

National curriculum  
Effective date 15 August 2019  
Revised 19 June 2019

# Curriculum 2019

Service, Hospitality & Tourism Management

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This national part of the curriculum for the AP degree programme in Service, Hospitality & Tourism Management has been released in accordance with §18, section 1 in the Ministerial Order for technical and commercial Academy Profession Programmes and Professional Bachelor Programmes. This curriculum is supplemented with an institutional part of the curriculum, provided by the individual institution that offers the programme.

After it has been approved by either the Board of Directors (or the Rectors) and after consultation with the institutions' Educational Committee and the External Examiners chairmanship for the specific programme, the educational network for the AP degree programme in Service, Hospitality & Tourism Management prepares the institutional part.

## **1. Purpose and Objectives of the Study Programme**

Overall, the student must in a development-oriented situation within the service industry, acquire new knowledge and from this collaboration evaluate practice-oriented solutions for a service company on a tactical and operational level.

### **Knowledge**

The student should have acquired knowledge of:

- The terminology and concepts used by the service industry as well as its use of theory and method in practice, in Denmark as well as internationally
- The company's potential for cooperating with business partners and users in developing services and experiences
- Basic strategic concepts and tools of influence to the service company's choice of strategy and models
- Relevant sectors within business and holiday tourism, hotel and travel life as well as other service and experience industries, their structure, development and organisation as well as interdependence
- The potential for internationalisation through collaboration as well as understanding of the influence of the internationalisation process on the service company.

### **Skills**

The student should be able to:

- Assess the conditions relating to costs for the service and experience company in order to perform financial calculations and budgeting
- Assess the connection between the company's service concept, supply system and competition system as well as assess relevant development trends for the company
- Apply knowledge about cultures in relation to sales and negotiation situations as well as set up and communicate practical possible solutions to business partners and users in Denmark and internationally
- Set up and select portfolio models to describe the products of the service and experience company
- Assess practical managerial situations in order to choose appropriate solutions.

### **Competences**

The student should be able to:

- Handle different national and international development and sales situations within the service and experience industry

- Acquire new knowledge, skills and competences in relation to the service and experience industry in a structured manner
- Participate in academic and interdisciplinary intercultural collaboration in the service and experience company at an operational and tactical level, including managerial functions and staff assignments.

## **2. The programme includes 4 national educational elements**

### **2.1. Services & Experiences**

#### **Content**

The Services and Experiences education element includes analyses of the hospitableness concept and the understanding guests including customer behaviour in relation to the company's services and experience offerings.

#### **Learning outcomes for Services & Experiences**

##### **Knowledge**

The student must:

- Have development-based knowledge of the service and experience industry's practice, development in supply and demand, as well as central applied theory and methods with focus on economically sustainable management of service and experience companies
- Understand what characterises service and experience offerings and be able to understand the industry's use of theory and methods within the development of hospitableness and guest understanding.

##### **Skills**

The student should be able to:

- Apply academic key methods and tools and evaluate practice-oriented issues
- Collect and utilise data regarding customer satisfaction, customer behaviour and market conditions in relation to the companies' service offerings and experiences
- Apply key economic methods and tools to assess practice-oriented issues and apply creative techniques to set up and select service and experience offerings and the communication of these to business partners and users

##### **Competences**

The student must:

- Handle development-oriented situations in the service and experience industry with a focus on good hospitableness and the good experience

- Participate in professional and interdisciplinary collaboration for service and experience offerings
- In a structured context be able to acquire new knowledge, skills and competencies in relation to the service and experience industry.

### **ECTS credits**

The Services & Experiences educational element is worth 15 ECTS.

## **2.2. Business Understanding**

### **Content**

The Business Understanding education element includes an analysis of the company's livelihood. Focus is on the internal and external situation in relation to developing the company's financial operations and creating a holistic understanding of the company's present situation.

### **Learning outcomes for Business Understanding**

#### **Knowledge**

The student must:

- Have development-based knowledge regarding the service and experience industry's corporate and organisational, market, competition forms and understanding of companies' vision, mission, goals and values
- Be able to understand the business and legal practice and central applied theory and methods in service and experience companies and their application.

#### **Skills**

The student should be able to:

- Apply key methods and tools from the service and experience industry to describe the service and experience company situation
- Evaluate practice-oriented challenges of service and experience companies including the financial conditions for setting up and choosing solutions at tactical and operational levels
- Communicate service and experience companies' practice-oriented issues and solutions to collaborators, guests, customers, employees, volunteers and others at a tactical and operational level.

#### **Competences**

The student must:

- Handle development-oriented situations in the service and experience company at a tactical and operational level

- Participate in professional and interdisciplinary collaboration in the service and experience company's tactical and operational management
- In a structured context be able to acquire new knowledge, skills and competencies in relation to the operation of service and experience companies at tactical and operational levels.

### **ECTS credits**

The Business Understanding educational element is worth 15 ECTS.

## **2.3. Cooperation & Relations**

### **Content**

The Cooperation and Relations educational element includes communication and management forms in an intercultural perspective focusing on the interaction between the guest and employee. Focus is on analysis and data material as the basis of developing internal and external communication in a national and international perspective.

### **Learning outcomes for Cooperation & Relations**

#### **Knowledge**

The student must:

- Have development-based knowledge in relation to the service companies' management and collaboration practices and the central applied theory and methods
- Be able to understand practice and central applied theory and methods when recruiting, hiring, retaining and dismissing employees and volunteers in service and experience companies and their application
- Be able to understand the applied practice regarding intercultural interaction and communication with the national as well as international guest, customer, employee, volunteers and others in service and experience companies and their application.

#### **Skills**

The student should be able to:

- Apply key methods, tools and data from service and experience companies to describe management challenges
- Apply key methods, tools and data regarding cultural understanding and apply skills associated with employment within service and experience companies in order to interact with guests, customers, employees and volunteers, etc.
- Evaluate close to practice cultural and communication issues in order to choose solution options at tactical and operational levels

- Communicate close to practice issues and solutions both verbally and in writing to partners, guests and colleagues in analogue and digital contexts.

## **Competences**

The student must:

- Handle development-oriented situations in the service and experience company at a tactical and operational level in relation to management, cooperation and cultural interaction
- Participate and communicate in a professional and interdisciplinary collaboration or network with internal and external partners in an intercultural environment with a professional approach
- In a structured context, acquire new knowledge, skills and competences in relation to management and communication within the service and experience industry's tactical and operational level.

## **ECTS credits**

The Cooperation & Relations educational element is worth 15 ECTS.

## **2.4. Business Development**

### **Content**

The Business Development educational includes strategic planning, innovation, intrapreneurship and entrepreneurship in respect of developing existing companies as well as new products and services. Focus is on analysing the growth potential including assessment of the financial and organisational consequences of development activities.

### **Learning outcomes for Business development**

#### **Knowledge**

The student must:

- Have development-based knowledge in relation to central applied theory and methods regarding megatrends, trends and tendencies which have particular significance for the service and experience industries
- Understand central strategic planning tools and models and the application of the legal, economic and organisational practices in connection with development and change in service and experience companies
- Understand central applied theory and methods within business development, innovation and intra/entrepreneurship and their use in service and experience companies.

#### **Skills**

The student should be able to:

- Apply the service industry's key methods and tools at operational and tactical levels in a development and change situation
- Assess close to practice economic and organisational challenges related to development and change activities to set up and select solutions
- Communicate close to practice challenges at the tactical and operational level to business partners and colleagues within service and experience companies as a basis for decision-making at the strategic level in both Danish and international contexts

## **Competences**

The student should be able to:

- Handle development-oriented situations in relation to business development of service and experience companies at the tactical and operational level with a focus on creating sustainable growth
- Participate in professional and interdisciplinary collaboration in order to create sustainable operations and development of the service and experience company
- In a structured context be able to acquire new knowledge, skills and competencies regarding the development and management of economically sustainable service and experience companies at tactical and operational levels.

## **ECTS credits**

The Business Understanding educational element is worth 25 ECTS.

### **2.5. Number of exams in the national educational elements**

The 1<sup>st</sup> year exam is worth 45 ECTS credits. They are made up of the examinations that are the first year examination.

In addition, there is one exam in the other national educational elements as well as one exam in the final examination project. For the number of exams in the internship, please refer to section 3.

For a comprehensive overview of all the programme's exams, please refer to the institutional part of the curriculum, as the national educational elements described in this curriculum can be examined together with the educational elements specified in the institutional part of the curriculum.

## **3. Internship**

Learning objectives for the programme's internship.

### **Knowledge**

The student should have understanding of:

- the internship company's business



- development-based knowledge of the service and experience company's possibilities including corporate, organisational, market, and competition forms as well as an understanding of company's vision, mission, goals and values
- business and legal practice and key applied theory and methods in service and experience companies and their use thereof

## **Skills**

### **The students should be able to:**

- Apply key methods and tools from the service and experience industry to collect data and describe chosen challenges in the internship company
- Assess practice-related challenges and gather knowledge to solve work assignments and functions
- Communicate close to practice challenges and solutions to the internship company on tactical and operational levels.

## **Competences**

The students should be able to:

- Take part in the management of the internship company as well as handle development-oriented situations in a professional and interdisciplinary collaboration
- Prepare a project based on a close to practice problem or issue in a structured manner, where new knowledge, skills and competencies related to the profession are included
- Consider the achievement of academic and personal goals during the internship.

## **ECTS credits**

The internship educational element is worth 15 ECTS

## **Number of exams**

The internship is completed with 1 exam.

## **4. Final examination project requirements**

The learning outcomes for the final examination project are identical to the programme's learning outcomes listed above under point 1.

### **4.1 Vocational requirements for the final examination project**

The final examination project must document the student's understanding of practice and centrally applied theory and method in relation to a practical problem based on a specific assignment within the area of the study programme. The problem statement and research question, 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 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).<sup>1</sup> It is required that the students use a high degree of field and desk research in their final examination project.

### **Examination form**

The examination is an oral and written examination with external censorship, where an overall individual grade is given according to the 7 point grading scale for the written project and the oral performance.

### **Final examination project exam**

The final examination project completes the study programme in the last semester when all previous exams have been passed.

### **ECTS credits**

The final examination project educational element is worth 15 ECTS.

### **Examination form**

The exam is an oral and written examination with an external examiner with a duration of 45 minutes, including deliberations. One overall individual grade is given based on the 7-point grading scale for the written project and the oral performance.

## **5. Rules on credit transfer**

Passed educational components are equivalent to the corresponding educational components offered by other educational institutions that offer the programme.

The students must provide information on completed educational components from another Danish or international further education and on employment assumed to result in credit transfer.

The educational institution will grant transfer credit in each individual case based on completed/ passed educational components and occupations that match course units, parts of the study programme or parts of the work placement.

The decision is based on a professional assessment.

Upon pre-approval of a study visit in Denmark or abroad the students must, after conclusion of their study visit, document the completed educational components of the approved study visit.

In connection with the pre-approval the students must give their consent to the institution obtaining the necessary information following completed study visit.

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<sup>1</sup> 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.

Upon approval according to the above, the educational component is considered completed if it is passed in accordance with the regulations applying to the study programme.

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

### **Effective date**

This national part of the curriculum is valid from 15 August 2019 and is valid for students who are enrolled after 1 August 2019.

### **Transition provisions**

Students who have had a leave of absence or in any way have been delayed in their study progression, will follow the semester that is natural for the ordinary semester and the study curriculum which is in effect and that apply. Students enrolled prior to 1 August 2019 can thus remain on the curriculum that they were originally admitted to.

*In case of doubt about the interpretation of this curriculum, please consult the Danish document.*

## Appendix with the network's agreements about demanded scope for the final examination project

This paragraph is not part of the national curriculum, but is input to the institutional part, as the education network has made the following agreement about the scope of the final examination project:

### Scope:

The following maximum no. of characters, including spaces, apply to the final examination project:

Final examination project	Maximum no. of characters in the examination paper, including spaces
1 student	<i>57.500-67.000</i>
2 students	<i>86.500-100.000</i>
3 students	<i>100.000-117.500</i>

The number of characters are inclusive of figures and tables etc., but exclusive of cover page, table of contents, reference list and appendices. Appendices may be enclosed to substantiate projects. However, they are not included in the assessment.

The number of characters must appear clearly from the cover page.

If the final examination project does not meet the framework, cf. the table above, the student has used an examination attempt.