



# **The Bachelor's Degree Programme in INTERNATIONAL SALES AND MARKETING (PBA)**

**Curriculum 2021**

**Institutional part**

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**Please note: this This text is a translation of a Danish curriculum intended for information purposes only. In the event of any discrepancy between this text and the Danish original, the original shall prevail, and only the original Danish text has legal validity.**

## 1. Institutional part of the curriculum for the Bachelor's Degree Programme in International Sales and Marketing

The curriculum for the programme is comprised of two parts (i.e. two sets of regulations)

1. The national part
2. The institutional part

The national part is prepared by the educational network for the study programme to ensure that the programme's academic content is identical across all educational institutions.

This institutional part is laid down by the study programme at the University College of Northern Denmark (UCN) and is designed to accommodate local and regional needs.

This institutional part of the Curriculum (as well as the national part) has been approved by University College of Northern Denmark (UCN) in accordance with all regulations applying to the programme, including the Ministerial Order on technical and mercantile academy profession degree programmes and professional bachelor's degree programmes (*Bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser*).

In the event of any discrepancy between this Curriculum and other regulations governing the study programme, the other regulations take precedence.

## 2. Distribution and timing of national and local subject elements, internship and exams

Sem.	National subject elements	Local subject elements	ECTS	Internal/external	Also called
First	The company's strategic basis (5 ECTS) Customer focus (15 ECTS)		20	Internal	<i>First internal part-exam 1</i>
	The company's strategic basis (5 ECTS) Customer focus (5 ECTS)		10	Internal	<i>First internal part-exam 2</i>
Second	Sector and competitors (5 ECTS) Sales management and the company's sales development (10 ECTS)		15	External	<i>First external exam</i>
		Elective (10 ECTS)	10	Internal	<i>Second internal exam Elective</i>
		Elective: Exploratory Research (5 ECTS credits)	5	Internal	<i>Third internal exam Exploratory Research</i>
Third	Internship		15	Internal	<i>Fourth internal exam</i>
	Bachelor's degree project		15	External	<i>Second external exam</i>
<b>Total ECTS credits</b>			<b>90</b>		

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Overview of all examinations and their order.

Information about the time and venue for the exams can be found on "My UCN".

### **3. Local subject elements, including electives**

The programme features 15 ECTS credits worth of local subject elements, which are all electives. The local subject elements give the student the opportunity to qualify his/her study-related and professional competencies through specialisation and contextualisation of subjects that broadly relate to the study programme's intended field of employment.

Each year, the study programme provides a number of electives that are listed in the appendix of this curriculum. The student must complete one of these. The institution is not obliged to effect all subject elements offered, however, an appropriate number will be effected according to an academic and capacity assessment.

The students must also design and plan their own elective as a theoretical and/or practical course to be approved by the study programme.

The local subject elements thus consist of one local subject element, worth 10 ECTS credits, and a self-organised elective subject element: Exploratory Research worth 5 ECTS credits.

#### **3.1 Elective**

The student must choose one of several elective elements. The learning objectives and contents of the electives offered are listed in the appendix of this Curriculum entitled "Electives".

##### **3.1.1 ECTS weight**

The elective is worth 10 ECTS credits.

##### **3.1.2. Examination language**

The examination language is English.

#### **3.2 Elective: Exploratory Research**

##### **3.2.1 Learning objectives**

###### **Knowledge**

The student should have acquired knowledge of:

- the theories and practices of the selected topic(s)
- the relevance of the selected topic(s) to the theory and practices of the study programme.

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### **Skills**

The student should be able to:

- select, describe and perform literature searches for an issue of their choice
- discuss the procedural and analytical skills related to the selected topic(s)
- assess problems and specify potential solutions in relation to the selected topic(s)
- present and communicate key results.

### **Competencies**

The student should be able to:

- independently acquaint themselves with new topics within the theory or practice of the subject field
- contextualise and relate the selected topics(s) to the other subject fields of the study programme.

### **3.2.2 ECTS weight**

This self-organised elective is worth 5 ECTS credits.

### **3.2.3 Contents**

The self-organised elective is intended to qualify the student's study-related and professional competencies through specialisation and further development of topics broadly associated with the field of international sales and marketing. The self-organised elective also helps the student to identify their own learning needs and to structure their own learning in that the student independently searches for relevant literature and acquaints himself/herself with new theories and practices in a professional field related to the study programme. The self-organised elective must be approved by the lecturers of the study programme.

## **4. Framework and criteria for study programme examinations**

The following describes the framework and criteria for all study programme exams.

### **4.1 Automatic registration for all exams**

A subject element is completed by way of an exam that takes place immediately after the end of the element. When a student commences a subject element, the student will automatically be registered for the ordinary exam for that subject element.

A student cannot withdraw from any study programme exams.

If an exam was not passed, the student will continue to be registered for that particular exam and must attend a resit. The student has three attempts at passing an exam. If the exam is not passed after three attempts, the student's enrolment on the programme will be terminated.

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However, if a student is on leave of absence, s/he will not automatically be registered for exams for that particular semester. After the leave of absence has ended, the student will automatically be registered for the examinations that complete the semester that the student has just commenced, and for any examinations that have not been passed.

It is the student's responsibility to stay informed of the time and venue for exams stated on the study programme's electronic platform.

Please see the current *Examination Regulations for UCN's Undergraduate Programmes*, which are available at UCN's website.

## **5. First semester**

The first-semester exam is divided into two part-exams. These are the first internal part-exam (20 ECTS) and the second internal part-exam (10 ECTS).

Both part-exams must be passed, and the student will receive a single, total grade for the first-semester exam. The part-exams weight as follows for the total grade: The first internal part-exam:  $\frac{2}{3}$  and the second internal part-exam:  $\frac{1}{3}$ .

### **5.1 First internal exam – part 1: The company's strategic basis and Customer focus**

#### **5.1.1 Examination prerequisites**

The following are prerequisites for sitting the exam:

- According to paragraph 12 “Compulsory participation and compulsory attendance”, the student must have participated in teaching and learning activities and have been present for the time specified.

#### **5.1.2 Formal requirements for the written project**

Students must meet the following formal requirements to sit the exam:

- The allowed maximum number of characters for the project is 72,000 and the minimum is at least 75 % of the maximum number of characters. The number of characters includes spaces and footnotes but excludes the front page, table of contents, executive summary, reference list and appendices. Appendices are not assessed. For a detailed description of the exam, please see the exam description on “My UCN”.
- Group size for the written group project is 4–5 students. Students will not be allowed to work alone.

If a student does not meet all examination prerequisites, the student will have used one (1) exam attempt, leaving him/her with two (2) remaining attempts to pass the exam.



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### 5.1.3 Examination procedure

The exam is an internally assessed oral group exam of 60 minutes' duration per group including time for deliberations. The written group project and the oral performance will be assessed as a whole resulting in a single grade.

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

### 5.1.4 ECTS weight

The examination is worth 20 ECTS credits.

### 5.1.5 Assessment criteria

The assessment criteria for the exam are the following learning objectives for the national subject elements "The company's strategic basis" and "Customer focus".

#### **The learning objectives for "The company's strategic basis" (business model):**

##### **Knowledge**

Upon completion, the student should have acquired:

- knowledge of different types of business models as well as which models and theories should be applied in terms of understanding a company's strategic basis, including innovation and disruption knowledge of various strategic directions related to the concept of innovation and knowledge of disruption as a concept and development direction
- knowledge of and the ability to understand relevant theories and models for the analysis of a company's strategic platform, including the company's innovative platform
- knowledge of elements of a company's supply chain from a strategic perspective
- knowledge of central perspectives on knowledge, insight and recognition
- knowledge of different methods for generating, processing, analysing and assessing knowledge.

##### **Skills**

The student should be able to:

- apply and discuss the different strategic directions, including in particular marketing strategies and the role of innovation for the business model
- analyse the company's strategic development opportunities and innovative platform
- assess the consequences of changes in the company's strategic supply chain
- communicate the influence of paradigms of philosophy of science on knowledge and methods for information collection
- draw up the theoretical framework for a study design, including problem statement, choice of paradigm and considerations of the choice of method
- carry out and make a well-argued choice between different business models and forms of distribution.

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## Competencies

The student should be able to:

- assess a company's strategic situation and make recommendations to innovative improvements of the business model
- assess argue for and reflect on the choice of theory and method, including choice of paradigm, study design and application.

## Learning objectives for "Customer focus":

### Knowledge

Upon completion, the student should have acquired:

- knowledge and an understanding of relevant theories and models for analysing a company's competences, customer base and for the development of a customer portfolio that includes profitability calculations
- knowledge of and an understanding of the company's market offerings and possible marketing strategies
- knowledge of general strategic approaches and models in structuring and organising a sale
- an understanding of the theoretical tools relating to a company's supply chain for the development of an international sales foundation
- knowledge of theories and models for the assessment of in and outsourcing
- knowledge of methods and approaches to knowledge generation.

### Skills

The student should be able to:

- analyse and assess the current and future customer base as well as the individual customer in relation to the company's value proposition through the use of methods and tools for analysing customer behaviour, including big data and profitability calculations on the national and the international markets
- analyse the company's competences
- analyse the company's innovation culture and processes
- analyse and assess an internationally oriented company's choice of supply chain
- analyse and organise the company's supply chain, including the choice of partnerships relating to the organisation of a sale and focusing on ensuring customer satisfaction and quality experience
- generate, process and interpret quantitative and qualitative data
- apply criteria for the assessment of the quality and relevance of data and theories.

## Competencies

The student should be able to:

- autonomously participate in multidisciplinary teams relating to the company's marketing intelligence efforts that take customers as their starting point to enable subsequent development of the company's marketing strategy
- work autonomously on the company's customer relations
- discuss the choice of strategy for the company's customers
- prepare scientifically-based reports and projects.

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### **5.1.6 Scheduled time**

The exam will take place at the end of the first semester. Information about the time and venue for the exam as well as an exam description can be found on "My UCN".

### **5.1.7 Examination language**

The examination language is English.

### **5.1.8 Exam aids**

All exam aids are allowed, although not during the oral part of the examination.

## **5.2 First internal exam – part 2: The company's strategic basis and Customer focus**

### **5.2.1 Examination prerequisites**

The following are prerequisites for sitting the exam:

- According to paragraph 12 "Compulsory participation and compulsory attendance", the student must have participated in teaching and learning activities and have been present for the time specified.

### **5.2.2 Formal requirements for the written project**

There are no formal requirements.

### **5.2.3 Examination procedure**

The exam is an internally assessed, written on-location examination of 2½ hours duration.

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

### **5.2.4 ECTS weight**

The examination is worth 10 ECTS credits.

### **5.2.5 Assessment criteria**

The assessment criteria for the exam are the following learning objectives for the national subject elements "The company's strategic foundations" and "The customer as the starting point".

#### **The learning objectives for "The company's strategic basis" (business model):**

##### **Knowledge**

Upon completion, the student should have acquired:

- knowledge and an understanding of relevant economic models relating to business models

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- knowledge of international sources of law and their interrelationships as well as their relations to national sources of law.
  - knowledge of international conflict resolution models.

### **Skills**

The student should be able to:

- carry out an economic analysis, an assessment and a prioritisation of a product mix in different cost models through the use of traditional standard cost
- carry out and make a well-argued choice between different business models and distribution channels.

### **Competencies**

The student should be able to:

- autonomously prepare a reasoned decision basis including an assessment of the profitability of the customer portfolio and expected earnings potential.

### **Learning objectives for “Customer focus”:**

#### **Knowledge**

Upon completion, the student should have acquired:

- knowledge and understanding of tools and methods for assessing the profitability of the customer and product portfolios as well as alternative models for profitability calculations
- knowledge of the general principles of EU public tendering rules for selling to public authorities.

#### **Skills**

The student should be able to:

- calculate and assess profitability using Activity-Based Costing
- identify relevant total life cycle costs (TLCC) and customer lifetime value (CLV)
- apply basic rules governing the maritime and road transport agreement, with particular emphasis on the carrier’s liability.

#### **Competencies**

The student should be able to:

- autonomously take part in single-disciplinary and multidisciplinary cooperation about entering into international sales agreements with special attention to:
- conclusion of international agreements and international purchases (CISG)
- conditions of sale and delivery
- INCOTERMS
- insuring the purchase amount.

### **5.2.6 Scheduled time**

The exam will take place at the end of the first semester. Further information about the time and venue for the exam as well as an exam description can be found on “My UCN”.

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### **5.2.7 Examination language**

The examination language is English.

### **5.2.8 Exam aids**

Access to books, notes etc. is allowed.

## **6. Second semester**

### **6.1 First external exam: Industry and competitors and Sales management and the company's sales development**

#### **6.1.1 Examination prerequisites**

The following are prerequisites for sitting the exam:

- According to paragraph 12 “Compulsory participation and compulsory attendance”, the student must have participated in teaching and learning activities and have been present for the time specified.

#### **6.1.2 Formal requirements for the written project**

Students must meet the following formal requirements to sit the exam:

- The allowed maximum number of characters for the project is 72,000 and the minimum is at least 75 % of the maximum number of characters. The number of characters includes spaces and footnotes but excludes the front page, table of contents, executive summary, reference list and appendices. Appendices are not assessed.
- Group size for the written group project is 4–5 students. Students will not be allowed to work alone.

If a student does not meet all examination prerequisites and formal requirements, the student will have used one exam attempt, leaving him/her with two remaining attempts to pass the exam.

#### **6.1.3 Examination procedure**

The exam is an individual, externally assessed, oral exam of 25 minutes’ duration, including time for deliberations. The written group project and the individual, oral presentation are assessed as a whole.

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

#### **6.1.4 ECTS weight**

The examination is worth 15 ECTS credits.

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### **6.1.5 Assessment criteria**

The assessment criteria for the exam are the learning objectives for the national subject elements: "Industry and competitors" and "Sales management and the company's sales development".

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

### **6.1.6 Scheduled time**

The exam will take place in the second semester. Further information about the time and venue for the exam as well as an exam description can be found on "My UCN".

### **6.1.7 Examination language**

The examination language is English.

### **6.1.8 Exam aids**

All exam aids are allowed, although not during the oral part of the examination.

## **6.2 Second internal exam: Elective**

### **6.2.1 Examination prerequisites**

The following are prerequisites for sitting the exam:

- According to paragraph 12 "Compulsory participation and compulsory attendance", the student must have participated in teaching and learning activities and have been present for the time specified.

### **6.2.2 Examination procedure**

The examination is an internally assessed, oral examination based on a written project. The examination is assessed and graded according to the 7-point grading scale.

### **6.2.3 ECTS weight**

The examination is worth 10 ECTS credits.

### **6.2.4 Assessment criteria**

The assessment criteria for the exam are the learning objectives for the local subject element – Local subject element Elective.

The learning objectives for the electives are stated in the appendix "Local subject elements of the student's choice"

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### **6.2.5 Scheduled time**

The exam will take place in the second semester. Further information about the time and venue for the exam as well as an exam description can be found on "My UCN".

### **6.2.6 Examination language**

The examination language is English.

### **6.2.7 Exam aids**

All aids are allowed, although not during the oral part of the examination.

## **6.3 Third internal exam: Exploratory Research**

### **6.3.1 Examination prerequisites**

The following are prerequisites for sitting the exam:

- According to paragraph 12 "Compulsory participation and compulsory attendance", the student must have participated in teaching and learning activities and have been present for the time specified.
- Participation in the mid-way evaluation
- Group size for the written group project is 2–4 students. Students will not be allowed to work alone.

If a student does not meet all examination prerequisites, the student will have used one exam attempt, leaving him/her with two attempts remaining to pass the exam. If a student has not participated in the mid-way evaluation, the student must write an individual replacement assignment (maximum 24,000 characters and the minimum is at least 75 % of the maximum number of characters).

### **6.3.2 Examination procedure**

The exam is an internally assessed oral group exam based on a written presentation. Exam duration will be 15 minutes per student including time for deliberations. The written presentation and the oral performance will be assessed as a whole resulting in a single grade.

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

### **6.3.3 Formal requirements to the short, written presentation**

- The maximum allowed length of the written presentation is 12,000 characters and the minimum length is 75 % of the maximum. Characters include spaces and footnotes. The cover page, table of contents, reference list and appendices do not count towards the limit.

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#### **6.3.4 ECTS weight**

The examination is worth 5 ECTS credits.

#### **6.3.5 Assessment criteria**

The assessment criteria for the exam are the learning objectives for the local subject element “Self-organised elective”.

The learning outcomes for the subject element are described above.

#### **6.3.6 Scheduled time**

The exam will take place in the second semester. Further information about the time and venue for the exam as well as an exam description can be found on “My UCN”.

#### **6.3.7 Examination language**

The examination language is English.

#### **6.3.8 Exam aids**

All exam aids are allowed, although not during the oral part of the examination.

### **7. Fourth internal exam: Internship**

#### **7.1 Internship requirements and expectations**

During the internship, the student will work on problems that are relevant to the profession while achieving knowledge of relevant work functions. The relationship between theoretical studies and the internship will be the starting point for the student’s learning objectives for the internship.

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

The learning objectives must be made in writing and saved in the student internship portal. These objectives will then guide the planning of the student’s work during the internship, including the preparation of the internship report.

The internship compares to a full-time job with the same requirements in terms of number of working hours, effort, commitment and flexibility that a graduate can expect to meet in their first job.

The internship may be organised in a flexible, varied manner and may form the basis of the student's bachelor's degree project.

The internship must be a period of at least three months’ duration.



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## **7.2 Examination prerequisites**

Every week of the internship, the student must write a diary describing the student's work-related tasks, activities and reflections, etc. for that week.

The diary is a prerequisite for attending the internship exam.

The diary must be practice-orientated and contain a concise description of the topic(s) and issue(s) addressed during the internship. It must also describe how, in practical terms, the student works with the topics and issues during the course of the internship and how s/he draws on theories from theoretical classes, and it must also contain reflections about the student's professional development during the internship period.

If the student does not meet the examination prerequisites and/or the formal requirements, the student will have used an examination attempt. This means that the student has two attempts remaining to pass the examination.

## **7.3 The internship examination**

There will be an individual oral online examination at the end of the internship. The internship diary and the monthly and final personal reflections on the student's learning form a part of the examination basis (The personal reflections must be uploaded in WISEFlow).

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

The examination is worth 15 ECTS credits.

## **7.4 Assessment criteria**

The assessment criteria for the exam are the learning objectives for the internship subject element.

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

## **7.5 Scheduled time**

The exam will take place at the end of the third semester. Further information about the time and venue for the exam as well as an exam description can be found on "My UCN".

## **7.6 Examination language**

The examination language is English.

## **7.7 Exam aids**

All exam aids are allowed, although not during the oral part of the examination.

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## 8. Second external exam: The bachelor's degree project

For the bachelor's degree project requirements as well as learning objectives, please see the national part of the Curriculum.

### 8.1 Formal requirements for the examination

The written project that makes up both the assessment basis and the examination basis must

- meet the formal requirements to the bachelor's degree project report (see the national part of the Curriculum)
- be submitted in due time, as per the exam plan on "My UCN", and it must be uploaded to 'UC-Viden'.

Late submission or failure to meet all formal requirements for the written project report, which constitutes the written exam component, implies that the student is not allowed to attend the examination and that they will have used one examination attempt.

The bachelor's degree project may be prepared individually or jointly by 2–3 persons.

The length of the bachelor's degree project must be:

- Groups of 1 student: A minimum of 75,000 and a maximum of 100,000 characters.
- Groups of 2 students: A minimum of 112,500 and a maximum of 150,000 characters.
- Groups of 3 students: A minimum of 150,000 and a maximum of 200,000 characters.

The number of characters includes spaces, footnotes, figures, and tables but excludes the front page, table of contents, reference list and appendices.

The exam cannot take place until the internship exam and other study programme exams have been passed.

### 8.2 Examination procedure

The examination is an externally assessed, individual oral examination based on the written bachelor's degree project. The bachelor's degree project report may be prepared individually or in groups of two or three students at the most.

The examination is an externally assessed, combined written and oral individual examination based on a written project. Exam duration is 45 minutes per student, including time for deliberations.

The written report and the oral performance are assessed as a whole, leading to a single grade.

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

### 8.3 Spelling and writing skills

Spelling and writing skills will be part of the assessment of the written exam project. Spelling and writing skills may, however, only increase or decrease a student's grade by one grade at the most. The assessment is expressed as an overall assessment of the professional and academic content as well as the student's spelling and writing skills.

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## 8.4 ECTS credits

The examination is worth 15 ECTS credits.

## 8.5 Assessment criteria

The assessment criteria are the learning objectives for the bachelor's degree project, see the national part of the curriculum.

## 8.6 Scheduled time

The exam will take place at the end of the third semester. Further information about the time and venue for the exam as well as an exam description can be found on "My UCN".

### 8.6.1 Examination language

The examination language is English.

## 8.7 Exam aids

Books and electronic aids are allowed, although not during the oral part of the examination.

## 9. Subject elements that may be completed abroad

Each of the subject elements of the study programme may be completed abroad if a student applies for and is granted pre-approval of credit transfer by the study programme.

Following the end of a pre-approved period abroad, the student has a duty to document the subject elements that were completed during that period. When applying for pre-approval, the student must consent to allow the educational institution to collect any information that may be required after the student has completed the period abroad.

On final approval of pre-approved credit transfer, the subject element is considered completed if it was passed according to the regulations governing the study programme.

UCN has a large network of partners abroad, and UCN's International Department may help students find out how to do part of their study outside Denmark. Please contact UCN's International Department for further information. Please note however, that studying or going on an internship abroad requires more work of the student than staying in Denmark. It is the individual student who is responsible for finding out which subjects' credits are offered etc. at the higher education institution of their choice. UCN's international office can offer advice etc. but does not go into the detailed planning of a study-abroad period. This is the student's own responsibility.

## 10. Withdrawal from exams

The regulations for withdrawal from exams can be found at [www.ucn.dk/english](http://www.ucn.dk/english) under Examination Regulations for UCN's Undergraduate Programmes.

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## 11. Learning and teaching methods

UCN's study programs are based on Reflective Practice-based Learning (RPL), enabling the students to develop competences to act professionally in a changing world. Throughout the study programme, the student develops professional, social, and personal competences, which enables the student to relate theoretical reflection to practical actions, thus, taking into account the relevant theories, own experiences and prior knowledge.

In the study programmes, RPL promotes teaching and learning activities that link practical knowledge, theoretical knowledge and research-based knowledge. Six fundamental principles guide teaching and learning activities at UCN. The six fundamental principles aim to create constructive conditions for reflection to take place:

- Fundamental Principle No. 1: The students' own experiences are incorporated into teaching and learning activities
- Fundamental Principle No. 2: Teaching and learning activities are designed to include appropriate disturbances
- Fundamental Principle No. 3: Teaching and learning activities are organised as exploration
- Fundamental Principle No. 4: The content of teaching and learning activities is based on the good example
- Fundamental Principle No. 5: Lecturers and students work together on learning processes
- Fundamental Principle No. 6: Lecturers and students create room for dialogue

The six fundamental principles may unfold in different ways in different study programmes, semesters and subjects. Active participation and involvement in relation to the student's own and fellow students' learning is, however, a shared characteristic for all six fundamental principles.

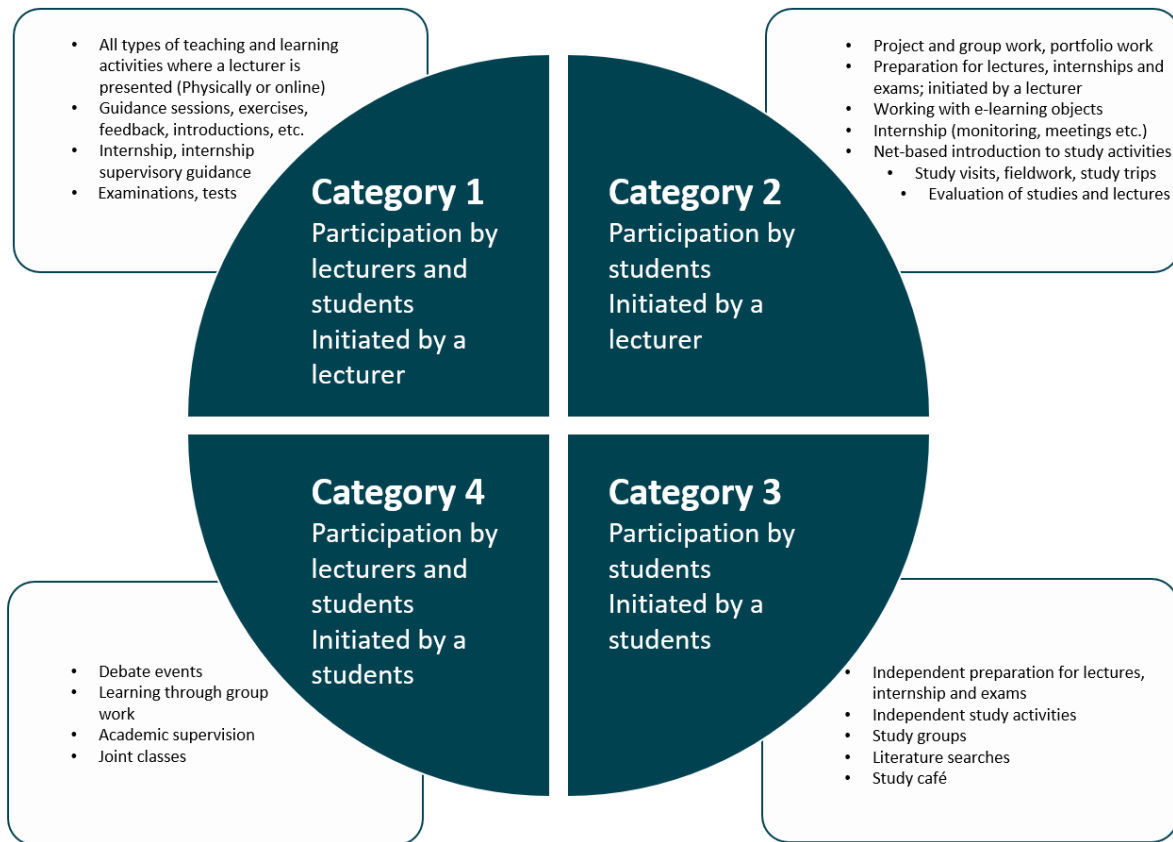
However, learning is not simply the transfer of knowledge from lecturer to student. A fundamental idea on the International Sales and Marketing Programme is that learning takes place *within* the student and in his/her *relations* with fellow students and lecturers, and that students learn in different ways. This is why the study programme is designed around a range of teaching and learning methods. The study activity model shows the different study activities that are used to help students achieve the learning objectives for the programme. It is important to emphasise, however, that the student must take ownership of their own education processes.

The study activity model for the programme is available at [www.ucn.dk/english](http://www.ucn.dk/english) and each semester, the semester plan specifies which study activities in the study activity model will take centre stage in the semester in question.

According to the Ministry of Higher Education and Science, a student must achieve "30 ECTS credits of learning" per semester. One ECTS credit equates to 27 working hours for a student. The semester plan gives an overview of the anticipated workload for the various course units/study activities.

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## The Study Activity Model



As noted, the study programme uses a wide range of teaching and learning methods that – in combination – are intended to support the above and promote the achievement of the learning objectives described in this Curriculum. Throughout the study programme, there is clear progression in the teaching and learning methods, from being knowledge-oriented and managed by the lecturer, to being problem-oriented and managed by the participants.

The learning and teaching activities are also based on relevant occupational practices and link together practice and theory: **Practice-based Learning**. Professional problems and challenges from various types of businesses and companies related to the professional disciplines of the study programme are included in the subject fields of the programme.

Learning and teaching activities can be designed to include foreign languages in teaching materials and in the class room. The students' development of information and communication technology competencies are also supported through the learning and teaching methods used.

## 12. Compulsory participation and compulsory attendance

The study programme has a compulsory attendance percentage of at least 80 in each of the first and second semesters and absence will be recorded. The minimum requirement for attendance must be fulfilled before a student can sit the exams of the particular semester. Compulsory attendance is required because learning requires students to be present and actively participating in study activities.

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To achieve the learning objectives and outcomes of the study programme and for the associated forms of teaching and learning to work, it is also important to underline that students are subject to compulsory participation in the shape of

- submission/presentation of assignments/semester examinations/projects etc.

Assignment submission may be expressed as an examination prerequisite.

The extent of compulsory attendance is stated in “Extent of compulsory attendance” which can be found on “My UCN”, and scheduled teaching and learning activities can be found in the timetable in TimeEdit.

Having met the requirements of compulsory attendance is prerequisite (a condition) for participating in the exams of the study programme.

Attendance will be recorded. More information about attendance registration can be found on Canvas.

If a student does not meet the compulsory attendance requirements before the ordinary exam(s), the student will have used an exam attempt.

In cases of non-compliance with compulsory attendance requirements, the study programme will require the student to write a *replacement assignment* corresponding to the extent of his/her absence. The study programme will determine whether the answer paper meets the requirements, before the student will be allowed to sit the exam. Formal requirements and formalities relating to the replacement assignment can be found on “My UCN”.

The student will be notified of whether the replacement assignment *meets the requirements or not*, but the assignment will not receive any feedback. If the replacement assignment is not submitted in due time or correctly, or if the requirements to the replacement assignment have been met, the student will not be allowed to sit the exam and will thus have used an exam attempt.

Non-compliance with compulsory attendance/the examination prerequisite, e.g. if a written assignment is rejected, or in cases of non-compliance with formal requirements, means that the student will have used an exam attempt.

The study programme will offer help and guidance as early as possible if a student is neglecting his/her obligations to participate and attend.

### **12.1 Student counselling and student advisors**

If a student finds it difficult to meet study programme requirements for compulsory participation and attendance they can contact the programme’s student counsellor. Students can also turn to the student advisor if they have questions about the design and course of studies, periods abroad etc. Find contact information for your student advisor on [www.ucn.dk/english](http://www.ucn.dk/english).

### **12.2 Lecturers as supervisors**

Lecturers on the study programme act as supervisors to the students when it comes to study activities such as project work.

Supervisory guidance is provided because UCN wishes to:

- 
- support the development of a good learning environment
  - support social learning processes and constructive collaboration
  - support innovation and development
  - support study groups to gradually take over the functions of the supervisor at a pace that matches the group's competencies.

generally, the supervisor will focus on project and learning processes, particularly

1. the content of the project
2. working methods and processes
3. group dynamics and processes
4. learning and metacognition

### **13. Criteria for determining study activity**

A student's enrolment on a study programme will be terminated if the student has failed to pass at least one exam over a continuous period of at least one year (non-compliance with study activity requirements).

Periods during which a student has not actively participated in their studies due to leave of absence, maternity or paternity leave, adoption of a child, verified illness or military service are not considered as non-compliance with study activity requirements. On request, the student must provide documentation of such matters.

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

The student will be informed in writing before their enrolment is terminated. In connection with such notification, the student will be made aware of the above-mentioned regulations.

### **14. Credit transfer for subject elements**

Credit transfer assessments take place in several contexts.

#### **14.1 Subject elements from the same study programme passed at another educational institution**

Passed subject elements are equivalent to corresponding subject elements offered by other educational institutions providing the same study programme.

#### **14.2 Credit transfer assessment (compulsory credit transfer) in connection with application for admission/enrolment on a study programme**

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

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### **14.3 In the event that a student does not meet their duty to disclose information on admission/enrolment**

Twice a year (in July and January, respectively, in connection with the start of studies), any applications submitted by students subsequent to a failure to disclose information about prior education and work experience on admission/enrolment, are assessed to determine whether or not credit transfer should be granted.

This means that students may have to wait longer than anticipated for a decision of credit transfer. It is therefore the student's choice to run the risk that a decision of credit transfer is not made in due time before the examination concerned.

- *IF the student does not sit the examination*, and UCN later decides NOT to grant the student transfer credit, the student will have used an exam attempt.
- *IF the student decides to sit the exam before UCN has made a credit transfer decision* and if UCN would have granted the credit transfer, credit transfer will NOT be awarded because the student has decided to sit the exam. In this instance, the grade from the 'new' exam will be applicable irrespective of whether the 'old' exam grade – which might have resulted in credit transfer, had the student applied for it in due time – is higher than the 'new' exam grade, and irrespective of whether the student failed the 'new' exam.

Once the student has decided to attend an examination this will exclude the possibility of awarding transfer credit after the application has been processed, even in cases where transfer credit would have been awarded.

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

If a student wishes to obtain credit transfer for a subject element under this Curriculum, the student must submit an application for pre-approval of credit transfer prior to leaving UCN for another educational institution in Denmark or abroad.

Pre-approval of credit transfer is carried out by UCN.

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

If the student has not completed/passed the requested subject element, the student must sit an exam according to the regulations for said subject element as set out in this Curriculum.

For an in-depth description of the rules, please refer to the current Examination regulations for UCN's undergraduate programmes.

## **15. Language**

The teaching and learning materials are all in English and lessons are delivered in English.

Students are not required to have any knowledge of foreign languages other than that stated in Ministerial Order no. 221 of 27 February 2019 on admission to academy profession degree programmes and professional bachelor's degree programmes (the Admission Order).



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### **15.1 Examination language**

Unless otherwise specified, exams must be conducted in understandable Danish. However, students may request to do the exam in English.

Students whose mother tongue is not Danish may apply for exemption from the requirement that spelling and writing skills form part of the assessment criteria for the final degree project as well as for exams where such skills are stated in this Curriculum to be part of the assessment criteria. The application for exemption must be submitted to the study programme not later than four weeks before the exam is to take place.

If a student is enrolled in a study programme that is provided in English, the exam language will be English. It is not possible to arrange for exams to be conducted in any other language.

### **16. Resits and resits due to illness**

The rules and regulations for resit exams and resit exams due to illness (illness resit exams) can be found at [www.ucn.dk/English](http://www.ucn.dk/English) in the Examination Regulations for UCN's Undergraduate Programmes.

### **17. Exam aids**

Regulations on the restricted use of exam aids, if any, are set out under each individual examination.

### **18. Special exam arrangements**

Students may apply for special examination arrangements if a physical or mental impairment qualifies them to do so. The application must be submitted to the study programme no later than four weeks before the exam is to be held. The application deadline may be waived in cases of sudden health-related problems. The application must be accompanied by a medical certificate, a statement from e.g. an institute for speech, hearing, dyslexia or for the blind, or other evidence of the student's health-related condition or relevant specific impairment.

If the exam language is Danish:

Students whose mother tongue is not Danish may apply for permission to bring dictionaries to exams where aids are not otherwise permitted.

Applications for permission to bring other aids must be submitted to the study programme no later than four weeks before the exam is to be held.

### **19. Academic misconduct during exams**

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

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### **19.1 Use of own work and the work of others – plagiarism**

The rules for use of one's own or other people's work – plagiarism – can be found at [www.ucn.dk/english](http://www.ucn.dk/english) in the Examination Regulations for UCN's Undergraduate Programmes.

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

The rules on disciplinary actions in events of academic misconduct and disruptive behaviour at examinations can be found at [www.ucn.dk](http://www.ucn.dk) in the Examination Regulations for UCN's Undergraduate Programmes.

## **20. Complaints about exams and appeals against decisions**

The rules on complaints about exams and appeals against decisions can be found at [www.ucn.dk/english](http://www.ucn.dk/english) in the Examination Regulations for UCN's Undergraduate Programmes.

## **21. Exemption**

In the case of exceptional circumstances, the educational institution may grant exemption only from those regulations in this institutional part of the Curriculum that were laid down by the educational institution individually. The educational institutions co-operate on a uniform exemption practice.

## **22. Academic criteria for the selection of applicants for the top-up programme**

If all applicants applying to the study programme cannot be admitted for reasons of capacity, one or more of the following academic criteria will be considered (not listed in order of priority):

- Grades achieved until the student's final degree project as well as the grade for the student's final degree project
- The student's motivation letter/personal statement
- Relevant professional experience, including military service (max. 12 months)
- Relevant additional education, training and/or courses or modules.

Applicants may also be invited for an interview before their possible admission.

## **23. Effective date and transition regulations**

This institutional part of the curriculum is valid from 01 September 2021 and applies to all students who enroll on the programme as of that date.

The 2020 Curriculum will be repealed as of 31 August 2021. This, however, does not apply to examinations that have commenced before the date of repeal. These exams must be completed before 31 August 2022.

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## 24. Elective

### Appendix 1 – Emerging Markets

2nd Semester, International Sales and Marketing (ISM)

Weight: 10 ECTS

Contents:

The elective is designed to accommodate an increasing interest from companies to explore growth markets in developing regions such as Asia, Africa and South America. The elective course consists of issues that as a whole cover familiar topics, but with a specific focus on how these contexts are different than most economic models and theories. The outcome of taking this course is such that students will become more aware of the challenges of doing business in emerging markets.

- A general understanding of doing business in difficult markets.
- Gain knowledge and skills in using tools and methods related to emerging markets
- Through theory, case work and involvement of actual companies.

Learning outcomes:

#### Knowledge:

The student should have acquired knowledge about:

- Civil rights and corruption as part of doing business in developing countries.
- Cultural distances and how best to bridge the gaps.
- Macro-, micro- and business economy and how the welfare of a high social layer has no benefit for a lower social layer.
- Marketing capabilities as less important for firm performance than inter-active capabilities.
- Management issues of cultural as well as physical distances.
- Data awareness, as data are very unreliable in emerging markets.
- Business model and Innovation processes of ‘experimenting before implementing’.
- Partnerships and network processes of working together with actors from different sectors.
- Pre-ject - the activity of gathering the necessary social, economic, cultural and scientific capital in order to start any project in an emerging market.

#### Skills:

The student should be able to:

- Apply multiple disciplines into a ‘preject’.
- Understand the vast complexity that is to do business in emerging markets – sustainably.

#### Competences:

The student should have obtained competences in regard to:

- Survey all important aspects of an emerging market ‘preject’ phase.
- Suggest methods for companies to take the necessary steps towards experimenting with a business idea prior to implementation.

#### General learning form:

Work shop based learning with group work on real-life cases

#### Exam:

The exam is a group ‘preject’ case work over 2 ½ days. Here students have to arrange a ‘preject’ setup for a company looking to an emerging market. This is presented in an oral group exam with individual grades given on the 7-point scale.

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## Bilag 2 - Digital Marketing

2nd Semester, International Sales and Marketing (ISM)

Weight 10 ECTS

### Objectives:

Most companies are heavily influenced by digitalization. Digitalization is rewriting the rules of competition with incumbent companies most at risk of falling out. The course covers how digitalization affects our current knowledge of firms and firm behavior – from a theoretical perspective as well as from a practical perspective. Further, it will look at which new skills do managers and employees need in the digital firm.

The students will use theories, cases, knowledge and skills to understand and analyze the complex new demand facing existing models in the digital economy.

### Learning outcome:

#### Knowledge:

The student should have acquired knowledge about:

- Digital marketing and multichannel marketing
- Digital Marketing strategy and digital marketing communication
- Online marketplace analysis
- How digital media technology impact the marketing mix
- The use of relationship marketing using digital platforms
- BtC and BtB digital marketing practice
- Digital transformation
- Digitalization's effect on firm management

#### Skills:

The student should be able to:

- Identify what digital marketing and multichannel marketing are about
- Develop and implement a Digital Marketing strategy and identify the needed digital marketing communication
- Identify and assess an online marketplace analysis
- Identify and assess how digital media technology impact the marketing mix
- Identify and assess the use of relationship marketing using digital platforms
- Identify and assess BtC and BtB digital marketing practice
- Identify which new skills is needed in the digital firm
- Identify how the digital transformation affects generation Z and Millenials
- Identify and assess how digitalization is affecting job search
- Reflect on how firms change their current strategies, structures and processes relative to the increase of digitalization
- Discuss and implement marketing management theories in the new digital reality
- Analyze how digitalization affects firm management

#### Competences:

The student should have obtained competences in regard to:

- Development of a digital marketing strategy
- Implementation and practice working with digital marketing

#### General learning form:

- Ordinary class room lessons
- Work shop based learning with group work on a real-life cases, and company guest lecturers

### Appendix 3 – Procurement and negotiation

2nd semester, International Sales and Marketing (ISM)	
ECTS weight: 10 ECTS	
<p>Purpose and contents:</p> <ul style="list-style-type: none"> <li>• a general understanding of the role of procurement and its place within a company and an understanding of its practical implementation, including negotiations at all levels.</li> <li>• in-depth understanding of the procurement process</li> <li>• the ability to apply common procurement theories for resolving practical and true to life problems</li> <li>• an understanding of particular problems related to public procurement.</li> </ul>	
<p>Learning objectives:</p> <p>The subject has two fundamental components being procurement and negotiation. In the following, the components are described individually.</p>	
<p><b>Procurement:</b></p> <p><b>Knowledge:</b> The student should have acquired knowledge of:</p> <ul style="list-style-type: none"> <li>• The individual phases of the procurement process</li> <li>• development of procurement strategies for particular goods or for categories of goods</li> <li>• drawing up requirements specifications</li> <li>• competitive theory and market forms</li> <li>• supplier search and selection</li> <li>• buyer-supplier relationships</li> <li>• power relationships</li> <li>• calculating net purchase prices and long-term costs (TCA and TCO)</li> <li>• contract management</li> <li>• the use of IT in the purchasing process, including knowledge of specific tools.</li> </ul> <p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• collect and assess the requirements within a given purchasing situation</li> <li>• draw up a requirements specification that can serve as the basis for obtaining quotations</li> <li>• compare and assess received quotations</li> <li>• design processes for the daily business</li> <li>• follow up on daily deliveries</li> <li>• assess supplier performance on an ongoing basis</li> <li>• initiate the renegotiation of existing contracts.</li> </ul> <p><b>Competencies:</b> The student should have acquired competencies in the context of:</p> <ul style="list-style-type: none"> <li>• planning the implementation of purchases using relevant tools, theories and methods</li> </ul>	<p><b>Negotiation:</b></p> <p><b>Knowledge:</b> The student should have acquired knowledge of:</p> <ul style="list-style-type: none"> <li>• the phases and steps of a negotiation process</li> <li>• their own negotiator profile</li> <li>• negotiation strategies and tactics</li> <li>• planning and preparation</li> <li>• questioning techniques</li> </ul> <p><b>Skills:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>• set targets for the negotiation solution</li> <li>• select a strategy through the use of appropriate theories and models, e.g. the Kraljic model</li> <li>• analyse the supplier's negotiator profile</li> <li>• analyse the supplier's negotiating strength</li> <li>• control the negotiation process</li> <li>• complete negotiations</li> </ul> <p><b>Competencies:</b> The student should have acquired competencies in the context of:</p> <ul style="list-style-type: none"> <li>• planning and carrying out a negotiation using relevant tools, theories and methods</li> <li>• communicating efficiently during the negotiation process</li> <li>• reflecting on the course of the negotiation.</li> </ul> <p><b>Teaching methods:</b></p> <ul style="list-style-type: none"> <li>• Classroom lectures</li> <li>• pair and group work based on conducting simulations based on practice-related scenarios.</li> </ul>

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<ul style="list-style-type: none"><li>• assessing suppliers and their performance with a view to optimising purchases and the purchasing process.</li></ul> <p><b>Teaching methods:</b></p> <ul style="list-style-type: none"><li>• Classroom lectures</li><li>• Experienced guest lecturers</li><li>• Group work based on specific, real-life challenges.</li></ul>	
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**Bilag 4 – Project Management and Project Sales**

2nd Semester, International Sales and Marketing (ISM)

Weight 10 ECTS

Objectives and contents:

- A general understanding of projects and project sales in a strategic perspective, and how to manage them.
- An in-depth understanding of a business case, both at seller and buyer
- Experience in using theories, models, tools and methods for project sales and management of projects in a professional context
- Understanding the differences in project sales in B2B and B2G.
- Understanding project management in B2C, B2B and B2G.

Learning outcome:

The subject has two fundamental components being Project sales and Project management. In the following, both are described individually.

**Project Sales:****Knowledge:**

The student should have acquired knowledge about:

- How to define project sales
- To define and describe the seller's role within project sales (consultant vs seller)
- Market segmentation and the competitive environment
- Identification of customers and projects
- Identification of buying criteria
- The decision process and buying behavior of the customer (identification of stake holders and value chain)
- The process of project sales ("capture planning" within strategic scope of the company)
- Preparation, planning and execution of sales meetings
- Requirement to quotations, requirements for public tenders ("the winning proposal")
- Business Case development (both seller's and customer's)
- Cost calculations and price settings of projects
- Requirements to project team
- Closing and follow-up on projects

**Skills:**

The student should be able to:

- Ability to define and build a business case
- Understand and define risk elements
- To analyze the stakeholders of a project (both internally at seller and at customer)
- Ability to communicate to project groups

**Project management:****Knowledge:**

The student should have acquired knowledge about:

- How to define a project and what parameters the project manager can adjust
- Project portfolio management in a company strategic perspective
- How to define the work streams, deliverables, milestones and activities of a project (Stage-Gate and SCRUM)
- How to plan a project by using tools such as a Gantt Chart and the Work Break Down Schedule
- How to define the stakeholders of a project and how to handle their influence by communication
- The role of the project manager and the different roles in a project organization, including the roles of the project team and the steering committee
- The risks in relation to implementation of a project and how to handle it
- Different forms of meetings and their purpose
- The business case and budget of a project

**Skills:**

The student should be able to:

- To illustrate the purpose and objective of a project by preparing an Objective Break-Down Schedule
- To plan a project by defining work streams, deliverables, milestones and activities in a Work Break Down Schedule and a Gantt Chart

<ul style="list-style-type: none"> <li>• Ability to produce offers in a formal way, meeting requirements</li> <li>• Ability to understand the strategic positioning at the customer</li> <li>• Ability to act as consultant in the seller role</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regard to:</p> <ul style="list-style-type: none"> <li>• Plan professional project sales by using relevant tools and methods</li> <li>• Implement a project sales and adjusting the sales process continuously</li> </ul> <p><b>General learning form:</b></p> <ul style="list-style-type: none"> <li>• Ordinary class room lessons</li> <li>• Work shop based learning with group work on a real-life cases, and company guest lecturers</li> </ul>	<ul style="list-style-type: none"> <li>• To do a risk analysis</li> <li>• To analyze the stakeholders of a project and make a communication plan</li> <li>• To plan the relevant meetings throughout the implementation of the project</li> <li>• To make a budget or business case for a project</li> </ul> <p><b>Competences:</b> The student should have obtained competences in regard to:</p> <ul style="list-style-type: none"> <li>• Plan a project in a professional context by using relevant tools and methods</li> <li>• Implement a project and adjusting the plan continuously</li> </ul> <p><b>General learning form:</b></p> <ul style="list-style-type: none"> <li>• Ordinary class room lessons</li> <li>• Work shop based learning with group work on a real-life cases, and company guest lecturers</li> </ul>
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