



Curriculum – Institutional Part  
The Bachelor's Degree Programme of  
Architectural Technology and Construction  
Management and  
The Academy Profession Degree Programme  
in Building Technology

A2018

Valid for students enrolled after 31 August 2018

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This is a translation of 'Studieordning Institutionsdel Bygningskonstruktøruddannelsen og Byggeteknikeruddannelsen E2017'. This translation is intended for information purposes only. In the event of any discrepancy between the translation and the original Danish text, the Danish text shall prevail.

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## 2. The Curriculum

The institution-specific curriculum has been specified and approved by UCN.

The national curriculum establishes the academic framework for the programmes. The institution-specific part of the programmes establishes the rules for the implementation of each programme's national curriculum.

This institution-specific curriculum is valid for both the architectural technology and construction management, and the building technology programmes, as the first three semesters are studied together. After this, building technology students branch off to pursue a separate line of study in the 4th semester.

The national sections of the curricula have been prepared jointly by the institutions that have been approved to offer the programmes. The national section of the curriculum has also been approved by UCN.

The programmes can, when so indicated in this curriculum, make exemptions in the event of exceptional circumstances.

According to practice, 'exceptional circumstances' are characterised as a sudden and unexpected change of conditions that a student is unable to guard themselves against – such as their own sudden and documented illness or that of a member of their immediate family, the death of a member of their immediate family or other matters that concern the individual student – and that are usually not the fault of the student. Furthermore, the concept also comprises the performance of a public duty, e.g. as a lay judge or member of a jury. When determining whether exceptional circumstances exist, UCN will apply this practice.

The curriculum is under the authority of:

- Executive order on the law of Academy Profession Programmes and Professional Bachelor Programmes, LBK no. 986 of 18/08/2017
- Executive order on Professional Bachelor Programme in Architectural Technology and Construction Management, Academy Profession Programme in Construction Technology and Academy Profession Programme in Surveying and Mapping, BEK no. 715 of 07/07/2009
- Executive order on the admission for Academy Profession Programmes and Professional Bachelor Programmes, BEK no. 1495 of 11/12/2017
- Executive order on Examinations on Professionally Oriented Higher Education Programmes, BEK no. 1502 of 28/11/2017
- Executive order on grading scale and assessment at educations within the area of Ministry of Research and Education (The Grading Scala Order), BEK no. 114 of 03/02/2015
- Danish qualification requirements for the Higher Education Programmes

### 3. Overview of the programmes' exams

Sem.	Exams Architectural Technology and Construction Management	ECTS	Internal/ external	Assessment	Sem.	Exams Building Technology	ECTS	Internal/ external	Assessment
1st	Academic aptitude examination	0	Internal	Pass/Fail	1st	Academic aptitude examination	0	Internal	Pass/Fail
1st and 2nd	Housing construction and Construction up to 2½ storeys	60	External	7-point grading scale	1st and 2nd	Housing construction and Construction up to 2½ storeys	60	External	7-point grading scale
3rd	Commercial fabrication and prefabrication	25	Internal	7-point grading scale	3rd	Commercial fabrication and prefabrication	25	Internal	7-point grading scale
	Elective educational component	5	Internal	7-point grading scale		Elective educational component	5	Internal	7-point grading scale
4th and 5th	Multi-storey building up to 3 storeys	20	Internal	7-point grading scale	4th	Internship	15	Internal	7-point grading scale
	Elective educational component	10	Internal	7-point grading scale		AP degree project	15	External	7-point grading scale
	Refurbishment	20	Internal	7-point grading scale					
	Elective educational component	10	Internal	7-point grading scale					
6th	Internship	30	Internal	7-point grading scale					
7th	Elective educational component	10	External	7-point grading scale					
7th	Bachelor's degree project	20	External	7-point grading scale					

Practical information concerning the exams will be available on the school's Canvas learning platform.

## **4. Programme exams**

### **4.1 Academic aptitude examination**

#### **4.1.1 Examination method and procedure**

The examination consists of an internal, individual written exam based on reflections on the start of study.

#### **4.1.2 Contents and formal requirements**

The examination is based on lessons and lectures given as well as activities completed between the start of study and the date of the examination. The exam aims to determine whether the student has in fact begun his/her studies. The student must answer, in writing, a number of questions regarding these completed activities. The examination will take as its starting point the student's knowledge of UCN's foundation for learning, study programme administration as well as student rights and obligations.

#### **4.1.3 Examination schedule**

The academic aptitude examination will take place no later than two months after the start of the study programme.

#### **4.1.4 A resit will take place no later than three months after the start of the study programme.**

Further information on time and place can be found in the syllabus and via announcements on Wiseflow.

#### **4.1.5 Use of aids**

All aids are permitted.

#### **4.1.6 Examination language**

The examination language is English.

#### **4.1.7 ECTS credits**

The exam does not yield any ECTS credits and does not appear on the final diploma.



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#### **4.1.8 Assessment criteria**

A student passes or fails the exam based on an assessment of his/her exam paper, which must correspond to the description in 'Contents and formal requirements' above.

If the student fails the exam, (s)he will have the opportunity to resit the exam no later than a week after the ordinary exam. This means that a student has a total of two attempts to pass the exam.

#### **4.1.9 Failing the exam**

If a student also fails the resit, the student will be de-registered from the study programme in accordance with Ministerial Orders no. 1500 of 2 December 2016, subsection 10(2) (Bekendtgørelse om prøver i erhvervsrettede videregående uddannelser).

#### **4.1.10 Complaints**

The academic aptitude examination is not subject to the complaints regulations. This means that a student cannot lodge complaints about any of the following:

the basis for examination, including exam questions, assignments or similar

the course of an examination; or

the assessment

#### **4.1.11 Exemption**

The study programme may exempt individual students from the deadlines that have been set for passing the academic aptitude examination, on the grounds of illness, maternity or paternity leave, or exceptional circumstances.

### **4.2 1st and 2nd semesters: Housing construction and Construction up to 2½ storeys**

#### **4.2.1 Objectives for learning outcomes**

See the national part of the curriculum for the compulsory educational components "Housing construction" and "Construction up to 2½ storeys".

The learning objectives are described in the national part of the curriculum.

#### **4.2.2 Exam prerequisites, including the obligation to participate**

Participation (physical presence) is compulsory in the "appraisal week" in the 1st semester in order to be able to attend the exam.

If the student has not satisfied the obligation to participate, they will have expended an exam attempt.

The following is considered a valid reason for absence:

- Illness, that can be documented by a medical certificate (issued by a doctor and paid for by the student)
- Public duty or demonstrable student political work

If the absence cannot be documented as being a valid reason, the student must prepare a replacement task, set by the lecturer, corresponding to the absence converted into educational – ECTS points. One educational ECTS point corresponds to 5 pages.

#### **4.2.3 ECTS credits and examination procedure**

##### **Exam credits**

60 ECTS credits.

##### **Exam procedure**

The exam is an external oral group exam based on a written and graphical multidisciplinary project, which provides the basis for the examination and assessment.

A group may have up to 4 members.

The exam is assessed and graded according to the 7-point grading scale. The written, graphical and oral performance is assessed as a whole, leading to a single grade, pursuant to the assessment criteria.

The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform. Each exam concludes with assessment, feedback and grading.

##### **Assessment criteria**

The assessment criteria for the exam are the same as the learning objectives for the compulsory educational component: Housing construction and Construction up to 2½ storeys. Writing and spelling skills will be included in the assessment.

The project work will be assessed according to the following criteria:

- The discipline-specific knowledge, the solutions applied and documentation for their use
- The assignment solution's multidisciplinary context and clarity
- The selected working method and working process
- The oral presentation and argumentation

#### **4.2.4 Use of exam aids**

All exam aids are permitted, except during the oral examination.

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#### 4.2.5 Scheduled time

Please refer to the overview of the exam scheduling in section 3. The exam must be passed before the end of the 2nd academic year in order for the student to be able to continue on the programme.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written group project can be found on UCN's learning platform.

#### 4.3 Third semester: Commercial fabrication and prefabrication

##### 4.3.1 Objectives for learning outcomes

See the national part of the curriculum for the compulsory educational components re. Commercial fabrication and prefabrication.

The learning objectives are described in the national part of the curriculum.

##### 4.3.2 Exam prerequisites, including the obligation to participate

Participation (physical presence) is compulsory in the "innovation week" as well as the "Building site week" in the 3rd semester in order to be able to attend the exam.

If the student has not satisfied the obligation to participate, they will have expended an exam attempt.

The following are considered valid reasons for absence:

- Illness, that can be documented by a medical certificate (issued by a doctor and paid for by the student)
- Public duty or demonstrable student political work

If the absence cannot be documented as being a valid reason, the student must prepare a replacement task, set by the lecturer, corresponding to the absence converted into educational – ECTS points. One educational ECTS point corresponds to 5 pages.

##### 4.3.3 ECTS credits and examination procedure

###### Exam credits

25 ECTS credits.

###### Exam procedure

The exam is an internal oral group exam based on a written and graphical multidisciplinary project, which provides the basis for the examination and assessment.

A group may have up to 5 members.

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The exam is assessed and graded according to the 7-point grading scale. The written, graphical and oral performance is assessed as a whole, leading to a single grade, pursuant to the assessment criteria.

The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform. Each exam concludes with assessment, feedback and grading.

#### **Assessment criteria**

The assessment criteria for the exam are the same as the learning objectives for the compulsory educational component: Commercial fabrication and prefabrication. Writing and spelling skills will be included in the assessment.

The project work will be assessed according to the following criteria:

- The discipline-specific knowledge, the solutions applied and documentation of their use
- The assignment solution's multidisciplinary context and clarity
- The selected working method and working process
- The oral presentation and argumentation

#### **4.3.4 Use of exam aids**

All exam aids are permitted, except during the oral examination.

#### **4.3.5 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

### **4.4 Fourth semester: Apartment building construction > 3 stories**

#### **4.4.1 Objectives for learning outcomes**

See the national section of the curriculum for the compulsory educational components re. Apartment building construction > 3 stories.

The learning objectives are described in the national part of the curriculum.

#### **4.4.2 ECTS credits and examination procedure**

##### **Exam credits**

20 ECTS credits.

##### **Exam procedure**

The exam is an internal oral group exam based on a written and graphical multidisciplinary project, which provides the basis for the examination and assessment.

A group may have up to 6 members.

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The exam is assessed and graded according to the 7-point grading scale. The written, graphical and oral performance is assessed as a whole, leading to a single grade, pursuant to the assessment criteria.

The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform. Each exam concludes with assessment, feedback and grading.

#### **Assessment criteria**

The assessment criteria for the exam are the same as the learning objectives for the compulsory educational component: Apartment building construction > 3 stories. Writing and spelling skills will be included in the assessment.

The project work will be assessed according to the following criteria:

- The discipline-specific knowledge, the solutions applied and documentation of their use
- The assignment solution's multidisciplinary context and clarity
- The selected working method and working process
- The oral presentation and argumentation

#### **4.4.3 Use of exam aids**

All exam aids are permitted, except during the oral examination.

#### **4.4.4 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written group project can be found on UCN's learning platform.

### **4.5 5th semester: Refurbishment**

#### **4.5.1 Objectives for learning outcomes**

See the national section of the curriculum for the compulsory educational components re. Refurbishment.

The learning objectives are described in the national part of the curriculum.

#### **4.5.2 ECTS credits and examination procedure**

##### **Exam credits**

20 ECTS credits.

##### **Exam procedure**

The exam is an internal oral group exam based on a written and graphical multidisciplinary project, which provides the basis for the examination and assessment.

A group may have up to 4 members.

The exam is assessed and graded according to the 7-point grading scale. The written, graphical and oral performance is assessed as a whole, leading to a single grade, pursuant to the assessment criteria.

The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform. Each exam concludes with assessment, feedback and grading.

#### **Assessment criteria**

The assessment criteria for the exam are the same as the learning objectives for the compulsory educational component: Refurbishment. Writing and spelling skills will be included in the assessment.

The project work will be assessed according to the following criteria:

- The discipline-specific knowledge, the solutions applied and documentation of their use
- The assignment solution's multidisciplinary context and clarity
- The selected working method and working process
- The oral presentation and argumentation

#### **4.5.3 Use of exam aids**

All exam aids are permitted, except during the oral examination.

#### **4.5.4 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written group project can be found on UCN's learning platform.

### **4.6 Elective educational components**

The elective educational components comprise a significant part of the overall education in Architectural Technology and Construction management and, as stated in the following section, makes it possible for the student to modify their own educational process towards a desired direction within the chosen fields of knowledge.

The elective educational components span four semesters, with the following ECTS credit distribution:

3rd semester: 5 ECTS credits

4th semester: 10 ECTS credits

5th semester: 10 ECTS credits

7th semester: 10 ECTS credits

The combined elective educational components comprise 35 ECTS credits.

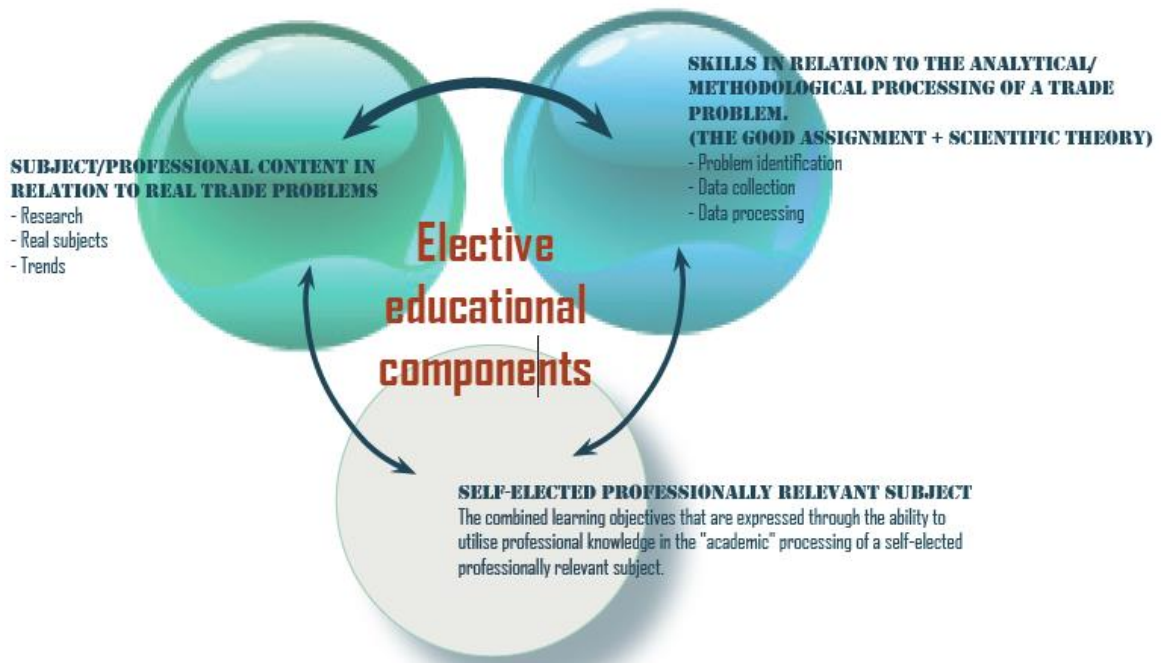
#### **4.7 Purpose of the elective educational components**

The elective educational components give the educational institution the ability to provide/offer disciplinary immersion within professionally relevant topics that lie beyond the compulsory material, and which is often distinct from the other educational institutions. At UCN / in the Architectural Technology and Construction Management Programme we have opted for the elective educational components to be regarded as a way for the student to modify their studies towards a planned disciplinary direction while simultaneously giving him/her the chance to immerse themselves and gain a qualification within the selected professionally relevant fields of knowledge. The aim is that the student, at the end of the elective educational component in the 7th semester, will be able to independently participate in the professional and methodological development of the profession through knowledge that is based on research and development combined with the professional duties of a bachelor of architectural technology and construction management within one or more professionally relevant subjects.

In accordance with the qualifications framework, the student must be capable of identifying their own learning requirements and, in relation to the profession, be able to develop their own knowledge and skills, as well as communicate practice-related and professional problems and solutions to collaborators and users. The elective educational components thus support the student's ability to identify their own learning requirements, obtain the necessary knowledge and process it in writing, and thus pass it on to collaborators.

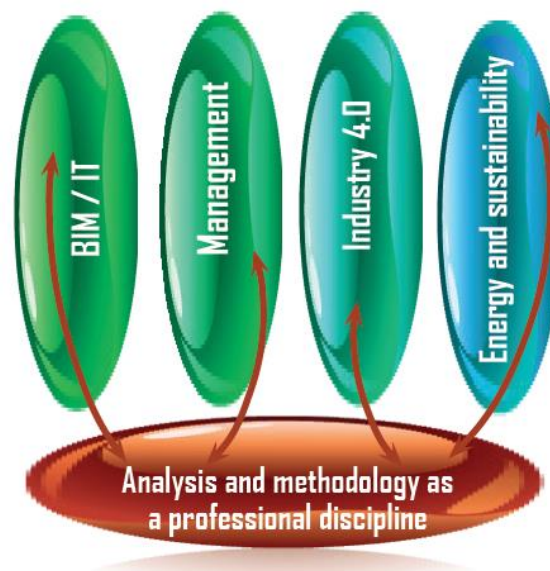
The fact that the student can immerse themselves in the selected professionally relevant subjects must, in accordance with the qualifications framework, contribute to the student showing improvement in the middle ground between knowledge, skills and competencies, where the student, under their own steam/on their own initiative, independently conveys new knowledge and concrete skills into new areas, contexts and settings. It is in that context that the student must be able to communicate, assess, combine and utilise relevant scientific knowledge in the solving of problems within one or more professionally relevant subjects.

This entails that, in the elective educational components, a focus will be made on the development of appropriate work methodologies with regard to analysis and methodology as a professional discipline. The aim is for the students to be capable of utilising analysis and methodology as a professional discipline in relation to working in-depth on a professional problem at a reflective level.



#### 4.8 Structure

In order to create a natural connection between the work methodology and the academic material obtained within the knowledge fields, "analysis and methodology as a professional discipline" is arranged as a continuous process from the 3rd semester up to, and including, the 5th semester (see figure 2)





The fields of knowledge of the 4th and 5th semester give the student the option of choosing between four general themes/"professionally relevant subjects", that are embedded in the study programme's selected focus and action areas in research and development. The knowledge areas to be selected from are, as mentioned previously, the following:

- BIM/IT
- Energy / sustainability / design
- Management
- Industrialisation

#### **4.9 Learning objectives for the elective educational component**

The learning objectives of the elective educational components are described in accordance with the SOLO taxonomy (Structure of the Observed Learning Outcome) and knowledge/skills/competencies follow the concept definition of the European qualifications framework.

The model shown below is used to define concepts and to place the learning objectives in a taxonomic context.

It is the final objective of the elective educational components that the student, within one of the demarcated subjects of the 4 fields of knowledge, and on the basis of the independent problem

Knowledge		Skills		Competencies	
<p><b>Concept definition for Knowledge</b></p> <p>Knowledge indicates:                      - knowledge and understanding of a subject. Knowledge includes the following aspects:</p> <p>What type of knowledge is being referred to: theoretical knowledge or practical knowledge; knowledge pertaining to a profession, a subject field or an occupation.</p> <p>How complex this knowledge is: the level of complexity, as well as in which different and unpredictable situations this knowledge is mastered.</p> <p>Understanding:                      The ability to contextualise ones knowledge. Understanding may, for example, be expressed when one has to explain something to others.</p>	Expanded abstract reflect, contextualise and generalise	<p><b>Concept definition for skills</b></p> <p>Skills indicate what a person can do or accomplish. Skills include the following aspects:</p> <p>What type of skill is being referred to: practical, cognitive, creative or communicative skills.</p> <p>How complex the assignment solution is: what assignment solution the skill is to be used for, and the complexity of this assignment.</p> <p>Communication: what communication is required, the complexity of the message, to which target audiences and which instruments.</p>	Expanded abstract set up hypotheses	<p><b>Concept definition for Competence</b></p> <p>Competencies are about responsibility and independence and indicates the ability to utilise knowledge and skills in a work situation or in a study-related context.</p> <p>Competencies include the following aspects:</p> <p>Scope of action: in what kinds of work or study-related contexts knowledge or skills are brought into play, as well as the degree of unpredictability and changeability of these contexts.</p> <p>Collaboration and responsibility: the ability to take responsibility for one's own work and that of others, as well the complexity of collaborative situations one can take part in.</p> <p>Learning: the ability to take responsibility for one's own learning and that of others.</p>	Expanded abstract Can independently develop new answers and solutions based on a structured approach.
	Relational Compare and relate		Relational explain causes, utilise analyses and contrast		Relational Can act independently in unknown situations on different parts that are integrated into a coherent whole
	Multi-structural Describe		Multi-structural Combine		Multi-structural Can act independently in unknown situations on several relevant aspects
Uni-structural Identify	Uni-structural Carry out simple procedures	Uni-structural Can work in known situations with supervisory guidance on a simple relevant aspect  (fundamental)			

processing on a self-elected subject;

**KNOWLEDGE**

- can reflect on the use of several analytical methods in relation to handling problem-solving tasks within a professional context

- 
- can reflect on the use of qualitative/quantitative data collection methods, including their strengths and weaknesses
  - can reflect, give context and generalise their knowledge regarding the result of a problem-solving study and its structure, derived from a professional/practical problem.

#### SKILLS

- can complete quantitative/qualitative data collection, on the basis of hypothetical assumptions, regarding a professional/practical problem
- can carry out analyses and discussions, on the basis of hypothetical assumptions, on a professional/practical problem

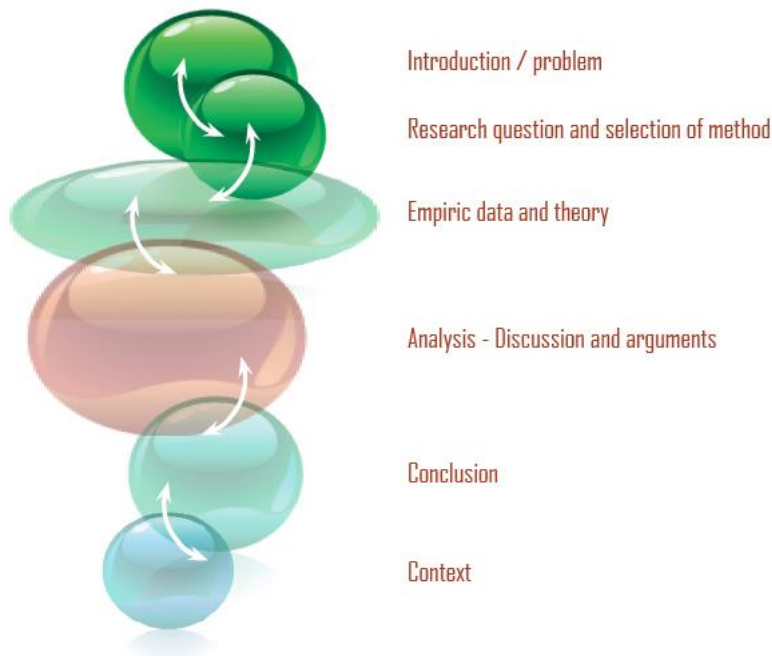
#### COMPETENCIES

- can independently develop complex solution proposals and methods with regard to professionally relevant studies, based on a structured approach
- can independently report and communicate the conclusion of the determined professionally relevant solutions

In extension to the qualification requirement of the Ministerial Order on academy degree programmes and professional bachelor's degree programmes (known as 'LEP-loven'), which states that *"Professional bachelor's degree programmes must give those taught knowledge on – and an understanding of – the practices, applied theories and methods of the subject field at a level that qualifies them to independently analyse and assess problems. The programmes must furthermore provide a foundation for independent reflection on the subject field's connections to development-based knowledge and professional duties"*, the elective educational components will also focus on creating an appropriate study method that supports these.

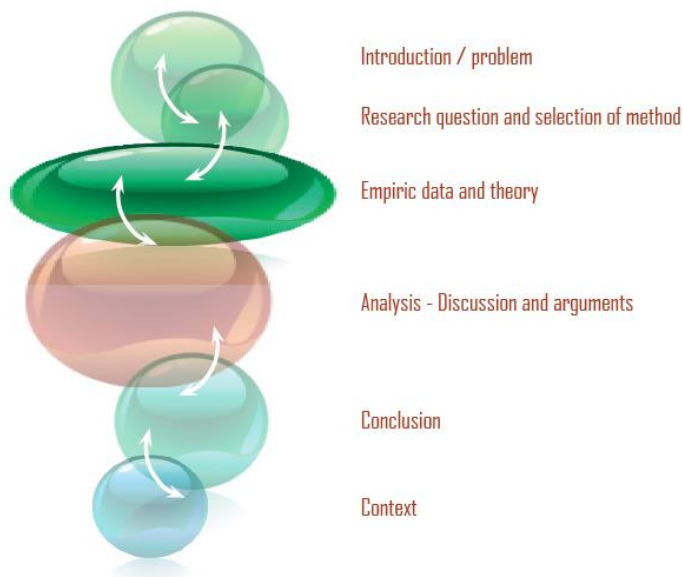
This has the effect that some of the courses will provide instruction in analysis and methodology as a professional discipline, and, for example, that the writing for the elective educational components should be of an "academic" nature (it must contain a statement of the problem, a research question, description of methods, theoretical/empirical processing, analysis, discussion, conclusion).

One way to illustrate the course structure is shown in the figure below.



#### 4.10 3rd semester:

The elective educational component in the 3rd semester, which comprises 5 ECTS credits, must focus on the professional disciplines that help the student work in an analytical and problem-solving way within the subjects of the field of knowledge, with a methodological emphasis on the ability to identify and describe "a problem".



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The learning objective for the elective educational component in the 3rd semester is that the student;

#### KNOWLEDGE

- can identify several methods of analysis with regard to work on problem-solving tasks that relate to professionally focused subjects
- can identify the difference between qualitative and quantitative data collection methods
- can describe their knowledge/reasoning for carrying out a professionally relevant study and its structure

#### SKILLS

- can perform source criticism and assess data quality with regard to professionally focused knowledge
- can carry out simple procedures with regard to the processing and analysis of quantitative and qualitative data
- can collect quantitative/qualitative data in a professionally focused context
- can perform simple analyses of practice-related problems

#### COMPETENCIES

- can work in known situations with supervisory guidance with solution proposals and methods in relation to simple, professionally relevant studies
- can work in known situations with supervisory guidance regarding the reporting and communication of simple professionally relevant studies and conclusions

### **4.11 Basis of valuation for the 3rd semester:**

Based on an explanatory written assignment, the students must document the completion of the learning objectives stated above.

#### **4.11.1 Assessment**

The final assignment of the course is prepared individually or in groups of 4 students at most. The assessment of the student's fulfilment of the learning objectives is based on the combination of the written assignment, an elaborative presentation of selected sub-sets of the assignment, as well as a subsequent oral discussion.

The exam is assessed and graded according to the 7-point grading scale.

#### **4.11.2 Formal requirements of the elective educational components**

The project report must meet the formal requirements, and it must be submitted correctly and in due time.

##### **Non-compliance with *formal requirements***

Non-compliance with formal requirements has the following consequences:

- the written assignment is rejected
- the assignment is not assessed
- the student will have used an exam attempt.

#### **4.11.3 The written assignment**

The assignment must include:

- Statement of the problem
- each group member submits a research question derived from the statement of the problem
- Process description that displays a fundamental understanding of the method, as well as source-critical insight

#### **4.11.4 Submission**

The written assignment must be submitted as shown on the learning platform.

The assignment is submitted in digital form for plagiarism screening.

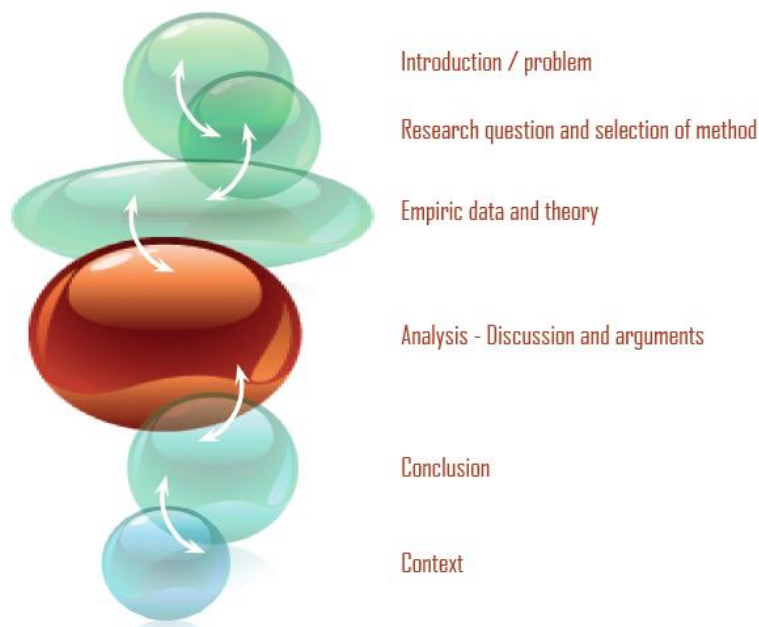
#### **4.11.5 4th semester**

As stated earlier, the thematisation of the fields of knowledge gives the student the option of tuning their education towards a sphere of competence, i.e. a degree of specialisation within the profession. The individual field of knowledge in the 4th semester comprises 10 of the semester's ECTS credits.

Students can choose between the following:

- BIM/IT
- Energy and sustainability
- Management
- Industrialisation

In the 4th semester the goal is that the students, based on a self-elected subject within the chosen field of knowledge, and with methodological emphasis placed on data collection



#### KNOWLEDGE

- can describe various methods of analysis connected to problem-based activities regarding profession-focused assignments
- can describe qualitative and quantitative data collection methods, including their strengths and weaknesses
- can relate problem-based studies and their structures to relevant profession-focused activities
- can compare and relate problem-based studies and their structures in relation to profession-focused assignments

#### SKILLS

- can combine collected quantitative and qualitative data
- can combine source-critical assessments of data with the professional context

- 
- can process and analyse quantitative/qualitative data
  - can complete analyses of simple practice-related problems
  - can explain and utilise quantitative and qualitative data collection methods in connection with the processing of simple professional and practice-related problems

#### COMPETENCIES

- can, in unknown situations, contribute solution proposals and methods in connection with several relevant professionally-focused studies
- can, in unknown situations, independently report and communicate several relevant professionally relevant studies and conclusions.

## 4.12 Basis of valuation for the 4th semester

The students must, based on a problem-solving written assignment, document the completion of the learning objectives stated above.

### 4.12.1 Assessment

The final assignment of the course is prepared individually or in groups of 4 students at most. The assessment of the student's fulfilment of the learning objectives is based on the combination of the written assignment, an elaborative presentation of selected sub-sets of the assignment, as well as a subsequent oral discussion.

The exam is assessed and graded according to the 7-point grading scale.

### 4.12.2 Formal requirements

The project report must meet the formal requirements, and it must be submitted correctly and in due time.

#### **Non-compliance with *formal requirements***

Non-compliance with formal requirements has the following consequences:

- the written assignment is rejected
- the assignment is not assessed
- the student will have used an exam attempt.



#### **4.12.3 The written assignment**

The report must include:

- Statement of the problem
- Explanation of a construction-related problem and presentation of the arguments for its relevance.
- Statement of reasons for the restriction of scope into a research question.
- Description and reasoned choice of empirical data, theory and method for answering the research question.
- Description of literature search.
- The selected empirical data and theory are discussed and analysed in relation to the research question of the report.
- Conclusion/context with regard to the research question
- Reference list / Bibliography including all sources used in the report
- Appendices that are key to the report. Appendices are not assessed, and it must be possible to read and understand the report without appendices.

#### **4.12.4 Submission**

The written assignment must be submitted as shown on the learning platform.

The report is submitted in digital form for plagiarism screening.

#### **4.13 5th semester**

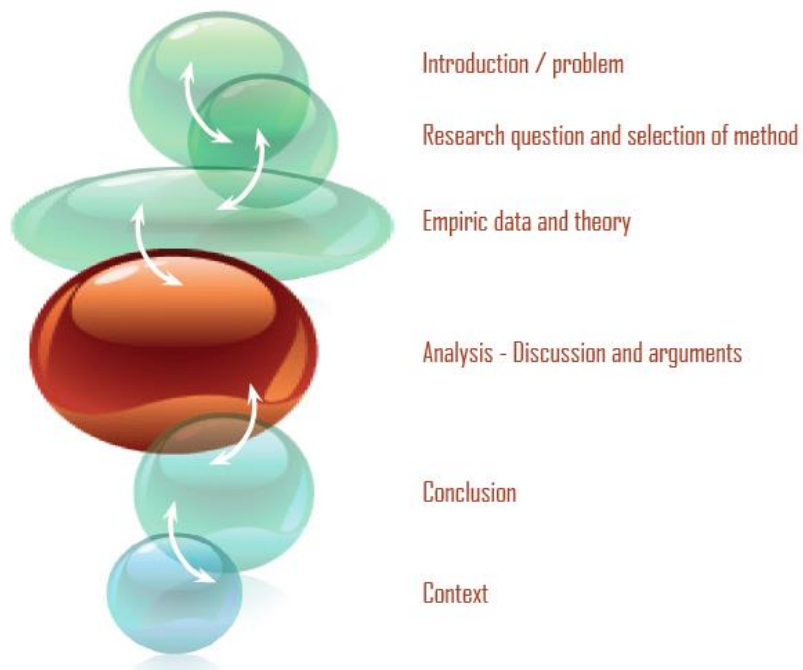
As stated earlier, the thematisation of the fields of knowledge gives the student the option of tuning their education towards a sphere of competence, i.e. a degree of specialisation within the profession. The individual field of knowledge in the 5th semester comprises 10 of the semester's ECTS credits.

One can choose between the following:

- BIM/IT
- Energy and sustainability

- Management
- Industrialisation

In the 5th semester the goal is that the students, based on a self-elected subject within the chosen field of knowledge, and with methodological emphasis placed on data processing



#### KNOWLEDGE

- can compare and relate methods of analysis connected to problem-based activities regarding profession-focused assignments
- can compare qualitative and quantitative data collection methods, including their strengths and weaknesses

#### SKILLS

- can explain, utilise and analyse source-critical assessments of data in relation to the professional context
- can explain, analyse and utilise quantitative and qualitative data in relation to the professional context
- can explain and complete analyses of practice-related problems

#### COMPETENCIES

- 
- can, on the basis of studies, independently develop solution proposals and methods in relation to an integrated and systemic professional context
  - can independently report and communicate professionally relevant studies and conclusions

#### **4.14 Basis of valuation for the 5th semester:**

The students must, based on a problem-solving written assignment, document the completion of the learning objectives stated above.

##### **4.14.1 Assessment**

The final assignment of the course is prepared individually or in groups of 4 students at most. The assessment of the student's fulfilment of the learning objectives is based on the combination of the written assignment, an elaborative presentation of selected sub-sets of the assignment, as well as a subsequent oral discussion.

The exam is assessed and graded according to the 7-point grading scale.

##### **4.14.2 Formal requirements of the elective educational components**

The project report must meet the formal requirements, and it must be submitted correctly and in due time.

##### **Non-compliance with *formal requirements***

Non-compliance with formal requirements has the following consequences:

- the written assignment is rejected
- the assignment is not assessed
- the student will have used an exam attempt.

##### **4.14.3 The written assignment**

The report must include:

- Statement of the problem

- 
- Explanation of a construction-related problem and presentation of the arguments for its relevance
  - Justified limitation of the scope to form the research question
  - Description and reasoned choice of empirical data, theory and method for answering the research question
  - Description of literature search
  - The selected empirical data and theory are discussed and analysed in relation to the research question of the report
  - Conclusion/context with regards to the research question
  - Reference list / Bibliography including all sources used in the report
  - Appendices that are key to the report. Appendices are not assessed, and it must be possible to read and understand the report without appendices.

#### **4.14.4 Submission**

The written assignment must be submitted as shown on the learning platform.

The report is submitted in digital form for plagiarism screening.

#### **4.15 7th semester**

As stated earlier, the thematisation of the fields of knowledge gives the student the option of tuning their education towards a sphere of competence, i.e. a degree of specialisation within the profession. The individual field of knowledge in the 7th semester comprises 10 of the semester's ECTS credits.

Students can choose between the following:

- BIM/IT
- Energy and sustainability
- Management
- Industrialisation

In the 7th semester the aim is that the students, based on a self-elected subject within the chosen field of knowledge

#### **KNOWLEDGE**

- 
- can reflect on the use of several analytical methods in relation to the handling of problem-solving tasks within a professional context
  - can reflect on the use of qualitative/quantitative data collection methods, including their strengths and weaknesses
  - can reflect, give context and generalise their knowledge on the result of a problem-solving study and its structure, derived from a professional/practical problem.

#### SKILLS

- can complete quantitative/qualitative data collection, on the basis of hypothetical assumptions, regarding a professional/practical problem
- can carry out analyses and discussions, on the basis of hypothetical assumptions, on a professional/practical problem

#### COMPETENCIES

- can independently develop complex solution proposals and methods with regards to professionally relevant studies, based on a structured approach
- can independently report and communicate the conclusion of the determined professionally relevant solutions

### **4.16 Basis of valuation for the 7th semester:**

The students must, based on a problem-solving written report, document the completion of the learning objectives stated above.

#### **4.16.1 Assessment**

The course's final report is prepared individually. The assessment of the student's fulfilment of the learning objectives is solely based on the written report.

The exam is assessed and graded according to the 7-point grading scale.

#### **4.16.2 Formal requirements of the elective educational components**

The project report must meet the formal requirements, and it must be submitted correctly and in due time.

### **Non-compliance with *formal requirements***

Non-compliance with formal requirements has the following consequences:

- the written assignment is rejected
- the assignment is not assessed
- the student will have used an exam attempt.

#### **4.16.3 The written assignment**

The report must include:

- Statement of the problem
- Explanation of a construction-related problem and presentation of the arguments for its relevance
- Justified limitation of the scope to form the research question
- Description and reasoned choice of empirical data, theory and method for answering the research question
- Description of literature search
- The selected empirical data and theory are discussed and analysed in relation to the research question of the report
- Conclusion/context with regards to the research question
- Reference list / Bibliography including all sources used in the report
- Appendices that are key to the report. Appendices are not assessed, and it must be possible to read and understand the report without appendices.

The scope of the written assignment differs in the individual semesters and is specified in the catalogue of elective educational components. Please see the institution's regulations on written assignments.

#### **4.16.4 Submission**

The written assignment must be submitted as shown on the learning platform.

The report is submitted in digital form for plagiarism screening.

## **4.17 6th semester: Internship**

### **4.17.1 Objectives for learning outcomes**

The learning objectives are described in the national part of the curriculum.

Based on the internship's learning objectives (see the national part of the curriculum), the student and the supervisor/contact person will collaborate on setting specific objectives for the student's internship.

These objectives will then guide how the student's work during the internship should be planned.

The compulsory internship during the Architectural Technology and Construction Management Programme is scheduled for the programme's 6th semester and amounts to 30 ECTS credits. The student can complete his/her internship in one or more companies within the professional field, and the choice of internship host may help in giving the individual student a more clearly defined profile. During the internship, students will work on problems that are relevant to the profession and lie within the core areas of the study programme while achieving knowledge of relevant job functions. The internship is scheduled at the end of the study programme to make it possible for the student to apply his/her acquired skills in practice and thus give the student knowledge and understanding of practical aspects and applied methods, processes and work-related functions in a company.

The internship can be done abroad.

The internship hosts must be approved by the educational institution, and an internship coordinator and internship supervisor will be designated to monitor the student. Collaboration will take place between the internship coordinator/supervisor, the internship host and the student, with regards to following up on concrete objectives and problems that the student has defined in collaboration with the internship supervisor and the internship host. This will subsequently be normative for the organisation of the student's work during the internship and be included in the assessment at the final exam (see the section on assessment criteria).

The internship should be considered similar to a full-time job with the same requirements in terms of number of working hours, effort, commitment and flexibility that constructing architect graduates can expect to meet in their first job.

### **4.17.2 Exam prerequisites, including the obligation to participate**

#### **Students must meet the following requirements in order to sit the exam:**

The requirements of the Internship Portal must be met, e.g. filling in the internship contract, learning objectives, log book, etc.

The written report, which makes up the basis of the assessment and the exam, must meet the formal requirements (see below) and it must have been submitted on time, as per the exam plan on the Canvas learning platform.

Non-fulfilment of a single one or more exam prerequisites means that the student cannot sit the exam and that one exam attempt will have been expended.

#### **4.17.3 Formal requirements for written material (if relevant)**

The report must include:

- Cover page with title
- Title page
- Table of contents
- Learning objectives defined in the Internship Portal
- Reflections on the learning objectives
- Discussion of positive and negative experiences from the internship
- Conclusion on the achievement of the learning objectives
- Appendices (includes only appendices that are key to the report).

The length of the project must be between a minimum of 10 standard pages and a maximum of 20 standard pages. One standard page is 2,400 characters, including spaces and footnotes. The cover page, table of contents, reference list and appendices do not count towards the limit.

Non-fulfilment of a single or more of the formal requirements will mean that the assignment will be rejected. If the assignment is rejected, no assessment will be provided, and the student will have expended an exam attempt.

#### **4.17.4 ECTS credits and examination procedure**

##### **Exam credits**

30 ECTS credits.

##### **Exam procedure**

The exam is an internally-assessed oral exam based on a written internship report, which includes a procedural part, a theoretical part and reflection.

The assessment is based on the 7-point grading scale. The written and oral performances are assessed as a whole, leading to a single grade.

#### **4.17.5 Use of exam aids**

All exam aids are permitted, except during the oral examination.

#### **4.17.6 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written internship report can be found on UCN's learning platform.



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## 4.18 4th semester, branching off: Internship

### 4.18.1 Objectives for learning outcomes

The learning objectives are described in the national section of the curriculum.

Based on the internship's learning objectives (see the national part of the curriculum), the student and the supervisor/contact person will collaborate on setting specific objectives for the student's internship.

These objectives will then guide how the student's work during the internship should be planned.

The compulsory internship of the Building Technology programme is scheduled for the programme's 4th semester branch-off and amounts to 15 ECTS credits. The student can complete his/her internship in one or more companies within the professional field, and the choice of internship host may help in giving the individual student a more clearly defined profile. During the internship, students will work on problems that are relevant to the profession and lie within the core areas of the study programme while achieving knowledge of relevant job functions.

The internship is scheduled at the end of the study programme to make it possible for the student to apply his/her acquired skills in practice and thus give the student knowledge and understanding of practical aspects and applied methods, processes and work-related functions in a company.

The internship can be done abroad.

The internship hosts must be approved by the educational institution, and an internship coordinator and internship supervisor will be designated to monitor the student. Collaboration will take place between the internship coordinator/supervisor, the internship host and the student, with regards to following up on concrete objectives and problems that the student has defined in collaboration with the internship supervisor and the internship host. This will subsequently be normative for the organisation of the student's work during the internship and be included in the assessment at the final exam (see the section on assessment criteria).

The internship should be considered similar to a full-time job with the same requirements in terms of number of working hours, effort, commitment and flexibility that building technology graduates can expect to meet in their first job.

### 4.18.2 Exam prerequisites, including the obligation to participate

The guideline directives for the completion of the internship can be read in the guidelines for the internship, which are available on UCN's learning platform.

#### **Students must meet the following requirements in order to sit the exam:**

The requirements of the Internship Portal must be met, e.g. filling in the internship contract, learning objectives, log book, etc.

The written report, which makes up the basis of the assessment and the exam, must meet the formal requirements, and must have been submitted on time, as per the exam plan on UCN's learning

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platform. Non-performance of a single or more exam prerequisites means that the student cannot sit the exam and that one exam attempt will have been expended.

#### **4.18.3 ECTS credits and examination procedure**

##### **Exam credits**

15 ECTS credits.

##### **Exam procedure**

The exam is an internally-assessed oral exam based on a written internship report, which includes a procedural part, a theoretical part and reflection.

The assessment is based on the 7-point grading scale. The written and oral performances are assessed as a whole, leading to a single grade.

#### **4.18.4 Use of exam aids**

All exam aids are permitted, except during the oral examination.

#### **4.18.5 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written internship report can be found on UCN's learning platform.

### **4.19 7th semester: Bachelor's degree project**

#### **4.19.1 Learning outcome objectives for the bachelor's degree project**

For a description of the bachelor's degree project requirements, please see the national part of the curriculum for the Architectural Technology and Construction Management Programme.

The learning objectives are described in the national part of the curriculum.

#### **4.19.2 Exam prerequisites**

All preceding exams must have been passed to be able to sit the exam in the 7th semester.

#### **4.19.3 ECTS credits and examination procedure**

##### **Exam credits**

20 ECTS credits.

##### **Exam procedure**

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The bachelor's degree project must document the student's understanding of and ability to reflect on the profession's practices and use of theories and methods in relation to a practice-related problem. The problem statement, which must be central to the education and the profession must be formulated by the student, possibly in collaboration with a private or public company. The educational institution must approve the problem statement.

The bachelor's degree project can be prepared individually or in groups of up to 3 participants and must be prepared on the basis of a practice-related problem statement approved by the study programme. The student selects and formulates the problem statement himself/herself and, on this basis, carries out the learning tasks so that the student can document his/her ability to reflect on the profession's practice and application of theory and methods.

The bachelor project is examined as a group test, with individual external assessment with defence, and will be carried out on the basis of the prepared material, which will either be attached to boards or presented electronically.

The exam is assessed and graded according to the 7-point grading scale.

The written, graphical and oral performances are assessed as a whole, leading to a single grade. The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform. Each exam concludes with assessment, feedback and grading.

#### **Assessment criteria**

The assessment criteria for the exam are in accordance with the Ministerial Order on business academy programmes and professional bachelor programmes, BEK 1521 of 16 December 2013. *The student must document his/her understanding of and ability to reflect on the profession's practices and use of theories and methods in relation to a practice-related problem. The problem statement, which must be central to the education and the profession must be formulated by the student, possibly in collaboration with a private or public company. The educational institution must approve the problem statement.*

#### **4.19.4 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional circumstances. Further information on times and places and submission of the written project can be found on UCN's learning platform.

## **4.20 4th semester, branching off: final degree project**

### **4.20.1 Learning outcome objectives for the final degree project**

For a description of the 4th semester branch-off final degree project requirements, please refer to the national part of the curriculum for the Building Technology programme.

The learning objectives are described in the national part of the curriculum.

### **4.20.2 Exam prerequisites**

All preceding exams must have been passed for the student to be able to sit the examination of the final degree project in the 4th semester branch-off.

### **4.20.3 ECTS credits and examination procedure**

#### **Exam credits**

15 ECTS credits.

#### **Exam procedure**

The final degree project must document the student's understanding of and ability to reflect on the profession's practices and use of theories and methods in relation to a practice-related problem. The problem statement, which must be central to the education and the profession must be formulated by the student, possibly in collaboration with a private or public company. The educational institution must approve the problem statement.

The final degree project can be prepared individually or in groups of up to 3 participants and must be prepared on the basis of a practice-related problem statement approved by the study programme. The student selects and formulates the problem statement himself/herself and, on this basis, carries out the learning tasks so that the student can document his/her ability to reflect on the profession's practice and application of theory and methods.

The final degree project is an individual external exam with defence, and will be carried out on the basis of the prepared material, which will either be attached to boards or presented electronically.

The exam is assessed and graded according to the 7-point grading scale.

The written, graphical and oral performances are assessed as a whole, leading to a single grade.

The exam is organised as a combination of presentation and defence. The distribution can be seen in the exam folder on UCN's learning platform.

### **4.20.4 Scheduled time**

Please refer to the overview of the exam scheduling in section 3.

The study programme may exempt individual students from the deadlines that have been set for passing the exam if the grounds for exemption are illness, maternity or paternity leave, or exceptional

circumstances. Further information on times and places and submission of the written project can be found on UCN's learning platform.

## 5. Educational components that are studied abroad

The University College of Northern Denmark has exchange agreements with a number of educational institutions and universities outside Denmark. It is possible to study abroad in an exchange programme for up to 6 months during the study programme. It is also possible to do one's internship abroad. In this case, the undertaking that hosts the student must comply with a series of learning objectives jointly stipulated by the student and the University College of Northern Denmark.

Each of the educational components of the study programme may take place abroad if students apply for and are granted pre-approval of credit transfer by the study programme.

In cases of pre-approved credit transfer, students are under a duty to document completion of the pre-approved educational components, upon completion of the study-abroad period. When applying for pre-approval, the student must consent to allow the educational institution to collect any information required upon the student's completion of the study-abroad period.

For the final approval of pre-approved credit transfer, the educational component is considered completed if it is passed in accordance with the regulations applying to the study programme.

## 6. Teaching methods applied

The approach to learning at UCN is *Reflective Practice-based Learning*.<sup>1</sup> Reflective means that, through his/her studies, the student is motivated to develop personal and academic competencies, such as the ability to reflect on and assess his/her own learning outcomes.

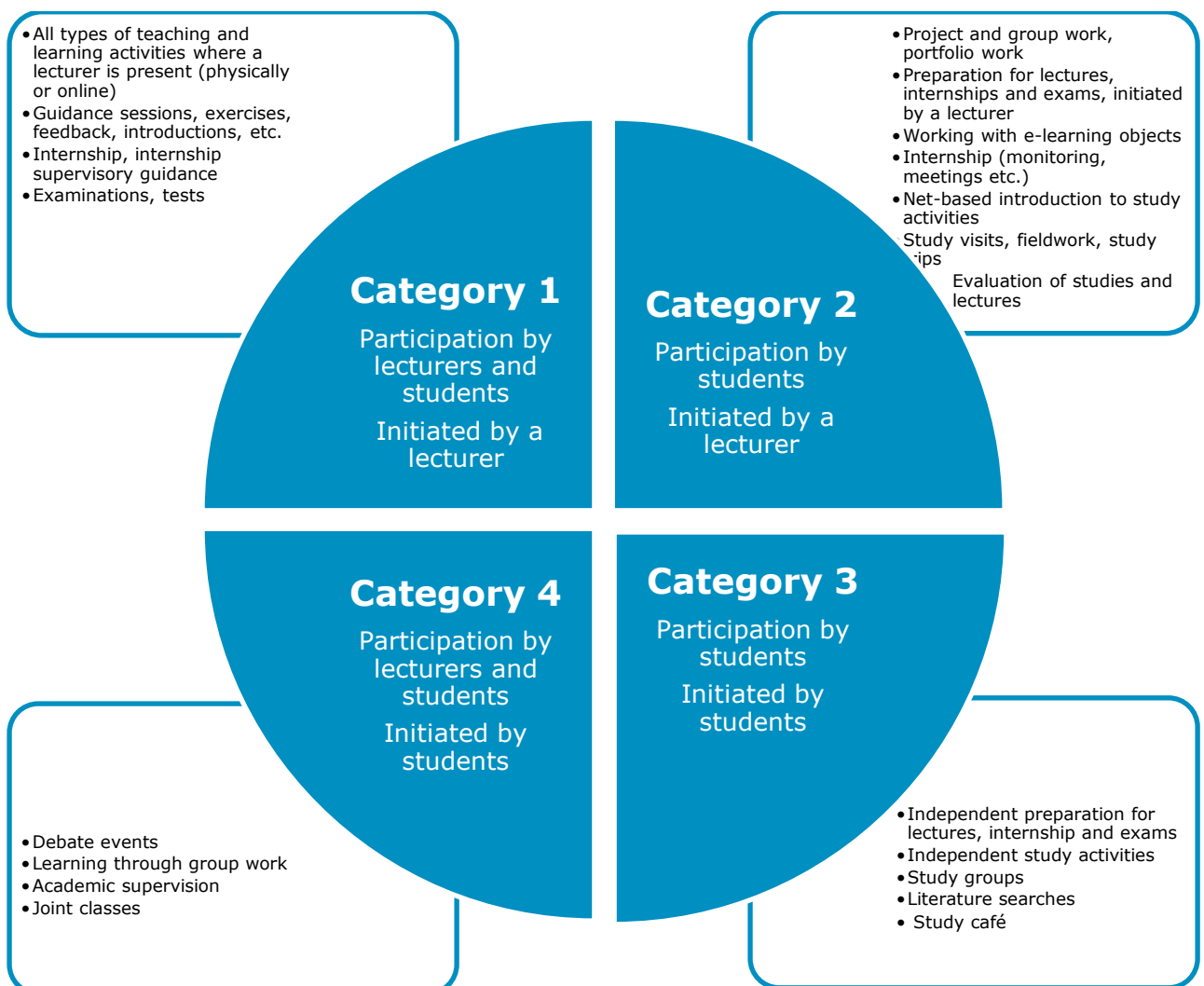
Through systematic feedback processes, studies and assessment of the profession/occupation's past knowledge and practice, the student, through their studies, will qualify themselves as being independent, innovative and problem-solving in their work as an employee in the relevant job functions. In so doing, the education will enable the student to become strongly rooted in the profession/occupation, which is the aim of the study programme.

Learning is not simply the transfer of knowledge from lecturer to student, however. The point of departure for the Architectural Technology and Construction Management programme is that the learning process takes place in the student and in relation to fellow students and lecturers. The point of departure of the Architectural Technology and Construction Management programme as regards learning is also that students learn in different ways. Therefore, the study programme is organised on the basis of different educational methods. The Study Activity Model shows the various study activities that are brought into play to help students achieve the programme's learning objectives. But it is important to emphasise that each student must take ownership of his/her own educational processes.

The study activity model for the Architectural Technology and Construction Management programme is found on [www.ucn.dk](http://www.ucn.dk), and each semester, the syllabus specifies which study activities, in relation to the study activity model, will be worked on during the semester in question.

The student must, in conformity with the ministry of higher education and science, achieve '30 ECTS of learning' per semester. One ECTS point comprises 27 working hours for the student. Therefore, for the syllabus, features an overview of the anticipated workload for the various course units/study activities.

### 6.1 The Study Activity Model



Consequently, the Architectural Technology and Construction Management programme uses a wide range of teaching methods that in combination are intended to support the above and promote the achievement of the learning objectives described in this curriculum, and through the study programme there is a clear progression in the learning methods so that the learning methods move

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from being knowledge-oriented and teacher-controlled learning to problem-oriented and participant-controlled learning.

It is also true of the learning and teaching that they are based in relevant occupational practice and link together practice and theory: Practice-based Learning. Problems from many areas within the construction sector are involved.

The teaching can be organised so that foreign languages are included in the form of teaching materials and in the lessons. In addition, instruction will support the development of the student's ICT competencies.

## **7. Credit transfer**

Passed elective educational components are equivalent to the corresponding educational components offered by other Danish providers of this study programme and they are also equivalent to educational components of other study programmes.

Credit assessments will take place in several contexts

### **7.1 Credit transfer assessment (compulsory credit transfer) related to applications for admission/enrolment on a study programme**

When a student has met his/her duty to disclose information about passed educational components from another Danish or foreign higher education programme and about his/her work experience, which may be assumed to be worth transfer credit, the study programme will decide whether to grant transfer credit in each individual case or according to the below-mentioned provisions of the curriculum for passed educational components and work experience that can be equalled to course units, elements of a study programme and parts of an internship. The decision to award transfer credit is based on an academic assessment.

### **7.2 Credit transfer assessment on the grounds of an application for admission/enrolment in which the student has not met his/her duty to disclose information about prior education and work experience**

Twice a year (in July and January respectively in the context of the start of studies), applications, which students have submitted in the event that their duty to disclose information about prior education and work experience was not met as part of admission/enrolment, are assessed to determine whether credit transfer should be granted.

This can mean that the student will have to wait longer than anticipated to receive a decision concerning credit transfer.

It is therefore the student himself/herself who runs the risk of a decision concerning credit transfer not being made before the exam concerned.

- IF the student does not sit the exam, and UCN subsequently decides NOT to grant the student transfer credit, the student will have used one exam attempt. Naturally, UCN must loyally inform the student of that risk.
- IF the student decides to sit the exam before UCN has made a credit transfer decision, and if UCN would have granted credit, then transfer credit will NOT be awarded as the student had decided to sit the exam. In this instance, the grade from the 'new' exam will be applicable
  - irrespective of whether the 'old' exam grade — which might have been worth transfer credit if the student had applied for it in due time — is higher than the 'new' grade'
  - regardless of whether or not the student passed the new exam.

Once the student has decided to sit an exam, this will exclude the possibility of awarding transfer credit according to the application, even in cases where transfer credit would have been awarded.

In other words, Once the student has decided to sit an exam, the student cannot receive transfer credit for the same exam afterwards.

### **7.3 Pre-approval of credit transfer and final credit transfer**

Before a student travels to a different institution in Denmark or abroad with the intent to obtain credit for an educational component from this curriculum, the student must submit an application for prior approval of credit.

Pre-approval of credit transfer is done by UCN.

When the student has successfully completed the component requested, and once the application for final transfer credit has been received with the appropriate documentation, final transfer credit will be granted.

For further application of the rules, see UCN's current examination regulations.

## **8. Obligation to participate**

For the learning and teaching methods of the study programme to work as intended, participation is compulsory, which includes compulsory submission or presentation of assignments and projects.

The obligation to participate may also be a prerequisite for the programme's exams. Also, attendance may be compulsory for some educational components. This will be specified in the syllabuses.

The description of each exam states whether compulsory participation and possibly compulsory attendance are an examination prerequisite.



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## 9. Criteria for the assessment of the study activity

Enrolment on the study programme will be terminated for students who have not passed at least one exam over a continuous period of at least one year (non-compliance with study activity requirements).

Periods during which a student has not been actively studying due to leave of absence<sup>2</sup>, maternity or paternity leave, adoption of a child, verified illness or military service do not count as non-compliance with study activity requirements. On request, the student must provide documentation of such matters.

The study programme may grant an exemption from these provisions in exceptional circumstances. An exemption application should be submitted to the programme director.

The rules about the exams that the student must have participated in before the end of the second semester and passed before the end of the fourth semester according to the Exam Order (Ministerial Order No. 1500 of 2 December 2016 on examinations in profession-oriented higher education programmes), and the deadlines for completion of the education (pursuant to the ministerial order for the study programme), remain in force regardless of the stipulations in this Curriculum.

## 10. Language

### **Danish line:**

Most of the study programme's teaching materials are in Danish and some of the lessons are taught in English.

Students are not required to have any knowledge of foreign languages other than that stated in Ministerial Order no. 223 of 11 March 2014 on admission to academy profession degree programmes and professional bachelor's degree programmes (the Admission Order).

### **International line:**

Most of the teaching materials are in English and the lessons are taught in English.

Students are not required to have any knowledge of foreign languages other than that stated in Ministerial Order No. 223 of 11 March 2014 on admission to academy profession degree programmes and professional bachelor's degree programmes (the Admission Order).

## 11. Examination language

### **Danish line:**

Examinations will be conducted in Danish, with selected parts in English in some semesters. See the individual educational elements.

2. Refer to UCN's guidance on absence of leave

**International line:**

Examinations will be conducted in English.

## **12. Withdrawal from exams**

The rules for exam withdrawal can be found on UCN.dk under the Examination Regulations for UCN's Undergraduate Programmes.

## **13. Resit and illness resit exams**

The rules for completing resit and illness resit exams can be found on UCN.dk under the Examination Regulations for UCN's Undergraduate Programmes.

## **14. Study aids**

Any rules on the restricted use of study aids will be described under each examination.

## **15. Special exam arrangements**

Students may apply for special exam arrangements if a physical or mental impairment qualifies them to do so. The application should be submitted to the study programme not later than four weeks before the exam is to be held. The application deadline may be waived in cases of sudden health-related problems. The following should be enclosed with the application: a medical certificate; a statement from e.g. a speech, hearing, dyslexia or blind institute or other evidence of the student's condition or relevant specific disability or impairment.

Applications for permission to bring other study aids must be submitted to the programme not later than four weeks before the exam is to be held.

## **16. Academic misconduct at exams**

When submitting a written exam answer paper, an examinee must confirm by signature that the paper was written without undue help.

### **16.1 Use of one's own work and the work of others – plagiarism**

The rules on the use of one's own work and the work of others – plagiarism can be found on UCN.dk under the Examination Regulations for UCN's Undergraduate Programmes.

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## **16.2 Disciplinary actions in events of academic misconduct and disruptive behaviour during examinations**

The rules concerning disciplinary actions in events of academic misconduct and disruptive behaviour during examinations can be found at UCN.dk under the Examination Regulations for UCN's Undergraduate Programmes.

## **17. Complaints about exams and appeals of decisions**

See the Examination Regulations for UCN's Undergraduate Programmes which can be found on the internet.

## **18. Exemption**

The educational institution may grant an exemption from those rules in this national part of the curriculum that were laid down solely by the educational institutions, when such exemption is substantiated by exceptional circumstances. The educational institutions co-operate on a uniform exemption practice.

## **19. Effective date and transition provisions**

### **19.1 Effective date**

This institution-specific section of the curriculum comes into force on 31 August 2018 and affects students that enrolled after the 31 August 2018.

### **19.2 Transition provisions**

Students enrolled before 31 August 2018 will follow the national section of the curriculum from the Autumn 2016, and the institution-specific part of the curriculum from autumn 2017.

The study programme will be provided to the students cited pursuant to these curricula (national and institution-specific) until 1 September 2020, but such that exams which were begun before this date will be carried out pursuant to these curricula.

On 1 September 2020, students enrolled prior to 29 August 2016 will be transferred to the curricula (national and institution-specific), that are in force at the time, while credit will be transferred for completed educational elements to the extent it is seen as academically possible.