

1 September 2016

International Sales and Marketing

Curriculum for the Bachelor's Degree Programme in International Sales and Marketing
Professionsbachelor i International Handel og Markedsføring

Table of contents

Table of contents.....	2
1. Introduction (University College of Northern Denmark)	4
1.1 Objective of the study programme.....	4
1.2 Title and duration	5
1.3 Effective date and transition provisions	5
1.4 Legal framework of the curriculum	6
2. Admission to the study programme.....	6
3. The national section of this Curriculum	7
4. Programme content	7
4.1 Programme structure	7
4.2 Core areas	7
4.2.1 The background for a company's sales	8
4.2.2 Business development in an international perspective	9
4.3 Compulsory educational components.....	10
4.3.1 The customer as the starting point	10
4.3.2 Industry and competitors.....	12
4.3.3 Innovation	14
4.3.4 Theory and methods	15
4.3.5 Developing the sales base.....	16
4.3.6 The tactical and operational sales performance.....	17
4.3.7 Implementation and follow-up	19
4.4 Overview of exams and their components.....	20
5. Work placement	20
6. Bachelor's degree project requirements	21
7. Other rules for the programme	22
7.1 Credit transfer.....	22
8. The institutional section of this Curriculum.....	23
9. Order of examinations by semesters.....	23
9.1 Examination in the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation	23
9.2 Examination in the compulsory educational component Theory and method.....	25
9.3 Examination in the compulsory educational components: Developing the sales base, The tactical and operational sales performance, and Implementation and follow-up	26
10. Elective educational components	29
10.1 Content.....	29

11.	Work placement	30
12.	The bachelor's degree project	32
13.	Withdrawal from exams.....	32
14.	Educational components that may take place abroad	33
15.	Learning and teaching forms	33
16.	Credit transfer for the elective educational components	33
17.	Obligation to participate	33
18.	Criteria for assessing study activity.....	34
19.	Language	34
19.1	Examination language	34
20.	Resit and illness resit exams	34
21.	Study aids.....	34
22.	Special examination arrangements.....	35
23.	Academic misconduct at exams.....	35
23.1	Use of own work and that of others – plagiarism	35
23.2	Disciplinary actions in events of academic misconduct and disruptive behaviour	35
24.	Complaints about examinations and appeals against decisions	36
24.1	Complaints about examinations.....	36
24.1.1	Complaints about the examination basis etc., examination procedure and assessment.....	36
25.	Exemption	36
26.	Effective date and transition period.....	36

1. Introduction (University College of Northern Denmark)

This Curriculum for the Bachelor's Degree Programme in International Sales and Marketing has been prepared in accordance with Ministerial Order no. 1047 of 30 June 2016 on Academy Profession Programmes and Professional Bachelor Programmes (the Programme Order) by the institutions approved to offer the study programme.

The national section of this Curriculum has been prepared jointly by the below institutions which are committed to ensure national competence and credit transfer.

This national section of the Curriculum has been laid down by the following institutions:

Copenhagen Business Academy	www.cphbusiness.dk
International Business Academy Kolding	www.iba.dk
Lillebaelt Academy of Professional Higher Education	www.eal.dk
Erhvervsakademi Midt Vest	www.eamv.dk
Zealand Institute of Business and Technology	www.easj.dk
Business Academy Southwest	www.easv.dk
Business Academy Aarhus	www.eaaa.dk
VIA University College	www.viauc.dk
University College of Northern Denmark	www.ucn.dk

1.1 Objective of the study programme

The objective of the Bachelor's Degree Programme in International Sales and Marketing is to give the graduates knowledge and understanding of practice, applied theory and method within internationally-oriented sales and marketing as well as to qualify the graduates to independently analyse, assess and reflect on relevant issues and handle complex tasks in connection with international customer relations and direct sales

Learning outcomes

The goals for learning outcomes comprise the knowledge and competences that international sales and marketing graduates should achieve during the study programme, cf. Ministerial Order no. 1031 of 3 November 2009 on the bachelor's degree programme in International Sales and Marketing, Appendix 1.

Knowledge

The students should have acquired knowledge of:

- practice, applied theory and method within sales and marketing in an international perspective as well as be able to reflect on it;
- central theories and models required for business-to-business sales and marketing;
- central laws and regulations of significance to international sales and marketing;
- relevant models for assessment of growth and development potential; and
- management theories and methods

Skills:

The students should be able to:

- develop, assess and implement international sales strategies for different company types;
- apply relevant models to implement product and concept development in the company;
- assess and apply legal methods and tools to support the operational sales performance in an internationally-focused company;
- assess the company's competitive situation as a basis for preparing the company's marketing mix with focus on the sales efforts;
- substantiate and communicate the chosen strategies in a sales plan to relevant stakeholders;
- apply relevant models for development in connection with innovative projects; and
- apply methods for management of sales staff.

Competences

The students should be able to:

- handle and identify needs for relevant financial and legal information on international sales tasks;
- independently take part in interdisciplinary teams and create a motivating environment in the sales department;
- handle sales meetings with focus on the economic results and human focus areas;
- independently handle complex tasks and development-oriented situations in connection with international sales and marketing; and
- identify their own learning needs and structure their own learning in different learning environments within international sales and marketing.

1.2 Title and duration

Title

Students who have completed the programme are entitled to use the title: Bachelor of International Sales and Marketing. The Danish title is professionsbachelor i international handel og markedsføring.

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

Duration and maximum length of study

The programme is an independent top-up programme worth 90 ECTS credits. 60 ECTS credits correspond to one year's full-time studies, cf. section 9 of Ministerial Order no. 1047 of 16 December 2013 on Academy Profession Programmes and Professional Bachelor Programmes (the Programme Order). Cf. section 5(2) of the Programme Order, the study programme must be completed within a number of years corresponding to twice the official length of study. That is three years. The educational institution may exempt students from the latest date of completion of the programme, when this is founded in exceptional circumstances.

1.3 Effective date and transition provisions

This Curriculum will come into effect on 1 September 2016 and will apply to students who are admitted to and registered in the study programme starting as of the autumn of 2016. At the same time previous curricula published by the institution for this study programme are re-

voked and will be replaced by this Curriculum. Students who are registered for previous curricula may apply for permission to complete the study programme under these curricula, if it is possible within the maximum ECTS credits of the study programme, cf. sections 1.2 and 1.3. In exceptional circumstances the educational institution may grant exemption from section 1.3 of this Curriculum. In case of a future issue of a new curriculum, or in case of major changes to this Curriculum, transition regulations will be laid down in the new curriculum.

1.4 Legal framework of the curriculum

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

- Consolidating act no. 935 of 25 August 2014: Ministerial Order on business academies of professional higher education
- Consolidating act no. 936 of 25 August 2014: Ministerial Order on university colleges of professional higher education
- Consolidating act no. 1047 of 30 June 2016: Ministerial Order on academy profession programmes and professional bachelor programmes (the Programme Order)
- Ministerial Order no. 85 of 26 January 2016 on admission to academy profession programmes and professional bachelor programmes (the Admission Order)
- Ministerial Order no. 114 of 3 February 2015 on the grading scale and other forms of assessment for study programmes within the area of the Ministry of Higher Education and Science (the Grading Scale).
- Ministerial Order no. 1031 of 3 November 2009 on the bachelor's degree programme in International Sales and Marketing
- Ministerial Order no. 1521 of 16 December 2013 on academy profession programmes and professional bachelor programmes (the Programme Order)
- Ministerial Order no. 1046 of 30 June 2016 on examinations in higher education programmes (the Exam Order)

Applicable laws and ministerial orders are available on www.retsinformation.dk (in Danish).
www.retsinfo.dk

2. Admission to the study programme

Admission to the study programme presupposes a qualifying exam as well as compliance with specific area- and study programme-specific requirements. All admission requirements are laid down in the current Admission Order. In case of doubts about the information in this section, the admission requirements stated in the Admission Order thus apply.

Admission to the study programme presupposes an academy profession degree in Marketing Management (Marketing Manager) or another Danish or international education at the same level as well as fulfilment of a number of specific admission requirements. The specific admission requirements are: Grade point average in qualifying exam, motivation and previous experience. Applicants may be summoned to a personal interview.

Compliance with the above admission requirements is required, but not in itself sufficient for admission. Where the number of eligible applicants exceeds the number of spaces available, the educational institution lays down and releases additional selection criteria on the grounds of which applicants are accepted as long as spaces are available.

University College of Northern Denmark (UCN) publishes the selection criteria on its homepage.

3. The national section of this Curriculum

4. Programme content

4.1 Programme structure

As a prerequisite for completing the Bachelor's Degree Programme in International Sales and Marketing, students must attend and pass educational components equivalent to a total workload of 90 ECTS credits. A full-time semester consists of educational components, including work placement, corresponding to 30 ECTS credits.

The programme consists of compulsory educational components worth 50 ECTS, elective educational components worth 10 ECTS, work placement worth 15 ECTS and a bachelor's degree project worth 15 ECTS.

Educational components		1st year of study	2nd year of study
Core areas	The background for a company's sales (30 ECTS)	30 ECTS	
	Business development in an international perspective (20 ECTS)	20 ECTS	
Elective educational components		10 ECTS	
Work placement			15 ECTS
Bachelor's degree project			15 ECTS
Total ECTS credits	(50 ECTS)	60 ECTS	30 ECTS

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

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

4.2 Core areas

The programme's core areas are made up of compulsory educational components worth 50 ECTS and consist of the below components.

4.2.1 The background for a company's sales

The background for a company's sales
ECTS credits 30 ECTS
<p>Content</p> <ul style="list-style-type: none"> • An analysis of current and potential customers and their strategic situation, needs and wants as a basis for an assessment of the company's total efforts • Analysis of the company's business model and effectiveness in the company's supply chain with a view to determining its core competences and ability to meet customer needs • Complex competition forms, competitor analysis, regulation of competition and an analysis and assessment of the international economic environment, including financial and economic benchmarking and benchmarking of the company's supply chain • The organisation of the sales function and its relation to other functions, including business partners • Product and concept development strategies and processes • Assessment of the innovative platform, including the company's innovative processes and incentives • Conclusion of international contracts and sale of goods and services • International conflict management from a legal perspective •
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • relevant theories and models to analyse the company's competences, customer base, customer portfolio development and cost-benefit analyses; • tools to assess the customer portfolio concerning profitability, commitment and credit granting; • the rules of international trade in goods and services, including knowledge of EU competition law and marketing law; • employment clauses and EU employment law on employment contracts and secondment; • the EU Service Directive; • international conflict management; • international patent and trademark law; • relevant theories and models concerning the competitive position in the marketplace as well as be able to relate to and implement these; • benchmarking theory for comparisons within industries; • the economic effects of globalisation (basic knowledge); • relevant models for assessment of growth and development possibilities; • different models for strategic handling of product and concept development processes in the company; • theory of the company's innovative platform, creative processes and value-based management; and • essential implications of innovative projects on the company's supply chain. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • assess the customer base including the individual customer in relation to the competences and business model of the company and the sale;

- analyse and assess an internationally focused company's choice of supply chain, using relevant theories;
- conduct an economic analysis, assessment and prioritisation of a customer portfolio;
- analyse and assess the company's competitive position;
- benchmark a company against a competitor or the industry;
- apply relevant models for product and concept development in the company, including assess the economic consequences; and
- assess various possibilities to secure the purchase sum.

Competences

The students should be able to

- take part in the company's work with marketing intelligence with focus on collection and assessment of information about the competitive position in the marketplace;
- include relevant data in the assessment of the company's customer care and customer development structure, including the ability to implement the sales task;
- assess and identify areas for improvement in the company's supply chain;
- make a basis for decision as support for an economic assessment of customer base and external influences;
- assess a company's innovative starting point and be able to take part in the company's planning and implementation of product and concept development processes;
- analyse and assess legal issues in relation to international trade;
- apply and assess different forms of distribution; and
- assess the compliance of marketing measures with EU law on misleading and comparative advertising.

4.2.2 Business development in an international perspective

Business development in an international perspective
ECTS credits 20 ECTS
<p>Content</p> <ul style="list-style-type: none"> • Strategy development focusing on customers, relations, products, incentives, sales organisation and presentations, activity-based costing and value chain optimisation • Evaluation of the contribution of the sales function • Management of the sales function
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • and be able to reflect on central theories and models for the development of the company's sales base; • management theories which can support the development of the company's sales base, in general and broadly; • theories and models which support and develop the tactical and operational sales performance; • tools and models for customer follow-up; • situation-specific management in the sales function; and • tools for measurement and management of the effectiveness in the company's supply chain.

<p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • develop, assess and implement international sales strategies for different company types; • substantiate and communicate the chosen strategies in a sales plan to relevant stakeholders; • choose and apply theories and models for the planning of the tactical and operational sales performance based on the chosen sales strategy; • draw up a balanced scorecard for a sales function and sales area, including make suggestions for follow-up; • assess and apply methods and tools for the company's supply chain to benefit the operational sales performance; • assess the marketing mix against customers generally and the individual customer specifically; and • make suggestions for possible changes in strategy and operations. <p><i>Competences</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • handle and manage the development of the sales strategy starting from different complex situations and involving relevant parties; • develop an organisational action plan which ensures the implementation of the sales plan; • develop the economic foundation for a sales strategy in a practical context for a specific company; • participate in the sales work in a company at the tactical and operational level; • make their own balanced scorecard in relation to a company's overall strategy and plan and secure ongoing follow-up; and • enter into a dialogue with the sales function about the optimisation of the company's total sales activities.
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4.3 Compulsory educational components

The programme's core areas are made up of compulsory educational components worth 50 ECTS and consist of the below components.

4.3.1 The customer as the starting point

The customer as the starting point
<i>Core area: The background for a company's sales</i>
ECTS credits 15 ECTS
<p>Content</p> <ul style="list-style-type: none"> • An analysis of current and potential customers and their strategic situation, needs and wants as a basis for an assessment of the company's total efforts • Assessment of the company's business model and competences • Analysis of relations and marketing mix • Analysis of effectiveness in the company's supply chain with a view to determining the company's core competences and ability to satisfy customer needs • Assessment of choice of geographical positioning of centres of production and know-how, including partnerships and outsourcing • The company's strategic foundation and focus

- The organisation of the sales function – strategically, tactically and operationally
- Organisation analysis of the sales team and purchase centre in relation to a sales assignment
- The relation of the sales function to other functions, including business partners
- Competence analysis
- The rules of international contract formation and international sale of goods and services
- EU employment law concerning employment contracts and secondment
- International conflict management
- The economic and financial foundation of the sale
- Activity Based Costing
- Customer profitability, including credit rating

Learning outcomes:

Knowledge

The students should have acquired knowledge of

- relevant theories and models to analyse the company's competences, customer base, customer portfolio development and cost-benefit analyses;
- relevant models and theories on business models with the sale as the starting point;
- practical international examples in connection with current theory in the area;
- general strategic perceptions and models within the structuring and organising of the sale, competence assessment, customer organisation, assessment of implementation capacity, and relations to other functions and partners;
- tools to assess the customer portfolio concerning profitability, commitment and credit granting;
- how to apply employment clauses in connection with employment in exporting countries and knowledge of EU rules concerning secondment, employment contracts and social security;
- Council Regulation (EC) No 44/2001 of 22 December 2000 on jurisdiction and the recognition and enforcement of judgements in civil and commercial matters (Brussels I Regulation) and various international conflict management methods, including the rules concerning venue, pros and cons of court orders compared with arbitration and mediation; and
- the EU Service Directive;

Skills:

The students should be able to

- assess the customer base including the individual customer in relation to the competences and business model of the company and the sale;
- analyse and assess the relations between customer and company;
- assess the customer's profitability and projected future earnings potential along with the relevance of either a resource-based or market-oriented approach;
- analyse and assess an internationally focused company's choice of supply chain, using relevant theories; This analysis will focus on the connection between:
 - the organisation of the sale
 - the development of partnerships
 - securing customer satisfaction and experience of quality;
- analyse and assess the company's strategic position;

- analyse and assess the organisation of a sale seen from a customer point of view, including relations to other functions in the company;
- analyse the organisation of a sale;
- use customer analysis to analyse and assess the competences and requirements of the sales department;
- conduct an economic analysis, assessment and prioritisation of a customer portfolio;
- assess various ways of securing the purchase sum in connection with export transactions, including the use of delivery clauses, letters of credit, export credit schemes, various types of banker's guarantees, factoring/forfaiting and retention of ownership.

Competences

The students should be able to

- participate in interdisciplinary teams in connection with the company's assessment of the customer base;
- include relevant data for the assessment of the company's customer care and customer development structure;
- assess the company's competences and ability to match the customers' expectations of the sales function;
- identify legal regulations that are relevant for the agreement and the sale;
- analyse and assess the legal consequences of an international sales agreement;
- make a basis for decision which supports an economic assessment of the customer base;
- use and assess the need for and the legal consequences of conditions of sales and delivery;
- analyse and assess matters in relation to international trade in goods and services, including conflict of laws rules and international contract rules with main focus on the United Nations Convention on Contracts for the International Sale of Goods (CISG); and
- apply the rules on the different forms of distribution in an analysis with a view to choosing distribution form in connection with export transactions, including direct sales, sales agents, sales through branches, sales through subsidiaries, franchising, joint venture/strategic alliances and e-commerce.

Examination and assessment:

- One exam

4.3.2 Industry and competitors

Industry and competitors
Core area: The background for a company's sales
ECTS credits 5 ECTS
Content
<ul style="list-style-type: none"> • Analysis of the increasing complexity of the forms of competition • Analysis of competitors, clustering and application of benchmarking • Benchmarking of the company's supply chain • Ethics and social responsibility, including corporate social responsibility • Regulation of competition • An analysis and assessment of the conditions of the international economic environment • Financial and economic benchmarking

Learning outcomes:

Knowledge

The students should have acquired knowledge of

- relevant theories and models concerning the competitive position in the marketplace as well as be able to relate to and implement these;
- identification and analysis of specific competitors;
- different benchmarking models;
- basic benchmarking theory and models within supply chain management;
- business ethics and corporate social responsibility;
- international competition law with main focus on EU competition law;
- the ICC Advertising and Marketing Communication Practice;
- the economic effects of globalisation (basic knowledge);
- international trade movements in the area; and
- economic and financial benchmarking theory for comparisons within an industry.

Skills:

The students should be able to

- analyse and assess the company's competitive position as a basis for preparation of the company's marketing mix with focus on the sales effort. In relation to this, the students should be able to benchmark the company against both the industry and its specific competitors with reference to the strategic, tactical and operational level;
- involve relevant theories and models in relation to benchmarking of the supply chain of an internationally-oriented medium-sized company;
- understand the company's ethical dimension; and
- benchmark a company against a competitor or industry, including relevant economic theory.
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Competences

The students should be able to

- take part in the company's work with marketing intelligence with focus on collection and assessment of information about the competitive position in the marketplace;
- assess and identify areas of improvement in the company's supply chain based on benchmarking;
- handle an economic assessment of the external influences on a company from both the industry and international conditions; and
- assess whether certain marketing measures comply with the EU rules concerning misleading and comparative advertising.

Examination and assessment:

- One exam

4.3.3 Innovation

Innovation
Core area: The background for a company's sales
ECTS credits 5 ECTS
<p>Content</p> <ul style="list-style-type: none"> • Analysis of the growth basis of companies • Analysis of the product and concept development strategies and processes of companies • Consequences of innovation for the company's supply chain • Assessment of the innovative platform along with the company's innovative processes and incentives • International/EU intellectual property law • Project management and measurement systems
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • relevant models for assessment of growth and development possibilities; • different models for strategic handling of product and concept development processes in the company; • essential implications of innovative projects on the company's supply chain. • theory of the company's innovative platform, creative processes and value-based management; and • economic theory about project management and assessment; and • the rules on intellectual property rights, including international patents and EU trademarks. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • apply relevant models to the implementation of product and concept development in the company; • apply relevant models to the development of solutions for the company's supply chain <p style="padding-left: 40px;">in relation to innovative projects;</p> <ul style="list-style-type: none"> • assess the innovative structures, processes and incentives of the sales organisation; and • analyse the economic consequences of a particular innovation policy for a company. <p><i>Competences</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • carry out concept development; • take part in interdisciplinary teams with a view to solving challenges in the company's supply chain in relation to implementation of innovative projects; • assess a company's innovative basis; • apply the rules of protection of intellectual property rights; and • define Key Performance Indicators for the company's innovative work in relation to the sales effort.
<p>Examination and assessment:</p> <ul style="list-style-type: none"> - One exam

4.3.4 Theory and methods

Theory and methods
<i>Core area: The background for a company's sales</i>
ECTS credits 5 ECTS
<p>Content</p> <ul style="list-style-type: none"> • The specific subject area's reflections on its existence as a knowledge-building discipline • Illustration of the consequences of the choice of scientific paradigms for choice of method and what it ultimately means for the analysis and assessment of practice • Provide a foundation for the academic work • Research into the central methodological approaches within the disciplines of business economics • Systematisation of the capacity of the approaches to produce knowledge • Understanding and command of the academic challenges encountered in modern knowledge society
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • important perspectives on knowledge, insight and recognition; • what knowledge means in a social science sense and what role knowledge plays in a business economics perspective; • essential theoretical problems and schools in a scientific perspective and in particular within the core areas of marketing, organisation/management and economics; • the theoretical assumptions of social science as well as methodical approaches that support the production of knowledge; • central paradigm shifts within the disciplines of business economics; and • the application of methodology in project and report writing according to the principles of academic work. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • relate critically to empirical-analytical theory of science, including discuss what knowledge is, how it is generated and how it relates to practice; • reflect on and discuss business economics perspectives in academic contexts; • work with scientific and methodological problems and issues and integrate the understanding of academic work and methods professionally in project and report writing; • relate to existing or new data materials, including have knowledge of measuring scales and be able to judge the relevance, topicality, validity, reliability and scope for generalisation of data; • prepare problem analysis and perform problem definition, put forward problems and hypotheses, as well as make methodological considerations and substantiate the choice of research methods; and • structure and analyse following the principles of academic work. <p><i>Competences</i></p> <p>The students should be able to</p>

<ul style="list-style-type: none"> • prepare scholarly reports and projects, including communicate research results and suggested solutions in a clear and easy-to-read report which contains a clear formulation of the problem, methodological considerations and an assessment of the reliability and validity of the results and prerequisites; • prepare a research plan and assess the strong and weak points of alternative research methods; and • substantiate the choice of method along with relating critically to the method.
<p>Examination and assessment:</p> <ul style="list-style-type: none"> - One exam

4.3.5 Developing the sales base

Developing the sales base
Core area: Business development in an international perspective
ECTS credits 10 ECTS
<p>Content</p> <ul style="list-style-type: none"> • Development of international sales strategies • Development of CRM strategies, from attracting new customers to retaining and developing existing customers, including key account management (KAM) and global account management (GAM) • Development of sales plans • Development of international strategies for the company's supply chain to support sales strategies and plans • Adaptation of action parameters • Organisation development and change management • Personal development, including self-leadership and stress management • Team building • Competence development plans • Management of partnerships • Strategic behaviour and game theory • Economic value added and weighted average costs of capital (WACC) • Forecasting models • Implementation power
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • and be able to reflect on central theories and models for the development of the company's sales base, based on relational as well as transactional approaches; • the theoretical tools in relation to the company's supply chain with a view to developing an international sales base, including basic agent theory; • management theories, generally and broadly, which can support the development of the company's sales base, including development of competence plans, partnerships and the sales team; and • basic sales strategy models and their applications. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • develop, assess and implement international sales strategies for different business types (industry, sizes, resources etc.);

- substantiate and communicate the chosen strategies in a sales plan to relevant stakeholders;
- develop and adapt the company's action parameters to the individual customer;
- collect relevant data for the assessment and development of plans for the company's supply chain plans as support for the sales base;
- identify areas of development in the sales organisation, including international agents;
- develop competence plans for the sales team, including self-leadership and stress management;
- prepare a plan for the development of an organisation in relation to the company's culture and values;
- apply the theory acquired to the assessment of alternative sales plans; and
- assess the sales department's implementation power in connection with sales measures.

Competences

The students should be able to

- handle complex situations, involving relevant stakeholders;
- identify their own learning needs, so that they can continuously develop their skills and knowledge;
- ensure the use of theories and methods for the company's supply chain with a view to developing an action plan for the sale;
- develop an organisational action plan which ensures the implementation of the sales plan;
- identify and build up personal networks;
- handle and develop solutions for complex situations within international partnerships;
- develop the economic foundation for a sales strategy in a practical context for a specific company;
- assess and develop the company's ability to implement the sales activity.

Examination and assessment:

- One exam

4.3.6 The tactical and operational sales performance

The tactical and operational sales performance

Core area: Business development in an international perspective

ECTS credits 5 ECTS

Content

- Implementation of sales strategies and sales plans
- Coordination and cooperation in the company's supply chain
- Preparation of back-up plans
- Recruitment and selection of sales personnel
- Incentive strategies
- Coaching
- Conflict management
- Management of the sales function, including stress management
- Activity Based Costing and value chain optimisation Activity Based Costing
- Foreign currency and option theory

Learning outcomes:

Knowledge

The students should

- have knowledge and understanding of theories and models which support and develop the tactical and operational sales performance;
- have a basic understanding of problems, theory and models in the company's supply chain which are linked to the tactical and operational sales performance;
- have knowledge and understanding of different methods for recruitment of sales personnel;
- be able to understand and reflect on the significance of different motivation theories for the preparation of incentive strategies;
- have knowledge and understanding of different conflict styles and conflict resolution options;
- have knowledge of situation-specific management in the sales function; and
- understand basic theory and models in the area.

Skills:

The students should be able to

- choose and apply theories and models for planning of the tactical and operational sales performance
- based on the chosen sales strategy;
- develop the company's strategy based on unique customer relations and be able to communicate this to relevant stakeholders;
- assess and apply methods and tools for the company's supply chain to support the tactical and operational sales performance;
- prepare suggestions for the recruitment plan;
- prepare strategies for the motivation of sales personnel;
- understand the relevance of coaching in relation to sales personnel;
- prepare suggestions for conflict management in the company;
- understand situational management in the sales organisation; and
- apply the theory acquired to actual international sales assignments.

Competences

The students should be able to

- participate in the sales work in a company at the tactical and operational level;
- identify problems and solutions in the company's supply chain for planning of the tactical and operational sales performance;
- manage and develop solutions to complex situations within international sales management; and handle and develop solutions for complex situations within international partnerships;
- assess the economic consequences of a given international sales effort, including risk assessment and limitation.

Examination and assessment:

- One exam

4.3.7 Implementation and follow-up

Implementation and follow-up
Core area: Business development in an international perspective
ECTS credits 5 ECTS
<p>Content</p> <ul style="list-style-type: none"> • Customer follow-up tools • MIS – Marketing Intelligence Systems • CRM software • Measuring the effectiveness of the company's supply chain • Evaluation of the sales function's efforts, including personal, professional, cultural and social competences • Preparation of employee satisfaction survey • Balanced Score Card • Variable analyses based on the marketing mix
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • tools and models for customer follow-up; • tools for measuring the effectiveness of the company's supply chain; • tools for measuring employee satisfaction and criteria for evaluating the sales function's efforts; and • general economic reporting methods and their application in the Danish business community. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • assess the marketing mix for the company's customers in general and the individual customer specifically and be able to make suggestions for possible changes in strategy and efforts; • prepare a follow-up plan for measuring the effectiveness of the company's supply chain; • measure the sales efforts and subsequently put forward proposed measures based on the results of measurements; and • draw up a balanced scorecard for a sales function and sales area along with suggestions for follow-up. <p><i>Competences</i></p> <p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • take part in assessing the company's combined efforts along with individual efforts in relation to the sales work towards its customers. In relation to this the students should be able to identify their own learning needs in order to be able to develop and maintain relevant competences for this work; • enter into a dialogue with the sales function about optimisation of the company's total sales efforts from the perspective of effectiveness in the entire supply chain; • develop and implement an evaluation of personal, professional, cultural and social competences as well as employee satisfaction; • create their own balanced scorecard in connection with a company's primary strategy and plan, and secure ongoing follow-up; and • be part of interdisciplinary teams in connection with the company's marketing intelligence with the customer as the starting point.

Examination and assessment:
- One exam

4.4 Overview of exams and their components

Exam name	Educational component	Figures on the degree certificate
1st externally assessed exam (The background for a company's sales)	The customer as the starting point, Industry and competitors, and Innovation	X
1st internally assessed exam (Theory and methods)	Theory and methods	X
2nd externally assessed exam (Business development in an international perspective)	Developing the sales base, The tactical and operational sales performance, and Implementation and follow-up	X
2nd internally assessed exam (Exam in elective educational component)	Specialisation	X
3rd internally assessed exam (work placement exam)	Work placement periods	X
3rd externally assessed exam (Bachelor's degree project)	Bachelor's degree project	X

5. Work placement

The Bachelor's Degree Programme in International Sales and Marketing is an independent and complete course, including both theory and practice. Together with the theoretical elements of the programme, the work placement aims at strengthening the learning process of the students and contributing to the fulfilment of the learning outcomes specified for the study programme.

During the work placement, 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 work placement. The work placement is unpaid. The students themselves must actively apply for work placement, and UCN ensures the framework of the work placement.

Work placement
ECTS credits 15 ECTS
Scheduled time 3rd semester
Content: The work placement is to create a connection between the theory acquired and the profession's business conditions. The work placement is to ensure practice orientation and development of vocational discipline-specific and personal competences enabling the students to work independently.

<p>The work placement assists the students in converting the knowledge acquired into practical experience.</p>
<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>The students should</p> <ul style="list-style-type: none"> • have acquired knowledge of the theory and method of the profession as well as of practice; • understand concepts and methods as well as be able to reflect on the use; and • have acquired experience from participating in practical assignments. <p><i>Skills:</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • convert the knowledge acquired into practice within the trade; • assess theoretical and practical issues and put forward suggested solutions; and • use and communicate relevant theories for addressing assignments at the place of work placement. <p><i>Competences</i></p> <p>The students should be able to</p> <ul style="list-style-type: none"> • see their own specialist role in relation to specific tasks; and • be part of discipline-specific as well as interdisciplinary cooperation.
<p>Assessment</p> <p>One exam</p>

6. Bachelor's degree project requirements

The bachelor's degree project in the Bachelor's Degree Programme in International Sales and Marketing must document the students' understanding of practice and applied theory and methods in relation to a practice-based problem based on a specific assignment within the field of study. 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.

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

The exam is made up of a project and an oral examination, for which one overall grade is given. The exam will not take place until the students have passed the final work placement exam as well as the other exams of the programme.

Bachelor's degree project
ECTS credits 15 ECTS
Scheduled time At the end of the 3rd semester
Content:
The project must be based on central topics of the programme and must contain elements from the work placement.

The problem statement for the project must be prepared by the students and as far as possible in collaboration with a company/organisation. The problem statement must be approved by the educational institution.

As a main rule, the bachelor project is prepared individually.

When addressing the problem set out in the problem statement, it is important that students are able to apply central theories and methods. Furthermore, the project must include empirical material in addressing the specific problem or issues.

Learning outcomes:

The learning outcomes are the same as the learning outcomes for the study programme. Further, the below learning outcomes apply to the bachelor project.

Knowledge

The students should have acquired knowledge of

- the profession's and subject area's applied theory and methods along with practice; and
- theory and methods along with being able to reflect on the profession's application of theory and methods.

Skills:

The students should be able to

- apply methods and tools for collection and analysis of information and master the skills related to employment in the profession;
- assess theoretical and practical problems and issues and substantiate the chosen actions and solutions; and
- communicate practical and professional problems and issues as well as solutions for colleagues and users.

Competences

The students should be able to

- handle complex and development-oriented situations in relation to work or study;
- independently take part in discipline-specific and interdisciplinary collaboration and take on responsibility within the settings of professional ethics; and
- identify their own learning needs and, in relation to the profession, develop their own knowledge and skills.

7. Other rules for the programme

7.1 Credit transfer

It may be possible to obtain credit transfer for educational components from other institutions etc. for a study programme at UCN.

In each case UCN approves credit transfer based on completed educational components and employment that match up to subjects, educational components and work placement components in the study programme at UCN. The decision is based on a professional assessment. 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.

8. The institutional section of this Curriculum

9. Order of examinations by semesters

Overview of all examinations and their order

Exam order	Exam	90 ECTS credits distributed across the exams	Internal/external assessment	Assessment
1st semester	1. Compulsory educational components: The customer as the starting point Industry and competitors Innovation	25	External	7-point grading scale
1st semester	2. Compulsory educational component: Theory and methods	5	Internal	7-point grading scale
2nd semester	3. Compulsory educational components: Developing the sales base The tactical and operational sales performance, and Implementation and follow-up	20	External	7-point grading scale
2nd semester	4. Specialisation	10	Internal	7-point grading scale
3rd semester	5. Work placement exam	15	Internal	7-point grading scale
3rd semester	6. Bachelor's degree project	15	External	7-point grading scale

Information about time and place for each exam can be found on the institution's Intranet.

9.1 Examination in the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation

Exam attendance prerequisites, including duty to participate

The students must meet the following requirements in order to sit the examination:

- Approved participation in Mandatory Assignment 1
- Approved participation in Mandatory Assignment 2
- Approved participation in Mandatory Assignment 3
- Approved participation in mock exam
- Submission of semester project

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.

Exam attendance prerequisites for the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation

The following indicates the number of dates with a duty to attend in the form of a physical presence. The exact calendar days with a duty to attend will appear from the institution's Intranet.

Mandatory assignment 1

Five days with a duty to attend mandatory assignment 1. The topic of the assignment is the learning outcome for compulsory educational component: The customer as the starting point.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 2

Four days with a duty to attend mandatory assignment 2. The topic of the assignment is the learning outcome for compulsory educational component: Industry and competitors.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 3

Six days with a duty to attend mandatory assignment 3. The topic of the assignment is the learning outcome for compulsory educational component: Innovation.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mock exam

Six hours with a duty to attend the mock exam. The topic of the assignment is the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation

If a student does not attend, the student is to prepare a term paper.

Submission of and compliance with the duty to participate in the semester project

Exam form and procedure

The exam is a six-hour individual written, externally assessed exam. The exam is graded according to the 7-point grading scale.

The exam is worth 25 ECTS credits.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational components: **The customer as the starting point, Industry and competitors, and Innovation**

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

Scheduled time

The exam takes place at the end of the 1st semester. Information about time and place can be found on the institution's Intranet.

Use of study aids

All electronic study aids are permitted.

Examination language

English.

9.2 Examination in the compulsory educational component Theory and method

Exam attendance prerequisites, including duty to participate

The students must meet the following requirements in order to sit the examination:

- Approved participation in Mandatory Assignment 1
- Approved participation in Mandatory Assignment 2
- Approved participation in Mandatory Assignment 3
- Approved participation in mock exam
- Submission of and compliance with the duty to participate in the semester project

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.

Exam attendance prerequisites for the compulsory educational component: Method and theory

The following indicates the number of dates with a duty to attend in the form of a physical presence. The exact calendar days with a duty to attend will appear from the institution's Intranet.

Mandatory assignment 1

Five days with a duty to attend mandatory assignment 1. The topic of the assignment is the learning outcome for compulsory educational component: The customer as the starting point.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 2

Four days with a duty to attend mandatory assignment 2. The topic of the assignment is the learning outcome for compulsory educational component: Industry and competitors.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 3

Four days with a duty to attend mandatory assignment 3. The topic of the assignment is the learning outcome for compulsory educational component: Innovation.

If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mock exam

Six hours with a duty to attend the mock exam. The topic of the assignment is the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation

If a student does not attend, the student is to prepare a term paper.

Submission of and compliance with the duty to participate in the semester project

Examination procedure

The exam is an oral internally assessed exam graded according to the 7-point grading scale. The group size is x-y participants. Based on a discussion of the learning outcomes for the component, each student's understanding will be assessed individually.

The exam is worth 5 ECTS credits.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational component: Method and theory

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

Scheduled time

The exam takes place at the end of the 1st semester. Information about time and place can be found on the institution's Intranet.

Use of study aids

No electronic study aids are permitted.

Examination language

English.

9.3 Examination in the compulsory educational components: Developing the sales base, The tactical and operational sales performance, and Implementation and follow-up

Exam attendance prerequisites, including duty to participate

The students must meet the following requirements in order to sit the examination:

- Approved participation in Mandatory Assignment 4
- Approved participation in Mandatory Assignment 5
- Approved participation in Mandatory Assignment 6
- Submission of and compliance with the duty to participate in the semester project, which must
 - meet the formal requirements of projects, cf. below; and
 - be submitted in due time according to the semester plan, cf. appendix 1.

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.

Exam attendance prerequisites for the compulsory educational components: The customer as the starting point, Industry and competitors, and Innovation

The following indicates the number of dates with a duty to attend in the form of a physical presence. The exact calendar days with a duty to attend will appear from the institution's Intranet.

Mandatory assignment 4

Five days with a duty to attend mandatory assignment 1. The topic of the assignment is the learning outcome for compulsory educational component: Developing the sales base. If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 5

One day with a duty to attend mandatory assignment 2. The topic of the assignment is the learning outcome for compulsory educational component: The tactical and operational sales performance. If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Mandatory assignment 6

Five days with a duty to attend mandatory assignment 3. The topic of the assignment is the learning outcome for compulsory educational component: Implementation and follow-up. If a student does not attend the mandatory assignment, the student is to prepare a term paper (24,000 characters).

Submission of semester project

Formal written project requirements

The project report must include:

- Cover page with title, name of study programme, place of study, date, semester, class name, project name, supervisor's name, name(s) of project participant(s) and the number of standard pages of 2,400 characters including spaces and footnotes, models and pictures. Only the actual assignment is assessed, as preface, table of contents, reference list and appendices are not included in the assessment.
- Table of contents
- Introduction, including problem statement and research question
- Method and theory
- Analysis and problem-solving
- Conclusion
- Optional discussion in which you place your research and findings in a wider context
- Reference list (including all sources referred to in the project)
- Appendices (only include appendices that are central to the report)

For each group, the written project must total 40 standard pages of 2,400 characters including spaces.¹

Examination procedure

The exam is a 30-minute individual, externally assessed oral examination based on a written group project. The exam is assessed solely based on the oral performance. The exam will be graded according to the 7-point grading scale.

The exam is worth 20 ECTS credits.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational component: Developing the sales base, The tactical and operational sales performance, and Implementation and follow-up

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

Scheduled time

The exam takes place at the end of the 2nd semester. Information about time and place can be found in the semester plan on the institution's Intranet.

Use of study aids

No electronic study aids are permitted.

Examination language

English.

¹ Indicated as, for example: 69,360 characters/28.9 standard pages of 2,400 characters including spaces

10. Elective educational components

10.1 Content

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 international sales and marketing field. The elective educational component must meet the learning outcomes of the elective educational components and further expand on the programme core areas. Furthermore, the goals for learning outcomes are specified in the knowledge, skills and competences that the students are to acquire through the selected educational component.

Learning outcomes are prepared by the individual students or the group as a whole and depend on the selected subject. Upon approval, the institution ensures that the student's goal for the elective is within this framework, and lecturers act as advisors.

The students may work on the elective topic in groups within the framework of the learning outcomes for the elective educational component.

The advisors assist the individual groups in structuring the elective and identifying the parts of the relevant professional disciplines which can contribute to the absorption.

ECTS credits

The elective educational components can be offered with the following ECTS credits: 10 ECTS.

Learning outcomes

Knowledge

The students should have acquired knowledge of

- the theory and practice of the selected subject(s); and
- the relevance of the selected subject(s) to the theory and practice of the programme.

Skills:

The students should be able to

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

Competences

The students should be able to

- independently acquaint themselves with new subjects within the theory and/or practice of the subject area; and
- place their research and findings in a wider context and relate the chosen subject(s) to the other subject fields of the study programme.

Exam attendance prerequisites, including duty to participate

The students must meet the following requirements in order to sit the examination:

- Approved participation in the mid-term evaluation of the elective component.
- Submission of synopsis, which must
 - be submitted in due time according to the semester plan, which can be found on the programme's Intranet.

Examination procedure

The exam is an internally assessed oral group exam based on the written synopsis. The group may have up to four participants. An individual grade is given according to the 7point grading scale.

Scheduled time

The elective educational component takes place in the 2nd semester of the study programme.

Examination language

English.

11. Work placement

Work placement requirements and expectations

As a rule, the students themselves are responsible for finding work placement. UCN offers guidance in finding work placement.

During work placement, the students will work on discipline-specific issues within the core areas of the study programme and achieve knowledge of relevant business functions. The students will be associated with one or more companies during work placement. The connection between the theoretical tuition and the work placement forms the basis of the student's work placement goals.

Based on the learning outcomes for the work placement, cf. the national section of this Curriculum, the students set the goals for the learning outcomes of the work placement. The goals are written down on the work placement portal.

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

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

The work placement may be organised in a flexible and personalised manner and may form the basis of the students' final degree project.

The work placement period must be at least three months.

Examination participation prerequisites

The students must keep a weekly journal in which they describe the tasks, activities, reflections, etc. of the week.

The journal is a prerequisite for sitting the work placement exam.

The journal must be practice-related and describe the topic(s) and issues addressed during the work placement period, how the student worked with these in practice, including theory from the theoretical tuition, as well as reflections on the professional and personal development during the work placement.

Non-performance of the prerequisite means that the students may not sit the exam, and that they will be considered to have made an exam attempt.

Examination procedure

The exam is an oral, internally assessed exam graded according to the 7-point grading scale. The work placement journal and the monthly and final reflections from the students on their learning constitute a part of the examination basis.

The oral exam assesses the student's achievement of the learning outcomes for the work placement.

The work placement and the other exams of the study programme must have been passed before students can attend the final exam project examination.

Assessment criteria

The assessment criteria for the exam are the same as the learning outcomes for the compulsory educational component: Work placement.

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

Scheduled time

The exam takes place at the end of the 3rd semester. Information about time and place can be found on the institution's Intranet.

Examination language

English.

12. The bachelor's degree project

For requirements for the final professional bachelor's degree project as well as learning outcomes, please see the national section of this Curriculum for the Bachelor's Degree Programme in International Sales and Marketing.

Examination participation prerequisites

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

- meet the requirements for the final exam project; cf. the national section of this Curriculum; and
- be submitted in due time.

Incorrect submission of the written paper, which is regarded as the written part of the examination means that the students will not be allowed to sit the examination, and that they will be regarded as having used an examination attempt.

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

Examination procedure

The exam is externally assessed and is a combination of an oral and a written individual/group examination based on a written project. 45 minutes are allocated per examinee, including time for deliberations, with an option to make a 15-minute presentation.

One individual overall grade is given based on an overall evaluation of the written and oral performance. The exam is graded according to the 7-point grading scale.

The final bachelor's degree project may be written in groups of up to three students.

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/the professional bachelor's degree project, cf. the national section of this Curriculum.

In addition to the discipline-specific content, assessments must also consider the student's spelling and writing skills. However, the discipline-specific content weights the most.

Scheduled time

The exam takes place at the end of the 3rd semester. Information about time and place can be found on the institution's Intranet.

Examination language

English.

13. Withdrawal from exams

The rules on withdrawal from exams are found here: www.ucn.dk/english/about-ucn, Examination Regulations.

14. Educational components that may take place abroad

It is possible for the students to take the 2nd semester at educational institutions outside Denmark.

It is also possible to do work placement and the bachelor's degree project with companies or organisations outside Denmark.

The institution must approve/grant credit transfer before the stay abroad takes place.

15. Learning and teaching forms

In the international sales and marketing programme we use a wide range of teaching and learning methods that combined support the student in achieving the learning outcomes described in this Curriculum.

The learning and teaching forms are based on the common learning approach of UCN Business, which is continuously updated and described at www.ucn.dk.

The overall tuition methods are dialogue-based class tuition, assignment work 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.

16. Credit transfer for the elective educational components

Passed elective educational components are equivalent to 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.

17. Obligation to participate

In order for the learning outcomes/benefits to be achieved, certain study components have a duty to participate in the form of, for instance

- submission / presentation of assignments / projects; and
- a duty to attend, i.e. physical presence at lessons.

Before the students are allowed to sit an exam, the activities in the semester included in the duty to participate (mandatory assignments) must be approved.

A duty to participate and a duty to attend, if any, that are prerequisites of participating in examinations, will appear from the description of the individual examinations.

If students fail to comply with the duty to participate, and it is a prerequisite for the exam, the non-compliance is equated with a failure to show at the exam, and the students will be considered to have made an exam attempt

18. Criteria for assessing study activity

Criteria for cessation of registration of students who are not participating actively in studies

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

Periods in which the students have not participated actively in studies due to leave of absence, maternity or paternity leave, adoption of a child, verified illness or military service do not count against the period of 12 months required for participating actively in studies. On request, the students must provide documentation of such matters.

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

Before registration is terminated, the individual students will be notified in writing. In connection with such notification, the students will be made aware of the above rules. The letter to the students must state that they have 14 days to document that periods in which they did not participate actively in studies should not count in; together with a deadline for making an appeal for exemption.

If the students have not responded within the fixed deadline, their registration as students will be terminated.

19. Language

The international dimension of the study programme means that all tuition material, exam cases, tuition, written projects, presentations, exams etc. will be in English.

That presupposes that the students have obtained competences in written and oral English corresponding to Marketing Management graduates.

19.1 Examination language

English.

20. Resit and illness resit exams

The rules on resit and illness resit exams are found here: www.ucn.dk/english/about-ucn, Examination Regulations.

21. Study aids

In connection with written exams the students are allowed to use books and material handed out during lectures, own notes, supplementary material, Intranet, Internet, USB stick or the like with documents, unless otherwise expressly stated in the exam paper/guidelines.

The students may not bring or use the following aids:

- Bluetooth
- Mobile phone
- Any other data communication equipment enabling the students to communicate with others

If during exam a student is making unauthorised use of the above, the student will be immediately expelled from the exam.

During exams students are not permitted to share aids or lend aids to fellow students.

Students are under no circumstances allowed to communicate with each other during the exam.

If students try to communicate with other students or use non-permitted aids, they will be expelled immediately.

The exam is to be taken in understandable English.

22. Special examination arrangements

If their medical condition or relevant specific disabilities qualify them to do so, students may apply for extended exam time, etc. 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 disregarded in cases of sudden health-related problems.

The application is to be accompanied by a medical statement; a statement from e.g. a speech, hearing, dyslexia or blind institute; or other evidence of health conditions or a relevant specific disability.

23. Academic misconduct at exams

On submission of a written examination assignment, the students must confirm by signature that the assignment was prepared without undue help.

23.1 Use of own work and that of others – plagiarism

The rules on the use of own work and that of others – plagiarism are found here: www.ucn.dk/english/about-ucn, Examination Regulations.

23.2 Disciplinary actions in events of academic misconduct and disruptive behaviour

The rules for disciplinary actions in events of academic misconduct and disruptive behaviour are found at www.ucn.dk/english/about-ucn, Examination Regulations.

24. Complaints about examinations and appeals against decisions

24.1 Complaints about examinations

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

The rules of complaints about examinations can be found in section 10 of the Exam Order.

The Exam Order divides complaints into

- complaints about the examination basis etc., examination procedure and/or the assessment; and
- complaints about legal matters.

The two kinds of complaints are dealt with differently.

24.1.1 Complaints about the examination basis etc., examination procedure and assessment

The rules on complaints about examinations and appeals against decisions are found here: www.ucn.dk/english/about-ucn, Examination Regulations.

25. Exemption

UCN may grant exemption from the rules in this Curriculum that were laid down solely by the institution, when such exemption is substantiated by exceptional circumstances.

26. Effective date and transition period

The national and institutional sections of this Curriculum come into effect on 1 September 2016 and apply to all students who are and will be registered for the programme and to all examinations commenced on said date or thereafter.

The national and institutional sections of the curriculum of September 2015 have been repealed as of 31 August 2016.

However, exams started before 1 September 2016 will be carried out according to the national and institutional sections of this Curriculum not later than 31 August 2017.