

Curriculum for the Bachelor's Degree Programme in Energy Management

2015

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Please note: This document was translated for information purposes only. The study programme is not taught in English.

1.1 Ministerial order

This curriculum comprises the national and the institutional sections of the curriculum for the Bachelor's Degree Top-up Programme in Energy Management. Ministerial Order no. 315 of 26 March 2015 on the Bachelor's Degree Programme in Energy Management.

Link to The Ministerial Order (in Danish): www.retsinfo.dk.

1.2 Taxonomy

The descriptions of learning outcomes are written according to the SOLO taxonomy (*Structure of the Observed Learning Outcome*). This taxonomy has been chosen as it is found to be more easily applicable in respect of technical components, and as it contributes to making the learning outcomes more measurable.

1.3 Numbering

The learning outcomes are numbered according to the below system. The first letter indicates the core area:

Energy <u>a</u> nalysis	= A
Energy <u>o</u> ptimisation	= O
Energy <u>m</u> anagement	= M

The second letter indicates the learning outcome type:

Knowledge	= K
Skills	= S
Competences	= C

The numeric value is a sequential numbering within the learning outcome type of each core area.

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

2. Programme core areas and ECTS credits

The study programme covers the following core areas of study:

1. Energy management (15 ECTS)
2. Energy optimisation (15 ECTS)
3. Energy analysis (15 CTS)

A total of 45 ECTS credits

2.1 The Energy management core area

Contents

The objective of the Energy management core area is to qualify the students to develop knowledge, skills and competences within the organisation and administration part of energy management, including energy policy, legislation, energy management and management strategies.

The students will get thorough knowledge of the administrative connections at political as well as operational level, including introduction to relevant certifications and subsidy schemes. The students will also be working with management and leadership in practice, including resource management, quality assurance, personnel management and work environment considerations. Focus will be on how to implement and integrate energy goals and strategies in the organisation and in the day-to-day operations.

ECTS credits

15 ECTS

Learning outcomes

Knowledge

The students should be able to:

- MK1: Understand and reflect on the background for the organisational structures and construction of companies as well as the importance of this for energy management
- MK2: Account for relevant management forms and methods, including project management and group behaviour in the organisation
- MK3: Account for theories and practice for organisational change processes and procedures in connection with implementation of new initiatives
- MK4: Account for the significance of energy strategies to the institution/company, including energy consumption, branding, competitiveness, etc.
- MK5: Understand economic concepts as well as reflect on principles and methods for registration of energy-management initiatives
- MK6: Describe relevant standards within energy management
- MK7: Understand and reflect on the principles of Lean & Green and the connection with Lean
- MK8: Account for theory and practice concerning ISO 50001
- MK9: Understand basic principles behind energy prices and energy trade
- MK10: Understand basic principles behind climate changes and CO2 accounts
- MK11: Account for relevant occupational health and safety regulations, including OHSAS 18001 and relations to energy management.
- MK12: Understand local, regional, national and international energy and environmental policy

Skills

The students should be able to:

- MS1: Assess and convey the needs of companies for energy-management systems
- MS2: Prepare energy-management strategy, including connection with vision and mission, based on a company strategy
- MS3: Use models to describe the company's energy-management systems
- MS4: Assess benefits from and consequences of implementation of energy management
- MS5: Prepare a holistic energy strategy for the whole institution/company
- MS6: Identify, assess, choose and convey energy goals and focus areas
- MS7: Document and convey energy consumption/savings from using different methods and tools to

partners and users

- MS8: Use relevant methods and tools to involve users in energy optimisation systems
- MS9: Use ISO 50001, Lean & Green, ISO 9001, etc., as well s select and substantiate relevant energy-management systems
- MS10: Seek, sort and assess information on local, regional, national and international energy and environmental-policy initiatives
- MS11: Assess work environment considerations in connection with energy management and energy optimisation initiatives

Competences

The students should be able to:

- MC1: Apply and combine relevant energy-management tools to achieve a holistic and sustainable energy-management system for the whole institution/company
- MC2: Independently take part in discipline-specific and interdisciplinary cooperation with a professional approach to energy management, including assess, select, implement and use relevant situational energy-management systems
- MC3: Follow energy-management developments and assess benefits and consequences for the institution/company in respect of development-oriented initiatives, within method, energy consumption, branding, competitiveness, etc.
- MC4: Include relevant management theories and organise tasks within energy management in connection with strategic as well as day-to-day decisions on development and use of complex energy-management systems
- MC5: Reflect on own practice as regards method and development within energy management
- MC6: Follow the technological, energy and environmental-policy developments and continuously identify own learning needs and structure own learning within energy management

2.2 The Energy optimisation core area

Contents

The Energy optimisation core area is to contribute to the students increasing their level of knowledge, skills and competences within energy engineering and energy optimisation, including thermodynamics and electrical engineering, with a view to assessing and ensuring energy-efficient solutions in buildings, installations and industrial plant

Focus will be on increased understanding of possibilities for optimisation for complex and compound energy plant and installation solutions as well as the interaction and synergy with the surrounding buildings, including issues and connections between renewable energy production and energy consumption.

Further, there will be focus on ensuring energy-efficient planning in industrial buildings, installations and plant, including assessment and communication of complex suggested solutions

ECTS credits

15 ECTS

Learning outcomes**Knowledge**

The students should be able to:

- OK1: Describe flexible energy systems, such as SmartGrid and intelligent installations
- OK2: Account for theory and practical calculation of profitability and investment in connection with energy optimisation
- OK3: Account for method, procurement methods, competitive tendering regulations and limit values in connection with energy-efficient project planning
- OK4: Account for the principles of ESCO, OPP, etc.
- OK5: Account for renewable sources of energy and their implementation potential
- OK6: Understand and reflect on principles and conditions of the interaction of energy systems across building supplies, installations, processes and production
- OK7: Understand complex and compound energy plant and installation solutions
- OK8: Account for complex energy engineering and theory within thermodynamics and heat transmission
- OK9: Account for flow theory and boundary layer theory
- OK10: Account for electrical installations in buildings and production plant
- OK11: Account for the principles of local, municipal and action plans, etc.

Skills

The students should be able to:

- OS1: Apply, convey as well as prepare relevant documentation and technical drawings for authorities, partners and users
- OS2: Assess, select and substantiate theoretical as well as practical issues in connection with complex energy optimisation of existing and new buildings, installations and industrial plant as well as related energy systems
- OS3: Select, substantiate and prepare energy-efficient, appropriate and sustainable solution models for buildings, installations and industrial plant
- OS4: Keep up to date on support and subsidy schemes in connection with energy optimisation initiatives
- OS5: Assess and advice on the possibilities within ESCO, OPP, etc.
- OS6: Apply methods and tools for energy-efficient project planning of installations and industrial plant as well as ensure the quality of energy optimisation processes
- OS7: Calculate and convey profitability and repayment period for energy optimisation initiatives
- OS8: Provide information on and assess potential support schemes and project systems

Competences

The students should be able to

- OC1: Organise and manage development-oriented projects in connection with energy optimisation using relevant technology
- OC2: Independently take part in discipline-specific and interdisciplinary collaboration with a professional approach and a holistic understanding of energy optimisation possibilities, including coherences and consequences as well as potential for renewable energy
- OC3: Contribute an interdisciplinary overview of energy optimisation possibilities, coherences and consequences
- OC4: Handle, design and convey complex suggested solutions for energy optimisation within technical installations
- OC5: Ensure energy-efficient project planning and integrated holistic solutions for buildings,

installations and industrial plant as well as be in charge of competitive bidding and implementation of energy optimisations

- OC6: Reflect on own practice as regards method and processes within energy optimisation
- OC7: Follow technological developments and continually identify own learning needs as well as structure own learning within energy optimisation, renewable energy, sustainability, etc.

2.3 The Energy analysis core area

Contents

The objective of the Energy analysis core area is to qualify the students to develop knowledge, skills and competences within empirical knowledge, philosophy of science, analysis and assessment methods, based on measurement, calculation and assessment of energy and environmental impacts in practice.

Focus will be on development, gathering and processing of data within energy parameters in buildings, installations and industrial plant, including measuring technique and construction of models as well as processing and communication of results.

The core area will include issues and connections between energy savings and internal/external environmental impacts. The students will be introduced to user-driven innovation in practice, change processes and technological development.

ECTS credits

15 ECTS

Learning outcomes

Knowledge

The students should be able to:

- AK1: Describe basic concepts concerning EIA and SME
- AK2: Understand and reflect on method and contents of sustainability certification, such as DGNB, BREAM and LEED
- AK3: Account for relevant topics within environmental management, including ISO 14001 and EMAS
- AK4: Describe relevant philosophy of science and method in connection with the profession
- AK5: Understand and reflect on relevant analysis methods, including qualitative/quantitative analysis, empirical knowledge, margins of error, uncertainties and source criticism
- AK6: Account for measuring technique in theory and practice
- AK7: Describe the principles of user-driven innovation and change processes
- AK8: Describe factors that affect technological developments
- AK9: Understand the energy labels of buildings and the energy labelling scheme
- AK10: Understand and reflect on sustainability and LCA in theory and practice

Skills

The students should be able to:

- AS1: Assess theoretical and practical issues in connection with energy analysis
- AS2: Conduct systematic analysis of the energy system
- AS3: Convey analysis results and method to partners and users
- AS4: Apply and understand relevant ISO standards
- AS5: Apply and understand fundamental sustainability principles
- AS6: Apply basic LCA principles, tools and methods in drawing up LCA assessment

- AS7: Take part in cooperation on sustainability certification
- AS8: Substantiate and choose appropriate analysis models and measuring methods in connection with energy analysis
- AS9: Do benchmarking in relation to energy consumption, including assessment of the energy labelling of buildings
- AS10: Carry out and convey cost-benefit analyses

Competences

The students should be able to

- AC1: Gather, assess and analyse data within energy parameters in buildings, installations and industrial plant, using measuring technique and relevant analysis methods
- AC2: Independently take part in discipline-specific and interdisciplinary cooperation with a professional approach to energy analysis and method
- AC3: Handle, organise and manage complex development-oriented tasks within energy analysis, in connection with optimisation and maintenance projects
- AC4: Analyse, monitor and administer the energy consumption as well as document and convey relevant results and initiatives
- AC5: Relate critically and objectively to empirical knowledge in relation to measurement data
- AC6: Take a professional approach to cooperation on sustainability certification and the energy labelling of buildings
- AC7: Keep up to date on current energy analysis systems and development tools
- AC8: Initiate and facilitate user-driven innovation processes
- AC9: Reflect on own practice as regards method and processes within energy analysis methods, techniques, tools and processes
- AC10: Follow technological developments and continually identify own learning needs as well as structure own learning within energy analysis methods, techniques, tools and processes

3. Compulsory educational components within the core programme areas

The programme's compulsory educational components are:

1. Energy and Analysis (25 ECTS)
2. Energy management and Environment (20 ECTS)

A total of 45 ECTS

Each of the two compulsory educational components is concluded with an exam.

3.1 Compulsory educational component: Energy and Analysis

Contents

The objective of the Energy and Analysis compulsory educational component is for the students to develop knowledge, skills and competences within energy strategies, organisational change processes, user-driven innovation and change processes as well as energy-management initiatives.

There will be focus on philosophy of science, method, gathering of empirical data and assessment methods, based on measuring technique, analysis, sustainability and LCA.

There will further be focus on communication and reflection on practice as well as technological development.

ECTS credits

25 ECTS, distributed across:

6 ECTS from the Energy management core area

11 ECTS from the Energy optimisation core area

8 ECTS from the Energy analysis core area

Learning outcomes

Knowledge

The students should be able to:

- MK3: Account for theories and practice for organisational change processes and procedures in connection with implementation of new initiatives.
- MK4: Account for the significance of energy strategies to the institution/company, including energy consumption, branding, competitiveness, etc.
- MK5: Understand economic concepts as well as reflect on principles and methods for registration of energy-management initiatives
- MK6: Describe relevant standards within energy management.
- MK9: Understand basic principles of energy prices and energy trade
- OK1: Describe flexible energy systems, such as SmartGrid and intelligent installations
- OK2: Account for theory and practical calculation of profitability and investment in connection with energy optimisation
- OK5: Account for renewable sources of energy and their implementation potential
- OK6: Understand and reflect on principles and conditions of the interaction of energy systems across building supplies, installations, processes and production
- OK7: Understand complex and compound energy plant and installation solutions
- OK8: Account for complex energy engineering and theory within thermodynamics and heat transmission
- OK9: Account for flow theory and boundary layer theory
- OK10: Account for electrical installations in buildings and production plant
- AK4: Describe relevant philosophy of science and method in connection with the profession
- AK5: Understand and reflect on relevant analysis methods, including qualitative/quantitative analysis, empirical knowledge, margins of error, uncertainties and source criticism
- AK6: Account for measuring technique in theory and practice
- AK7: Describe the principles of user-driven innovation and change processes
- AK8: Describe factors that affect technological developments
- AK10: Understand and reflect on sustainability and LCA in theory and practice

Skills

The students should be able to:

- MS5: Prepare holistic energy strategy for the whole institution/company
- MS6: Identify, assess, choose and convey energy goals and focus areas
- MS7: Document and convey energy consumption/savings from using different methods and tools to partners and users
- MS8: Use relevant methods and tools to involve users in energy optimisation systems
- MS10: Seek, sort and assess information about local, regional, national and international energy and environmental-policy initiatives

- OS2: Assess, select and substantiate theoretical as well as practical issues in connection with complex energy optimisation of existing and new buildings, installations and industrial plant as well as related energy systems
- OS3: Select, substantiate and prepare energy-efficient, appropriate and sustainable solution models for buildings, installations and industrial plant together
- OS7: Calculate and convey profitability and repayment period for energy optimisation initiatives
- AS1: Assess theoretical and practical issues in connection with energy analysis
- AS2: Conduct systematic analysis of the energy system
- AS3: Convey analysis results and method to partners and users
- AS4: Apply and understand relevant ISO standards
- AS5: Apply and understand fundamental sustainability principles
- AS6: Apply basic LCA principles, tools and methods in drawing up LCA records
- AS8: Substantiate and choose appropriate analysis models and measuring methods in connection with energy analysis
- AS9: Do benchmarking in relation to energy consumption, including assessment of the energy labelling of buildings
- AS10: Carry out and convey cost-benefit analyses

Competences

The students should be able to:

- MC1: Apply and combine relevant energy-management tools to achieve a holistic and sustainable energy-management system for the whole institution/company
- MC5: Reflect on own practice as regards method and development within energy management
- MC6: Follow the technological, energy and environmental-policy developments and continuously identify own learning needs and structure own learning within energy management
- OC2: Independently take part in discipline-specific and interdisciplinary collaboration with a professional approach and a holistic understanding of possibilities of energy optimisation, including coherences and consequences as well as potential for renewable energy.
- OC4: Handle, design and convey complex suggested solutions for energy optimisation within technical installations
- OC6: Reflect on own practice as regards method and processes within energy optimisation
- OC7: Follow technological developments and continually identify own learning needs as well as structure own learning within energy optimisation, renewable energy, sustainability, etc.
- AC1: Gather, assess and analyse data within energy parameters in buildings, installations and industrial plant, using measuring technique and relevant analysis methods
- AC2: Independently take part in discipline-specific and interdisciplinary cooperation with a professional approach to energy analysis and method
- AC3: Handle, organise and manage complex development-oriented tasks within energy analysis, in connection with optimisation and maintenance projects
- AC5: Relate critically and objectively to empirical knowledge in relation to measurement data
- AC8: Initiate and facilitate user-driven innovation processes
- AC9: Reflect on own practice as regards method and processes within energy analysis methods, techniques, tools and processes
- AC10: Follow technological developments and continually identify own learning needs as well as structure own learning within energy analysis methods, techniques, tools and processes

The Energy and Analysis compulsory educational component concludes with an examination.

Assessment

A single, total grade will be given according to the 7-point grading scale for the written and oral performances. The learning outcomes for the educational component are identical to the learning outcomes for the examination.

Please see the institutional section of this Curriculum for examination type, exam procedure etc.

3.2 Compulsory educational component: Energy management and Environment**Contents**

The objective of the Energy management and Environment compulsory educational component is for the students to develop knowledge, skills and competences within energy management, situational energy management, group behaviour, Lean & Green and environmental management. Focus will be on climate change and CO2 accounts, health and safety regulations, energy and environmental policy as well as sustainability certification, EIA/SME, vision and mission descriptions.

ECTS credits

20 ECTS, distributed across:

9 ECTS from the Energy management core area

4 ECTS from the Energy optimisation core area

7 ECTS from the Energy analysis core area

Learning outcomes**Knowledge**

The students should be able to:

- MK1: Understand and reflect on the background for the organisational structures and construction of companies as well as the importance of this for energy management
- MK2: Account for relevant management forms and methods, including project management and group behaviour in the organisation
- MK7: Understand and reflect on the principles of Lean & Green and the connection with Lean
- MK8: Account for theory and practice concerning ISO 50001
- MK10: Understand basic principles behind climate changes and CO2 accounts
- MK11: Account for relevant occupational health and safety regulations, including OHSAS 18001 and relations to energy management
- MK12: Understand local, regional, national and international energy and environmental policy
- OK3: Account for method, procurement methods, competitive tendering regulations and limit values in connection with energy-efficient project planning
- OK4: Account for the principles of ESCO, OPP, etc.
- OK11: Account for the principles of local, municipal and action plans, etc.
- AK1: Describe basic concepts concerning EIA and SME
- AK2: Understand and reflect on method and contents of sustainability certification, such as DGNB, BREAM and LEED
- AK3: Account for relevant topics within environmental management, including ISO 14001 and EMAS
- AK9: Understand the energy labels of buildings and the energy labelling scheme

Skills

The students should be able to:

- MS1: Assess and convey the needs of companies for energy-management systems
- MS2: Prepare energy-management strategy, including connection with vision and mission, based on a company strategy
- MS3: Use models to describe the company's energy-management systems
- MS4: Assess benefits and consequences from implementation of energy management
- MS9: Use ISO 50001, Lean & Green, ISO 9001, etc., as well as select and substantiate relevant energy-management systems
- MS11: Assess work environment considerations in connection with energy management and energy optimisation initiatives
- OS1: Apply, convey and prepare relevant documentation and technical drawings for authorities, partners and users
- OS4: Keep up to date on support and subsidy schemes in connection with energy optimisation initiatives
- OS5: Assess and advice on the possibilities within ESCO, OPP, etc.
- OS6: Apply methods and tools for energy-efficient project planning of installations and industrial plant as well as ensure the quality of energy optimisation processes
- OS8: Provide information on and assess potential support schemes and project systems
- AS7: Indgå i samarbejde vedrørende bæredygtigheds certificering

Competences

The students should be able to:

- MC2: Independently take part in discipline-specific and interdisciplinary cooperation with a professional approach to energy management, including assess, select, implement and use relevant situational energy-management systems
- MC3: Follow energy-management developments and assess benefits and consequences for the institution/company in respect of development-oriented initiatives within method, energy consumption, branding, competitiveness, etc.
- MC4: Include relevant management theories and organise tasks within energy management in connection with strategic as well as day-to-day decisions on development and use of complex energy-management systems
- OC1: Organise and manage development-oriented projects in connection with energy optimisation using relevant technology
- OC3: Contribute an interdisciplinary overview of possibilities of energy optimisation, coherences and consequences
- OC5: Ensure energy-efficient project planning and integrated holistic solutions for buildings, installations and industrial plant as well as be in charge of competitive bidding and implementation of energy optimisations
- AC4: Analyse, monitor and administer the energy consumption as well as document and convey relevant results and initiatives
- AC6: Take a professional approach to cooperation on sustainability certification and the energy labelling of buildings
- AC7: Keep up to date on current energy analysis systems and development tools

The Energy management and Environment compulsory educational component concludes with an examination.

Assessment

A single, total grade will be given according to the 7-point grading scale for the written and oral performances. The learning outcomes for the educational component are identical to the learning outcomes for the examination.

Please see the institutional section of this Curriculum for examination type, exam procedure etc.

4. Number of exams in the compulsory educational components

Each of the two compulsory educational components is completed by an examination. See an overview of the examinations for the study programme in the "Overview of exams" section.

Overview of ECTS credits across the core areas and the compulsory educational components.

<i>Compulsory educational components</i>	Energy and Analysis	Energy management and Environment	Total
<i>Core areas:</i>			
Energy management 15 ECTS	6 ECTS	9 ECTS	15 ECTS
Energy optimisation 15 ECTS	11 ECTS	4 ECTS	15 ECTS
Energy analysis 15 ECTS	8 ECTS	7 ECTS	15 ECTS
A total of 45 ECTS credits	25 ECTS	20 ECTS	I alt 45 ECTS

5. Internship

ECTS credits

15 ECTS

Contents

During the internship, students work with professionally relevant issues and acquire knowledge of relevant job functions. The students will be working with one or more private or public companies during the internship.

Insofar as it is possible, the internship should take place in a company within the profession that the student chose for his/her specialisation (such as consultancy, installation or energy optimisation). The internship may form the basis of the student's professional bachelor project.

The internship must be performed according to the practises of the profession. Along with the other elements of the programme it should contribute to the student's development of professional competences while he/she acquires knowledge of jobs as an energy manager graduate.

Learning outcomes

Knowledge

The students should be able to:

- understand and reflect on the tasks related to the profession as well as methods, tools and instruments.

Skills

The students should be able to:

- independently assess and undertake relevant, practical problems included in the learning agreement made with the internship company.

Competences

The students should be able to:

- take a professional approach to dealing with relevant situations and problems in the selected specialisation.

The internship is finalised by an examination.

Assessment

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

The learning outcomes for the educational component are identical to the learning outcomes for the examination.

Please see the institutional section of this Curriculum for examination type, exam procedure etc.

6. The professional bachelor's project

ECTS credits

The bachelor's degree project is worth 15 ECTS credits.

Bachelor 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 statement, which must be key to the programme and the industry, has to be formulated by the students, possibly in cooperation with a private or public company. The educational institution must approve the problem statement and research question.

Cover page with the project title and name of the student

- Cover page with the project title and name of the student
- Title page
- Table of contents
- Danish summary
- Engelsk summary
- Introduction including presentation of problem statement, research question and approaches
- Background, theory, method, analysis, including description of and arguments for choice of empirical knowledge to answer the research questions(s)
- Conclusion (*remember that the introduction/problem statement and the conclusion must relate to each other. In principle, it should be possible to understand the introduction and conclusion without reading the background and analysis chapters*)
- Discussion in which you place your research and findings in a wider context
- Reference list (*including all sources that are referred to in the project*)
- List of appendices (*number and title of all appendices included in the report*)
- Appendix (*only include appendices that are central to the report*)

The length of the professional bachelor project depends on the number of students writing it:

1. For students who work alone, the report length must be at least 20 and not more than 25 standard pages.
2. For groups of two persons, the report length must be at least 30 and not more than 35 standard pages.
3. For groups of three persons, the report length must be at least 40 and not more than 45 standard pages.

A standard page is 2,400 characters including spaces and footnotes. The pages are exclusive of cover page, table of contents, reference list and appendices. Appendices will not be assessed.

All project material must be submitted as one single PDF file, including appendices.

Writing and spelling skills

Writing and spelling skills form part of the final exam project. 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 supported by documentary evidence of a specific, relevant physical or mental impairment. The application is to be submitted to the study programme and directed to the attention of the programme director not later than four weeks before the exam is to be held.

Learning outcomes

The professional bachelor project must substantiate that the students have reached the final level of the programme, cf. Annex 1 of Ministerial Order no. 315 of 26 March 2015 on the Bachelor's Degree Programme in Energy Management.

Assessment

A single, total grade will be given according to the 7-point grading scale for the written and oral performances.

The exam is made up of a written project and an oral performance. A single, total grade will be given according to the 7-point grading scale for the written and oral performances.

The exam will not take place until the students have passed the final internship exam as well as the other exams of the programme. Please see the institutional section of this Curriculum for examination type, exam procedure etc.

7. Overview of exams

Overview of all examinations and their order

Exam	90 ECTS distributed across examinations	Assessment
1. 5th-semester exam, Energy and Analysis	25	7-point grading scale
2. 6th-semester exam, Energy management and Environment	20	7-point grading scale
3. Elective component examination(s)	15	7-point grading scale
4. Internship exam	15	7-point grading scale
5. The professional bachelor's degree project	15	7-point grading scale

8. Credit transfer

Passed educational components are equal to corresponding educational components in other educational institutions offering the programme.

The students must provide information on completed educational components from another Danish or international further education and on employment assumed to result in credit transfer. In each case the educational institution approves credit transfer based on completed educational components and employment that match up to subjects, educational components and internship components. The decision is based on a professional assessment.

8.1 Pre-approved credit transfer

The students can apply for pre-approved credit transfer. Upon pre-approval of a study period in Denmark or abroad the students must, after conclusion of their study, document the completed educational components of the approved study. When applying for pre-approval, students must consent to allow the educational institution to collect any required information upon the students' 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.

9. Exemption

The institution may grant exemption from the rules in this national section of the curriculum that are laid down solely by the institutions when found substantiated in exceptional circumstances. The educational institutions co-operate on a uniform exemption practice.

10. Effective date

This national section of the curriculum enters into force on 1 September 2015.

Curriculum for the Bachelor's Degree Programme in Energy Management – Institutional section

11. Order of examinations by semesters

Overview of all examinations and their order

Order of examinations	Exam	90 ECTS credits distributed across the exams	Internal/external assessment	Assessment
5th semester	Compulsory educational component: Energy and Analysis	25	Internal	7-point grading scale
5th semester	Elective exam	5	Internal	7-point grading scale
6th semester	Compulsory educational component: Energy management and Environment	20	Internal	7-point grading scale
6th semester	Elective exam	10	Internal	7-point grading scale
7th semester	Internship exam	15	Internal	7-point grading scale
7th semester	The professional bachelor's degree project	15	External	7-point grading scale

Information about the time and location for each exam can be found on UCN's intranet.

12. Framework and criteria for the study programme exams

12.1 5th-semester exam: Energy and Analysis

Exam attendance prerequisites, including obligation to participate

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

- Modules 1-5 must be completed and approved
- The written project, which constitutes the assessment as well as the examination basis, must
 - meet the formal requirements stated below; and
 - be submitted in due time according to the exam plan on UCN's intranet.

Non-performance of one or more study activities or incorrect submission of the written project, which constitutes the written part of the exam, means that the students cannot sit the exam and that they will be considered to have made an exam attempt.

Examination procedure

The examination is an internally assessed oral group examination based on a written group project. A single, total grade will be given according to the 7-point grading scale for the written and oral performances.

The group must have 2-4 students. The exam is worth 25 ECTS credits.

Exam duration is 15 minutes per group + 10 minutes per group member, including time for deliberations. (For groups of two persons, exam duration is thus 35 minutes; for groups of three persons 45 minutes; and for groups of four persons 55 minutes.)

Formal written project requirements

The written part of the exam consists of a synopsis and a presentation portfolio.

The *synopsis* is to include:

- Cover page with title and names of the members of the group
- Optional title page
- Table of contents
- Introduction including presentation of problem statement, research question and approaches
- Background, philosophy of science, method, analysis, including description of and arguments for choice of empirical knowledge to answer the research questions(s)
- Conclusion (remember that the introduction and the conclusion must relate to each other. In principle, it should be possible to understand the introduction and conclusion without reading the background and analysis chapters)
- Discussion in which you place your research and findings in a wider context
- Reference list (including all sources that are referred to in the project)

The *presentation portfolio* is to include:

- Results of technical calculations
- Measurement data
- Drawings
- Technical documentation
- Profitability calculations
- Energy management goals and strategy
- Documentation of innovative methods and profits

The synopsis must cover a minimum of 5 and a maximum of 7 standard pages. For each additional student (apart from 2) who participates in the project, the project may be expanded with a maximum of 2 standard pages.

A standard page is 2,400 characters including spaces and footnotes. The pages are exclusive of cover page, title page, table of contents and reference list.

The synopsis and presentation portfolio must be submitted as two separate PDF files.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational component: *Energy and Analysis*.

The learning outcomes are described in the national section of this Curriculum.

Scheduled time

The exam takes place in the 1st semester. Further information about time, location and submission of the written group project can be found on UCN's intranet.

Examination language

Danish

The exam must be passed before the end of the 1st year of study in order for students to continue the study.

The study programme may exempt individual students from the deadlines specified for passing the exam, if the exemption is due to illness, maternity or paternity leave or exceptional circumstances.

12.2 6th-semester exam: Energy management and Environment**Exam attendance prerequisites, including obligation to participate**

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

- Modules 7-10 must be completed and approved
- The written project, which constitutes the assessment as well as the examination basis, must
 - meet the formal requirements stated below; and
 - be submitted in due time according to the exam plan to be found on UCN's intranet.

Non-performance of one or more study activities or incorrect submission of the written project, which constitutes the written part of the exam, means that the students cannot sit the exam and that they will be considered to have made an exam attempt.

Examination procedure

The examination is an internally assessed oral group examination based on a written group project. The written and oral performances are assessed as a whole, leading to a single grade given according to the 7-point grading scale.

The group must have 2-4 students. The exam is worth 20 ECTS credits.

Exam duration is 15 minutes per group + 10 minutes per group member, including time for deliberations. (For groups of two persons exam duration is thus 35 minutes; for groups of three persons 45 minutes; and for groups of four persons 55 minutes.)

Formal written project requirements

The report, which makes up the written part of the examination, must contain:

- Cover page with title and names of the members of the group
- Title page
- Table of contents including a list of the students who were responsible for the individual sections of the report
- Introduction, including presentation of problem statement, research question and approaches
- Danish summary
- English summary
- Background, philosophy of science, method, analysis, including description of and arguments for choice of empirical knowledge to answer the research questions(s).
- Conclusion (remember that the introduction and the conclusion must relate to each other. In principle, it should be possible to understand the introduction and conclusion without reading the background and analysis chapters)
- Discussion in which you place your research and findings in a wider context
- Reference list (including all sources referred to in the project)

-
- List of appendices (number and title of all appendices included in the report)
 - Appendices (include only appendices central to the report)

The synopsis must cover a minimum of 15 and a maximum of 20 standard pages. For each additional student (apart from 2) who participates in the project, the project may be expanded with a maximum of 5 standard pages.

A standard page is 2,400 characters including spaces and footnotes. The pages are exclusive of cover page, table of contents, reference list and appendices. Appendices will not be assessed.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational component: Energy management and Environment.

The learning outcomes are described in the national section of this Curriculum.

Scheduled time

The exam takes place in the 2nd semester. Further information about time, location and submission of the written group project can be found on UCN's intranet.

Examination language

Danish.

The exam must be passed before the end of the 1st year of study in order for students to continue the study.

The study programme may exempt individual students from the deadlines specified for passing the exam, if the exemption is due to illness, maternity or paternity leave or exceptional circumstances.

13. Elective educational components

Contents

The elective educational components give the students the opportunity to qualify their study and professional competence through specialising and further expanding subjects that are broadly related to the energy field.

Every year at least one elective component will be offered, its description being made available on UCN's intranet.

Students may also design and plan their elective components on their own as a theoretical and/or practical learning process, which must be approved by the study programme.

ECTS credits

The elective educational components can be offered with the following ECTS credits: 5, 10 or 15 ECTS as a continuous process.

Learning outcomes

Knowledge

The students should be able to

- understand and reflect on the theory and practice of the selected topic(s); and
- account for the relevance of the selected topic(s) to the theory and practices of the energy subject.

Skills

The students should be able to

- select, describe and perform literature search for an elective energy-specific problem statement;
- discuss process-related and analytical skills related to the selected topic(s);
- assess problems and suggest solutions in the context of the chosen topic(s); and
- convey central results.

Competences

The students should be able to

- independently acquaint themselves with new topics within the theory or practice of the subject field; and
- elaborate the chosen subject(s) and relate it/them to the other study programme subject fields.

Scheduled time

The elective educational components are placed in the 1st year of the programme.

Examination procedure

The exam(s) is/are internally assessed written exams and are presented to the student's class. The exam(s) is/are graded according to the 7-point grading scale.

Examination language

Danish.

14. Internship

Internship requirements and expectations

During the internship, the students will work on discipline-specific issues within the core areas of the study programme¹ and achieve knowledge of relevant business functions. The students will be associated with one or more companies during the internship. The internship may be organised in a flexible and personalised manner and may form the basis of the students' final degree project.

Based on the learning outcomes for the internship, cf. the national section of this Curriculum, the student and the supervisor/contact person will collaborate on setting the specific goals for the learning outcomes of the internship. The objectives must be written down.

These goals will determine the planning of the students' internship tasks and work.

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

The internship may be organised in a flexible and personalised manner and may form the basis of the students' choice of subject for their professional bachelor's project.

Examination prerequisites

The 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 outcomes, log book etc.
- The written report, which makes up the assessment and examination basis, must
 - meet the formal requirements stated below; and
 - be submitted in due time according to the exam plan on UCN's intranet.

Non-performance of one or more prerequisites means that the students may not participate in the exam, and that they will be considered to have made an exam attempt.

Examination procedure

Individual, internally assessed exam based on a written report. Assessed according to the 7-point grading scale.² The exam is worth 15 ECTS credits.

Formal internship report requirements

The report must include:

- Cover page with title
- Table of contents
- Learning outcomes defined on the Internship Portal
- Reflections on the learning outcomes
- Discussion of positive and negative experiences from the internship
- Conclusion on the accomplishment of the learning outcomes
- Appendices (include only appendices central to the report)

The project must cover a minimum of 5 and a maximum of 10 standard pages.

A standard page is 2,400 characters including spaces and footnotes. The pages are exclusive of cover page, table of contents and appendices.

Assessment criteria

The assessment criteria for the examination are identical to the learning outcomes for the internship. The learning outcomes are described in the national section of this Curriculum.

Scheduled time

The exam takes place in the 7th semester. Information about the time and location for the examination can be found on Canvas.

Examination language

Danish.

1. See sections 10(2)(1), 11(2)(1) and 12(2)(1) of Ministerial Order no. 1521 of 16 December 2013 on Academy Profession Degrees and Professional Bachelor's Degrees.

2. The assessment will be made by examiners employed at UCN (internal assessment). Statements from the place of internship are welcome, but are only to be used by the student.

15. The professional bachelor's project

For a description of the professional bachelor project requirements and learning outcomes, please see the national section of this curriculum for the Energy Management programme.

Examination prerequisites

The written project, which constitutes the assessment as well as the examination basis, must

- meet the formal requirements for the final exam project; see the national section of this Curriculum; and
- be submitted in due time according to the exam plan on UCN's intranet.

Incorrect submission of the written project, which constitutes the written part of the exam, means that the students cannot sit the exam and that they will be considered to have made an exam attempt.

The exam will not take place until the students have passed the final internship exam as well as the other exams of the programme.

Examination procedure

The exam is an externally assessed oral examination based on a written project. The written and oral performances are assessed as a whole, leading to a single grade. The examination is assessed and graded according to the 7-point grading scale.

A group may have up to 3 members.

The following number of minutes are allowed for the examination, including time for deliberations, depending on the number of students in the group:

- Students who work alone: 50 minutes
- Groups of two students: 70 minutes
- Groups of three students: 90 minutes

The exam is worth 15 ECTS credits.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the final exam project, cf. the national section of this Curriculum.

Scheduled time

The exam takes place at the end of the 7th semester. Information about the time and location for the examination can be found on Canvas.

Examination language

Danish.

16. Talent work and honours

www.hoeringsportalen.dk/Hearing (in Danish)

17. Educational components that may take place abroad

Each of the educational components of the study programme may take place abroad if the student applies for and is 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 learning outcomes for each of the educational components, upon completion of the study-abroad period. When applying for pre-approval, students must consent to allow the educational institution to collect any required information upon the students' 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.

18. Learning and teaching forms

In the Energy management programme, we use a wide range of learning and teaching methods that combined support the above and promote the achievement of the learning outcomes described in this Curriculum.

The learning and teaching methods are based on UCN Technology's common learning/teaching approach. The learning approach is based on the PULSE philosophy about "The Whole Person" which describes the learning outcome as three dimensional, namely:

- Head: " Knowledge, reflection and the ability to generate ideas"
- Heart: "Personal insight and development, relations and co-operation"
- Legs: "Initiative and responsibility"

The overall tuition methods are dialogue-based, class-taught lessons as well as team assignments and project work in groups. However, the programme also features many other activities such as study group work, self study, individual assignments and projects, presentations in front of groups and the whole class, interdisciplinary theme activities and much more.

Common to all these activities is that we always try to define (or help you define) clear goals for the learning activities.

Furthermore, different activities that can help promote learning in the individual are offered: Theme days, after-hours meetings, lectures by external speakers, field trips, etc.

19. Credit transfer for elective educational components

Passed elective educational components are the same as the corresponding educational components offered by other providers of this study programme as well as to educational components of other study programmes.

Pre-approved credit transfer can be applied for if credit is requested for educational components not offered by the programme.

20. Obligation to participate

For the learning and teaching methods of the programme to work as intended, students are under an obligation to participate, which includes an obligation to submit or present assignments and projects.

The obligation to participate may also be a prerequisite for exam participation.

Furthermore, some programme elements may impose an obligation to attend.

An obligation to participate and an obligation to attend, if any, that are prerequisites of participating in exams, will appear from the description of the individual exam.

21. Criteria for assessing study activity

Registration may be terminated for students who have not complied with the study activity requirements for a continuous period of at least one year.

The definition of study activity is that within the past 12 months the students have

- participated in at least two different exams;
- passed at least one exam;
- fulfilled the obligations to participate in any kind of activity that is part of the study programme, including group projects, joint projects, distance learning activities etc. as described in this Curriculum;
- submitted the assignments, reports, (learning) portfolios etc. that are prerequisites for participating in exams as described in the curriculum, the coursework being academically honest and not including material that is the copyright of others; and
- attended activities to which an obligation to attend applies as stated in this Curriculum.

Non-compliance with one or more criteria in the definition of 'study activity' may be the grounds of termination of registration as a student.

Periods during which students have been away due to leave of absence, 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 students must provide documentation of such matters.

The study programme may grant exemption from these stipulations in exceptional circumstances. The application for exemption should be submitted to the programme director.

Students will be informed in writing before their student registration is terminated. In connection with such notification, students will be made aware of the above rules. In the letter, students must be informed that they will have 14 days to submit documentary evidence to prove that periods during which they were not participating should not count as non-compliance with study activity requirements. Furthermore, students will be notified of the deadline for making an appeal for exemption.

If the student has not responded within the fixed deadline, his/her registration as a student will be terminated.

If the student requests that registration is not terminated, the procedure will be suspended until the programme director has decided the case.

Students may make a complaint to the programme director about the decision within two weeks of receipt of the decision. The complaint will suspend proceedings. If the programme director maintains the decision, the students may appeal to the Danish Ministry of Higher Education and Science within two weeks of receipt of the decision, but only in respect of legal matters.

Rules about the exams in which the students must have participated before the end of the 2nd semester and passed before the end of the 2nd semester according to Ministerial Order no. 1519 of 16 December 2013 on examinations in higher education programmes (Exam Order), and where the order for this study programme lays down deadlines for completion of the education, shall remain in force regardless of the provisions in this document.

22. Language

Most of the teaching materials are in Danish, but parts of the tuition may be in English.

The students' English skills must meet the requirements of the Ministerial Order on admission to academy profession degree programmes and professional bachelor's degree programmes (the Admission Order). Students are not required to have any knowledge of foreign languages other than that stated in the Admission Order.

22.1 Examination language

Examinations must be taken in understandable Danish.

Students whose mother tongue is not Danish may apply for an exemption from the requirement that writing and spelling skills must form part of the assessment criteria for the final degree project. The application must be submitted to the programme not later than four weeks before the exam is to take place.

23. Resit and illness resit exams

23.1 Illness resits

Students who were prevented from attending an exam owing to verified illness or other unforeseen reason will be able to resit the (illness resit) exam as soon as possible. If the exam takes place in the final exam term, students will have the opportunity to resit the exam in that exam term or immediately after the term.

The illness resit may be identical with the next ordinary exam. It is the student's responsibility to stay informed on when (illness) resit exams will be held.

Information about time and place for each illness resit can be found on UCN's intranet.

Illness must be verified by medical certificate. The educational institution must receive the medical certificate within three working days after the exam was held. Students who suffer from acute illness during an exam must substantiate that they have been ill on the day in question.

If illness is not verified according to the above rules, the students will be considered to have made an exam attempt.

It is the students' responsibility to cover the expense of a medical certificate.

23.2 Resits

Where the students have failed or not attended an exam, they are automatically registered for a resit, as long as exam attempts remain. The resit exam may be identical with the next ordinary exam.

It is the students' responsibility to stay informed on when resits will be held.

Information about the time and place for each resit exam can be found on UCN's intranet.

The study programme may grant exemption from automatic exam registration when this is based on exceptional circumstances, including verified disability.

24. Study aids

Any rules governing restriction of the use of study aids will appear from the description of the individual exam.

25. Special exam arrangements

Students may apply for special exam arrangements if their medical condition or relevant specific disabilities qualify them to do so. The application must be submitted to the programme not later than four weeks before the exam is to take place. The application deadline may be extended in cases of sudden health-related problems. With the application the following should be enclosed: a medical certificate; a statement from e.g. a speech, hearing, dyslexia or blind institute; or other evidence of the health condition or relevant specific functional impairment.

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 four weeks before the exam is to be held.

26. Academic misconduct at exams

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

23.3 Use of your own work and the work of others – plagiarism

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:

- includes identical or near-identical wording of other people's statements or works where the text is not set off by quotation marks, italics, indentation or any other clear indication with a reference to the source, cf. UCN's requirements for written work;
- includes substantial sections of text that are so similar to another work in wording etc. that on comparison it is clear that the sections could not have been written without the use of the other work;
- includes the use of the words or ideas of others without giving due credit to the sources; and/or
- reuses text and/or central ideas from their own previously assessed works without observing the stipulations in sections 1 and 3.

23.4 Disciplinary actions in events of academic misconduct and disruptive behaviour

During exams

An examinee who, undoubtedly

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

and

an examinee who

- behaves in a disruptive manner

at an exam may be expelled from the exam room while the exam is taking place by the programme director, a person authorised by the director, or jointly by the assessors. In such cases, the justification of the expulsion from the exam room will be assessed in connection with the subsequent decision on the sanctions to be imposed.

In cases of less serious disturbing behaviour, the students will first be given a warning.

26.1 Suspected academic misconduct at exams including plagiarism, during and after the exam

If during or after an exam, an examinee 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 relevant programme.

26.2 The process of identifying academic misconduct, including plagiarism

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 programme director will suspend the exam, if the matter cannot be settled before the fixed examination date.

Form and contents of a report of misconduct

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.

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

Involving the students – hearing of the parties

The programme director decides whether the hearing of the students will be oral, made in writing or a combination.

For an oral hearing, the examinee will be summoned for a discussion for further clarification of the case where they will be presented with the documentation of the assumption of academic misconduct, and where they will be able to state their point of view. The examinee may bring a companion.

For a written hearing, the documentation of suspected academic misconduct will be sent to the students requesting them to state their point of view in writing.

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 may be having an influence on the assessment of the examinee's performance, the programme director will suspend the examinee from the exam.

In less serious cases, the examinee will first be given a warning.

In aggravating circumstances, the programme director may suspend the examinee for a period of time. In such cases, the examinee will receive a written warning that any further instances of misconduct may lead to expulsion.

A period of suspension means that any grades awarded for the exam in question will be annulled, and that they will be considered to have made an exam attempt.

The examinee will not be allowed to resit the exam and will have to wait until the next ordinary exam in that particular programme is offered.

In cases of aggravating circumstances, the programme director may decide to suspend the examinee from the institution for a period of time. In such cases, the examinee will receive a written warning that repeated instances of academic misconduct may lead to expulsion.

The students cannot attend lectures or exams while suspended.

Complaints

The decision that a student is suspended and has used an exam attempt is final and cannot be brought before a higher administrative authority.

Complaints on the grounds of legal matters (e.g. legal incapacity, the hearing procedure, guidelines on making complaints, correct interpretation of the Exam Order, etc.) may be brought before the Danish Agency for Higher Education. The complaint must be brought before the institution and directed to the attention of the relevant programme director who will make a statement. The complainant will have the opportunity to comment on the statement, the deadline being usually one week. The institution will submit the complaint, the statement and any comments made by the complainant to the Danish Agency for Higher Education. The deadline for complaints made to the institution is two weeks from the day the complainant was notified of the decision, cf. section 51 of the Exam Order.

27. Complaints about exams and appeals against decisions³

27.1 Complaints about exams

The examinee is recommended to seek guidance from the student advisor in connection with the complaints procedure and writing a complaint.

The regulations on complaints about exams can be found in section 10 of the Exam Order.

The Exam Order divides complaints into two kinds:

1. Complaints about the examination basis etc., the course of the exam and/or the assessment
2. Complaints about legal matters

The two kinds of complaints are dealt with differently.

27.2 Complaints about the examination basis etc., the course of the exam and the assessment

Within two weeks after the assessment of the exam has been announced in the usual way, an examinee may submit a written, substantiated complaint about

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

The complaint may concern any exam, including written exams, oral exams and combined exams as well as practical or clinical exams.

The complaint is to be submitted to the programme director.

The complaint will immediately be brought before the original assessors, i.e. the examiner and the external examiner from the exam in question. The statement made by the assessors must be usable as the basis of the institution's decision regarding discipline-specific matters. The institution will usually give the assessors a deadline of two weeks to make their statements.

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

3. See section 10 of Ministerial Order no. 1519 of 16 December 2013 on examinations in profession-oriented higher education programmes (the Exam Order)

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

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

For re-assessment, the assessors must be presented with the case documents: the exam paper, the students' assignment, the complaint, the statements made by the original assessors with the comments made by the complainant, and the decision made by the institution.

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

If it is decided that a re-assessment or resit exam will be offered, the decision will apply to all examinees 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 programme director not later than two weeks (14 calendar 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 exceptional circumstances, the deadline may be disregarded.

27.3 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 confidentiality.

The appeal is to be submitted to the programme director.

The deadline for appeals is two weeks after the examinee has been notified of the decision. The above requirements for 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 programme director.

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

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

1. an offer of a new assessment made by new assessors; this only applies to written examinations;
2. an offer of a new examination (resit) with new assessors; or
3. a dismissal of the appeal.

If the decision is to offer the appellant a re-assessment or resit exam, the appellant must be notified that a re-assessment or a resit exam may result in a lower grade. The appellant must accept the offer within two weeks of the announcement of the decision. Acceptance of an offer of re-assessment or a resit exam cannot be cancelled.

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

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

For re-assessment, the assessors must be presented with the case documents: the exam paper, the students' assignment, the complaint, the statements made by the original assessors with the comments made by the complainant, and the decision made by the institution.

The appeals board must have made a decision within two months – and within three 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 discipline-specific matters.

27.4 Complaints about legal matters

Complaints on the grounds of legal matters in decisions made by the assessors in connection with re-assessment or resit exams or the appeals board's decisions may be brought before University College of Northern Denmark within two weeks of the day the complainant was notified of the decision.

Complaints on the grounds of legal matters in decisions that were made by the institution according to the provisions of the Exam Order (legal incapacity, the hearing procedure, correct interpretation of the Exam Order etc.) may be brought before the educational institution. The educational institution will make a statement, and the complainant must be given the opportunity to comment on this statement, the deadline for such comment being usually one week. The institution will submit the complaint, the statement and any comments made by the complainant to the Danish Agency for Higher Education. The institution will submit the complaint, the statement and any comments made by the complainant to the Danish Agency for Higher Education. The deadline for lodging complaints with the institution is two weeks (14 days) from the day the complainant was notified of the decision.



28. Exemption

The institution may grant exemption from the rules in this institutional section of the curriculum that are laid down solely by the institution⁴, when found substantiated in exceptional circumstances. The institutions cooperate on a uniform exemption practice.

29. Effective date

This institutional section of the curriculum enters into force on 1 September 2015.

4. This means that the individual institution cannot deviate from rules stemming from ministerial orders, such as the rule that the internship exam is to be assessed according to the 7-point grading scale, or that all exams must be passed before the students may sit an exam in the final exam project