

# Curriculum

BA in Web Development

2021-2022



---

Ulla Skaarup, rector

The curriculums of Zealand are divided in a national part and a local (institutional) part. In addition, some curriculums are supplemented with an elective course catalogue.

The individual institution stipulates the local part of the curriculum. The national part of the curriculum is adopted by the programme's educational network, and the institutions listed below – each of them offers the study programme – have been involved in the preparation of this curriculum:

Business Academy Aarhus  
Copenhagen Business Academy  
Copenhagen School of Design and Technology (KEA)  
International Business Academy (IBA)  
University College of Northern Denmark (UCN)  
Zealand Academy of Technologies and Business

In addition to the curriculums, all study programmes have an educational appendix attached, which is part of the primary ministerial order on technical and mercantile academy profession programmes and professional bachelor programmes (Danish title: Hovedbekendtgørelsen om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser), see [www.retsinfo.dk](http://www.retsinfo.dk).

# CURRICULUM

for

## Professional Bachelor's Degree in Web Development (National part)

Revised 01.08.2019

## Contents

1. The programme's goals for learning outcomes .....	3
2. The programme includes three national subject elements .....	4
2.1. Web Programming .....	4
2.2. Development Environments.....	5
2.3. User Experiences .....	6
2.4. Examinations in the national subject elements .....	7
3. Work placement .....	7
4. Requirements for the bachelor's project.....	8
5. Rules on credit .....	8
6. Academic criteria for the selection of applicants for the top-up programme.....	9
7. Entry into force and transitional period .....	9

The national part of the curriculum for the Professional Bachelor's Degree in Web Development is issued in accordance with Section 18 (1) of the Executive Order on Technical and Mercantile Academy Profession Programmes and Professional Bachelor Educations ('bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser'). This curriculum is supplemented by the institutional part of the curriculum, which is determined by the individual institution offering the educational programme.

It is compiled by the education network for professional bachelor's degrees in web development and approved by the boards of all the providers - or by the principal by order of the board - and after a hearing of the institutions' education committees and the education's chairmanship of the external examiners.

## 1. The programme's goals for learning outcomes

### Knowledge

The student has development-based knowledge of:

- standards within web development,
- development environments for web development,
- broad development methods within web development, and can also reflect upon their practical application in the profession.

The student has an understanding of:

- web applications' role in society.

### Skills

The student can:

- use methods and tools within web development to plan and develop applications based on specific development wishes,
- master a suitable programming language to implement these development wishes,
- evaluate and justify their choice of a suitable system for ensuring both data and application persistence,
- use the domain's theory and method to develop user experiences adapted to relevant target groups and assess user experiences based upon the domain's theory and method,
- use methods to develop user interfaces that exploit the special design and aesthetic potential of web technologies, and also assess and justify their value as a solution,
- use and master a suitable development environment in the implementation of the development process,
- communicate specialist problems and solution models to collaborative partners and users as well as peers and non-specialists.

### Competencies

The student can:

- handle complex and development-oriented situations in web development,
- independently enter into a professional and interdisciplinary cooperation within web development with a professional approach and take responsibility within the framework of professional ethics,
- identify and structure their own learning needs and develop their personal skills and competencies in relation to web development.

## **2. The programme includes three national subject elements**

### **2.1. Web Programming**

#### **Contents**

The subject elements comprise the development and modelling of web applications, including architecture, robustness, internet and web protocols, use of debugging techniques and techniques for installation and maintenance. The subject area also includes data security, data storage, data modelling and exchange of data sources based on recognised standards.

#### **Learning goals for Web Programming**

##### **Knowledge**

The student has development-based knowledge of: practice, applied theory and development methods in:

- relevant internet and web protocols,
- data storage, modelling, exchange and security,
- quality assurance.

The student can understand and reflect upon:

- development methods in web development,
- web architecture and design patterns.

##### **Skills**

The student can:

- master all phases of development including planning, developing and implementing web applications based on specific development wishes, as well as evaluate practice-based and theoretical problems and select and justify relevant solution models in relation to the development of web applications,
- evaluate and justify the choice of a suitable programming language and relevant methods for the implementation of web applications,
- master a suitable programming language for the development of web applications,
- use and model data sources as well as justify proposals for solutions,
- implement and evaluate web user interfaces as well as justify and communicate solution proposals to collaborative partners and users,
- use relevant theories and methods for the quality assurance of all phases of development.

##### **Competencies**

The student can:

- handle complex web development and must be able to handle complex and development-oriented situations in web development,

- independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to web programming,
- identify and structure their own learning needs and develop personal skills and competencies in relation to web programming.

### **ECTS credits**

The subject element web programming is worth 40 ECTS credits, comprising 20 ECTS credits in the national part and 20 ECTS credits in the local part.

Local subject elements of the programme are in the subject element web programming.

National and local subject elements can be tested in the same exam.

## **2.2. Development Environments**

### **Contents**

This subject element comprises tools and platforms for the development of web-based applications, as well as selection and justification of the choice. Focus is on normally used development tools (IDE and other platforms) as well as tools for version control and quality assurance.

### **Learning goals for Development Environments**

#### **Knowledge**

The student has development-based knowledge of applied theory and methods:

- in development environments,
- in practice, methods and systems for version control.

The student can understand and reflect upon:

- types of and selection criteria for development platforms.

#### **Skills**

The student can:

- master version control in a development context,
- apply methods and tools for quality assurance in the development process, as well as evaluate and justify the choice of specific tools,
- apply methods and tools in development environments for the publication of web applications,
- communicate their choice of methods and tools used in the development process.

## **Competencies**

The student can:

- methodically evaluate and handle development platforms and environments for a specific task in complex development-oriented situations,
- manage development platforms and environments in the development process of advanced web applications,
- independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to development environments.

## **ECTS credits**

The subject element Development Environments is worth 10 ECTS points.

## **2.3. User Experiences**

### **Contents**

The subject element comprises analysis, understanding of and reflection upon the user's experiences and needs in different use contexts.

The subject element includes the design of user interfaces and usability, and considerations about information architecture and instruments and the use of web media tools.

There is a focus on understanding and organising user experiences in relation to design and development.

### **Learning goals for User Experiences**

#### **Knowledge**

The student has development-based knowledge of:

- practice, applied theory and methods of designing user experiences, and also reflect upon the web developer's practice in designing user experiences,
- information architecture,
- aesthetics and trends in interaction design.

The student can understand and reflect upon:

- the use of user survey methods.

#### **Skills**

The student:

- can use methods and tools to design user experiences for relevant target groups with the involvement of users,



- evaluate practice-based and theoretical problems in the design of user interfaces and select and justify relevant solution models,
- communicate practice-based and specialist problems in the design of user experiences and communicate central problems to collaborative partners and users.

### **Competencies**

The student can:

- handle complex design processes based on analysis and planning,
- both independently and in groups, understand the design and organisation of user interfaces and user experiences for complex systems,
- identify and structure personal learning needs and develop personal skills and competencies in relation to the design of user experiences.

### **ECTS credits**

The subject element User Experiences is worth 10 ECTS credits.

### **2.4. Exams in the national subject elements**

National subject elements in the first year of study make up 40 ECTS credits. Two exams are held in the national subject elements plus an additional exam in the bachelor's project.

For the number of exams in the work placement, see section 3.

For a complete overview of all the programme's exams, please refer to the institution part of the curriculum, in that the national subject elements described in this curriculum can be tested together with subject elements laid out in the institution part of the curriculum.

## **3. Work placement**

### **Learning goals for the programme's work placement**

#### **Knowledge**

The student can:

- understand and reflect upon theories and methods and their practical application.

#### **Skills**

The student can:

- apply one or more of the subject area's methods and tools, and can also apply the skills related to employment in the subject area(s) or profession,
- evaluate theoretical and practical problems and also justify and select relevant solution models,
- communicate specialist problems and solution models to peers and non-specialists or collaborative partners and users.

## **Competencies**

The student can:

- handle complex and development-oriented specialist situations in relation to the profession,
- identify personal learning needs and structure their own learning in different learning environments,
- independently participate in an expert and interdisciplinary collaboration with a professional approach.

## **ECTS credits**

The work placement is worth 15 ECTS credits.

## **Number of exams**

The placement is completed with one exam.

## **4. Requirements for the bachelor's project**

The learning goals for the final examination project are identical to the programme's learning goals, which are listed above under item 1.

Together with the other exams and the placement exam, the final examination project documents that the programme's goals for learning outcomes have been achieved.

In the bachelor's project, the student must be able to document their ability to process, on an analytical and methodical basis, a complex and practice-oriented problem in relation to a specific task within the field of web development. The problem, which must be central to the programme and the profession, is formulated by the student, possibly in collaboration with a private or public sector company. The institution approves the problem.

For specific formatting requirements for the bachelor's project, please refer to the institutional part of the curriculum.

## **Exam in the final examination project**

The final examination project concludes the course in the last semester, once all prior exams have been passed.

## **ECTS credits**

The final examination project is worth 15 ECTS credits.

## **Exam format**

The exam consists of both an oral and written test with an external examiner, where an overall individual grade is given according to the 7-point grade scale for the written project and the oral presentation.

For format etc. of the exam, see the institutional part of the curriculum.

## **5. Rules on credit**

Passed programme elements are equivalent to similar programme elements taken at other educational institutions offering this programme.

The students are obliged to inform us of any completed educational elements from another Danish or foreign higher education programme or any employment which are likely to provide credit. In each individual case, the educational institution approves credit on the basis of completed educational elements and any employment that meets the objectives of the subjects, the educational part and placement part.

The decision is made on the basis of a professional evaluation.

For prior approval of study in Denmark or abroad, the student is obliged to document, upon completion of their studies, the completed educational elements of the approved study programme. In connection with prior approval, the student must consent to the institution collecting the necessary information at the end of the study programme.

Upon approval in accordance with the above, the educational element is regarded as completed if it has been passed according to the rules for the relevant programme.

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

Refer to the institutional part of the curricula.

## **7. Entry into force and transitional period**

### **Entry into force**

This national part of the curriculum enters into force on 01.08.2019 and is valid for students who are enrolled after 01.08.2019.

### **Transitional period**

Students who are admitted up to 01.08.2019 will transfer to this curriculum from 01.08.2019; however, students enrolled on an earlier curriculum can complete their programme in accordance with that one.

**CURRICULUM**  
for  
**PBA in Web Development**

Local part – Zealand Institute of Business and Technology

Applicable as per August 2021

# Contents

<b>Contents</b> .....	<b>2</b>
<b>1. The legal framework of the curriculum</b> .....	<b>3</b>
<b>2. Admission to the study programme</b> .....	<b>3</b>
<b>3. The structure of the study programme</b> .....	<b>4</b>
<b>4. Local programme elements</b> .....	<b>5</b>
4.1. 6th semester – Databases .....	5
4.2. 6th semester – User Experiences .....	6
4.3. 6th semester – Frontend & Backend .....	7
4.4. 7th semester – Development Environments .....	7
4.5. 7th semester – Specialization .....	8
<b>5. Internship and rules for completion</b> .....	<b>9</b>
<b>6. Teaching and working methods</b> .....	<b>9</b>
6.1. Reading texts in foreign languages .....	10
6.2. Differentiated instruction .....	10
<b>7. Internationalisation</b> .....	<b>10</b>
7.1 Studying abroad .....	10
7.2. Agreements with international educational institutions on parallel courses .....	10
<b>8. Tests and exams of the study programme</b> .....	<b>11</b>
8.1. Description of the tests .....	11
8.1.1. Initial assessment test .....	11
8.1.2. The first year test .....	12
8.1.3 6 <sup>th</sup> Exam in Databases .....	12
8.1.4 6 <sup>th</sup> semester – exam in User Experiences .....	13
8.1.5 6 <sup>th</sup> semester – exam in Frontend & Backend .....	13
8.1.6 7 <sup>th</sup> semester – exam in Development Environments .....	14
8.1.7 7 <sup>th</sup> semester – exam in Specialization .....	15
8.1.7.1 Elective module .....	15
8.1.7.2 Specialization modules .....	15
8.1.8 8 <sup>th</sup> semester – Internship exam .....	16
8.2. 8 <sup>th</sup> semester – exam in the Bachelor Project .....	18
8.3. Examination language .....	19
8.4. Special test conditions .....	19
8.5. Re-examination .....	19
8.5.1. Re-examination due to illness or another documented reason .....	19
8.5.2 Re-examination due to failed examinations .....	20
8.6. Cheating at exams .....	20
8.6.1. Use of own work and that of others (plagiarism) .....	20
8.6.2 The process of clarification of examination cheating, including plagiarism .....	20
8.6.3 Disciplinary measures in case of examination cheating and distracting behaviour .....	21
8.6.4 Complaints about sanctions regarding cheating, plagiarism, and distractive behaviour during the examination .....	21
<b>9. Other rules for the study programme</b> .....	<b>22</b>
9.1. Credit transfer .....	22
9.1.1 Credit transfer agreements for subject elements covered by the local part of the curriculum .....	22
9.2 Termination of enrolment .....	22
9.3. Complaints in general .....	23
9.3.1 Complaints about the scope of the examination etc., examination procedure and assessment .....	23
9.3.2 Appeal .....	24
9.3.3 Complaints about legal matters .....	24

9.4. Exemption rules .....	25
<b>10. Economy.....</b>	<b>25</b>
<b>11. Effective date and transitional provisions .....</b>	<b>25</b>

## 1. The legal framework of the curriculum

The programme is governed by the following acts and orders

- Executive Order no. 786 of 8 August 2019: Executive Order on the Act on Academies of Professional Higher Education
- Executive Order no. 1343 of 10 December 2019: Executive Order on the Act on Academy Profession and Professional Bachelor Degree Programmes (the LEP Act)
- Executive Order no. 15 of 9 January 2020: Executive Order on Academy Profession and Professional Bachelor Degree Programmes (the LEP Order)
- Executive Order no. 18 of 9 January 2020: Executive Order on Tests and Exams in Vocational Further Education Programmes (the Examination Order)
- Executive Order no. 152 of 27 February 2020: Executive Order on Admission to Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 114 of 3 February 2015: Executive Order on Grading Scale and Other Forms of Assessment
- Executive Order no. 1162 of 10 July 2020: Executive Order on Admission to Technical and Vocational Academy Profession and Professional Bachelor Degree Programmes

There may be amendments to the acts and ministerial orders stated above. The current legislation is available in Danish on [www.retsinfo.dk](http://www.retsinfo.dk).

## 2. Admission to the study programme

Admission to the study programme is based on the rules in the ministerial order on admission to academy profession programmes and professional bachelor programmes.

### 3. The structure of the study programme

The study programme is a full-time academic programme of 18 months of full-time equivalent study. A full-time equivalent study corresponds to the work of a full-time student for 1 year. A full-time equivalent study corresponds to 60 points in the European Credit Transfer System (ECTS). Thus, the full programme totals 90 ECTS.

Semester	National academic elements*	Local academic elements	Tests
6	<b>Web Programming (20 ECTS)</b>	Databases (10 ECTS)  Frontend & Backend (10 ECTS)	Exam in Databases (external – Oral)  Exam in Frontend & Backend (external – Oral)
	<b>User Experiences (10 ECTS)</b>	User Experiences (10 ECTS)	Exam in User Experiences (external – Oral)
7	<b>Development Environments (10 ECTS)</b>	Development Environments (10 ECTS)	Exam in Development Environments (external – Oral)
	<b>Web Programming (20 ECTS)</b>	<b>Specialization part</b>  Elective module (10 ECTS)  Specialization modules (10 ECTS in total)	Exam in elective module (external – oral)  Exam in specialization modules (Internal – oral)
8	<b>Internship (15 ECTS)</b>	Internship (15 ECTS)	Internship exam (Internal – written)
	<b>Bachelor project (15 ECTS)</b>	Bachelor project (15 ECTS)	Exam in the Bachelor Project (External – Oral – Group + individual)

\*The description of national programme elements is found in the national part of the curriculum. Local

programme elements, including electives, are found in the local part of the curriculum (and for some programmes in an electives catalogue).

We will facilitate all students in becoming aware of sustainability and green transition in relation to the subject knowledge of the study programme. The interpretation of specific learning goals will as far as possible occur in this context and thus contribute to general education in the field of sustainability and green transition.

## 4. Local programme elements

Local programme elements are described below. For some study programmes the description of electives are collected in an electives catalogue. For information on internship, please see the section 5. "Internship and rules for completion".

The three national subject elements (Web Programming, Development Environments and User Experiences) are implemented through the following modules on the 6<sup>th</sup> and 7<sup>th</sup> semesters:

- Web Programming: Frontend & Backend (6<sup>th</sup> semester) + Databases (6<sup>th</sup> semester) + Specialization part (7<sup>th</sup> semester)
- Development Environments: Developments Environments (7<sup>th</sup> semester)
- User Experiences: User Experiences (6<sup>th</sup> semester)

Reflections and peer reviews will be an integrated part of both 6<sup>th</sup> and 7<sup>th</sup> semesters.

The table in section 3 shows a graphical overview of the different modules on 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> semester of the education.

The specialization (local programme elements) must be within the educational element *Web Programming*. The focus is mainly on themes/topics related to Frontend tools & frameworks.

The specialization consists of one **elective** module (students' chosen elective with most votes) + two **specialization** modules (students' chosen elective with second and third most votes).

For information on internship, please see the section "Internship and rules on completion".

### 4.1. 6th semester – Databases

Learning objectives for the module (see also the national curriculum):

#### *Knowledge*

The student has knowledge about:

- Development-based knowledge about data storage, data modelling, data exchange and data security.



### *Skills*

The student is able to:

- Use and model data sources.

### *Competencies*

The student is able to:

- Select and use data sources for implementing relevant tasks in a web context, including explaining the choices.

### **ECTS credits**

10 ECTS

## **4.2. 6th semester – User Experiences**

Learning objectives for the module (see also the national curriculum):

### *Knowledge*

The student will have acquired knowledge about:

- The development and trends of Human-Computer Interaction
- Processes for designing user experiences
- Information architecture
- Aesthetics and trends in interaction design
- Understanding & reflecting upon the use of user research methods

### *Skills*

The student can:

- Assess user surveys and justify the design of a solution proposal to relevant target groups, based on the studies
- Apply relevant design principles and methods to design user interfaces for complex systems
- Apply the web media capabilities to the development of user interfaces
- Evaluate and justify issues related to user experiences and usability based on relevant methods
- Communicate key issues about the user experience to business partners and users
- Evaluate and justify the choice of instruments in the design of user interfaces

### *Competencies*

The student can:

- Manage complex design processes based on analysis and planning
- Manage the design process for the design of user interfaces in complex systems independently and in groups.
- Identify his/her own learning needs and structure his/her own learning in different learning environments.

### **ECTS credits**

10 ECTS

### 4.3. 6th semester – Frontend & Backend

Learning objectives for the module (see also the national curriculum):

#### *Knowledge*

The student:

- Has development-based knowledge about relevant internet and web protocols,
- Has development-based knowledge about quality assurance
- Can understand and reflect on development methods within web development
- Can understand and reflect on web architecture and design patterns

#### *Skills*

The student can:

- Master all phases in development including planning, developing and deploying web applications based upon concrete development requirements
- Assess and explain the choice of a suitable programming language and relevant methods for implementation of web applications
- Master a suitable programming language for development of web applications
- Implement and evaluate web user interfaces and justify and present solutions to partners and users
- Use methods for quality assurance

#### *Competencies*

The student can:

- Handle complex web development
- Participate in professional and interdisciplinary cooperation with a professional approach and take responsibility within the frames of a professional ethic
- Identify his/her own learning needs and structure his/her own learning in different learning environments.

#### **ECTS credits**

10 ECTS

### 4.4. 7th semester – Development Environments

Learning objectives for the module (see also the national curriculum)

#### *Knowledge*

The student:

- Has development-based knowledge about development environments
- Has development-based knowledge about methods and systems for version control
- Can understand and reflect upon types of and criteria for selecting development platforms

### *Skills*

The student can:

- Master version control in a development context
- Use methods and tools for quality assurance in the development process, including analysing & explaining the choices
- Use methods for deploying web applications
- Present choices of selected methods and tools used in the development process

### *Competencies*

The student can:

- Methodically evaluate and handle development platforms for a given task in complex development-oriented scenarios
- Manage development platforms and environments in the process of developing advanced web applications
- Participate in professional and multidisciplinary cooperation with a professional approach and take on responsibility within the framework of professional ethics
- Identify his/her own learning needs and structure his/her own learning in different learning environments.

### **ECTS credits**

10 ECTS

## **4.5. 7th semester – Specialization**

Learning objectives:

### *Knowledge*

The student has knowledge about:

- the theory and practice of the chosen topics.

### *Skills*

The student is able to:

- select, describe and search for literature concerning a problem of his/her own choice within the context of Web Development
- discuss relevant processes and analytical approaches associated with the chosen topic(s)
- evaluate problems and outline solutions in relation to the chosen topic(s)
- communicate key results.

### *Competencies*

The student is able to:

- familiarize himself/herself with new topics in the context of the theory and/or practices of the discipline without the assistance of others
- put the chosen topic(s) into a wider perspective and relate it/them to the other topics addressed during the education.

### **ECTS credits**

20 ECTS

## 5. Internship and rules for completion

Contents, overall learning objectives, and ECTS-credits for the internship are described in the national part of the curriculum.

During the internship, the student works with professionally relevant issues and gains knowledge of relevant business functions. The connection between the theoretical teaching and the internship forms the basis for the student's internship goals.

The internship can be compared to a full-time job with the same requirements for working hours, efforts, engagement, and flexibility that the graduate is expected to meet in its first job.

The internship course is planned in a flexible and differentiated way and can form the basis for the student's final exam project.

### *Internship agreement*

The student, Zealand, and company agree on the specific contents for the student's internship, based on the overall learning objectives for the internship.

The internship agreement must contain the individual learning objectives for the internship as well as of the task(s) the student is expected to complete for the company. This will then serve as a basis for the planning of the student's work during the internship.

Moreover, the internship agreement must contain an agreement on working hours and reporting.

### *The company*

The company appoints a contact person in the company.

The company contributes with a specific and realistic issue/task(s) to be processed by the student.

The company will make information available to the student that may be relevant for the completion of the tasks.

The company continuously evaluates the student's activities during the internship period and will notify the student and the internship supervisor or the internship coordinator at Zealand if any problems occur.

### *The student*

The student must actively look for relevant companies within the current subject area. The student is obliged to meet the internship agreement, as the internship is a mandatory part of the study programme.

### *Zealand*

Zealand provides a counsellor for the student. This counsellor is available to the company and the student to a limited extent.

Zealand will make one visit to the company during the internship. This visit may be arranged virtually, if the internship is abroad. This also applies if the number of internships or other important reasons make it difficult to visit all involved companies.

For further information on internships, please contact the internship coordinator of the study programme.

## 6. Teaching and working methods

The teaching includes lectures, classroom lessons, dialogues, exercises, presentations, cases, seminars, guest lecturers, projects and internships.

The instruction incorporates the latest knowledge and results from national and international research, experimental and development work within the disciplines relevant for the profession.

The instruction draws on practical experience and knowledge about key trends in the profession and methods to further develop the subject and carry out development work and a high standard of work in general.

In order to ensure optimum academic learning and personal development in each student, the Web Development programme applies various pedagogical approaches, with the main emphasis on dialogue, discussion and project work.

### **6.1. Reading texts in foreign languages**

The teaching material used in the programme is in English and the teaching is conducted in English.

Knowledge of additional foreign languages is not required, beyond the requirements laid down in the Executive Order on Admission.

### **6.2. Differentiated instruction**

The teaching is given a variable structure and offers lessons in class, guest lecturers, company visits, project work in groups and individualised work – often in a multidisciplinary context and always focusing on the usability aspect. In addition to academic skills, the different ways of learning help the students develop their abilities to work on their own and together with others.

## **7. Internationalisation**

### **7.1 Studying abroad**

Upon the programme's preliminary approval of credit transfer, the student can complete selected academic elements abroad. The student may complete internship and Bachelor Project abroad but need an advance approval by the education institution.

With the preliminary approval of a study visit abroad, the student must – after the completion of the studies abroad – document the academic elements completed during the approved study visit. In connection with the preliminary approval, the student must give Zealand its consent to collect necessary information after the completion of the studies abroad.

With the preliminary approval of credit transfer, the academic element is considered as completed if the course was passed in accordance with the rules for the study programme.

### **7.2. Agreements with international educational institutions on parallel courses**

Information on partner institutions, international internships, credit transfer, and procedures is continuously published by Zealand.

## 8. Tests and exams of the study programme

The purpose of tests in the programme elements is to document to which degree the student fulfils the professional goals set by the programme and its elements. The mark of 02 is required to pass an exam. The student is entitled to sit each exam three times. A student cannot re-sit an exam once it has been passed. The student is responsible for familiarizing themselves with and comply with the business academy's rules for tests and exams. Registration for a programme element, semester etc. also counts as registration for the exams. This programme does not allow for withdrawal from exams.

Programme element may include one or more compulsory study activities which are defined and described by the course teacher and appear from the study plan. Compulsory activities must be completed and approved before the student can be accepted for the exam. If a student does not comply with the conditions, the student cannot sit for the exam and has used an attempt.

- The lecturer arranges compulsory study activities.
- The lecturer follows up on any students who do not attend or fail or for some other reason do not comply with the compulsory study activities. A student may re-submit answers to compulsory study activities once.
- The lecturer notifies the student counsellor and the programme manager of any assignments/conditions not complied with.

Compulsory study activities must be submitted/realised and approved for the student to be considered actively studying. If the assignment involves an oral presentation, the student has the duty to meet for this.

Answers for exams and compulsory study activity may be required to be submitted electronically. The regulations governing electronic submission can be found on the Intranet.

### 8.1. Description of the tests

The study programme contains various forms of tests reflecting the contents of the teaching as well as working methods. The test form for 1<sup>st</sup> and 2<sup>nd</sup> attempt can vary.

#### 8.1.1. Initial assessment test

The purpose of the initial assessment test is to clarify whether the student actually started on the study programme. The initial assessment test must be taken within 2 month from the commencement of studies, and the student must receive the results 2 weeks after the test, at the latest. Students who fail this test may take a re-examination, which is held within 3 month from the commencement of studies. The student has 2 attempts to pass the initial assessment test. The initial assessment test is assessed internally as either "Passed" or "Not passed" and does not award any ECTS-credits. In case of a not passed initial assessment test, termination of enrolment will take place (see also section 9.2.). In case of post-admission after conduct of the initial assessment test, the student will be granted an exemption from taking the test.

As regards opportunities to complain, the standard opportunities to complain about an exam shall not apply to the initial assessment test. For this test, it is only possible to complain about legal conditions, such as the deadline for the test or the number of exam attempts. Zealand may grant students an exemption from the deadlines laid down for passing the initial assessment test, if necessary due to illness, childbirth, or unusual circumstances.

The planning and contents of the test:

Digital multiple choice test including questions concerning a number of overall study relevant topics. All aids are allowed. The test is open from 8 in the morning on the test day (via Wiseflow) and the student will have until 17 to complete and submit the test.

Temporal placement of the test (and re-examination).

The initial assessment test will typically be held in the 3rd week after commencement of study (1st test attempt) and 4th week after commencement of study (re-examination).

Grading and announcement of result:

The initial assessment test is graded as passed/not passed (failed). If the test is not passed in the first try, the student is automatically registered the re-examination.

### **8.1.2. The first year test**

The first year test covers the test(s) the student must have taken at the end of the first year of studies, according to this curriculum. The student must have passed the first year test before the end of the student's 1 year of studies, after the commencement of studies, in order to continue its studies.

See section 1 for reference to the current ministerial order on examinations in professionally oriented higher education programmes.

### **8.1.3 6<sup>th</sup> Exam in Databases**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral exam. All aids are allowed.

The exam is an external, individual oral exam taking its point of departure in a question that the student draws at the exam. The exam comprises 30 minutes of preparatory time, and the examination time is 30 minutes, including evaluation and awarding of grades.

Formal requirements:

No requirements.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the module.

The test is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

The exam is placed at the end of the 1st (6th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

#### **8.1.4 6<sup>th</sup> semester – exam in User Experiences**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral exam. All aids are allowed.

The exam is an external, individual oral exam.

The exam takes its point of departure in the student's presentation of one of the mandatory study activities, followed by a dialogue where all learning objectives for the module can be touched upon.

The examination time is 30 minutes, including evaluation and awarding of grades.

Formal requirements:

No requirements.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the module.

The test is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

The exam is placed at the end of the 1st (6th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

#### **8.1.5 6<sup>th</sup> semester – exam in Frontend & Backend**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral test based on one written product. All aids are allowed.

The exam is an external, oral exam taking its starting point in the group project work.

The examination starts with a group presentation, where the group presents the result of the project work. After the presentation, each student draws a question and is examined in the question. The students will be given all questions for the exam as a minimum one month before. The exam comprises 15 minutes for the group presentation, 20 minutes for individual examination and 5 minutes for evaluation and awarding of grade.

Formal requirements:

Mini report of maximum 15 standard pages - a standard page consists of 2400 characters including spaces



(front page, table of content, appendix and graphics not included). A screen cast (video file) of your app running with your explanations.

If the mini report and/or screen cast don't meet the formalities (as stipulated in the semester project), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the module.

The test is subject to an external assessment in accordance with the 7-point grading scale, with 40% to the group based work (project + presentation) and 60% to the individual examination part.

Temporal placement:

The exam is placed at the end of the 1st (6th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ETCS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

### **8.1.6 7<sup>th</sup> semester – exam in Development Environments**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral test. All aids allowed.

The exam is an external, individual oral exam taking its point of departure in a question that the student draws at the exam.

The exam comprises 30 minutes of preparatory time, and the examination time is 30 minutes, including evaluation and awarding of grades.

Formal requirements:

No requirements.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the module.

The test is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

The exam is placed at the end of the 2nd (7th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ETCS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

## **8.1.7 7<sup>th</sup> semester – exam in Specialization**

### **8.1.7.1 Elective module**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral test. All aids allowed.

The exam is an external, individual oral exam taking its point of departure in a question that the student draws at the exam.

The exam comprises 30 minutes of preparatory time, and the examination time is 30 minutes, including evaluation and awarding of grades.

Formal requirements:

No requirements.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the specialization.

The test is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

The exam is placed at the end of the 2nd (7th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

### **8.1.7.2 Specialization modules**

Requirements for participation in the exam:

The student has completed mandatory study activities. The study activities are laid down in the semester plan by the course teachers. All mandatory activities must be handed-in at the latest 10 days before the exam.

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Oral test based on one written product. All aids allowed.

The exam is an internal, individual, oral exam taking its starting point in the project work handed-in by the student.

The exam comprises 10 minutes for the presentation, 15 minutes for examination dialogue and 5 minutes for evaluation and awarding of grade.

Formal requirements:

- Introduction
- Problem formulation
- Planning (time schedule)
- Outline (answer(s) to the question(s) in the problem formulation)
- Conclusion
- Literature list
- Appendix (max 5 pages)

The synopsis can be no more than 10 standard pages plus any programs and a running system. A standard page contains 2400 characters including spaces and footnotes. Cover page, table of contents, literature list and appendix are not included.

If a written assignment does not meet the formalities (as stipulated in the curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the specialization.

The test is subject to an internal assessment in accordance with the 7-point grading scale, with 33% to the project work (synopsis + product) and 67% to the oral part.

Temporal placement:

The exam is placed at the end of the 2nd (7th) semester. Further information about time and place can be found on the intranet.

Scope of ECTS:

10 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

### **8.1.8 8<sup>th</sup> semester – Internship exam**

Requirements for participation in the exam:

The student must meet the following conditions to attending the exam:

- the student has handed-in an internship contract
- the student has handed-in an internship plan

If the student does not meet the requirements, the student cannot participate in the exam, meaning that the student has used one exam attempt.

Planning and contents of the exam:

Written test. All aids allowed.

The exam is an internal, individual written exam based on an internship report.

Formal requirements:

The internship report should contain the below:

- An **Internship plan** with the assignments you have been doing the internship period

- A **cover page** stating your own name, the names of your internship company and your educational institution and the internship period
- A short **description of the company**, this includes:
  - A description of the type of company, its organisation
  - The number of employees in the company, your position in the organisation and a description of the roles and functions of your department
- Your **expectations** of the internship:
  - What you expect to achieve from your internship – at the academic and the personal level.
- A description of the **learning objectives you seek to fulfil** – divide into the three below categories:
  - **Knowledge:** You must have knowledge about the day-to-day operations of the company, such as:
    - The company's IT strategy
    - The company's systems development method
    - The tools used by the company
    - The company's work flow
  - **Skills:** Based on the tasks you were asked to work with during the internship, you are to describe problems/aspects individually and specify how you solved or addressed the problems/aspects and propose solutions. See also under the item "Description of specific tasks". Provide examples of how you during your internship managed to structure and plan daily tasks using for example a Scrum Board.
  - **Competencies:** This is where you describe any new knowledge you have acquired during your internship and how you acquired it. This could be through the use of videos, articles, courses and other means. How was your collaboration with the company? This could be the collaborative spirit and approach in the team you were part of, participation in meetings with customers or clients to name a few examples. Did you ever have to make a presentation of the work you did in the company, for example at staff meetings.
- **Description of specific tasks:** (it might be too cumbersome to describe all of them but preferably at least two or three tasks). Reflect on the three learning objectives you set up. Describe what you achieved.
- **Reflection on the three learning objectives you set up:** Discuss whether you achieved the knowledge, skills and competencies you defined for the three learning objectives.
- **Reflection on the completion of the scheduled internship:** Did the internship live up to your academic and personal expectations.
- **Conclusion:** A general conclusion to the report as a whole.

Compulsory appendices: Internship plan, the company's recommendation and the logbook.

The internship report can be maximum 10 standard pages plus appendices. One standard page contains 2400 characters including spaces and footnotes. Cover page, table of contents, literature list and appendices are not included. Appendices are not subject to assessment; although the presence of an internship plan, the company's recommendation and the logbook is verified.

If a written/digital assignment does not meet the formalities (as stipulated in the curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The assessment criteria for the exam = the learning objectives for the internship. See section 3 in the national part of the curriculum.

The test is subject to an external assessment based on the 7-point grading scale.

Temporal placement:

The exam will take place once the internship has been concluded. Details about time and place and about submission of the internship report can be found on the Intranet.

Scope of ECTS:

15 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

## **8.2. 8<sup>th</sup> semester – exam in the Bachelor Project**

The general formal requirements for the final exam project is described in chapter 4 of the national part of the curriculum. Further requirements are detailed below.

Requirements for participation in the exam:

The students must have passed all exams in the programme prior to this.

Planning and contents of the exam:

Oral test based on one written product. All aids allowed.

The exam is an external, oral group/individual exam based on a written group project.

The group can comprise no more than four students.

The project group will be given 10 minutes for each participant for the presentation, up to no more than 30 minutes. Following this the individual members of the group will be subjected to individual examination. Each student is allocated 20 minutes including evaluation and awarding of grades.

Formal requirements:

The project report constitutes the written part of this exam. As a minimum, this report must comprise:

- Cover page with title, name of group members, name of supervisor, word count (number of characters including spaces)
- Table of contents
- Introduction and problem formulation
- Methods, theories and tools (quick overview, where the **purpose** of each method, theory, tool is listed)
- Analysis
- Design
- Implementation (where the technical / coding part of the project is explained)
- Conclusion
- Literature list
- Appendices (only appendices of key importance to the report will be accepted).

Project reports written by a single student may total 40 standard pages as a maximum; reports written by several students may total an additional 20 standard pages per student.

A standard page contains 2400 characters including spaces and footnotes. Cover page, table of contents, literature list and appendices are not included. Appendices are not subject to assessment.

If a written assignment does not meet the formalities (as stipulated in the Curriculum), the adjudicators may reject the assignment. If the assignment is rejected, no assessment will be given, and the student has used one exam attempt.

Assessment criteria:

The assessment criteria are the learning objective of the exam = the learning objectives of the Main Exam Project, cf. section 4 of the national part of the curriculum.

The test is subject to an external assessment in accordance with the 7-point grading scale, and a total grade is awarded for the project report and the oral presentation.

Temporal placement:

By the end of the 3<sup>rd</sup> (8<sup>th</sup>) semester.

Scope of ECTS:

15 ECTS

Re-examination/re-examination due to illness:

Same basis as the first attempt. The student has the possibility to edit the written product, if the re-exam is due to the fact, that previous attempt is not passed.

### **8.2.1. The importance of spelling and writing skills for the assessment**

Spelling and writing skills are included in the assessment of the Bachelor Project. The assessment reflects an overall assessment of the academic content as well as writing and spelling ability. However, the academic content has priority in this overall assessment.

Students who can document a relevant disability can apply for an exemption from the requirement that spelling and writing skills are included in the assessment. Applications must be sent to [www.zealand.com/forms/](http://www.zealand.com/forms/) at the latest four weeks before the exam.

### **8.3. Examination language**

English or Danish depending on the student's preferences

### **8.4. Special test conditions**

In case of physical or mental disabilities, the student may apply for special test conditions. Applications must be on mail: [studievejledning@zealand.dk](mailto:studievejledning@zealand.dk), at the latest 6 weeks before the exam.

An exemption from this deadline may be granted if sudden health problems have occurred. The application must contain a medical certificate, a statement from an institute of speech and hearing therapy, an institute for dyslexic and blind or other documentation of health conditions or relevant specific disabilities.

### **8.5. Re-examination**

Special rules apply to re-examination for the initial assessment test, see section 8.1.1.

#### **8.5.1. Re-examination due to illness or another documented reason**

If a student has been prevented from taking an exam due to documented illness or another documented reason, the student will have the opportunity to take the re-examination as soon as possible. If the test is held during the final exam period of the study programme, the student will have the opportunity to take the test during the same exam period or in immediate continuation thereof. The student is automatically registered for the re-examination.

Information about time and location for re-examinations will be available on Wiseflow

Illness must be documented with a medical certificate (any costs related to the collection of documentation must be carried by the student). The medical certificate must have reached Zealand no later than 8 days

after the exam/test was held. If a student falls acutely ill during the exam/test, the student must document that he/she was ill on the day in question.

If illness is not documented in accordance with the rules described above, this will count as an examination attempt.

### **8.5.2 Re-examination due to failed examinations**

In case of failed examinations (including absence without a documented reason), a new test/exam shall be held as soon as possible and no later than the next time the examination in question is held, e.g. as a re-examination due to illness. The student is automatically registered for the re-examination as long as examination attempts remain.

The student must personally stay informed as to when re-examination is held.

Information about time and location for re-examinations will be available on Wiseflow.

The head of studies may grant an exemption from the continuous registration under exceptional circumstances, including a documented disability.

## **8.6. Cheating at exams**

With the submission of a written assignment, the student confirms that the assignment has been completed without undue assistance.

### **8.6.1. Use of own work and that of others (plagiarism)**

Examination cheating as plagiarism includes a written assignment, which wholly or partly is presented as the examinee or examinees' own work, even though the assignment:

- Covers identical or nearly identical reproduction of another peoples' wording or works, without said reproduction clearly referring to the source, cf. Zealand's requirements for written assignments.
- Covers large passages with a choice of words which is very close to that of another work or which is similar in phrasing etc. so that it is possible to tell by comparison that the passages could not have been written without using the other work.
- Covers the use of another person's words or ideas without those being appropriately credited.
- Reuses text and/or key ideas from the student's own previously assessed work without source reference.

It shall be reported to the head of studies if it – during or after an exam – is assumed that an examinee:

- Has illicitly helped or gained help
- Has published another person's work as its own work (plagiarism), or
- Has used its previously assessed work or parts of such work without referring to this (plagiarism)

### **8.6.2 The process of clarification of examination cheating, including plagiarism**

#### *Postponement of the test*

With regard to the reporting of examination cheating such as plagiarism of a written assignment forming the basis of assessment at a later oral test, the head of studies will postpone the examination if it is not possible to clarify the circumstances until the fixed date of examination.

#### *Reporting form and content*

The reporting must be made without undue delay. The reporting must include a written presentation of the case, including information that can identify the reported persons as well as a short statement and the available documentation of the incident. It must be stated whether this is a repeated case for one or more of the reported persons.

In case of reported plagiarism, the plagiarized parts must be marked with clear reference to the sources that have been plagiarized. The plagiarized text must be marked in the source text as well.

#### *Involvement of the examinee – hearing of parties*

The head of studies decides whether the hearing of the student should be oral, in writing or as a combination of both. At an oral hearing of parties, the examinee will be summoned to an interview to provide further information about the circumstances with a view to present the documentation of the assumed examination cheating and to hear the examinee's conception of the case. The examinee is entitled to be accompanied by a companion.

At a written hearing of parties, the documentation of the assumed examination cheating is submitted for the purpose of requesting the student's written conception of the case.

### **8.6.3 Disciplinary measures in case of examination cheating and distracting behaviour**

If the head of studies is confirmed in the assumption of examination cheating, and the action has had or could have an impact on the assessment, the head of studies shall expel the examinee from the examination.

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

In more serious cases, the head of studies may expel the examinee for short or long periods. In such cases, a written warning will be given, stating that any repetitions may lead to permanent expulsion. An expulsion means that any grade for the examination in question will be void and thus counts for an examination attempt.

The examinee cannot participate in an illness-delayed examination or re-examination, but must take the next ordinary test when offered by the study programme.

In case of serious circumstances, the head of studies may decide that the examinee shall be expelled from Zealand for a short or a long period. In such cases, a written warning will be given, stating that any repetitions may lead to permanent expulsion.

The student cannot participate in the teaching or tests during the period of expulsion.

The head of studies may grant an exemption.

### **8.6.4 Complaints about sanctions regarding cheating, plagiarism, and distractive behaviour during the examination**

The decision that an attempt at the exam has been used is final. Expulsion due to a cheating offence at an exam is final as well. Complaints cannot be brought before a higher administrative authority.

Complaints about legal aspects (such as incapacity, hearing, complaints instructions, correct or incorrect interpretation of the Examination Order etc.) can be lodged with the Danish Agency for Higher Education and Science. The complaint is forwarded to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The head of studies makes a statement, which the applicant must be allowed, time to comment on, normally one week. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. Complaints must reach Zealand at the latest two weeks from the day that the complainant was notified of the decision, cf. chapter 11 of the Examination Order.



## 9. Other rules for the study programme

### 9.1. Credit transfer

Credit transfer agreements for the national subject elements are stated in the national part of the curriculum.

#### 9.1.1 Credit transfer agreements for subject elements covered by the local part of the curriculum

Passed academic elements are equivalent to the corresponding academic elements at other educational institutions offering this programme as well as other programmes.

The student may apply for approval of credit transfer if the student has completed academic elements awarding credit.

### 9.2 Termination of enrolment

The Executive Order on Grading Scale and Other Forms of Assessment (see section 1) describes when a student's enrolment within a programme can be terminated, including a not passed initial assessment test/first year exam and exhausted examination attempts. Zealand's supplementary rules are detailed below.

Enrolment with the studies may be terminated for students who have passed less than 30 ECTS-credits per year of studying. The study activity requirement of min. 30 ECTS pr. study year is annulled for the first year of study if the first-year test has a scope of 30 ECTS or more. A student has three attempts to pass the exams.

Enrolment with the studies may be terminated for students who have not passed any exams for a consecutive period of at least 12 months. Periods when the student has not participated in any exams due to leave, giving birth, adoption, documented illness or conscription will not be included. Upon request, the student must produce documentation substantiating these circumstances. The programme may make exemptions from these provisions in the event of unusual circumstances. Applications for exemptions is forwarded to Zealand via the exemptions system at [www.zealand.com/forms/](http://www.zealand.com/forms/).

The student receives a written warning from Zealand before the enrolment is terminated. In that, connection the student is made aware of the rules above. It will further appear from the letter that the student has fourteen days to submit their comments (hearing of the party) and documentation for periods of leave, giving birth, adoption, documented illness or conscription. The letter also states a deadline for applying for exemption. In case of a not passed initial assessment test, termination of enrolment takes place directly after notification.

If the student fails to react within the stipulated deadline, their enrolment is terminated.

If the student pleads that enrolment should not be terminated, the termination awaits the head of studies final decision.

The student may complain to Zealand about the decision within two weeks of receiving the decision. The complaint is sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The complaint has no delaying effect.

If the decision is maintained, Zealand will make a statement, which the student may comment on, normally within a deadline of one week. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. The Agency informs the student of the final decision after having dealt with the complaint. Decisions of the Agency cannot be lodged with any other administrative body.

### 9.3. Complaints in general

Also, see section 8.6.4. related to complaints about sanctions regarding cheating, plagiarism, and distractive behaviour during the examination and section 9.2. regarding termination of enrolment. The student is recommended to ask the student counsellor for guidance on the complaints procedure and how to prepare a complaint. The rules governing complaints concerning exams are found in the Examination Order.

The Examination Order differentiates between complaints about:

- the scope of the examination etc., the examination procedure and/or the assessment and
- complaints about legal matters.

The two types of complaints are treated differently. All complaints are sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/).

#### 9.3.1 Complaints about the scope of the examination etc., examination procedure and assessment

A student can submit a written complaint, stating their reasons, within two weeks after the assessment was communicated in the usual way, concerning:

- the scope of the examination, including questions asked, work submitted etc., and the exam relative to the objectives and demands of the programme
- the examination procedure
- the assessment.

The complaint may concern all exams, including written, oral and combinations thereof, and practical or clinical exams.

The original examiners (the internal examiner(s) and the external examiner, if applicable) of the exam concerned, must be presented with the complaint immediately. Zealand must be able to form its decision in relation to academic issues based on the statement from the examiners. Normally, Zealand allows two weeks to make the statements.

Immediately when the examiners' statements are available, the applicant is given an opportunity to comment on the statements, normally within one week.

Zealand makes decisions regarding complaints based on the academic opinion presented by the examiners and the applicant's comments on the opinion. The decision, which must be in writing, stating reasons, may involve:

- an offer for a new assessment (re-assessment) – although only written exams
- an offer for a new exam (re-examination)
- the decision is not in favour of the student.

If the decision is to offer re-assessment or re-examination, the head of studies appoints a review panel. Re-assessment applies only to written exams where material is available for assessment, partly because the review panel cannot make a (re-)assessment of an oral exam that has already been held and because the notes made, by the original examiners are personal and cannot be divulged. If the decision is to offer re-assessment or re-examination, the applicant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled. If the student does not accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible. For re-assessments, the documentation of the matter must be made available to the review panel: The question(s), the answer(s), the complaint, the statements made by the original examiners with the applicant's comments and Zealand's decisions. The review panel notifies Zealand of the outcome of the re-assessment and encloses a written statement with the reasons and the actual assessment. Re-assessments or re-examinations may produce lower grades. If the decision is to offer re-assessment or re-examination, this decision applies to all students if the exam suffers from the same defects as those referred to in the complaint.

If the due date of the deadline for complaints (two weeks/14 calendar days) is on a public holiday, the due date will be the first workday following the public holiday. Exemptions from the deadline can be made in the event of unusual circumstances.

### **9.3.2 Appeal**

As regards academic issues, appeals may be lodged against Zealand's decision with an appeals panel. The activities of the appeals panel are governed by the Public Administration Act, this also includes incapacity and confidentiality.

The appeal is sent to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). Appeals must be lodged at the latest two weeks after the student was informed of the decision. The requirements as above for complaints (in writing, stating reasons etc.) also apply to appeals. The appeals panel consists of two authorised external examiners, who are appointed by the chairman of the external examiners, a lecturer authorised to conduct examinations and a student studying the subject area (the degree programme), both of which are appointed by the head of studies.

The appeals panel makes decisions based on the material that Zealand used for its decision and the student's appeal, with reasons stated for the appeal.

The appeals panel considers the appeal and the decision may result in:

- an offer for re-assessment by new reviewers, although only written exams
- an offer for a new exam (re-examination) by new examiners
- the decision is not in favour of the student.

If the decision is to offer re-assessment or re-examination, the applicant must be told that re-assessment or re-examination may lead to a lower mark. Within a period of two weeks after the decision has been communicated, the student must accept the offer. Acceptance cannot be cancelled.

If the student does not accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible. For re-assessments, the documentation of the matter must be made available to the review panel: The question(s), the answer(s), the complaint, the statements made by the original examiners with the applicant's comments and Zealand's decisions. The appeals panel must reach a decision at the latest two months – for summer exams three months – after the appeal has been submitted. Decisions of the appeals panel are final. This means that the matter cannot be brought before a higher administrative authority as regards the academic aspects of the complaint.

### **9.3.3 Complaints about legal matters**

Complaints about legal aspects of decisions made by the review panel in connection with reassessments or re-examinations or about decisions of the appeal panel can be brought before Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). The deadline for submitting complaints is two weeks from the day the decision has been communicated to the complainant. Zealand will then make a decision.

Complaints about legal aspects of decisions made by the Zealand pursuant to the rules laid down by the Examination Order (such as incapacity, hearing, correct or incorrect interpretation of the Examination Order etc.) can be submitted to Zealand via the complaints system at [www.zealand.dk/exam-appeals/](http://www.zealand.dk/exam-appeals/). Zealand issues a statement and the applicant must be given normally one week for commenting. Zealand forwards the complaint, the statement and any comments that the applicant may have made to the Danish Agency for Higher Education and Science. Complaints must be submitted to Zealand not later than two weeks from the day when the decision was communicated to the complainant.

Also see section 9.2 regarding complaints relating to termination of enrolment.

#### **9.4. Exemption rules**

Zealand may grant an exemption from the rules stipulated in the common part of the curriculum, solely determined by the institutions, if warranted on account of unusual circumstances. The institutions collaborate on a uniform exemption practice.

Zealand may dispense with the rules stipulated in the curriculum by the institution(s), if warranted on account of unusual circumstances.

## **10. Economy**

Costs for all activities imposed on the student must be carried by the student, unless otherwise stated.

## **11. Effective date and transitional provisions**

This curriculum is effective for students commencing the study programme as per August 2021. All students will be transferred to this curriculum and at the same time previous existing curriculums will be suspended.