

**SERVICE, HOSPITALITY & TOURISM
MANAGEMENT**

Curriculum

2016 to 2018

National section



National section of the curriculum for the Academy Profession Degree Programme in Service, Hospitality & Tourism Management, valid from 1 September 2016, applicable for all providers of the study programme

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1. Curriculum contents

This Curriculum has been drawn up in accordance with the guidelines in Ministerial Order no. 1521 of 16 December 2013 on Academy Profession Programmes and Professional Bachelor Programmes (current). It is divided into

- a **national section** which is designed to be used by all educational institutions providing the programme; and
- an **institutional section**, which specifies institution-specific guidelines and requirements. Components of a specific curriculum can be developed independently or in collaboration between several educational providers.

The national section of this Curriculum has been developed by the educational providers mentioned in chapter 8.3 and in accordance with the regulatory basis in chapter 8.2.

2. Objective and profile of the study programme

2.1 Objective of the study programme

The objective of the Service, Hospitality & Tourism Management programme is stipulated in section 1 of Ministerial Order no. 700 of 3 July 2009 on the Academy Profession Degree Programme in Service, Hospitality and Tourism Management (AP Graduate in Service, Hospitality and Tourism Management), current, in which the following is stipulated:

Section 1. *The objective of the Academy Profession Degree Programme in Service, Hospitality and Tourism Management is to qualify students to independently perform work assignments re-lating to the development, planning, implementation and delivery of services at national and international levels in businesses and organisations operating in the fields of service, holiday and business tourism as well as hotels and restaurants.¹*

2.2 Competence profile

The above objective results in a line of professional and personal competences, which service, hospitality and tourism students acquire through the study programme.

The aim for the students is to work in a holistic and practice-related manner, based on the acquired theory, and be able to assess and substantiate their choice of actions and solutions regarding a specific organisational and business economics issue.

With an AP Degree in Service, Hospitality & Tourism Management, the students should have acquired the following professional competences:

¹ The matching overall learning outcomes from the ministerial order can be found in appendix 1.

- **Practical competences** within working in service companies in general – to enable the students to perform in a company directly and be able to turn theory into solutions in a practical setting
- **Business economics competences** – so as always to take the economic aspects into account
- **Specialisation competences** which will enable students to develop skills in an elective educational component (in the following called specialisation)
- **Interpersonal skills** and empathy to enable students to work both individually and in groups – as this is what will happen in the everyday working life
- **Communicative and linguistic competences** – because the graduates will be working in an industry characterised by the need for networking and relations to others
- **International and intercultural competences** – as the service industry is global
- **Methodical competences** enabling students to define issues and provide methods for possible solutions

In order for the students to manage themselves in the service industry and to acquire and practice the professional competences, the programme also brings the development of the individual student's personal competences into focus.

Focus will thus be on developing the ability to be:

- **Responsible** – to take on responsibility for tasks, on your own and with others, and to demonstrate a high degree of responsibility for yourself, for your own life and for others
- **Enterprising** – that you are able to start up on your own – to set the pace and offer solutions – and not simply taking the easy way out
- **Reliable** – that you are able to independently handle tasks involving deadlines, and that you can generally be counted on
- **Curious and reflective** – that you are inquisitive and innovative, wanting to acquire knowledge, even regarding skills which do not seem important at first
- **Co-operative** – that you explore and encourage collaboration, and that you are willing to make yourself available, recognising that the service industry needs people who are willing to lend a hand whenever necessary

2.3 Title

Students who have completed and passed the study programme are awarded the professional title of

AP Graduate in Service, Tourism and Hospitality Management

In Danish referred to as Serviceøkonom (AK).

3. Programme duration, structure and contents

3.1 Programme duration and ECTS value

The subjects and activities of the programme are planned as a full-time course of study and is equivalent to two years of full-time academic workload. A student full-time equivalent is worth 60 ECTS credits according to the European Credit Transfer System, and the total programme is worth 120 ECTS credits.

The study programme must be concluded within twice the prescribed period of study, i.e. four years.

The examinations in which the students are required to participate before the end of the 1st year of study must be passed before the end of the 2nd year of study in order for them to continue as students in the programme.²

The institution may choose to grant exemption from this requirement in case of extraordinary circumstances.

3.2 Programme structure and contents

The programme comprises:

- 1) Five overall core areas, defined in the Programme Order,³ with 75 ECTS-points distributed on:
 - a) Method
 - b) Service Industry
 - c) Organisation
 - d) Planning
 - e) Communication

The core areas of the programme are divided into a number of compulsory educational components (subjects):

² Please note section 4(3) of Ministerial Order no. 1519, according to which the institution can choose to define that the 1st year examination must be passed before the end of the 1st year of study, cf. the institutional section of this Curriculum.

³ Section 3(2) of Ministerial Order no. 700 of 3 July 2009 on the Academy Profession Degree Programme in Service, Hospitality and Tourism Management.

Core area	Subjects – compulsory educational component
a) Method	1) Methodology – 5 ECTS-point
b) Service industry	2) Service industry– 15 ECTS credits
c) Organisation	3) Organisational development – 15 ECTS credits
d) Planning	4) Business development – 15 ECTS credits 5) Service economics – 15 ECTS credits
Communication	Communication – 10 ECTS

The learning outcomes of a few of the compulsory educational components (the subjects) are divided into specialist modules, which can be seen from the individual course descriptions.

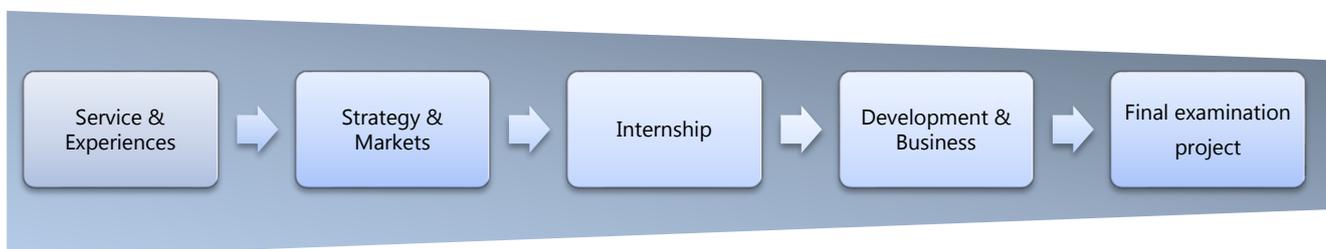
Internship – 15 ECTS credits

Elective educational component (specialisation) – 15 ECTS credits

Final examination project – 15 ECTS credits

The curriculum describes the intended learning outcomes according to the qualifications framework.⁴The learning outcomes are thus described using the terminology; knowledge, skills and competences.

The programme has been structured in a line of themes, cf. the figure below, which connect the different educational components and ensure progression and transparency.



In the following, the focus of each individual theme is described.

1st semester – Service & Experiences

The focus of the theme is for the students to obtain a basic knowledge of the development of the service industry and experience economy as well as provide the students with a holistic understanding of how to run a company.

⁴ The new Danish Qualifications Framework for Higher Education describes the level of learning outcomes, cf. www.ufm.dk.

2nd semester – Strategy & Markets

The focus of the theme is to enable the students to plan the running of the service and experience company as well as be able to assess how the market can be influenced.

3rd semester – Internship

The focus of the theme is to enable the students to be part of the running of the service and experience companies.

3rd/4th semester – Development & Business

The focus of the theme is for the students to function as discussion partners when developing innovative plans for a sustainable development of the service and experience companies and their employees

3.4 Overview of semesters

The semesters of the programme are placed as indicated below:

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

4. Description of learning outcomes of the subjects

The programme's learning outcomes include the knowledge, skills and competences which the students must acquire through the programme.

In the chapter below, the individual learning outcomes for the core areas are described further in relation to the qualifications framework. To ensure transparency, the subjects have been divided into modules, where appropriate.

The ECTS distribution and place for the individual subjects can be found in section 3.3.

4.1 Methodology

The Methodology core area equals the core subject;

- Methodology, social sciences – 5 ECTS-point

Learning outcomes:

5 ECTS 1a – 5 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none">• how a combination of different methods are used to identify an issue; and• and basic understanding of scientific approaches at a basic level.
Skills	The students should be able to <ul style="list-style-type: none">• interpret qualitative as well as quantitative surveys based on different theories;• communicate the scientific methods in writing as well as orally; and• communicate issues and solutions.
Competences	The students should be able to <ul style="list-style-type: none">• both individually and in cooperation with fellow students and service companies, design surveys as well as gather and analyse data.

4.2 Service industry

The Service industry core area equals the compulsory educational component (subject) Service industry worth 15 ECTS credits.

The Service industry subject is divided into three modules, which make up the overall subject:

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

In the following, the intended learning outcome for each of the three modules is described.

Learning outcomes:

4.2.1 Industry knowledge

5 ECTS 1a – 5 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the development, trends and organisation of the service industry at both national and international level; • the programme's areas of specialisation, including an understanding of the connection between these; • the development of the experience economy as well as its importance as a growth factor, its concepts and theories; and • and be able to relate the experience economy to the service industry in general and the specific specialisation areas.
Skills	The students should be able to <ul style="list-style-type: none"> • assess relevant aspects of the service and experience economy in analyses and reports; • explain the development of the specialisation areas and identify the latest trends in the service industry and experience economy; and • relate the service industry and experience economy to the other subjects of the programme.
Competences	The students should be able to <ul style="list-style-type: none"> • take part in relevant work processes within the service industry and the experience economy; • apply the theories of the experience economy in a practical context; and • act in the service industry based on the current industry code within the specialisation areas.

4.2.2 Service design

4 ECTS 1a – 4 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • service management systems, service concepts and service delivery systems; and • different principles for quality control.
Skills	The students should be able to <ul style="list-style-type: none"> • participate in design and development of service concepts and service delivery systems.
Competences	The students should be able to <ul style="list-style-type: none"> • acquire knowledge with a view to improving service management systems and concepts.

4 ECTS 1a – 4 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • crucial parameters for establishing the optimum customer relations, including loyalty and quality.
Skills	The students should be able to <ul style="list-style-type: none"> • assist in establishing productive customer relations.
Competences	The students should be able to <ul style="list-style-type: none"> • establish enduring relations with customers and set up suggestions for improvements.

4.2.3 Service law

2 ECTS 3 – 2 ECTS	3rd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the legal conditions which are crucial for service companies in order to act in relation to employees, customers and market, in particular marketing law, general contract law, incl. agency, sale of goods law, and labour and employment law; and • agreements, the main agreement and the services directive.
Skills	The students should be able to <ul style="list-style-type: none"> • estimate legal issues in relation to the labour and employment law, the Contracts Acts, the Sale of Goods Act and the Marketing Act; • assess any problems and issues in connection with the hiring process, from drawing up job advertisements to completing the contract, with particular emphasis on the Equal Treatment Act, the Health Information Act, the Discrimination Act and the Employment Act. • judge when a legally binding agreement has been entered into, including agreements concluded by agents; and • assess which party in a situation with respect to the law of sales bears the risk of accidental destruction of the purchased item. The students should also have knowledge of the parties' remedies for breach of a contract of sale.
Competences	The students should be able to <ul style="list-style-type: none"> • identify legal issues regarding contract formations and marketing of the service company as well as in relation to employment and the law of sales, just as the students should be able to enter into a professional cooperation about the solution of legal issues

4.3 Organisational development

The Organisation core area equals the compulsory educational component (subject) Organisational development worth 15 ECTS.

The Organisational development subject is divided into two modules, which make up the overall subject:

- Leadership & Project management – 7 ECTS
- Organisation & HR – 8 ECTS

The following describes the learning outcome for each of the three modules.

Learning outcomes:

4.3.1 Leadership & project management

5 ECTS 1a – 5 ECTS	1st semester
Knowledge	<p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • and understanding of different organisational forms and their implications for efficiency and job satisfaction in the service company; • theories and models to understand the company's structure and culture and the factors that affect the motivation in service companies; • how management theories and models can be used in service companies; • management issues when a working group is formed in relation to creating the best possible performance; and • the most common project tools, including IT, which can advantageously be used to manage a project.
Skills	<p>The students should be able to</p> <ul style="list-style-type: none"> • assess the applicability of theories/models in practical leadership situations; • communicate managerial decisions to managers, colleagues and employees; • analyse, plan, evaluate and substantiate the practical implementation of a project, including prepare economic forecasts for the practical implementation; and • choose an appropriate project planning method – and understand when and whether an IT-based system can be used advantageously.
Competences	<p>The students should be able to</p> <ul style="list-style-type: none"> • assist in making managerial decisions; • apply specific methods and tools for project management, as well as define goals and objectives for a project group; and • take on responsibility and to plan and manage a project from start to finish.

2 ECTS 2 – 2 ECTS	2nd semester
Knowledge	<p>The students should have acquired knowledge of</p> <ul style="list-style-type: none"> • relevant models for identification of competence needs in the service industry; and • relevant models for setting personal development goals.
Skills	<p>The students should be able to</p> <ul style="list-style-type: none"> • apply relevant models and methods for identifying competences; and • apply relevant models and methods for setting personal development goals.
Competences	<p>The students should be able to</p> <ul style="list-style-type: none"> • identify the service industry's and their own skills; and • set personal development goals.

4.3.2 Organisation & HR

3 ECTS 3 – 3 ECTS	3rd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • methods and theories for recruitment, development and dismissal of employees; and • work environment conditions that influence the physical and psychological working environment – including employee satisfaction.
Skills	The students should be able to <ul style="list-style-type: none"> • assess fundamental conditions regarding the development and administration of employees in relation to organisational development; and • communicate the HR policy of the service company to employees and business partners.
Competences	The students should be able to <ul style="list-style-type: none"> • perform HR functions in accordance with the overall HR strategy of the service company; • take part in an interdisciplinary collaboration on drawing up the company's HR strategy; and • manage basic work environment issues and be capable of seeking the right expert knowledge.

5 ECTS 4 – 5 ECTS	4th semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • different theories and models for developing and transforming the service organisation.
Skills	The students should be able to <ul style="list-style-type: none"> • apply and assess different models for organisational development.
Competences	The students should be able to <ul style="list-style-type: none"> • participate in processes of development and change with specific focus on their own area of work and responsibility.

4.4 Planning

The Planning core area equals the two compulsory educational components (subjects):

- Business development – 15 ECTS credits
- Service economics – 15 ECTS credits

4.4.1 Business development

The Business development subject is divided into three modules, which make up the overall subject:

- Creativity and innovation – 5 ECTS
- Strategy and business plan – 5 ECTS
- Service marketing and trends – 5 ECTS

The following describes the learning outcome for each of the three modules.

Learning outcomes:**4.4.1.1 Creativity and innovation**

2 ECTS 1 – 2 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the differences and relations between creativity, innovation, entrepreneurship and intrapreneurship, with special focus on how these are encouraged in the company; • creative tools; and • how creative and innovative processes can be planned, initiated and evaluated.
Skills	The students should be able to <ul style="list-style-type: none"> • handle different tools for idea development and creativity in practice; and • assess the appropriateness of the choice of the individual tools for idea development in practice.
Competences	The students should be able to <ul style="list-style-type: none"> • include aspects of creativity in projects and case studies; and • participate in and undertake creative processes in service companies.

3 ECTS 4 – 3 ECTS	4th semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • developments from idea to market introduced product or service; • key concepts and typologies of innovation, including sources of innovation; and • relevant tools for managing innovation processes.
Skills	The students should be able to <ul style="list-style-type: none"> • assess how service companies can encourage creativity; and • describe and categorise innovations.
Competences	The students should be able to <ul style="list-style-type: none"> • take part in and facilitate creative and innovative processes in service companies; • include aspects of creativity and innovation in projects and cases; and • take an interdisciplinary and holistic approach to development processes.

4.4.1.2 Strategy and business plan

3 ECTS 2 – 3 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the fundamental strategic concepts and tools which contribute to a service company's choice of strategy; and • the competitive position of the service company.
Skills	The students should be able to <ul style="list-style-type: none"> • analyse the strategic position of the service company; and • conduct internal and external analyses.
Competences	The students should be able to <ul style="list-style-type: none"> • take part in the development of the service company's strategic plan.

2 ECTS 4 – 2 ECTS	4th semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • relevant models for developing a business plan.
Skills	The students should be able to <ul style="list-style-type: none"> • apply relevant models and methods for developing a business plan.
Competences	The students should be able to <ul style="list-style-type: none"> • prepare a business plan.

4.4.1.3 Service marketing and trends

1 ECTS 1 – 1 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • fundamental service marketing concepts; and • the customer behaviour and market conditions of service companies.
Skills	The students should be able to <ul style="list-style-type: none"> • identify relevant customer behaviour and market conditions for a given company.
Competences	The students should be able to <ul style="list-style-type: none"> • take part in conducting customer behaviour analyses.

3 ECTS 2 – 3 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the service company's marketing mix and customer relationships.
Skills	The students should be able to <ul style="list-style-type: none"> • use the company's marketing mix in relation to the company's customer relationships.
Competences	The students should be able to <ul style="list-style-type: none"> • assess the relationship between the company's marketing mix and the company's customer relationship.

1 ECTS 3 – 1 ECTS	3rd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • current developments within marketing tools; and • specific conditions for the service company's internationalisation.
Skills	The students should be able to <ul style="list-style-type: none"> • identify relevant conditions for the service company's choice of internationalisation strategy.
Competences	The students should be able to <ul style="list-style-type: none"> • take part in the development of the strategic marketing of the service company, including the development of a marketing plan.

4.4.2 Service economics

The Service economics subject is divided into two modules, which make up the overall subject:

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

The following describes the learning outcome for each of the three modules.

Learning outcomes:

4.4.2.1 Business economics

3 ECTS 1 – 3 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • relevant elements in the financial operation of a company; • relevant financial statement principles; and • the potential of alternative reporting forms for supporting management's strategic dispositions.
Skills	The students should be able to <ul style="list-style-type: none"> • use IT tools for handling economic issues; and • produce accounts for the purpose of analysis.

6 ECTS 2 – 6 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • pricing methods; • application of revenue management. • financial analysis, including the methods used in the service industry; and • budgeting types, structures and methods.
Skills	The students should be able to <ul style="list-style-type: none"> • set up solutions in the form of calculations and simulations, including: variable costing, absorption costing, retrograde calculation, total method, and the differential calculus method; • set up relevant key financial indicators for a service company; and • set up relevant budgets for a company and a project.
Competences	The students should be able to <ul style="list-style-type: none"> • critically evaluate each optimisation tool in relation to the company's situation; • prepare an annotated financial analysis; and • assess a company's financial development and use budgeting in its economic governance.

3 ECTS 4 – 3 ECTS	4th semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • financing alternatives and the concept of interest.
Skills	The students should be able to <ul style="list-style-type: none"> • describe and calculate investment and financing alternatives; and • conduct relevant baseline studies.
Competences	The students should be able to <ul style="list-style-type: none"> • calculate the profitability of an investment as well as explain the choice of financing, including alternative ways of financing; and • select and apply the appropriate financial approach to practical problems in analyses and projects.

4.4.2.2 Global service economics

3 ECTS 1 – 3 ECTS	1st semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the significance of the global economy to both national and regional developments in society; • the mechanisms of the global economy, including the macroeconomic conditions; and • the effects of different financial/political options.
Skills	The students should be able to <ul style="list-style-type: none"> • describe and analyse the significance of the most important macroeconomic factors to market conditions; and • evaluate the different market and competition structures.
Competences	The students should be able to <ul style="list-style-type: none"> • include the socio-economic conditions in relation to analysis and assessment.

4.5 Communication

The Communication core area equals the compulsory educational component (subject) Communication worth 10 ECTS.

The Communication core area is divided into two modules, which make up the overall subject:

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

The following describes the learning outcomes of each of the themes.

Learning outcomes:**4.5.1 Business communication and networking**

3 ECTS 2 – 3 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> the fundamental communication theories and models and how these are applied in specific communicative tasks; and how communication is carried out most appropriately, orally as well as in writing.
Skills	The students should be able to <ul style="list-style-type: none"> negotiate and present in English; and engage in written business communication.
Competences	The students should be able to <ul style="list-style-type: none"> communicate in English, orally as well as in writing, in a business context.

2 ECTS 3 – 2 ECTS	3rd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> importance of business networking in relation to the development of both the employee and the service organisation; and relevant negotiation technique theory.
Skills	The students should be able to <ul style="list-style-type: none"> identify relevant networks for employee and organisation development; and conduct a negotiation.
Competences	The students should be able to <ul style="list-style-type: none"> initiate or take part in relevant networking with a view to developing their own competences; and negotiate effectively.

2 ECTS 4 – 2 ECTS	4th semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> presentation and meeting techniques.
Skills	The students should be able to <ul style="list-style-type: none"> apply different presentation techniques and to independently adjust their way of communicating to the context.
Competences	The students should be able to <ul style="list-style-type: none"> communicate practice-oriented and professional issues and solutions to partners and co-workers; and pass on internal and external communication with a high degree of personal impact.

4.5.2 Intercultural competences

1 ECTS 2 – 1 ECTS	2nd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • the concept of culture and cultural elements; and • the significance of culture to all forms of communication. • the concept of hostmanship in an intercultural perspective
Skills	The students should be able to <ul style="list-style-type: none"> • apply cultural knowledge in relation to the global service company; and • assess the impact of their own cultural background in meeting other cultures.

2 ECTS 3 – 2 ECTS	3rd semester
Knowledge	The students should have acquired knowledge of <ul style="list-style-type: none"> • theories and tools for analysing cultures in relation to the global service company.
Skills	The students should be able to <ul style="list-style-type: none"> • propose practical solutions in the areas of cultural settings; and • engage in business development, taking cultural elements into account.
Competences	The students should be able to <ul style="list-style-type: none"> • identify cultural similarities and differences in order for them to act in various cultural settings, internally and externally in a service company; and • take into consideration the importance of culture in the development of service concepts.

5. Overview of examinations

Each student must sit three externally assessed examinations and four internally assessed examinations.

1. First-semester examination – internally assessed examination
- 2. First-year interdisciplinary examination – externally assessed examination**
3. Business economics – internally assessed examination
4. Specialisation 1 – internally assessed examination
5. Internship – internally assessed examination
6. Specialisation 2 – internally assessed examination
- 7. Development and communication – externally assessed examination**
- 8. Final examination project – externally assessed examination**

5.1 Overview of examinations

Below is a schematic overview of all programme examinations, the programme components and the scheduling of examinations.

Figure 2. Programme examinations, programme components and scheduling of examinations

Semester, scheduling	Examination	Core areas	Modules – compulsory educational components	ECTS credits	Assessment	Grading	Weight ⁵
1st semester	Academic aptitude examination, if any ⁶				Internal assessment	Pass/fail	
1st semester	First-semester examination	Methodology and the service industry	Methodology Industry knowledge	10	Internal assessment	7-point grading scale	1
2nd semester	Business economics	Planning	Business economics	9	Internal assessment	7-point grading scale	1
	First year interdisciplinary examination	Service industry Organisation Planning	Service design Leadership and project management Creativity and innovation Strategy and business plan Service marketing and trends Global service economics Business communication and networking Intercultural competences	31	External assessment	7-point grading scale	1
2nd semester	Specialisation 1	Specialisation	Specialisation report	10	Internal assessment	7-point grading scale	1
3. semester	Internship	Internship	Internship	15	Internal assessment	7-point grading scale	1
	Specialisation 2	Specialisation	Specialisation report	5	Internal assessment	7-point grading scale	1
4th semester	Development and communication	Service industry Organisation Planning Communication	Service law Organisation & HR Creativity and innovation Strategy and business plan Service marketing and trends Business economics Business communication and networks Intercultural competence	25	External assessment	7-point grading scale	1
	Final examination project	Final examination project		15	External assessment	7-point grading scale	2

⁵ Weights on the degree certificate which also stipulate the grade point average.

⁶ Please note that an academic aptitude examination, if any, will be described in the institutional section of this Curriculum.

6 Common provisions for internship and final examination project

6.1 Internship – objective and formal requirements

The ECTS value of the internship is 15 ECTS credits, which corresponds to a duration of three months⁷ The internship is placed at the beginning of the 3rd semester (August, September and October).⁸ The internship may take place in Denmark or abroad.

An internship allows the students to acquire practical insight into the service industry and supports the business competences. This could, for examinationple, be in personnel, sales, marketing, finance or customer service departments. Furthermore, the students may be part of the concrete practical tasks in the company during the internship period.

As a main rule, the students must – before the internship and no later than eight days after the beginning of the internship period – prepare and hand in a description of the learning outcomes for the internship for approval.

The institution assumes the overall responsibility for ensuring that the internship meets the programme requirements and thus for the approval of the internship company. In collaboration with the students, the company draws up a plan for the internship, which must be approved by the institution.

Together with the students, the company is responsible for the completion of the plan as well as for a clear connection between the learning outcomes for the internship and the tasks and projects of the students while in the company.

In collaboration with the students, the company identifies the focus areas of the internship. On completion of an internship period, the students draw up an internship report, focusing on the topics agreed on with the company. On completion of an internship, the student has to develop an internship project, focusing on the topics agreed upon with the company.

The internship is not intended as an actual training in performing functions in the company, but rather as a broad general introduction to the different functions and management tasks in the company.

On completion of the internship it is expected that the students have acquired the following knowledge, skills and competences – no matter the intended learning outcomes for the internship:

⁷ A total of 13 full weeks.

⁸ Each educational institution has institution-specific guidelines (cf. chapter 6, section 18(3)(2) of Ministerial Order no. 636). See each institution's specific curriculum for further elaboration.

Knowledge

- The students should have acquired knowledge about the means of existence and organisation of the internship company.

Skills:

- The students should be able to assess practical issues and gather information for solving work tasks and performing functions in the company.

Competences

- The students should be able to take part in the operation, the development-oriented work processes and the functions of the internship company;
- The students should, in a structured context, be able to prepare a project based on a practice-oriented issue; and
- The students should be able to reflect on achieving professional and personal goals during the internship.

6.2 Final examination project

The objective of the final examination project is for the students to independently complete an interdisciplinary and practice-oriented project, which demonstrates that they have acquired the following knowledge, skills and competences:

Knowledge

- The students should have acquired knowledge about relevant theories and methods within the compulsory programme components as well as within the chosen specialisation.

Skills

- The students should be able to apply and combine a comprehensive range of skills and abilities which are related to the different fields of the service industry;
- The students should be able to assess practice-oriented issues and adjust working procedures and processes;
- The students should be able to set up and assess practice-oriented issues and communicate issues and possible solutions to stakeholders; and
- The students should be able to apply central business economics methods and analyses.

Competences

- The students should be able to identify their personal development potential; and
- The students should be able to take part in development-oriented and/or interdisciplinary work processes and identify management and planning functions.

The final examination project completes the study programme, and the examination takes place at the end of the 4th semester.

The project is designed to show the students' ability to methodologically document their ability to address a complex issue in relation to a specific project for an internship company.⁹

One objective of the project is to train and demonstrate the students' ability to combine knowledge and skills from the compulsory educational components with the subject areas of the specialisation in order for the students to understand and relate to the work tasks of a company.

The final examination project is based on gathered information, and its purpose is to demonstrate that the students can process, analyse and evaluate the gathered information and combine the knowledge acquired with programme theories and methods.

Financial considerations and elements are to be included as a natural part of the basis for choosing the solution(s).¹⁰

It is required that the students use a high degree of field and desk research in their final examination project.

The topic of the individual project is formulated by the student together with the institution and the internship company, and the assignment aims at solving a practical problem or issue.

The institution must approve the subject and the initial problem statement and research question and assigns a supervisor to the students.¹¹

The final examination project is to be based on central issues in the study programme and the students' specialisation. The project is expected to reflect the competence profile for a graduate in service, hospitality and tourism management to a very high degree, cf. chapter 2.2.

As a rule, the final examination project is prepared individually, as it is normally based on the company in which the students have completed their internship. However, an exemption may be made from this rule if a maximum of three students in consultation with their respective internship companies can solve a more trade-specific issue or an assignment given by another company within the elective component.

The institution's specific guideline specifies the rules on the submission of and requirements for individual or group projects.¹²

⁹ The institution must be informed in writing and must approve if students will not be writing for their internship company.

¹⁰ Financial considerations can be included through various budgets (cash budgets, operating budgets, start-up budgets, etc.), accounts analysis, financing, investment, calculations or wholly or partly quantitative cost-benefit analyses

¹¹ Students are allowed to make only minor adjustments in the problem statement and research question; thus it will always be advisable to contact the supervisor

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

In connection with the final examination project, an individual oral 60-minute examination takes place, including time for deliberations. One overall grade will be given according to the 7-point grading scale. The grade is announced immediately following the examination.

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

If the students fail the final examination project, they must prepare a new project. The topic may be the same, but the research question of the new project should differ significantly from the one which was previously used.

6.2.1 Final examination project – standard format

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

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

Characters are including spacing.

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

The number of characters MUST appear clearly from the cover page. If the number of characters is not indicated, the assignment is rejected, and the examination may not take place until the next scheduled examination.¹³

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

Scope of final examination project:

Final examination project	Maximum no. of characters in the examination paper, including spaces
1 student	100,000 characters
2 students	150,000 characters
3 students	200,000 characters

¹³ When submitting written assignments, the students are expected to hand in an electronic version of the assignment as well. The rules on this are stipulated in the institutional section of this Curriculum.

7. Credit transfer

7.1 Horizontal credit transfer - transfer to a different institution

The programme is structured in such a way that students must have passed the 1st year of study before they may be transferred to another educational institution.

Transfer should always take place before 1 July, i.e. before the internship commences. If students wish to transfer to another educational institution, they must submit a written application to the educational institution to which they wish to be transferred.¹⁴

The deadline may be disregarded in exceptional circumstances. A written application must be forwarded to the educational institution, at which the students wish to be enrolled.

7.2 Vertical credit transfer

7.2.1 Transfer to a partner institution in Denmark

At the present time, the below top-up programmes are directly accessible:

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

Students who have completed the Service, Hospitality & Tourism Management programme may, further, apply for admission to the Professional Bachelor's Degree in International Sales and Marketing Management (1½ years). However, additional admission requirements must be expected.

7.2.2 Transfer to an institution abroad

There are a number of credit transfer agreements for service, hospitality and tourism management graduates who wish to take a top-up abroad. The credit transfer agreements are national and entered into by the individual provider of the AP programme. Further information about credit transfer agreements are obtained from the individual provider.

7.3 Credit transfer for educational components

It is possible to apply for credit transfer for examinations based on completed and passed educational components from other programmes that match up to subjects, educational

¹⁴ The students must notify the educational institution that they are leaving when admitted into the new institution. This includes submitting a grade report for the 1st year of study.

components and internship components in the Service, Hospitality & Tourism Management programme.¹⁵

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

8. Legal basis

The legal basis of this Curriculum is described in the following.

8.1 Admission requirements

The following educational backgrounds give access to the programme; cf. Ministerial Order no. 248 of 13 March 2015 on admission to academy profession degree programmes and professional bachelor's degree programmes (the Admission Order), current as well as subsequent amendments to the regulation.

1. Admission with an upper-secondary education (upper-secondary school leaving examination (stx)), higher commercial examination (hcx), higher technical examination (htx), higher preparatory examination (hf)):

Specific admission requirements:

- Mathematics at level C or Business economics at level C

2. Admission with vocational education and training (VET):

- One of the following:
 - Vocational training in bakery (step 2)
 - Vocational retail training with specialisations
 - Vocational training in retail butchery with specialisations
 - Vocational training as event coordinator (step 2)
 - Vocational training in gastronomy with specialisations
 - Vocational office administration training
 - Vocational commercial training with specialisations
 - Vocational training in pastry (step 2)
 - Vocational office administration training with specialisations
 - Vocational training as a receptionist
 - Vocational training as a waiter (step 2)

The individual institution is in a position to admit applicants to the programme in question with alternative qualifications (other relevant vocational training) provided there is evidence to show the capacity to pursue the course of study.

¹⁵ See section 18(2) of Ministerial Order no. 1521 on Academy Profession Programmes and Professional Bachelor Programmes.

If the institution cannot accommodate all qualified applicants, the applicants deemed to meet the entry requirements best will be accepted into the programme.

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

8.2 Legal basis of the study programme

The Service, Hospitality & Tourism Management programme complies with the following laws, acts and orders, which are applicable to all educational institutions offering the programme:

- Ministerial Order no. 700 of 3 July 2009 on the Academy Profession Degree Programmes in Service, Hospitality and Tourism Management (AP Graduate in Service, Hospitality and Tourism Management), current as well as subsequent amendments
- Act no. 633 of 12 May 2015 on Academy Profession Programmes and Professional Bachelor Programmes, current as well as future amendments to the order
- Act no. 935 of 25 August 2014 on Academies of Professional Higher Education, current as well as future amendments to the order
- Ministerial Order no. 1519 of 16 December 2013 on examination on professionally oriented higher education programmes, current (the Examination Order)
- Ministerial Order no. 1147 of 23 October 2014 Academy Profession Programmes and Professional Bachelor Programmes, current as well as future amendments to the order
- Ministerial Order no. 248 of 13 March 2015 on access to academy profession programmes and professional bachelor programmes, current as well as future amendments to the order
- Ministerial Order no. 114 of 3 February 2015 on the Grading Scale and Other Forms of Assessment, current as well as future amendments to the order
- Act no. 274 of 25 March 2015 on accreditation of higher education institutions (the Accreditation Act), current
- Ministerial Order no. 601 of 12 June 2013 on accreditation of higher education institutions and approval of new higher education programmes, current as well as future amendments.

The above regulations are some of the most important orders to be familiar with as students; however the list is not exhaustive. Other acts and orders, which are not on the list, may also be relevant (www.retsinfo.dk – in Danish).

8.3 Providers of the programme

The Service, Hospitality & Tourism Management programme is offered by the following institutions:

- University College of Northern Denmark, UCN, www.ucn.dk
Lindholm Brygge 35, DK-9400 Nørresundby
- Lillebaelt Academy of Professional Higher Education, www.eal.dk
Munke Mose Alle 9, DK-5000 Odense C
Boulevarden 19D, DK-7100 Vejle
- Dania Academy of Higher Education, www.eadania.dk
Minervavej 63, DK-8900 Randers
Arvikavej 2, DK-7800 Skive
- Copenhagen Business Academy, www.cphbusiness.dk
Lyngby, Nørgaardsvej 30, DK-2800 Kgs. Lyngby
Nørrebro, Blågårdsgade 23b, DK-2200 København N.
Bornholm, Snorrebakken 66, DK-3700 Rønne
- Zealand Institute of Business and Technology, www.zibat.dk
Campus Køge, Lyngvej 19, DK-4600 Køge
Campus Slagelse, Bredahlsgade 1, DK-4220 Slagelse
- Erhvervsakademi Midtvest, www.eamv.dk
Valdemar Poulsens Vej 4, DK-7500 Holstebro
- Business Academy Southwest, www.easv.dk
Spangsbjerg Kirkevej 103, DK-6700 Esbjerg
- Business Academy Aarhus, www.eeea.dk
Sønderhøj 32, DK-8260 Viby J

9. Transition provisions

The curriculum, which the students join, is valid until the students graduate.

Students who do not graduate within the prescribed period of study, i.e. January 2016, follow the curriculum in force at the time they re-enter the programme.

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

10. Exemption possibilities

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

11. Effective date

This national section of this Curriculum, which is valid for all providers of the programme, will come into force on 1 September 2016 and will apply to all students who start on the programme on 1 September 2016 as well as for students registered in or eligible for credit transfer for this Curriculum after 1 September 2016.

The steering committee for the AP Programme in Service, Hospitality, and Tourism Management, August 2016

Appendix 1 – Ministerial order on learning outcomes

Cf. Ministerial Order no. 700 of 3 July 2009 on the Academy Profession Degree Programme in Service, Hospitality and Tourism Management, current, the learning outcomes are laid down as stated below.

Goals for learning outcomes for the academy profession degree in service, hospitality and tourism management

The goals for learning outcomes comprise the knowledge and competences that service, hospitality and tourism management graduates should achieve during the education.

Knowledge

Graduates should have acquired knowledge of

- 1) the terminology and concepts used by the service trade as well as its use of theory and method in practice, in Denmark as well as internationally;
- 2) the company's potential for cooperating with the customer on developing services;
- 3) relevant sectors within business and holiday tourism, hotel and travel life and other service sectors, their structure, development and organisation as well as interdependence;
- 4) basic strategic concepts and tools of influence to the service company's choice of strategy; and
- 5) the potential for internationalisation through collaboration as well as understanding of the influence of the internationalisation process on the service company.

Skills

Graduates should be able to

- 1) assess the conditions relating to costs for the service company with a view to financial calculations and budgeting;
- 2) assess the connection between the company's service concept, supply system and competition system as well as assess relevant development trends for the company;
- 3) apply knowledge about cultures in negotiation situations as well as set up and communicate practical possible solutions to collaborators;
- 4) apply portfolio models to describe the service company's products; and
- 5) assess practical management situations with a view to choosing appropriate solutions.

Competences

Graduates should be able to

- 1) handle different national and international development and sales situations within the service trade;
- 2) acquire skills and new knowledge in relation to the service trade when a specific issue requires so;
- 3) handle structural and cultural issues within their own professional field based on an overall assessment of the specific service company; and
- 4) take part in discipline-specific and interdisciplinary intercultural collaboration, including collaboration on managerial functions and staff assignments.