calculations for specific industry key figures;
- use different methods for the distribution of mixed and indirect costs;
- Evaluate internal control systems and justify relevant solution opportunities
- substantiate mixed costs and the cost structure within the international hospitality industry; and
- apply forecasting, yield and revenue management, enabling students to give input for improving the turnover of the company on both the short and long term.

## **Competences**

The students should be able to

- independently develop budget proposals and key figures as part of the company's financial management, based on inputs from the company's various departments and activities; and
  - independently analyse the company's situation as well as make different proposals for optimising its operations based on forecasting.
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### **3.2.2. Core area: Leadership**

10 ECTS credits

Organisational structures – 2 ECTS

HR/competence development – 3 ECTS

Leadership – 2 ECTS

Personnel law – 3 ECTS

#### **Learning outcomes:**

##### **Knowledge**

The students should have acquired knowledge about

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- the significance of the various types of organisations and organisational structures for competence development and management;
- theories and methods in relation to the strategic, individual and department competence development as well as be able to reflect on development and staff retention methods;
- personal leadership, including how reflection may support the company's strategy and leadership philosophy;
- the legal framework of the industry, including practice concerning individual and collective labour laws, and search for relevant legal sources; and
- the legal practice of the industry as well as the use of the Working Environment Act.

### **Skills**

The students should be able to

- assess the impact of different types of organisations on strategic competence development, including pros and cons;
- assess and communicate practical and theoretical methods of identifying the organisation's competence gap at strategic, department and individual levels in order to be able to make substantiated choices of relevant solutions;
- assess their own leadership style based on theoretical and practical issues as well as substantiate and choose relevant forms of leadership; and
- act within the existing personnel law and other relevant legal frameworks, including make an independent assessment of personnel law conditions and assess the need for and selection of relevant cooperation partners.

### **Competences**

The students should be able to

- handle the impact of complex organisation types on competence development and their own leadership;
- independently develop a competence development plan at organisation, group and individual level within the framework of the professional ethics; and
- identify their own development possibilities and develop their own competences in relation to the company's strategy and their own function area.

### **3.2.3. Core area: Philosophy of science and methodology**

5 ECTS credits

Theories of science

Methodology

Data (primary and secondary)

Case studies

## **Learning outcomes:**

### **Knowledge**

The students should have acquired knowledge about

- important perspectives on knowledge, insight and recognition;
- the definition of knowledge in a socio-scientific context;
- fundamental schools and problem areas within theory of science, in a socio-scientific perspective;
- methodological approaches that support the generation of knowledge;
- central paradigms within the socio-scientific disciplines; and
- the international hospitality management industry's application of theory and method.

### **Skills**

The students should be able to

- critically assess empirical-analytical studies, including be able to communicate what knowledge is, how it is generated, and how it connects to practice;
- reflect on and take part in discussions on the generation of knowledge;
- work on problem areas within theory of science and methodology and integrate the understanding of scientific work and methodology with academic professionalism in project writing;
- collate, adapt and interpret quantitative and qualitative data along with relating critically to existing or new data materials, including having knowledge about measuring scales, as well as be able to judge the relevance, topicality, validity, reliability and scope for generalisation of data;
- make a problem analysis and problem definition, prepare a problem statement and hypotheses as well as make considerations about methods and substantiate the choice of survey methods; and
- structure and analyse following the principles of academic work.

### **Competences**

The students should be able to independently

- use scientific and methodological approaches in addressing practical problems and issues;
- prepare science-based reports and projects, including communicate research results and suggested solutions, etc., in a clear and easy-to-read report which contains a clear formulation of the problem and methodological consideration along with an assessment of the reliability and validity of the results and prerequisites; and
- take part in an interdisciplinary collaboration on the development of a study based on scientific principles, including an assessment of the strengths and weaknesses of alternative survey methods.

### **3.2.4. Core area: Strategy**

15 ECTS credits

Strategic analysis – 3 ECTS

Strategy, concept and product development – 5 ECTS

Strategic implementation and management – 7 ECTS

#### **Learning outcomes:**

##### **Knowledge**

The students should have acquired knowledge about

- models and theories for strategic analysis;
- strategic models and tools within the international hospitality management sector;
- development and implementation of strategies; and
- strategic management.

##### **Skills**

The students should be able to

- analyse the strategic challenges of the company;
- develop strategies for new and existing markets;
- develop and assess practice-oriented concepts and substantiate the chosen solution models;
- analyse the company's strategic leadership perspective; and
- communicate a plan for the implementation of the company's strategy.

##### **Competences**

The students should be able to

- handle decisive success factors for the individual company or organisation as well as communicate the company's strategy with a view to developing the company or organisation;
- be part of a professional cooperation with management and staff members about the strategic challenges of the company;
- be part of alliances/networks with other relevant players with a view to developing the company; and
- handle the operationalisation of the company's strategy in practice and relate this to the strategic management perspective.

### **3.2.5. Core area: Cultural awareness and customer relations**

10 ECTS credits

The concept of culture and the hospitality industry – 2 ECTS

Guest/customer behaviour – 3 ECTS

Organisational culture – 3 ECTS

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Negotiation technique – 2 ECTS

**Learning outcomes:**

**Knowledge**

The students should have acquired knowledge about

- how the organisational context is manifested in practice in the hospitality industry. This will include specific company culture, professional culture, functional culture, and department culture;
- concepts, theories, and models for cultural understanding and their application within the hospitality industry; and
- communication techniques used with guests, customers, suppliers, other stakeholders, etc.

**Skills**

The students should have acquired knowledge about

- applying the knowledge of culture in comparative studies of national cultures;
- applying and assessing cultural models and concepts as well as ideas for management and development within a hospitality company or organisation; and
- applying and assessing rhetorical patterns as well as verbal and non-verbal communication.

**Competences**

The students should be able to

- carry out and apply relevant cultural analyses in relation to company development; and
- communicate and negotiate with people, companies and organisations across cultures while dealing with economic, managerial and legal aspects as well as ethical considerations.

### 3.3. Elective educational components

The programme's elective educational components consist of study activities worth 5 ECTS. See more in the specific part.

### 3.4. Internship

The internship is a full-time internship with a workload of 30 hours a week, exclusive of internship paper/ log. The aim of the internship is that, upon completion of the internship period, the students should be able to assess and include theories for solving practice-oriented problems that are relevant to the programme and the final bachelor project. Students who begin the top-up programme will normally already have gone through a compulsory internship period of three months, worth 15 ECTS credits, as part of their qualifying exam (AP programme). An internship of another three months

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(15 ECTS credits) thus still remains to be completed in the top-up programme. During the internship, students work with professionally relevant issues and acquire knowledge of relevant job functions. The students will be associated with one or more companies during the internship. As a rule, the internship is unpaid. The students themselves must actively apply for internships.

On completion of the internship – no matter the intended goals for the internship – the students are expected to have acquired the following knowledge, skills and competences:

**Knowledge:**

The students should have acquired knowledge about

- how to reflect on the company's methods and practice with respect to the theory introduced through the programme.

**Skills:**

The students should be able to

- collect data and choose relevant solutions to the work tasks; and
- communicate professional issues and solutions to colleagues and business partners.

**Competences**

The students should be able to

- independently address complex development-oriented tasks;
- independently take part in professional and interdisciplinary cooperation in the company; and
- identify their own professional and personal goals during the internship.

The internship is concluded with an exam.

The internship is worth 15 ECTS credits.

### 3.5. Rules for completion of the internship

*Requirements of the parties involved*

The internship company provides a contact person who must be at the student's disposal for the duration of the internship. The contact person and the student together draw up an internship agreement which states the student's tasks and assignments during his/her internship period. The tasks and assignments should meet the learning outcomes of the internship.

The internship should be planned so as to take the student's prior knowledge, training and qualifications into consideration.

The internship agreement is to be submitted to the educational institution for approval.

The student draws up a written internship paper, stating how the learning outcomes of the internship have been met.

The educational institution has appointed a number of internship supervisors for International Hospitality Management who will be discussion partners for the students during the entire internship period, and who will also act as examiners for the internship paper.

Upon completion of the internship period, both the student and the internship company will have to participate in an evaluation of the internship period. The students must participate in this evaluation in order to sit the internship exam.

*Roles and responsibilities of the parties involved*

<b>Student</b>	<b>Company</b>	<b>The individual institution</b>
Applies for an internship	Provides a contact person for the intern	Ensures satisfactory internship settings Appoints internship supervisor
The student and internship company together draw up an internship agreement that takes the learning outcomes into account		Discusses the internship agreement with the students Approves submitted internship agreements that meet demands
The student and the internship company cooperate during the internship		
Prepares a written paper that reflects on the fulfilment of the learning outcomes	The contact person and the internship supervisor support the students for the duration of the internship	
Sits the exam		Conducts the exam

Please find more information in the guidelines for Work Placement/ Internship provided at the academy.

### 3.6. Learning and teaching methods



Various learning and teaching methods are practised, such as lectures, class teaching, guest lectures, assignment exercises, presentations (including student presentations), cases, workshops, company visits, seminars and projects as well as study visits in organisations affiliated with the study programme.

The purpose, contents, etc., for the individual compulsory educational components, including profession-oriented activities, internship and the final bachelor project, are described further in section 3.2.

The purpose of the learning and teaching methods is that, through the approaches chosen by the institution, students acquire knowledge, skills and competences within the programme's core areas, and that they apply these in accordance with the programme's learning outcomes

## 4. OVERVIEW OF EXAMS

Each student must sit two externally assessed exams and six internally assessed exams.

- Economics, internally assessed exam, 7-point grading scale
- Leadership, internally assessed exam, 7-point grading scale
- Philosophy of science and methodology, internally assessed exam, 7-point grading scale
- Cultural awareness and customer relations, internally assessed exam, 7-point grading scale
- Elective educational component, internally assessed exam, 7-point grading scale
- Strategy, externally assessed exam, 7-point grading scale
- Internship, internally assessed exam, 7-point grading scale
- Final exam project, externally assessed exam, 7-point grading scale

### 4.1. Bachelor's degree project requirements

The objective of the bachelor's degree project is to document the students' understanding of practice as well as centrally applied theory and method in relation to a practical problem or issue based on a specific assignment within the field of the programme.

The problem or issue, which must be central to the study programme and the profession, must be formulated by the students in the problem statement and research question, possibly in collaboration with a private or public company.

The bachelor project must be interdisciplinary and based on field research together with the requirements that the project must contain financial scenarios for the consequences of the suggested solutions to the problem or issue. Dania Academy of Higher Education must approve the problem statement and research question.

The bachelor project exam is conducted as an external examination, which, together with the internship exam and other programme examinations, should document that the programme's learning outcomes have been achieved.

The exam is made up of a project and an oral examination. The results of the two will be combined to provide the student with a single grade. The exam will not take place until the students have passed the internship exam as well as the other exams of the programme.

### **Learning outcomes for the final exam project:**

#### **Knowledge**

The students should have acquired knowledge about

- the general trends in the industry; and
- theory, methodology and practice within the international hospitality industry.

#### **Skills**

The students should be able to

- assess practice-oriented problems and issues and set up economic scenarios for the consequences of suggested solutions; and
- communicate professional issues and solution models to colleagues and business partners.

#### **Competences**

The students should be able to

- independently take part in interdisciplinary collaborations with colleagues and business partners;
- be part of complex development-oriented practice-based problems or issues; and
- develop the company and its organisation based on its strategic challenges.

## **4.2. Bachelor report requirements**

The final exam project may NOT exceed the maximum number of characters stipulated below.

The number of characters are inclusive of figures and tables, etc., but exclusive of cover page, table of contents, reference list and appendices.

Characters are including spaces.

Appendices may be enclosed to substantiate projects. However, they are not included in the assessment of the assignment, which means that lecturer and examiner are not under an obligation to read them.

Writing and spelling skills as well as the ability to use the correct technical terms form part of the assessment (weight 10 percent).

The exact character count MUST be printed on the cover page of the project. If the number of characters is not indicated, the assignment is rejected, and the exam may not take place until the next scheduled exam.<sup>2</sup>

The final examination project report must amount to between 75 % and 100 % of the maximum number of characters. Assignments that total less than 75 % of the number of characters laid down or which exceed the maximum, will be rejected, and the students must register for exam again.

Scope of final exam project:

<b>Final exam project</b>	<b>Maximum number of characters in the exam paper, including spaces</b>
One student:	100,000 characters
Two students:	150,000 characters

## 5. OTHER RULES FOR THE PROGRAMME

### 5.1. Credit transfer<sup>3</sup>

#### 5.1.1 Transfer to a partner institution in Denmark

The institutions expect to establish common credit transfer agreements for the programme. However, such agreements are not available at present.

#### 5.1.2 Credit transfer for educational components

It is possible to apply for credit transfer for exams based on completed and passed educational components from other programmes that match up to subjects, educational components and internship components in the International Hospitality Management programme.

The credit transfer application is assessed individually by the individual institution, based on a professional assessment of whether the learning outcomes of the educational component match up to the learning outcomes of the International Hospitality Management programme.

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<sup>2</sup> When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well. The rules on this are stipulated in the institutional section of this Curriculum.

<sup>3</sup> See section 18(2) of Programme Order.

## 5.2. Exemption

It is at any time possible to apply for exemption from the rules and provisions laid down in this Curriculum. The application must be submitted in writing in due time and will be considered individually by the individual institution.

### 5.3. Effective date

This national section of the curriculum, which is valid for all providers of the programme, will come into force on 1 September 2015 and will apply to all students who start on the programme on 1 September 2015 as well as for students registered in or eligible for credit transfer for this Curriculum after 1 September 2015.

*The steering committee for the Bachelor's Degree Programme in International Hospitality Management, August 2015*

## PART 2 INSTITUTIONAL SPECIFIC CURRICULUM

The institutional part of the course description for the BA describes the requirements, rules and regulations applicable for the planning and execution of the programme at Dania Academy of Higher Education and thus describes the areas where the requirements and rules are specific for the programme.

### 6. SEMESTER STRUCTURE AT DANIA

The semester structure of the programme varies in two models at the different academies in Denmark offering the programme – the model chosen at Dania is with work placement on 7<sup>th</sup> semester as shown below.



## 7. EXAMINATIONS AND ASSESSMENTS

In the present chapter, as well as chapter 10 and 11 (further in the Institutions´ specific curriculum) specifics and time schedule are presented.

### 7.1 Overview over exams and assessments

Examinations and assessments cover widely all types of exams, internal/external exams/assessments, national/institutions´ specific exams and assessments and learning activities.

External exams are assessed by an examiner and a censor, where censors are appointed by The Agency of Higher Education and Educational Support. Internal assessments are assessed by one or more examiners from the institution.

**Figure 1 – exams and assessments**

	ECTS	Examinations and assessments
<i>5. semester</i>		
<i>Economics</i>	15	<p><b>Written and oral examination</b></p> <p>A written assignment is handed out, and the students in groups of 3-5 have 48 hours to work with the case/assignment. The assignment combines essential areas of the different subjects covered in Economics, and is a reflection of the content and work methods of the subject.</p> <p>Maximum keystrokes: 12.000.</p> <p>The oral examination is individual and 30 minutes. The student should bring a presentation to the oral exam, which is produced on the basis of the submitted project report and further reflections.</p> <p>The assignment is available electronically.</p> <ul style="list-style-type: none"> <li>• Internal assessment according to the 7-point marking scale</li> <li>• Weight: written part 30%, Oral part 70%</li> </ul>



<p><i>Leadership</i></p>	<p>10</p>	<p><b>Combined oral and written individual assessment</b></p> <p>A written assignment is handed out, and the student individually has 5 days to work with the case/assignment and hand in a report. The assignment combines essential areas of the different subjects covered in Leadership, and is a reflection of the content and work methods of the subject.</p> <p>Maximum keystrokes: 20.000.</p> <p>The oral examination is individual and 30 minutes. The student should bring a presentation to the oral exam, which is produced on the basis of the submitted project report and further reflections.</p> <ul style="list-style-type: none"> <li>• Internal assessment according to the 7-point marking scale</li> <li>• Weight: written 0.5, viva 0.5</li> </ul>
<p><i>Philosophy of science and Methodology</i></p>	<p>5</p>	<p><b>Individual written assessment</b></p> <p>A written assignment is handed out, and the students individually has 5 days to work with the assignment and hand in a paper. The assignment combines essential areas of the different subjects covered in Philosophy of Science and Methodology, and is a reflection of the content and work methods of the subject.</p> <p>Maximum key strokes 12.000</p> <ul style="list-style-type: none"> <li>• Internal assessment according to the 7-point marking scale</li> <li>• Weight: written 1.0</li> </ul> <p>After the assessment of the paper the student will receive an oral feedback of 15 minutes.</p>
<p><i>6. semester</i></p>		

<p><i>Cultural awareness and customer relations</i></p>	<p>10</p>	<p><b>Individual oral exam</b>                  The student draws a random question connected to the essential areas of the different subjects covered in Cultural Awareness and customer relations. The student is required to reflect of the content and work methods of the subject.</p> <p>The student will have 1 hour of preparation to answer the question. The oral exam is 30 minutes.</p> <ul style="list-style-type: none"> <li>• Internal assessment according to the 7-point marking scale</li> <li>• Weight: viva 1,0</li> </ul>
<p><i>Elective module</i></p>	<p>5 ECTS</p>	<p><b>Please see elective module catalogue for the details in each module.</b></p>
<p><i>Strategy<sup>4</sup></i></p>	<p>15</p>	<p><b>Strategy project</b>                  A written assignment is handed out, and the students in groups of 3-5 have 2 weeks to work with the case/assignment and hand in a report. The assignment combines essential areas of the different subjects covered in Strategy, and is a reflection of the content and work methods of the subject.</p> <p>Max keystrokes: 105.000</p> <p>A written approval of the problem statement is a mandatory part of this exam.</p> <p>The oral examination is individual and 30 minutes. The student should bring a presentation to the oral exam, which is produced on the basis of the submitted project report and further reflections.</p> <ul style="list-style-type: none"> <li>• External assessment according to the 7-point marking scale</li> <li>• Weight: written 0,5 – oral 0,5</li> </ul>
<p><i>7. semester</i></p>		

<p><i>Work placement</i></p>	<p>15</p>	<p><b>Combined viva and written individual exam</b></p> <p>In co-operation with the work placement enterprise, the candidate identifies and defines the learning goals for the work placement period.</p> <p>During the work placement the student maintains a learning journal. The learning journal should include a description and illustration of the activities accomplished and the areas of responsibility held by the student during the work placement combined with the student's reflection on the learning goals and learning outcomes of the placement.</p> <p>The learning journal is to be written in the form of an online blog and submitted at an ongoing basis during the work placement period (approx. once per week).</p> <p>This paper becomes the basis of the viva in work placement.</p> <ul style="list-style-type: none"> <li>• Internal assessment according to the 7-point marking scale</li> <li>• Weight: written 2/3, oral 1/3</li> <li>• Combination written and 30 minutes oral assessment</li> </ul>
<p><i>Bachelor</i></p>	<p>15</p>	<p><b>Bachelor Project Combined oral and written exam</b></p> <p>The student produces a bachelor project based on the chosen problem statement (research question). The project then are used as starting point for the oral examination.</p> <p>The exam has the following distribution:</p> <p>1/4 for the oral presentation</p> <p>2/4 for the examination questions/discussion</p> <p>1/4 for the voting and feedback to the student</p> <p>The bachelor project is normally produced on an individual basis. However, by exception, the students may send application for special consideration if they wish to write a group bachelor project to the Institution. Since the written project is combined with a oral exam of</p>

		<p>60 minutes per student, the project does not have to be individualized. No more than two students can participate in the group project.</p> <p>A written approval of the problem statement is a mandatory part of this exam.</p> <p><u>Number of characters:</u></p> <p>1 person: number of characters: maximum 105,000 inkl spacing but ekskl annex.</p> <p>2 person: number of characters: maximum 150,000 incl. spacing but excl. annex.</p> <ul style="list-style-type: none"> <li>• Oral exam: 60 min per student</li> <li>• One overall mark is given according to the 7-point marking scale</li> <li>• Weight: written 2/3, oral 1/3.</li> </ul>
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## 7.2 Examination and assessment schedule

For the student enrolled on a programme in September 2015 the following examination schedule, including the schedule for re-sits, will apply (subject to possible amendments).

The following time deadlines apply:

- Examination material (e.g. business case, introduction to the examination, task description) is to be distributed at 9.00 am on the announced date
- Submission of the written work (e.g. coursework, written assignment, project report) must take place at 12.00 am at the latest on the announced date

**Figure 2 – Plan for exams**

Plan for examinations 2015-2017			
	Assignment is announced / To be approved	Deadline for submission	Examination

Curriculum for the Bachelor's Degree Programme in International Hospitality Management – National section

<b>Leadership – 1. Attempt Internal examination</b>	11 January 2016	15 January 2016	Week 2 - 2016
Leadership – 2. Attempt Internal Examination	15 February 2016	19 February 2016	Week 9 – 2016
Leadership – 3. attempt Internal Examination	Next ordinary exam Course curriculum 2016-2017	Next ordinary exam Course curriculum 2016-2017	Next ordinary exam Course curriculum 2016-2017
<b>Economics – 1. Attempt External Examination</b>	6 January 2016	Group registration: 30 November 2015 Assignment: 8 January 2016	Week 3 – 2016
Economics – 2. Attempt External Examination	15 February 2016	Group registration: 29 January 2016 Assignment: 17 February 2016	Week 9 – 2016
Economics – 3. Attempt External Examination	Next ordinary exam Course curriculum 2016-2017	Next ordinary exam Course curriculum 2016-2017	Next ordinary exam Course curriculum 2016-2017
<b>Philosophy of science and Methodology 1. Attempt Internal Examination</b>	12 October 2015	16 October 2015	Oral feedback Week 44/45 – 2015
Philosophy of science and Methodology	21 December 2015	4 January 2016	Oral feedback

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Curriculum for the Bachelor's Degree Programme in International Hospitality Management – National section

2. Attempt Internal Examination			Week 2 – 2016
Philosophy of science and Methodology 3. Attempt Internal Examination	22 January 2016	28 January 2016	Oral feedback Week 5 – 2016
<b>Elective Module</b> <b>1. Attempt</b> <b>Internal Examination</b>	15 February 2016	19 February 2016	Week 9 – 2016
Elective Module 2. Attempt Internal Examination	13 June 2016	17 June 2016	Week 25 – 2016
Elective Module 3. Attempt Internal Examination	27 June 2016	1 July 2016	Week 27 – 2016
<b>Cultural awareness and customer relations</b> <b>1. Attempt</b> <b>Internal Examination</b>	None	none	Week 17 – 2016
Cultural awareness and customer relations 2. Attempt Internal Examination	None	none	Week 25 – 2016
Cultural awareness and customer relations 3. Attempt	none	none	January 2017

National section

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Curriculum for the Bachelor's Degree Programme in International Hospitality Management – National section

Internal Examination			
<b>Strategy – 1. Attempt</b>  <b>External Examination</b>	Assignment is available: 26 May 2016  Approval of problem statement: 2 June 2016	9 June 2016	Week 25 - 2016
Strategy – 2. Attempt  External Examination	Assignment is available: 22 June 2016  Approval of problem statement: 29. June 2016	6 July 2016	Week 32 - 2016
Strategy – 3. Attempt  External Examination	Next ordinary exam  Course curriculum 2016-2017	Next ordinary exam  Course curriculum 2016-2017	Next ordinary exam  Course curriculum 2016-2017
<b>Work placement project</b>  <b>1. Attempt</b>  <b>Internal Examination</b>	Approval of plan: 26. June 2016	4. November 2016  Learning log (final comments and conclusion)	Week 46 - 2016
Work placement project  2. Attempt  Internal Examination		25 November 2016	Week 48 - 2016
Work placement project		9 December	Week 50 – 2016

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3. Attempt Internal Examination			
<b>Bachelor project</b> <b>1. attempt</b> <b>External Examination</b>	Hand in topic: 12 September 2016 Approval of problem statement: 7 October 2016	19. January 2017	Week 6 - 2017
Bachelor project 2. attempt External Examination	Hand in topic: 24 February 2017 Approval of problem statement: 10 March 2017	18. April 2017	Week 18 - 2017
Bachelor project 3. attempt External Examination	Hand in topic: 15. May 2017 Approval of problem statement: 30 May	8. July 2017	Week 32 - 2017

### 7.3 Compulsory learning elements

As a supplement to the exams the following learning activities (LA) are compulsory. The exact date and time can be found in the Annual Programme on Fronter.

5th semester, fall 2015						
	Theme	Content	Structure	Size	Guidance	Evaluation
LA1	Innosport	Innovation and sport	Activities and project work in groups. The week consists of lectures, reading, activities, group work.	See the instructions guidelines	Yes (1st attempt)	Approved / Not approved

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Students have 3 attempts to pass the learning activities (LA) scheduled immediately one after another. Approval of learning activities means that the student has presented an effort which is approvable. Both the formal rules to the projects as well as rules about participation e.g. is applicable. The evaluation is approved/not approved.

All learning activities must be approved before the end of the semester in which they are scheduled. It is not possible to proceed to the next semester if the learning activities has not been approved.

## 8. ELECTIVE MODULE

Value: 5 ECTS

In the 6<sup>th</sup> semester the student is to elect and participate in an elective module.

The subjects are chosen from an elective catalogue, which the institution publicises in the end of the 5<sup>th</sup> semester.

In the elective catalogue the exact topic, knowledge, skill, and competence for the module are described.

## 9. CONDITIONS IN RELATION TO EXAMS AND ASSESSMENTS

### 9.1 Obligation to participate – study activity

The Bachelor of International Hospitality Management programme is based on (among other things) experience-based learning processes that are process- and action oriented.

This requires the students' presence; in the shape of active participation e.g. group work, presentations or distance learning, as a precondition for achieving adequate learning and knowledge. The students' active participation is contributing to the heightening of the professional and pedagogical level of the programme. The obligation to participate can further more include the obligation to hand in written assignments etc.

Obligation to participate therefor means, that the student is obligated to be present by actively participate in own, and fellow students, learning process, and hand in e.g. written assignments.

### **9.1.1 Consequence of ignoring the obligation to participate as a prerequisite of participating in exams**

The obligation to participate including the obligation to attend may be prerequisites of exam participation.

The obligation to participate and the obligation to attend are described for each exam in the curriculum. The curriculum will also state whether these are prerequisites for participating in exams.

Late or incorrect compliance with formal requirements such as:

- submission deadlines
- coursework form (electronic, paper-based)
- non-compliance with formal requirements e.g. to a written assignment
- non-compliance with the obligation to attend

will, if the activities are prerequisites to attending an exam, be considered equal to absence from the exam, and the student will have spent an exam attempt.

### **9.1.2 Non-compliance with content requirements:**

If a written assignment has academically dishonest contents or if it contains intellectual property of others e.g. text, figures, tables, templates etc. without references to the source(s) (plagiarism), cf. chapter 11s guidelines to written assignments, it will be rejected on the grounds that the obligation to participate and thus the content requirements have not been met. If these activities are prerequisites of participating in the exam, they will be considered equal to absence from the exam and the student will have spent an exam attempt.

A rejection of an assignment and non-compliance with formal requirements will furthermore be registered as violation of the requirement to active participation in studies regarding receipt of SU if the student is so eligible. Please see the regulations on this matter.

### **9.1.3 Obligation to attend**

Obligation to attend means that the student is physical presence at the place of the learning activity or lesson.

The consequence of ignoring the obligation to attend will be described in the institutions specific curriculum.

### **9.1.4 Special registration of attendance**

The institution can introduce additional attendance checks for the academic activities. In that case the students are informed about the form of registration. The form may vary and can be performed by the lecturer, the students and others. If the student approaches the absence limits we have set, he/she will receive an advance warning, informing about the possible consequences.

The student can be withdrawn from the programme, if he/she has not actively participated in the academic activities for a continuous period of at least one year.

Active participation in studies means that the student over the last 12 calendar months:

1. has at least sat two different examinations;
2. has achieved a pass mark in at least one examination;
3. has participated in the activities that constitute the programme in question, namely group work, joint projects, distance learning, etc. For further details please consult the curriculum;
4. has submitted written the papers, namely assignment, project reports, learning portfolios, etc. (in accordance with the curriculum) which form part of the examination prerequisites. The submitted papers must comply with the 'fair use' content requirement;
5. has participated in all activities /arrangements with compulsory attendance, in accordance with the curriculum.

The student's enrolment can be terminated, if the student does not satisfy one or more criteria of active participation in studies presented above.

The periods of time when the student does not actively participate in studies due to leave of absence, maternity/paternity leave, adoption, significant illness (with medical

certificate) or compulsory military service are not regarded as the lack of active participation in studies. The student will be though requested to provide documentation, confirming the above.

The Institution can take account of genuinely exceptional problems or exceptional personal circumstances. An application for special consideration must be sent to the Institution.

In the case of the termination of enrolment, the student will be notified about it in writing. The student will be then informed about the rules above and will be given 14 days to provide supporting documentation of his/her absence that should not be regarded as a lack of active participation in studies. Together with this the student will be announced the deadline for the application for special consideration.

The student will be withdrawn from the programme in question, if we do not receive any answer within the allotted time.

If the student applies for special consideration, the student's enrolment becomes subject to a suspensive condition, until the Institution has considered the case.

The student has the right to complain directly to the Institution about the decision within two weeks from the receipt of the notification. The complaint will be subject to suspensive condition. If the decision remains unchanged, the student has the right to send his/her complaint to the Ministry within the two weeks from notification with regard to the legal issues related to the matter.

## **9.2 Application for special considerations**

If the student is unable to participate in the examinations described above or if the student wishes to withdraw from any of the examinations described above, a written application for special consideration must be sent to the institution. Permission will be granted only if the training institution considers that the cause of absence from the examination is relevant (significant illness, death or critical illness of a close family member or similar).

### **9.2.1 Spelling and writing skills**

Spelling and writing skills will be part of the assessment criteria for the professional bachelor degree project (10%), the academy profession degree project and the exams in which those skills are part of the assessment criteria as stated in this curriculum.

The assessment is expressed as an overall assessment of the professional and academic content as well as the student's spelling and writing skills.

Students may apply for an exemption from the requirement that spelling and writing skills form part of the assessment criteria if the application is verified by physical or mental impairment. The application should be submitted to the programme and directed to the attention of the institution not later than 4 weeks before the exam is to be held.

### **9.2.2 Special exam conditions**

Students may apply for permission to use a PC for written exams that take place at the institution if the application is verified by physical or mental impairment. The application should be submitted to the programme not later than 8 weeks before the exam is to be held.

The application deadline may be extended in cases of sudden health-related problems. With the application you should enclose a doctor's certificate/note; a statement from e.g. a speech, hearing, dyslexia or blind institute or other evidence of your health condition or a relevant specific impairment.

## **9.3 Marking of exams and assessments**

In connection to oral exams (viva) the mark is given to the student immediately after the viva. For assessments where the mark is not given immediately after the exam, it will be announced on the same day as the exam when the mark will be announced. The announcement will be given no more than 10 working days after the exam.

In connection to written exams the mark will be sent by mail, or announced public (using the students exam number).

## **9.4 Complaints about exams and appeals against decisions**

Students are recommended to seek guidance from the student counsellors in connection with the complaints procedure and writing a complaint.

The regulations for complaints about exams can be found in chapter 10 of the executive order on examination regulations.

The Executive Order divides complaints into two kinds,

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

The two kinds of complaints are dealt with differently.

### **9.4.1 Complaint about the examination**

Within 2 weeks after the result of the exam has been announced in the usual way, a student may submit a written, substantiated complaint about:

1. the exam basis including the exam questions, assignments etc. and its connection to the purpose and requirements of the programme
2. the examination procedure
3. the assessment

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

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

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

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

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

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

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### 3. a dismissal of the complaint

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

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

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

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

The assessors will deliver the result of the re-assessment including a written explanation and their assessment. Re-sit exams and re-assessments may result in lower grades than the initial grades.

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

The complaint must be submitted to the institution not later than 2 weeks (14 days) after the assessment results of the exam in question have been announced. If the deadline falls on a holiday, the deadline will be extended to expire on the first weekday after that day.

In extraordinary circumstances, the deadline may be disregarded.

#### **9.4.1.2 Appeals**

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

The appeal should be submitted to the institution.

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

The appeals board is made up of two appointed external examiners who will be appointed by the chairman of the external examiners, one examiner and a student within the same field (from the study programme) both appointed by the institution.

The appeals board will make a decision based on the material that formed the base of the institution's decision and the student's substantiated appeal.

The appeals board will process the appeal and the decision may regard

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

If the decision regards an offer of a re-assessment or a re-sit, the appellant must be notified that a re-assessment or re-sit exam may result in lower grades. The student must accept the offer within 2 weeks of the announcement of the decision. Acceptance of an offer of re-assessment or re-sit exam cannot be cancelled.

If the student does not accept the offer within the deadline, re-assessment or a re-sit exam will not be carried out.

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

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

The appeals board must have made a decision not later than 2 months, 3 months for summer exams, after the appeal was made.

The decision of the appeals board is final meaning that the case cannot be brought before a higher administrative authority regarding the parts of the appeal that concern academic/professional elements

#### **9.4.2 Complaints on the grounds of legal irregularities**

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



Complaints on the grounds of legal irregularities in decisions that were made by the institution according to the stipulations in the executive order on examination regulations (e.g. legal incapacity, the hearing procedure, correct interpretation of the executive order on examination regulations etc.) may be brought before the Danish Agency for Higher Education and Educational Support.

The complaint should be submitted to the institution which will make a statement and the student must be given the opportunity to comment on this statement, the deadline being usually one week. The institution will submit the complaint, the statement and any comments made by the student to the Agency. The deadline for lodging complaints with the institution is 2 weeks (14 days) from the day the student was notified of the decision.

## **9.5 Illness**

A student who was prevented from attending an exam owing to verified illness or other unforeseen reason will be able to re-sit the (illness re-sit) exam as soon as possible. If the exam takes place in the final exam term, the student will have the opportunity to sit the exam in that exam term or immediately after the term.

Illness must be verified by a doctor's note. The institution must receive the doctor's note within three working days after the exam was held. Students who suddenly become ill during an exam must submit verification that they were ill on the day in question.

If illness is not verified according to the above rules, the student will have spent an exam attempt.

It is the student's responsibility to cover the expense of the doctor's note.

Withdrawal from an illness re-sit exam follows the same rules as withdrawal from regular exams.

The institution may disregard withdrawal deadlines in cases of extraordinary circumstances.

## **9.6 Examination language**

Exams must be conducted in understandable Danish/English. In connection to the international modules at 6<sup>th</sup> semester the examination language will be English for all.

Students whose mother tongue is not Danish/English may apply for an exemption from the requirement that spelling and writing skills form part of the assessment criteria for the professional bachelor degree project or the academy profession degree project as well as exams in which such skills are stated in this curriculum to be part of the assessment criteria.

The application must be submitted to the programme not later than 4 weeks before the exam is to take place.

Students whose mother tongue is not English may apply for permission to bring dictionaries to exams. Applications for permission to bring other study aids must be submitted to the programme not later than 4 weeks before the exam is to be held.

## 10. ACADEMIC MISCONDUCT

### 10.1 Academic misconduct - exams

When handing in a written exam assignment, the student must confirm by signature that the assignment was prepared without undue help.

### 10.2 Use of your own and others' work – plagiarism

When using words of others (through quotes, tables, text from the internet, statements, replication of a text from a book etc), the source **HAS** to be mentioned.

Academic misconduct at exams in the form of plagiarism are instances where a written assignment, in full or in part, appears to have been made by the student or students themselves, even though the assignment:

1. includes identical or near-identical wording of other people's statements or works where the text is not set off by the use of quotation marks, italics, indentation or any other clear indication with a reference to the source, cf. UCN's requirements to written work.
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 your own previously assessed works without observing the stipulations in sections 1 and 3.

### 10.3 Disciplinary actions in events of academic misconduct and disruptive behaviour during exams

A student who undoubtedly

- unduly obtains help, or
- helps another student answer an assignment, or
- uses non-authorized aids

and a student who

- behaves in a disruptive manner at an exam

may be expelled from the exam room while the exam is taking place by the institution, or a person authorised by him/her, or jointly by the assessors. In such cases, the justification of the expulsion will be assessed in connection with the subsequent decision on the sanctions to be imposed. In cases of less serious disturbing behaviour, students will first be given a warning.

## **10.4 Suspected academic misconduct at exams including plagiarism, during and after the exam**

If during or after an exam, a student is suspected of ;

- having obtained or provided undue help,
- passing off another person's work as their own (plagiarism), or
- having used his/her own previously assessed work or parts of it without reference (plagiarism)

this will be reported to the institution.

### **10.4.1 The process of identifying academic misconduct including plagiarism**

#### **10.4.1.1 Suspension of the exam**

If the reported misconduct regards plagiarism in a written assignment that is to make up the basis of assessment for a subsequent oral exam, the institution will suspend the exam if the matter cannot be settled before the fixed examination date.

#### **10.4.1.2 Form and contents of the report**

Misconduct must be reported without undue delay. The report must include a written presentation of the case with information to identify the reported persons, as well as a brief account of the matter and the existing evidence. Previous incidents of academic misconduct by one or more of the reported students must be stated explicitly.

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When plagiarism is reported, the copied sections must be clearly indicated and a reference to their sources stated. The copied text must also be indicated in the source text.

#### **10.4.1.3 Involving the student - hearing of the parties**

The institution decides whether the hearing of the student will be oral, in writing or a combination.

For an oral hearing, the student will be summoned for a discussion for further clarification of the case where he/she will be presented with the documentation of the assumption of academic misconduct and where he/she will be able to state his/her point of view.

For a written hearing, the documentation of suspected academic misconduct will be sent to the student requesting him/her to state his/her point of view in writing.

#### **10.4.1.4 Sanctions against academic misconduct and disruptive behaviour during exams**

If the suspected misconduct is confirmed after the matter has been investigated, and if the misconduct has had or will be able to have an influence on the assessment of the student's performance, the institution will expel the student from the exam.

In less serious offences, the student will first receive a warning.

In aggravating circumstances, the institution may suspend the student for a period of time at the institution's discretion. In such cases, the student will receive a written warning that any further instances of misconduct may lead to permanent expulsion.

A period of suspension means that any grades awarded for the exam in question will be annulled, and that the student will have spent an exam attempt.

The student will not be allowed to re-sit the exam and will have to wait until the ordinary exam in that particular module/course is offered again.

The student cannot participate in lectures or exams while being suspended.

## **11. INTERNATIONALISATION**

The international dimension constitutes an integral part of the International Hospitality Management Programme, which clearly reflects a sustained globalization trend.

That is why in order to successfully launch and provide the training in question, it is imperative to allow access to/inherit practice of the best European specialist hospitality education institutions.

The developers of the curriculum in question drew their inspiration for the framework of this programme and its content from the best practice of these hospitality schools.

One of the main objectives for working with internationalisation is to help contribute to the professional development and creative thinking of the students and in general during the tuition.

The internationalisation aspect is embedded in all elements of the curriculum but it gains considerable visibility in the sixth semester, which includes a course in Cultural awareness & Customer relations and a work placement that can be taken abroad.

There exists a list of accredited partner universities offering specialised hospitality degrees. Cooperation with these ensures that the level of the programme in question fully complies with the requirements for a bachelor degree level.

Teaching will reflect international research findings, obtained from various printed resources and knowledge exchange partners by means of guest lecturing. Teacher mobility between partner universities will also help augment the international profile of the programme.

### **11.1 Credit transfer and postgraduate programmes**

The partner agreements may allow the individual graduate who obtained a Bachelor's degree in International Hospitality Management admission to postgraduate programmes with a full credit transfer. Until formal agreements have come into effect, the transfer can be negotiated with the student on an individual basis.

- Tourism – Master's Degree Programme at Aalborg University. A grade average of minimum 7 in order to get admitted and an additional individual assessment interview
- MSc in International Business at University of Southern Denmark
- MSc in Management and Strategy at University of Southern Denmark
- MSc in Marketing, Communication and Globalisation at University of Southern Denmark

The institutions are continually working on credit transfer and postgraduate programme agreements both nationally as well as internationally.

## 12. PARTS OF THE EDUCATIONS WHICH CAN BE TAKEN ABROAD

The Academy supports the student in finding relevant educational offers abroad at foreign educational institutions, which is equivalent to the learning objectives for the semester taken abroad.

The Academy can approve, that elements taken and passed at another institution, equivalent to specific elements of the programme, is approved. As a starting, it is therefore possible to take all semesters abroad.

The second semester (6th semester) containing the elective, customer and guest awareness and strategy are especially designed for going abroad. Furthermore, the work placement can, as a separate element, be taken abroad.

### 12.1 Conditions for taking elements abroad

In connection with taking elements of the education abroad, it is important that the conditions below are met:

1. the elements taken abroad has to be preapproved in writing by the institution before the student goes abroad
2. it is a prerequisite that students taking educational elements at a educational institutional abroad, send a written application to the academy stipulating which elements is going to be taken abroad, the exact curriculum for the elements and which elements of the BA programme corresponds with the elements taken abroad

In connection with going abroad the student are responsible for complying with rules and regulations including regulation stated by Danish Agency for International Education (iu.dk).

In connection with studies or work placement abroad, the international office will support the students. Further regulations, application forms e.g. concerning going abroad can be found on Fronter.

## 13. APPLIED INSTRUCTION AND WORK TYPES

The academy structures the programme in accordance with the national core curriculum and the institutional part.

The Academy is obliged to secure that there are a national merit between each semester, so that students wishing to change to another institution offering the programme, can do this. Students who wishes to change institution, must do this before the following semester starts.

The instruction is amongst other things, concentrated around relevant business practice and applied theory. Business practice is broadly understood as problems and focus areas in service functions in public and private held companies, as well as companies within production with a large amount of incorporated service.

The International hospitality Industry will form the basis for the themes and subjects presented in the instruction/lessons e.g., it is thus important to notice that the core elements imply that students get a broad knowledge within the service industry.

The instruction and learning methods contain, class room teaching, lectures, group work, dialogue teaching, exercises, mentoring, workshops, fieldwork, case work, presentations, seminars, guest lecturers, projects, and internship.

All methods giving the students qualifications and skills within cooperation and innovation, and making students able to work independently.

## 14. GUIDELINES FOR DIFFERENTIATED INSTRUCTION

The teaching is not differentiated, as a starting point, which means that the teaching the all students receive is the same. In the subjects, lectures will thus differentiate in the daily teaching when needed.

## 15. SUPPLEMENTARY RULES ON THE STUDENTS' OBLIGATION TO PARTICIPATE

At the Dania Academy of Higher Education it is a prerequisite for being an active student that: Students participate in the lectures, take all the ordinary tests, exams, compulsory tests and learning activities relevant to each semester.

If students are absent because of illness i.e. for a longer period, they must personally inform the administration office or coordinator.

If a student has too high an absent rate, he or she will be called in for an interview, where the study activity is evaluated. If the attendance does not improve after this, the student will not be regarded as an active student, and relevant authorities will be informed. Ultimately the student may be expelled from the Academy.

The academy must, by law, inform the Immigration Authorities if non-EU students are not active students, and the consequence may be that the residence permit is revoked and the student must leave the country.

### **15.1 Rules for physical attendance - final bachelor exam**

In connection with the final bachelor exam it is not possible to take/participate over Internet/Skype e.g. – students must be physically present at the Academy at the exam. No exemptions will be given.

## **16. REGULATIONS ON LANGUAGE**

In connection with the programme, the main rule is that all compulsory projects, tests and exams is held in the language in which the classes and subjects has been held.

When enrolling at the programme students chose, whether they want to follow the English taught class or the combined taught class, where selected subjects are taught in Danish.

For students enrolling in the class where all subjects are taught in English it is mandatory to take the exams in English.

Students enrolling in the class taught in both English and Danish must take the exams in Danish, if students haven't applied 6 weeks before the exam for taking the exam in English.

Application is to be forwarded to the programme coordinator.

As student, one shall expect that the literature be completely in English. Students are obliged to buy the necessary dictionaries.

## **17. OBLIGATION TO KEEPING INFORMED**

At the Academy the intranet is used as basis for communication with students, furthermore students are obliged to retrieve annual programmes, lesson plans, materials eg. from the intranet.

As a student at the BA programme, one must at all times, make sure to have an updated profile at the intranet, hence all communication with students takes place through the intranet.

Lack of attendance to an exam, handing in, enrolment eg. as a consequence of not retrieving information from the intranet or lack of regular entrance, lies solely on the student. The Academy can in no way be responsible for students not eg. Attending due to lack of check of the intranet on a regularly basis.



## 18. OPERATION DATE

This institutional course description for Dania, Randers is valid from September 1st 2015

Lars Graulund Jespersen

Program manager

## 19. CONTACTS AND ADDRESSES

If you want further information or brochures, you are welcome to use one of the contacts stated below:

### **Administration:**

Programme Manager	Lars Graulund Jespersen	<a href="mailto:lje@eadania.dk">lje@eadania.dk</a>
Programme Coordinator	Camilla Baunvig Elgaard	<a href="mailto:cel@eadania.dk">cel@eadania.dk</a>
Work Placement Coordinator	Lars Jørgensen	<a href="mailto:ljo@eadania.dk">ljo@eadania.dk</a>
Programme Secretary	Dorthe Lenler	<a href="mailto:hm@eadania.dk">hm@eadania.dk</a>

### **Dania Academy of Higher Education**

Minervavej 63

DK-8960 Randers SØ

tel: +45 72 29 10 00

tel: +45 72 29 11 02 (direct number programme secretary Dorthe Lenler)

## Appendix: Description of expected learning outcome for graduates at bachelor level

Qualifications Framework for Lifelong Learning, level 6:

Bachelor level	
Persons who obtain degrees at this level:	
Knowledge	<ul style="list-style-type: none"><li>• Must have knowledge of theory, methodology and practice within a profession or one or more fields of study.</li><li>• Must be able to understand and reflect on theories, methodology and practice.</li></ul>
Skills	<ul style="list-style-type: none"><li>• Must be able to apply the methodologies and tools of one or more fields of study and to apply skills related to work within the field/fields of study or a profession.</li><li>• Must be able to assess theoretical and practical problems and to substantiate and select relevant solutions.</li><li>• Must be able to communicate professional issues and solutions to peers and non-specialists as well as to collaboration partners and users.</li></ul>
Competences	<ul style="list-style-type: none"><li>• Must be able to handle complex and development oriented situations in study or work contexts.</li><li>• Must be able to independently participate in professional and interdisciplinary collaboration with a professional approach.</li><li>• Must be able to identify own learning needs and to organise own learning in different learning environments.</li></ul>

Source: [www.ufm.dk](http://www.ufm.dk)