ERHVERVSAKADEMI
KOLDING

Joint curriculum August 2014

Bachelor's Degree Programme in International Sales and Marketing
Professionsbachelor i international handel og markedsføring

Part 1 Common Part

1. Programme Content.....3

1.1. Programme Structure.....3

1.2. Key Subject Areas.....4

1.3. Compulsory Educational Elements.....8

1.4. Internship.....23

1.5. The Bachelor Project.....25

1.6. Credit Transfer.....26

Part 2: Institutional Part.....28

2. The timewise location of mandatory educational elements and of internship in the study programme, including exams assessed by an external examiner.....28

3. Elective educational elements.....29

3,1. Contents.....29

3,2. Scope.....29

3,3. Learning goals.....30

3,4. Placement.....30

3.5. Exams.....31

4 Guidelines for implementing the internship.....31

4.1 Requirements to involved parties.....32

5 Study abroad.....33

6 Written assignments and projects.....33

6.1 Special exam conditions.....33

6.2 Make and re-examination.....35

6.3 Examination aids.....35

6.4 Bachelor project.....36

6.5 Cheating in exams.....36

6.6 Exam complaints.....39

7 Applied forms of teaching and working.....41

7.1 Goal-oriented learning 41
7.2 Practice-based learning 42

8 Guidelines for differentiated teaching during the study programme 43
9. Credits 43
9.1 Transfer of credits 43
9.2 Credit students 43
10 Study activity 44
11 English-language teaching and teaching materials 44
12 Rules of dispensation 45
13 Parallel study programme at foreign educational institutions 45
14 Enforcement 45
15 Reference to legal basis 45

1. PROGRAMME CONTENT

1.1. Programme Structure

As a prerequisite for completing the study programme, students must attend and pass educational elements equivalent to a total workload of 90 ECTS credits. A full-time semester encompasses educational elements, corresponding to 30 ECTS credits.

The programme comprises compulsory educational elements equivalent to 50 ECTS credits, electives equivalent to 10 credits, an internship equivalent to 15 credits and a bachelor project equivalent to 15 ECTS credits.

Educational Elements		**1st year**	**2nd year**
Key subject areas	The Background for a Company's Sales (30 ECTS)	30 ECTS	
	Business Development with an International Perspective (20 ECTS)	20 ECTS	
Electives		10 ECTS	
Internship			15 ECTS
Bachelor project			15 ECTS
In total	(50 ECTS)	**60 ECTS**	**30 ECTS**

The sum of all educational elements and other study activities may not exceed the prescribed 90 ECTS credits. All educational elements, including the bachelor project, are assessed and evaluated according to the subsection on examinations in this curriculum, cf. chapter 5, and where the outcome of the assessment is either 'passed' or

at a minimum the grade 02, the educational element concerned is perceived as passed. For more information on examinations, please read chapter 5 and exam regulations for the institution.

1.2. Key Subject Areas

The programme covers a number of overarching subject areas to which the educational elements are related. The subject areas comprise educational elements corresponding to 50 ECTS credits. The contents of the subject areas as well as the distribution of ECTS credits have been determined collaboratively by the institutions of higher education approved to offer the particular programme. The subject areas include the following:

The Background for a Company's Sales

Work load: 30 ECTS

Content:

- **An analysis of current and potential customers, their strategic situation, needs and wants as a basis for an assessment of a company's total efforts**
- **Analysis of a company's business model and effectiveness in a company's supply chain with a view to determining a company's core competencies and ability to cover the customers' needs**
- **Complex competition forms, competitor analysis, regulation of competition and an analysis and assessment of the international economic environment including financial and economic benchmarking and benchmarking of a company's supply chain**
- **The organisation of the sales department and its relation to other departments including business partners**
- **Product and concept development strategies and processes**
- **Assessment of the innovative platform including a company's innovative processes and incentives**
- **Conclusion of International Contracts and Sale of Goods and Services**
- **International Conflict Management from a Legal Perspective**

Learning objectives:

Knowledge

The graduate will:

- **have knowledge and understanding of relevant theories and models to analyse a company's competencies, customer base, development of the customer portfolio and profitability assessments**
- **be able to understand the tools for assessment of the customer portfolio surrounding profitability, commitment and credit**
- **be able to understand the rules of international trade with goods and services including knowledge of EU competition law and marketing law**
- **have knowledge of employment clauses and EU employment law concerning employment contracts and posted employment**
- **have knowledge of the EU Service Directive**
- **have knowledge of international conflict management**
- **have knowledge of international patent and trademark law**
- **be able to relate to and implement relevant theories and models of the competitive position in the marketplace**
- **be able to understand benchmarking theory for comparisons within industry**
- **have established knowledge of the economic effects of globalisation**
- **have understanding of relevant models for assessment of growth and developmental possibilities**
- **have knowledge of different models of strategic handling of product and concept development processes in business**
- **understand theory of a company's innovative platform, creative processes and value-based management**
- **understand essential implications of innovative projects on a company's supply chain**

Skills

The graduate will:

- **be able to assess the customer base including the individual customer in relation to company and a sales competencies and business model**
- **be able to analyse and assess an internationally focused company's choice of supply chain with involvement of relevant theories**
- **be capable of implementing an economic analysis, assessment and prioritisation of a customer portfolio**
- **be able to analyse and assess a company's competitive position**
- **be able to benchmark a company against a competitor or industry**

- be able to apply relevant models to the implementation of product and concept development in business including assessing the economic consequences
- be able to assess various options to secure the purchase sum

Competences

The graduate will be able to:

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

Business Development with an International Perspective

Work load: 20 ECTS

Content:

- Strategy development focusing on customers, relations, products, incentives,
  sales organisation and presentations, activity-based costing and value chain optimisation
- Evaluation of the contribution of the sales department
- Management of the sales department

Learning objectives:

Knowledge

The graduate will:

- **have an understanding of and be able to reflect upon central theories and models for the development of a company's sales base**
- **have a general and broad knowledge about the management theories which can support the development of a company's sales base**
- **have knowledge and understanding of theories and models which support and develop the tactical and operational sales performance**
- **have knowledge of tools and models for customer follow-up**
- **have knowledge of situation-specific management in the sales department**
- **have knowledge and understanding of tools for measurement and management of the effectiveness in the company's supply chain**

Skills

The graduate will:

- **be able to develop, assess and implement international sales strategies for different business types**
- **be able to substantiate and communicate the chosen strategies in a sales plan to relevant parties**
- **be able to choose and apply theories and models for the planning of the tactical and operational sales performance based upon the chosen sales strategy**
- **be able to draw up a balanced scorecard for a sales department and sales territory including making suggestions for follow-up**
- **be able to assess and apply methods and tools for a company's supply chain to benefit the sales performance**
- **be able to assess the marketing mix against customers generally and the individual customer specifically**
- **be able to make suggestions for possible changes in strategy and operations**

Competences

The graduate will:

- **be able to handle and manage the development of the sales strategy starting from different complex situations and with the involvement of relevant parties**
- **develop an organisational plan of action which ensures the implementation of the sales plan**
- **be able to develop the economic foundation for a sales strategy in a practical context for a specific company**
- **be able to participate in the sales work in a company at the tactical and operational level**
- **be able to make his/her own balanced scorecard in relation to a company's primary strategy and plan and secure ongoing follow-up**
- **be able to enter into a dialogue with the sales department about the optimisation of a company's total sales activities**

1.3. Compulsory Educational Elements

The key subject areas cover a range of educational elements that correspond to 50 ECTS credits. This part of the curriculum has been determined collaboratively by the institutions of higher education approved to offer the particular programme, and these educational elements are mandatory. The compulsory educational elements are all concluded with an examination and include the following:

Schematic presentation of the educational elements divided by semester

Educational elements distributed on semesters	**1st semester**	**2nd semester**	**3rd semester**	**ECTS**
	ECTS	**ECTS**	**ECTS**	
Key Subject Areas and Compulsory Educational Elements				**50**
The Background for a Company's Sales				**30**
The Customer as Starting Point	15			15
Industry and Competitors	5			5
Innovation	5			5
Theory and Methods	5			5
Business Development with an International Perspective				**20**
Developing the Sales Base		10		10
Tactical and Operational Sales		5		5
Implementation and Follow-up		5		5
Elective Educational Elements				**10**

Electives		10		10
Internship and Bachelor Project				**30**
Internship and Project			15	15
Bachelor Project			15	15
Total	**30**	**30**	**30**	**90**
Examination (1st semester)				**30**
The Background for a Company's Sales	25			25
Theory and Methods	5			5
Examination (2nd semester)				**30**
Business Development with an International Perspective		20		20
Electives		10		10
Examination (3rd semster)				**30**
Internship Examination			15	15
Bachelor Project Examination			15	15

In the following, the compulsory educational elements will be elaborated on.

The Customer as Starting Point
Key subject area: The Background for a Company's Sales
Timing: 1st semester
Work load: 15 ECTS
Content: • An analysis of current and potential customers, their strategic situation, needs and wants as a basis for an assessment of a company's total efforts • Assessment of a company's business model and competencies • Analysis of relations and marketing mix • Analysis of effectiveness in a company's supply chain with a view to determining the company's core competencies and ability to satisfy the customers' needs • Assessment of choice of geographical positioning of centres of production and know how, including partnerships and outsourcing • A company's strategic foundation and focus • The organisation of the sales department – strategically, tactically and operationally • Organisational analysis of the sales team and buy centre in relation to a sales assignment

- The relation of the sales department to other departments, including business partners
- Competency analysis
- The rules for international agreement contracts and international sales of goods and services
- EU employment law concerning employment contracts and posted employment
- International conflict management
- The economic and financial foundation of the sale
- Activity-based costing
- Customer profitability, including credit assessment

Learning goals:

Knowledge

The graduate will:

- have knowledge of and be able to understand relevant theories and models for analysis of a company's competencies, customer base, development of the customer portfolio including profitability assessment
- have knowledge and understanding of relevant models and theories of business models with the sale as the starting point
- be able to understand practical international examples in connection with current theory in the discipline
- have knowledge of general strategic perceptions and models within the structuring and organising of the sale, competence assessment, customer organisation, assessment of ability to implement plans, and relations to other departments and partners
- be able to understand tools for assessment of the customer portfolio surrounding profitability, commitment and credit
- have knowledge of how to apply to employment clauses in connection with employment in exporting countries and knowledge of EU rules concerning posted employment, employment contracts and social insurance
- have knowledge of the Brussels Regime (EU rules regulating jurisdiction in the EU and EFTA) and various international conflict management methods, including the rules concerning venue, pros and cons of court orders compared with arbitration and mediation
- have knowledge of the EU Service Directive

Skills

The graduate will:

- be able to assess the customer base as well as the individual customer in relation to a company's and sale's competencies and business model.
- be able to analyse and assess these relations between a customer and a company
- be able to assess the customer's profitability and projected future earning potential along with the relevance of either a resource-based or market-oriented approach
- be able to analyse and assess an internationally focused company's choice of supply chain with the use of relevant theory from the discipline. This analysis will focus on the connection between:
  - •the organisation of the sale
  - •development of partnerships
  - •securing customer satisfaction and experience of quality
- be able to analyse and perform an assessment of a company's strategic position
- be able to analyse and assess the organisation of a sale seen from a customer point of view, including relations to other departments in a company
- be able to analyse the organisation of a sale
- be able to use customer analysis to analyse and assess the competencies and requirements of the sales department
- be capable of implementing an economic analysis, assessment and prioritisation of a customer portfolio
- be capable of assessing various ways of securing the purchase sum in connection with export transactions, including the use of delivery clauses, letters of credit, export credit schemes, various types of banker’s guarantees, factoring/forfaiting and retention of ownership

Competencies

The graduate will:

- be able to participate in multidisciplinary teams in marketing intelligence, focusing on the customer
- be able to extract relevant data for the assessment of a company's customer care and customer development structure
- assess a company's competencies and ability to match the customers' expectations to the sales department
- be able to identify legal regulations that are relevant for sales agreements
- be able to analyse and assess the legal consequences of an international sales agreement
- be able to make a basis for decision which supports an economic assessment of the customer base

- be able to use and assess the need for and the legal consequences of conditions of sales and delivery
- be able to analyse and assess questions in relation to international trade with goods and services, including choice of law and international contract rules with the main focus on the Global Sales Law (CISG)
- be able to apply the rules concerning the different forms of distribution to an analysis with a view to choosing form of distribution in connection with export transactions, including direct sales, sales agents, sales through branches, sales through subsidiaries, franchising, joint venture/strategic alliances and e-commerce

Examination and assessment:

- 1st semester: External examination graded according to the 7-point grading scale (1st External examination/The Background for a Company's Sales). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Industry and Competitors
Key subject area: The Background for a Company's Sales
Timing: 1st semester
Work load: 5 ECTS

Content:

- Analysis of the increasing complexity of forms of competition
- Analysis of competitors, clustering, and applications of benchmarking
- Benchmarking of a company's supply chain
- Ethics and social responsibility including corporate social responsibility
- Regulation of competition
- An analysis and assessment of international economic environment relations
- Financial and economic benchmarking

Learning goals:

Knowledge

The graduate will:

- be able to relate to and extract relevant theories and models about the competitive position in the marketplace

- be able to identify and analyse specific competitors
- have knowledge about different benchmarking models
- have knowledge about basic benchmarking theory and models including supply chain management
- have knowledge about business ethics and corporate social responsibility
- have knowledge of international competition law with the main focus on EU competition law
- have knowledge of the ICC Advertising and Marketing Code
- have basic knowledge of the economic effects of globalisation
- have an understanding of international trade movements in the area
- be able to understand economic and financial benchmarking theory for comparisons within an industry

Skills

The graduate will:

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

Competencies

The graduate will:

- be able to carry out marketing intelligence with a focus on compilation and assessment of information about the competitive position in the marketplace
- be able to assess and identify areas of improvement in a company's supply chain based on benchmarking
- be able to handle an economic assessment of the external influences on a company from both the industry and international environment
- be able to assess whether certain marketing measures comply with the EU rules concerning misleading and comparative advertising

Examination and assessment:

- 1st semester: External examination graded according to the 7-point grading scale (1st External examination/The Background for a Company's Sales). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Innovation
Key subject area: The Background for a Company's Sales
Timing: 1st semester
Work load: 5 ECTS
Content: • Analysis of growth basis of businesses • Analysis of product and concept development strategies and processes • Consequences of innovation for a company's supply chain • Assessment of the innovative platform along with a company's innovative processes and incentives • International/EU incorporeal law • Project management and measurement systems
Learning goals: *Knowledge* The graduate will: • have an understanding of the relevant models for assessment of growth and development possibilities • have knowledge about different models for strategic handling of product and concept developmental processes in a company • understand practical implications of innovative products on a company's supply chain • understand theory about a company's innovative platform and creative processes along with value-based management • understand economic theory related to project management and assessment • have knowledge of the rules concerning intellectual property rights, including international patents and EU trademarks *Skills* The graduate will:

- be able to apply relevant models to the implementation of product and concept development in a company
- be able to apply relevant models to the development of solutions for a company's supply chain in relation to innovative projects
- be capable of assessing the innovative structures, processes and incentives of the organisation of sales
- be able to analyse the economic consequences of a particular policy of innovation for a company

Competencies

The graduate will:

- be able to enter into a company's work with planning and implementing product and concept development
- be able to form part of multidisciplinary teams with a view to solving challenges in a company's supply chain in relation to implementation of innovative projects
- be able to assess a company's innovative basis
- be able to apply the rules of protection of incorporeal rights
- be able to define Key Performance Indicators for a company's innovative work in relation to the sales effort

Examination and assessment:

- 1st semester: External examination graded according to the 7-point grading scale (1st External examination/The Background for a Company's Sales). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Theory and Method
Key subject area: The Background for a Company's Sales
Timing: 1st semester
Work load: 5 ECTS
Content: • Theory and Methods refers to the specific subject area's considerations of its existence as an academic discipline • Illustration of what consequences the choice of scientific paradigms have for choice of method and what it ultimately means for the analysis and assessment of practice

- A foundation for academic work
- Research into the central methodological approach within the disciplines of business economics
- Systematization of the ability of the approach to produce knowledge
- Understanding and command of the academic challenges encountered in modern society

Learning goals:

Knowledge

The graduate will:

- gain insight into important perspectives in knowledge, perceptions and recognition
- have a solid grasp of what knowledge means in the context of social science and have a grasp of what role the knowledge plays in a business economic perspective
- have a basic knowledge of essential theoretical problems and schools within a social-science perspective and in particular within the core areas of marketing, organisation/management and economics
- have knowledge about the theory's theoretical hypotheses and methodological approaches which support the production of knowledge
- have knowledge and understanding of central paradigm shifts within the disciplines of business economics
- have understanding of the application of methodology in project and report writing following the principles of academic work

Skills

The graduate will:

- be able to relate critically to empirical-analytical theory and among other things be able to discuss what knowledge is, how it is generated and how it relates to practice
- be able to reflect upon and enter into discussions about business economic perspectives in academic contexts
- be able to work with theoretically and methodologically based problems and integrate understanding of academic work and methods professionally in project and report writing
- be able to collate, adapt and interpret quantitative and qualitative data along with relating critically to existing or new data materials, including having knowledge about measuring scales and being able to judge the relevance, topicality, validity, reliability and scope for generalisation of data

- be able to prepare problem analysis and perform problem definition, put forward problems and hypotheses, along with being able to perform methodological considerations and substantiate choice of research methods
- be able to structure and analyse following the principles of academic work

Competencies

The graduate will:

- be able to prepare scholarly reports and projects, including arranging research results and suggested solutions in a clear and easy-to-read report which contains a clear formulation of the problem, methodological consideration along with an assessment of the reliability and validity of the results and conditions
- be able to draw up a research plan along with assessing the strong and weak points of alternative research methods
- be able to substantiate choice of method along with relating critically to the method

Examination and assessment:

- 1st semester: Internal examination graded according to the 7-point grading scale (1st Internal examination/Theory and Methods). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Developing the Sales Base
Key subject area: Business Development with an International Perspective
Timing: 2nd semester
Work load: 10 ECTS
Content:

- Development of international sales strategies
- Development of CRM strategies from attracting new customers to retaining and developing existing customers. Includes key account management (KAM) and global account management (GAM)
- Development of sales plans
- Development of international strategies for a company's supply chain to support sales strategies and plans
- Adaptation of action parameters
- Organisational development and innovation management

- Personal development, including self-leadership and stress management
- Team building
- Competence development plans
- Management of partnerships
- Strategic behaviour and game theory
- Economic value added and Weighted Average Costs of Capital (WACC)
- Forecasting models
- Implementation power

Learning goals:

Knowledge

The graduate will:

- have an understanding of and be able to reflect upon central theories and models for the development of a company's sales base based on as well relational as transactional approaches
- understand the theoretical tools in relation to a company's supply chain for development of an international sales base including the basic agent theory
- have a general and broad knowledge about management theories which can support the development of a company's sales base including the development of competency planning, partnerships and the sales team
- understand basic sales strategy models and their applications

Skills

The graduate will:

- be able to develop, assess and implement international sales strategies for different business types (industry, sizes, resources etc.)
- be able to substantiate and arrange the chosen strategies into a sales plan for relevant parties
- be able to develop and assess the company’s action parameters in relation to the individual customer
- be able to collate relevant data for the assessment and development of plans for a company's supply chain plans which support the sales base
- be able to identify areas of development in the organisation of sales, including international agencies
- be able to develop competency plans for the sales team including self-

leadership and stress management
- be able to prepare a plan for the development of an organisation in relation to aspects of a company's culture and values
- be able to apply taught theory in relation to the assessment of alternative sales plans
- be able to assess the sales department's implementation power in connection with sales measures

Competencies

The graduate will:

- be able to handle and manage the development of the sales strategy starting from different complex situations and with involvement of relevant stakeholders
- be able to identify their own learning needs, including necessary knowledge and constant skills development
- be able to ensure the involvement of theories and methods for a company's supply chain for the development of a commercial plan for the sale
- develop an organisational plan of action which secures the implementation of the sales plan
- be capable of identifying and constructing personal networks
- be able to apply the rules of different distribution types in an analysis with reference to choice of distribution type
- be able to assess and develop the company's ability to implement the sales activity

Examination and assessment:

- 2nd semester: External examination graded according to the 7-point grading scale (2nd External Examination/Business Development with an International Perspective). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

The Tactical and Operational Sales Performance
Key subject area: Business Development with an International Perspective
Timing: 2nd semester
Work load: 5 ECTS

Content:

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

Learning goals:

Knowledge

The graduate will:

- have knowledge and understanding of theories and models which support and develop the tactical and operational sales performance
- have basic understanding of problems, theory and models in a company's supply chain which are linked to the tactical and operational sales performance
- have knowledge and understanding of different methods for recruitment of sales personnel
- be able to understand and reflect upon the meaning of different theories of motivation for the preparation of incentive strategies
- have knowledge and understanding of different conflict styles and problem-solving possibilities
- have knowledge of situation-specific management in the sales department
- understand basic theory and models in the area

Skills

The graduate will:

- be able to choose and apply theories and models to the planning of the tactical and operational sales performance based on the chosen sales strategy
- be able to develop a company's strategy starting from unique customer relations and be able to communicate this to relevant parties
- be able to assess and apply methods and tools for a company's supply

chain to support the tactical and operational sales performance
- prepare suggestions for the recruitment plan
- prepare strategies for the motivation of sales personnel
- have an understanding of the relevance of coaching in relation to sales personnel
- prepare suggestions for conflict management in a company
- have an understanding of situation-specific management in the organisation of sales
- be able to apply the taught theory to actual international sales assignments

Competencies

The graduate will:

- be able to participate in the tactical and operational sales performance in a company at the tactical and operational levels
- be able to identify problems and solutions in a company's supply chain for planning the tactical and operational sales performance
- be able to manage and develop solutions surrounding complex situations within international sales management
- be able to assess the economic consequences of a given international sales effort including risk assessment and limitation

Examination and assessment:

- 2nd semester: External examination graded according to the 7-point grading scale (2nd External Examination/Business Development with an International Perspective). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Implementation and Follow-up

Key subject area: Business Development with an International Perspective

Timing: 2nd semester

Work load: 5 ECTS

Content:

- Customer follow-up tools
- MIS (Marketing Intelligence Systems)
- CRM software
- Measuring effectiveness of a company's supply chain
- Evaluation of the sales department's efforts, including personal, pro-

fessional, cultural and social competencies
- Preparation of analysis of employee satisfaction
- Balanced scorecard
- Variable analysis with basis in the marketing mix

Learning goals:

Knowledge

The graduate will:

- have knowledge of tools and models for customer follow-up
- have knowledge and understanding of tools for measuring effectiveness of a company's supply chain
- have knowledge and understanding of tools for measuring colleague satisfaction and criteria for evaluation of the sales department's efforts
- have understanding of general economic reporting methods and their application in Danish commerce

Skills

The graduate will:

- be able to assess marketing mix for a company's customers generally and the individual customer specifically and be able to make suggestions for possible changes in strategy and efforts
- be able to prepare a follow-up plan for measuring effectiveness of a company's supply chain
- be able to perform a measurement of sales efforts and subsequently put forward commercial suggestions based upon the measured results
- be able to draw up a balanced scorecard for a sales department and sales area along with suggestions for follow-up

Competencies

The graduate will:

- be able to enter into work assessing a company's combined efforts along with individual efforts in relation to sales work for its customers. In relation to this the student will be able to identify their own learning needs to be able to develop and maintain relevant competencies for this work
- be able to enter into a dialogue with the sales department about op-

timisation of a company's total sales efforts from the perspective of effectiveness in the whole supply chain
- be able to develop and implement an evaluation of personal, professional, cultural and social competencies and employee satisfaction
- be able to create their own balanced scorecard in connection with a company's primary strategy and plan, and secure on-going follow-up
- be able to be part of multidisciplinary teams in connection with the company's marketing intelligence with the customer as starting point

Examination and assessment:

- 2nd semester: External examination graded according to the 7-point grading scale (2nd External Examination/Business Development with an International Perspective). For more information on examinations, please read chapter 5 and [institutionens eksamenskatalog].

Examinations

Semester	Name of the examination	Educational element	Noted on the final diploma	ECTS
1st semester	1st External Examination (The Background for a Company's Sales)	The Customer as Starting Point, Industry and Competitors and Innovation	One grade	25 ECTS
	1st Internal Examination (Theory and Methods)	Theory and Methods	One grade	5 ECTS
2nd semester	2nd External Examination (Business Development with an International Perspective)	Developing the Sales Base, Tactical and Operational Sales and Implementation and Follow-up	One grade	20 ECTS
	2nd Internal Examination (Electives)	Electives	One grade	10 ECTS
3rd semester	3rd Internal Examination (Internship Examination)	Internship and project	One grade	15 ECTS
	3rd External Examination (Bachelor Project Examination)	Bachelor project	One grade	15 ECTS

1.4. Internship

The Bachelor's Degree Programme in International Sales and Marketing includes both theory and practical experience with the purpose of supporting the student's continuous learning process and contributing to the fulfilment of the learning objectives specified for the study programme. During the internship, students are faced with professionally relevant issues, just as they become familiarised with relevant job functions. Students must actively and independently seek a placement with one or more private or public companies, and [the institution] ensures that the internship settings are satisfactory.

The internship is unpaid.

Internship

Timing: 3rd semester

Work load: 15 ECTS

Purpose: The course's internship will create a connection between the studied theory and the profession's vocational relations. The internship will ensure closeness to practice and the development of professional and personal competencies for independent participation in business. The internship assists the student in converting the studied knowledge into practical experience.

Learning objectives:

Knowledge

The graduate will possess knowledge of:

- **have knowledge of the profession's theory and methods along with practice**
- **be able to understand terms and methods along with reflecting upon the application**
- **have experiences of participating in the solution of practical work assignments**

Skills

The graduate will be able to:

- **be able to convert the studied knowledge into practice within business**

- **be able to assess theoretical and practical problems and draw up suggested solutions**
- **be able to apply and arrange relevant theories to the solution of assignments in the workplace**

Competences

The graduate will be able to:

- **be able to see their own professional role in relation to actual assignments**
- **be able to enter into professional as well as interdepartmental cooperation**

Examination and assessment:

- **3rd semester: Internal examination graded according to the 7-point grading scale (3rd Internal Examination/Internship examination). For more information on examinations, please read chapter 5 and "Catalogue of Examinations and Other Tests Used at The Bachelor's Degree Programme in International Sales and Marketing".**

1.5. The Bachelor Project

The bachelor project, concluding the Bachelor's Degree Programme in International Sales and Marketing, must document the students' abilities to understand and analyse a practice-based problem related to their respective fields of study by means of relevant theory and methodology. Thus, central subjects from the programme should be covered by the project, and a problem statement, which must be key to not only the programme but also the respective type of industry/profession, has to be formulated by the student, and if desired in cooperation with a private or public company. [The institution] will subsequently approve the problem statement.

The bachelor project is conducted as an external examination, which, together with the internship report and other programme examinations, should document that the programme's learning objectives and requirements are met. The examination comprises a written part and an oral part that result in a single joint grade. The examination can only take place after the student has passed all other educational elements. For more information about the bachelor project, see section [X.X] in this curriculum, the [institutionens eksamenskatalog] and the specific manual for the bachelor project.

Bachelor project

Timing: 3rd semester

Work load: 15 ECTS

Purpose: The project will take the central topics of the course as its starting point and will contain elements from the internship. The problem proposal for the project is prepared by the student and as much as possible in cooperation with a company. The project's problem proposal must be approved by the institution.

Learning goals:

Knowledge

The graduate will:

- have knowledge about the profession's and subject area's applied theory and methods along with practice
- be able to understand theory and methods along with being able to reflect upon the profession's application of theory and methods

Skills

The graduate will be able to:

- apply methods and tools for collation and analysis of information and will master the skills related to employment in the profession
- assess theoretical and practical problems and substantiate the chosen actions and solutions
- communicate practical and professional problems and solutions for colleagues and users

Competences

The graduate will be able to:

- handle complex and development-oriented situations in relation to work and study
- independently enter into academic and interdisciplinary cooperative work and take on responsibility within the settings of professional ethics
- identify their own learning needs and, in relation to the profession, develop their own knowledge and skills

Assessment: A single grade according to the 7-point grading scale.

1.6. Credit Transfer

In some cases, [the institution] may be able to transfer credits for educational elements, or parts hereof, completed at other educational institutions, provided that the elements in question correspond to elements included in this curriculum.
[The institution] bases the decision about a possible credit transfer on an assessment of the element's content, level etc.

A transferable educational element from a stay abroad will be regarded as successfully completed, if the student has passed the element in accordance with the rules and regulations in effect at the educational institution at which the element was taken.
Students are obliged to notify [the institution] of any previously passed educational elements at a higher educational level, which includes both Danish and foreign higher educations, presumed to be transferable. [The institution] handles all applications for credit transfer after these rules.

PART 2: INSTITUTIONAL PART

2. The timewise location of mandatory educational elements and of internship in the study programme, including exams assessed by an external examiner.

Seme-ster	Exam	Internal/external exam (grade)
1	6 hours written exam in the core component ***The background for a company's sales*** (common exam) Aids are allowed. 30 minutes oral exam in Methods and Theory of Science – or – 4 hours written exam (institutional exam) Aids are allowed.	External, graded according to the 7-point scale Internal, graded according to the 7-point scale
2	30 minutes oral exam based on the core component ***Business development in an international perspective*** (Common exam) Elective educational element (institutional exam)	External, graded according to the 7-point scale) Internal, graded according to the 7-point

		scale
3	Company internship (common exam) Bachelor project (common exam)	Internal, passed/not passed External, graded according to the 7-point scale

3. Elective educational elements

3,1. Contents

The student must choose an elective educational element to deal with in depth. The element is chosen from a catalogue given by IBA - possibly initiated by one or more external business clients.

An elective element may consist of:

- A 6 week teaching course with a number of teaching lessons which is concluded by written exams, or
- A self-study course in the chosen subject as an exam course which is divided into a 25 % share on a study group assignment and an oral exam after one week of the course; 25 % on a study group assignment and an oral exam after three weeks, and 50 % on a study group report followed by an individual oral exam at the end of the course.

Lecturers are attached to the study groups based on the students' choice of subject and they act primarily as supervisors. The supervisor assists the individual study groups in structuring the elective element in mandatory educational elements and in identifying parts of the relevant academic disciplines which may contribute to the academic depth. Learning goals are formulated, specified in the knowledge and the skills and competencies which the participants of the study group must acquire.

3,2. Scope

The elective element totals 10 ECTS.

3,3. Learning goals

The course of the study programme is to put the core components of the education into perspective.

Learning goals are prepared in cooperation with the individual student, as they depend on the chosen course. The following general learning goals should be fulfilled:

Knowledge

The student must:

- Have development-based knowledge on theories and methods within a subject of his/her choice which can put one or more of the core components of the study programme into perspective.

Skills

The student must:

- Be able to professionally communicate academic knowledge both in writing and orally
- Be able to use the achieved knowledge as an input for development of new action plans, concepts, services, or products in relation to the focus of the self-study course

Competencies

The student must:

- Independently and in cooperation with others be able to plan and implement the process for acquiring new knowledge.
- Be able to identify and relate to own learning and development needs within a professional area.

It is possible to complete the last part of the elective element abroad, where the form may vary. This course is described separately.

Further to this, IBA offers supplementary qualification modules for Danish universities, where IBA has an agreement on this. Credit modules are described separately. Extra ECTS-credits may be added, conditioned by the demands of the qualifying educational institution to the supplementation.

3,4. Placement

The elective element is placed in the second semester.

3,5. Exams

- A 6 weeks learning course is concluded by a number of written exams; each having a duration of 1 hour. The exams are graded according to the 7-point scale, and weighed according to the importance of the teaching courses. An internal examiner is used.
- A 6 weeks in depth working on a specific subject includes three exams:
  1. 1st exam is the delivery of a status report after one week, plus an oral exam. The exam has the form of a study group exam and counts for 25 % of the total grading.
  2. 2nd exam is the delivery of a status report after three weeks, plus an oral exam. The exam has the form of a study group exam and counts for 25 % of the total grading.
  3. 3rd exam is taken after 6 weeks and comprises the delivery of a group report and an individual oral exam. This last exam counts for 50 % of the total grading.

4 Guidelines for implementing the internship

The internship companies are expected to be found among the business partners who also assist with best practice-experience in the lecturers' knowledge network and who are business clients for the students' 1st and 2nd term projects, respectively.

During the company internship the student has a supervisor from the study programme as well as a contact person in the company. Together, the student and the two supervisors determine the student's learning goals for the internship which will then be guiding for the company's planning of the student's work.

The internship is concluded by an evaluation conversation based on a written report where student and supervisor in cooperation evaluate the student's learning outcome of the internship as compared to the set learning goals. The student's learning outcome must be passed in order for the student to attend the final exam.

The company internship is comparable to a full-time job with the same requirements to working hours, contribution, commitment and flexibility which a graduated bachelor would expect to find in his/her first job.

4.1 Requirements to involved parties

4.1.1 Responsibility and distribution of tasks in connection with the internship is as follows:

A written agreement signed by the student, the internship company and the supervisor forms the basis for the implementation of the internship.

4.1.2 The student

The student is responsible for the process until signing of the internship agreement with the entrepreneur/company environment or the company. IBA supports the student during this process in different ways to ensure that the student achieves the set learning goals.

During the internship the student is responsible for his/her contribution to achieve the learning goals.

In case of any discrepancies during the internship, the student is responsible for informing IBA who will then assist to find a solution.

Students who have an alternative internship period approved will have an internship supervisor assigned who will guide the student throughout the internship process, among others in connection with the professional contents of the internship as well as with setting of learning goals.

4.1.3 Internship supervisor

The internship supervisor is responsible for introducing the internship, approving the internship agreement, following-up during the internship period and take the student through exam after the internship. It is further the responsibility of the supervisor that an internship can be approved and that the student achieves the learning goals, if a student decides to implement the company internship in his/her own company.

4.1.4 Career centre

The career centre helps and supports the students which do not implement a company internship, eg through courses in writing applications and CVs. The career centre co-

ordinates the preparation of internship agreements and ensures that they are approved by all parties.

4.1.5 Internship company

The requirements to the companies which make an internship agreement include supervisor conditions and the nature of the work tasks. The internship in a company must follow IBA's internship concept regarding follow-up and evaluation.

5 Study abroad

The student attending this study programme may complete 1st or 2nd semester - or parts hereof - at educational institutions abroad.

It is also possible to implement company internships and bachelor projects in companies or organisations abroad.

IBA must approve/provide credits before the study abroad takes place.

6 Written assignments and projects

Each mandatory educational element in the semester theme is concluded by a mandatory assignment, which must be approved before the student can attend the exam.

The study programme includes a number of mandatory assignments in the form of projects, individual or group based assignments, case presentations, competitions etc, which must be approved in order for the student to be allowed to attend the exam at the end of the semesters. See the following overview. Guidelines have been prepared for all projects. These also describe the consequences if a project is not approved.

6.1 Special exam conditions

Students may - if conditioned by physical or mental disability - seek permission to have extra time for the examination, or the like. The application must be sent to IBA no later than 4 weeks before the examination. In case of sudden health problems, an exemption from the deadline can be made.

<table>
<tr><td rowspan="5">1st semester

30 ECTS</td><td colspan="3">Core component 1 The background for a company's sales</td><td></td></tr>
<tr><td>Mandatory educational element 1

The customer as starting point

15 ECTS</td><td>Mandatory educational element 2

Industry and competitors

5 ECTS</td><td>Mandatory educational element 3

Innovation

5 ECTS</td><td>Mandatory educational element 4

Methods and Theory of Science

5 ECTS</td></tr>
<tr><td>Mandatory assignment</td><td>Mandatory assignment</td><td>Mandatory assignment</td><td rowspan="2">Three mandatory assignments</td></tr>
<tr><td colspan="3">Mandatory term project</td></tr>
<tr><td colspan="3">External written exam Six hours - 7-point scale</td><td>Oral exam, 30 minutes

- or –

Written exam, 4 hours

Internal - 7-point scale</td></tr>
<tr><td rowspan="3">2nd semester

30 ECTS</td><td colspan="3">Core component 2 Business development in an international pespective</td><td></td></tr>
<tr><td>Mandatory educational element 5

Developing the sales base

10 ECTS</td><td>Mandatory educational element 6

The implementing sales performance

5 ECTS</td><td>Mandatory educational element 7

Follow-up

5 ECTS</td><td>Elective educational element

Passed/not passed

10 ECTS</td></tr>
</table>

	Mandatory assignment	Mandatory assignment	Mandatory assignment	Internal examination
	(Mandatory term project)			
	External oral 30 minutes - 7-point scale			
3rd semester **30 ECTS**	Company internship 15 ECTS		Bachelor project 15 ECTS	
	Evaluation conversation based on report		As a main rule an individual project in cooperation with a company	
	Internal – 7 grade scale		External oral 45 minutes, report 70 % oral 30 % - 7-point scale	

The study programme operates with 3 different types of exams:

- External exams. These are used nationwide. They are assessed by the internal examiner and one or more external examiners.
- Internal exams in mandatory educational elements. These are used nationwide. They are assessed by one or more lecturers or industry representatives.
- Internal exams in elective elements. These are specific for the educational institution. They are assessed by one or more lecturers or industry representatives.

All exams are taken during the first exam period following the completion of the teaching period. The students are entitled to 3 examination attempts for each exam. All exams must be passed. Passed exams may not be taken again.

If a student has not deregistered for an exam in due time, the exam is considered as an attempt, in terms of the number of examination attempts permitted. [A student may in time deregister for an exam up to 14 days before the exam is taking place or the exam assignment/exam project is to be submitted.

6.2 Make-up and re-examination

A students who has not been able to complete an exam owing to documented illness or other unforeseenable account, may take a make-up exam as soon as possible. Illness must be documented by a medical certificate. IBA must receive the medical certificate no later than 2 working days after the exam date. The student must him-

self/herself pay for the medical certificate. If the illness is not documented as stated above, the student will be considered to have used one examination attempt.

If the mandatory assignments cannot be approved, the student must make a replacement assignment. The replacement assignment counts as an examination attempt and the student may participate in the re-examination in the same exam period. If a student does not attend an examination and he/she does not have a valid reason (illness etc), the student will not be entitled to a re-examination in the same exam period. IBA may make exemptions from this.

6.3 Examination aids

In connection with written exams and tests, the student may use books and materials handed out during lessons, own notes, supplementary materials, the Intranet, (Black Board), USB-pen and similar for storage of documents. The student may not bring or use aids which make it possible to have a conversation or communicate with others, eg bluetooth, mobile phones and other communication equipment unless otherwise clearly stated in the handed out exam paper/guidelines.

6.4 Bachelor project

The final bachelor project may be prepared individually or by 2-3 students working together. The bachelor project must have a maximum scope of:

- 100,000 characters for one student
- 150,000 characters for two students
- Up to 200,000 characters for three students.

Characters include spaces, footnotes, figures and tables, but are exclusive of cover page, table of contents, references and enclosures.

Requirements for the bachelor project are described in more detail on IBA's digital education platform.

Based on the written report, the student attends an individual oral exam which lasts 45 minutes, including assessment. Graded according to the 7-point scale. One combined grade is given for the bachelor project; the written report counts for 2/3 and the oral exam counts for 1/3. The student's ability to express himself/herself and his/her spelling skills count for 7 % of the assessment of the bachelor project.

If the total assessment gives a grade lower than 02, the student must prepare a new project with a new problem statement.

In case of a written assignment prepared by more students, the individual assessment can only be made, if the contribution of the individual student can be stated. The oral

individual presentation is based either on the contribution of the individual student or the assigment as a whole, if the individualisation is not stated.

When answering the set problem statement, it is important that the student can make use of central theories and methods. Further, the bachelor project must make use of empiric data to answer the current problem statement.

IBA prepares detailed guidelines with the formal requirements for the project. Guidelines are given to the students in due time before the exam project starts.

6.5 Cheating in exams

6.5.1 Disturbing behaviour and cheating in exams

It is considered cheating if a student in connection with an exam

- receives "not allowed" help
- helps another student with his/her paper
- makes use of "not allowed aids"

When a paper is submitted, the student must by his/her signature confirm that the paper has been prepared without unduly help. The signature may be digital.

6.5.2 Plagiarism

Plagiarism is considered cheating if found in the submitted paper. Below situations are considered as plagiarism:

- Written material which has previously been submitted for assessment, ie material included in a bachelor project, in mandatory assignments or in other exam papers
- Written material which is to be used or has been used in connection with an oral exam.

6.5.3 When is a paper considered as plagiarism?

A paper or parts hereof will be considered plagiarism when a student tries to give the impression that an idea, a text, a layout etc is prepared by the student himself/herself, and this is not the case. It is considered plagiarism if a paper or assignment fully or partly is produced by the student, and

1. it includes identical or almost identical reproduction of others' work and this is not clearly marked by the use of eg quotation marks, written in italics and clearly indicating where the text originates from (literature references including page numbers or the like).

2. It includes substantial passages where the wording is so close to another printed medium (without reference) that it is obviously not written by the student.

3. It includes words or sentences from others' texts without reference.

4. It reuses text or ideas from assignments which the student has previously prepared, without reference.

6.5.4 Disturbing behavior during tests and exams

IBA is authorised to expel a student from exam, if the student has a disturbing behaviour; for instance has a noise behavior or is in other ways breaking IBA's rules for behavior during exams. In less serious incidents, IBA will first give a warning. Examination monitors will report the incident to the Head of Department in question.

This reporting must take place immediately after the incident. The reporting is to include a written report of the incident. The written report is to include an identification of the student in question and a description of the incident. Any possible documentation must be enclosed. In case of a recurrent incident, this must be mentioned in the report. Please read paragraphs 6.5.5 and 6.5.6 for sanctions for disturbing behaviour.

6.5.5 Procedures and sanctions for cheating in exams and disturbing behaviour

Who can report on cheating in exams?

Anybody who has a suspicion that cheating is going on is obliged to investigate whether there is cheating in the exam and if the suspicion is sustained, to report to the Head of Department.

Reporting

If the suspicion of cheating in an exam is supported or confirmed, the internal examinor and/or the external examinor are obliged to report this in writing to the Head of Department. At the same time, the student is to be informed that the incident has been reported to IBA as cheating in exam. If the assignment has not yet been assessed at the time of reporting, the assignment will not be assessed or graded and this will appear from the school report.

Head of Department

When the Head of Department receives a report on cheating in an exam, he or she must decide whether to dismiss the report or proceed with the case.
If the Head of Department decides to proceed with the case, he or she is responsible for collecting material and documentation to clarify the incident and also for inviting the student to a meeting where he/she is given the possibility to explain or comment on the report.
The student is to receive a copy of the report together with the invitation for the meeting. The invitation must inform the student of the purpose of the meeting and must further inform the student that he/she has the right to bring a companion to the meeting. The companion may give advice to the student during the meeting, but cannot participate in the conversation. If it is not possible to arrange a personal meeting, the communication can take place in writing.
If the Head of Department decides to dismiss the report, the assignment will be assessed and graded according to the normal procedures.

6.5.6 Sanctions

Based on the report and the meeting the Head of Department will decide whether or not it is an incident of cheating in exam. The Head of Department must also decide on a type of sanction or penalty to use towards the student. The Head of Department can only decide on a sanction or penalty if the incident is beyond doubt a case of cheating in exam.

If the incident is so serious that the student is to be expelled from IBA, the incident must be reported to the Director who will make the final decision. In all other cases, the Head of Department decides on the sanction or penalty.

The student is informed of the decision in writing. A copy of the decision is sent to the person who reported the incident, to the student counsellor and a copy is filed in the student's folder.

6.5.7 Types of sanctions

Provided that cheating in exam is proved, one of the following sanctions can be used:

- **Warning**
  Written or oral warning against breaking IBA's rules.
- **Suspension from exam** The exam attempt will be registered as 'absent'. The exam attempt will count as one attempt.
- **Cancellation of the report or the paper**Cancellation of the assignment where the cheating has been reported. The cancellation can be made even if the assignment has been graded, and it will be noted that the student has not passed the exam. A recurring incident of cheating in exam will result in the student being suspended from the study programme.

- **Permanent or temporary suspension from the study programme**
  In case of serious or recurring incidents of cheating in exams, the student will be suspended from the study programme and IBA permanently or for a limited period of time. A permanent suspension means that the student will be excluded from all activities at IBA, including lessons and exams. Suspension for a limited period of time means that the student will be excluded from all activities at IBA, including lessons and exams in the suspension period. When the suspension period ends, the student will automatically be enlisted in the study programme again. The temporary suspension will be noted in the student's folder.

If the incident is a breach of Danish law, it will further be reported to the police.

6.6 Exam complaints

Complaints concerning exam conditions may be submitted individually by the student to IBA (Head of Department). Regulations on exam complaints can be found in Executive order no. 1519 of 16 December 2013 and in the corps of external examiners. The complaint must be in writing and substantiated.
The complaint must be submitted no later than 2 weeks after the student has been informed of the assessment of the exam in the normal way.

The student is entitled to receive a copy of the given exam paper and in case of a written exam also a copy of his/her own submitted assignment.
In the period when the complaint is processed, the student may continue in the study programme, unless otherwise stated in the guidelines.

The complaint can be made on the following circumstances:
1) The basis of the examination; exam questions, tasks and similar and in relation to educational goals and requirements;
2) Examination procedures; or
3) Assessment of the exam.

The Head of Department must immediately present the complaint to the original examiners, who must submit their statement within 2 weeks. The examiners must make a statement on the professional questions of the complaint. The student must be given the opportunity to comment on the examiners' statement, normally within 1 week.

Based on the recommendation of the Head of Department, the Director decides on the outcome of the complaint based on the examiners' professional statement and the student's comments on the statement. The decision must be in writing and substantiated and the result may be one of the following:
1) a new assessment (re-assessment), however not by oral exams;
2) offer for a new examination (re-examination); or
3) the complaint is dismissed.

The examinators must all be in agreement if the complaint is to be dismissed by IBA.

IBA must immediately inform the student and the examiners of the outcome of the complaint.
New examiners are to be appointed for a re-examination or re-assessment. Re-examination or re-assessment must take place as soon as possible. A re-examination or re-assessment may result in a lower grade. If an offer for re-examination as a result of the complaint is accepted and a diploma has been issued, IBA will take back the diploma untill a new assessment has been made and subsequently issue a new diploma.

6.6.1 Appeals of the decision relating to further educations

The student may lodge an appeal against IBA's decision which is to be submitted to an appeals board appointed by IBA, who will then make a decision. The student must submit the appeal to IBA. The appeal must be in writing and substantiated. The appeal must be submitted no later than 2 weeks after the student has been informed of IBA's decision.
IBA will appoint an appeals board as soon as possible after having received an appeal. The appeals board consist of two external examiners, an examination eligible lecturer and a student in the subject area.
The president of the corps for external examiners will designate the two external examiners. The president will designate one of them as president of the board. The president can designate himself/herself as external examiner or as president.

IBA will designate the examination eligible lecturer and the student.
All members of the board must participate in board discussions and receive all documents of the case to be in quorum. Discussions can be in writing, also digital, if the board members are in agreement on a written process. If the appeal board cannot reach an agreement, the discussion is concluded at a meeting where all board members must be present. If the discussion is concluded by a vote, and there is a tie, the vote of the president will be decisive.
The decision made by the appeal board must be in writing and substantiated and the result may be one of the following:
1) a re-assessment by new examiners;
2) offer for a re-examination by new examiners; or
3) the complaint is dismissed.

IBA must be informed of the decision of the board of appeal as soon as possible; in case of a winter exam no later than 2 months and in case of summer exam no later than 3 months after IBA has received the appeal. If the appeal cannot be processed before this deadline, IBA must as soon as possible inform the student of this as well as of the expected date of completing the appeal. IBA will inform the student as soon as possible and the examiners will receive a copy of the decision when the decision has been made.

7 Applied forms of teaching and working

7.1 Goal-oriented learning

The study programme consists of 3 semesters which together provide the BA student with the competencies outlined in the study programme curriculum.

Each semester forms a complete and defined teaching period with its own examination. A student may therefore replace a semester by a documented equivalent course and examination from another Danish or foreign educational institution.

Each teaching period is comprised by educational elements. The purpose of the educational elements is to provide the student with professional and methodical competencies to make him/her able to use complex problem statements in practise within the profession and on a well-founded theoretical background.

In addition, the student will through the study programme learn to identify and cover own learning needs and make himself/herself able to enter into personal and complex cross-cultural relationships while being flexible, goal-oriented and powerful - both in relation to customers and business partners and in relation to colleagues and managers- in and outside Denmark.

Each teaching period and its educational elements reflect the profession's core components in practice. Further, an elective element offers the student the opportunity to

in study groups define a relevant theme related to the profession and define a number of professional mandatory educational elements to work on in depth-

The first two semesters are each concluded by a semester project defined by relevant external business clients.

The purpose of the company internship is to give the student an opportunity to put into practice the first two semesters' learning outcome on the profession's problems in practice. The internship is therefore to take place in a company and job role relevant for the profession.

The final bachelor project is further to be written in a company and job role relevant for the profession and the student must here in practice demonstrate his/her total learning outcome to solve a defined problem statement relevant for the profession.

The elective element together with the company internship and the bachelor project give the student the possibility of personalising his or her complete competency profile.

7.2 Practice-based learning

Through participation in quality and development work as well as involvement in company network and knowledge network with customers and research institutions, the lecturers achieve an insight in and knowledge about the most recent tendencies in business. These experiences are systematically used in the study programme.

Via semester projects, company internship and the bachelor project the students gain contact with practice and are offered the opportunity to combine theory and practice.
§7.3 Teaching methods and structure

1st and 2nd semester

Teaching in the first two semesters of the study programme is based on mandatory educational elements related to the main themes *The company's sales basis, Methods and Theory of Science, Business development in an international perspective* and the elective element.

The academic approach to the mandatory educational elements is based on traditional academic disciplines for the profession, but the core components and mandatory educational elements are guiding the learning process.

This ensures a holistic and interdisciplinary approach to the complex problem statements in practice which characterise the profession. Teaching is thus planned with these problem statements as a starting point and will to a high extent build upon em-

pirical methods, cases and best practice from the companies with whom IBA has a cooperation. Further, it is of importance that the lecturers of the study programme have practical professional experience and are participating in knowledge-sharing networks in both practice and research environments within the academic field of the profession.

Teaching is implemented through lectures, classes, practical training exercises, presentations, cases, seminars and projects as well as company internships.

The teaching is based on the most recent knowledge and results from national and international research, tests and developmental work from disciplines connected to the profession.

IT is used as a tool, an educational method and for information sharing.

8 Guidelines for differentiated teaching during the study programme

The study programme does not include differentiated teaching. Possible considerations for disabilities or the like will be made in connection with exams and mandatory assignments.

9. Credits

Transfer of credits

IBA can approve course elements or parts thereof which have been passed at another educational institution which are equivalent to corresponding educational elements or parts thereof in the present curriculum. If the educational element concerned has been graded according to the 7-point scale at the educational institution where the exam is passed and is equivalent to a complete core component in the present curriculum, the grade is transferred. In all other cases the grade is transferred as "passed" and is not included as part of the grade average.

IBA can approve that passed educational elements from another Danish or foreign higher study programme replace educational elements included in this curriculum. For an approval, the educational element is considered concluded if it is passed following the rules of the study programme concerned. The grade is transferred as "passed".

Credit students

IBA can approve that students from other higher study programmes follow part of the study programme and attend exams following the IBA guidelines. It is a precondition that it is an approved part of their own study programme.

10 Study activity

As a rule, attendance to the study programme is not mandatory but as a major part of the teaching is planned to be a dialogue between student and lecturer/supervisor and inbetween students, it will be difficult to accomplish the study programme without being participating in the major part of the activities of the study programme.

Attendency is mandatory according to the descriptions for mandatory assignments and projects etc.

To be able to achieve the learning goals/outcome of the study programme there is mandatory attendance to certain study elements in the form of eg:

- Submitting/presentation of assignments, projects etc.; and
- Mandatory attendance in the form of physical presence.

Before the student may attend an exam/register for an exam, the semester activities with mandatory attendance (mandatory activities) must be approved.

IBA may unregister students from the study programme, if they are not active in their study. Criteria for study activity are:

1. Passed exams.
   - 1st semester exams must be passed before the end of 2nd semester.
   - 2nd semester exams must be passed before the end of 3rd semester.
   - The bachelor project must be passed 2 years from study start, at the latest.
2. Preparation of mandatory assignments. If the student does not submit at least 2 mandatory assignments which are also to be approved in 1st and 2nd semester respectively, the student is considered to be not study active.

Under special circumstances, IBA may make an exemption from the study activity requirement.

11 English-language teaching and teaching materials

The international dimension of the study programme and the aim to include new theories and empirical methods within the field means that much teaching material, cases, teaching, written projects and presentations etc will be in English. The student is therefore required to have gained written and spoken English skills equivalent to graduates in the AP programme in Marketing Management.

The language of the exams which will lead to a diploma will be in Danish for Danish classes and in English for international classes. However, the assignment given may be in English for all classes.

12 Rules of dispensation

In exceptional circumstances, IBA can grant an exemption from the rules in the curriculum which are exclusively set by the institution.

13 Parallel study programme at foreign educational institutions

The student may choose to follow a bachelor study programme in Business Management and Marketing at London South Bank University parallel to his/her study programme as bachelor in International Sales and Marketing. The study programme means that the student via E-larning modules must attend courses and pass exams within finance, HRM, Marketing and Cultural Understanding.

Admission is conditioned by the student to

- have graduated in the AP programme in Marketing Management or a similar study programme.
- follow the bachelor study programme in International Sales and Marketing
- have English skills at a level equivalent to IELTS of 6.5
- be approved by IBA's lecturers or study programme management.

14 Enforcement

This curriculum will apply for students who begin their studies as of 1st September 2014.

15 REFERENCE TO LEGAL BASIS

The curriculum is based on the following acts and regulations:

Danish Act no. 1614 of 26 December 2013 on change of law on Business Academies for Higher Education, law on University Colleges for Higher Education, law on Media and Journalism School and the law on scholarships for certain foreign students studying at Business Academies and University Colleges

Executive Order no. 1521 of 16 December 2013 on Business Academies Programmes and Professional Bachelor's Porgrammes

Executive Order no. 1031 of 3 November 2009 on the Professional Bachelor's Degree Programme in International Sales and Marketing

Executive Order no. 223 of 11 March 2011 on Admission to Academy Profession Degree Programmes and Professional Bachelor Programmes

Executive Order no. 1519 of 16 December 2013 on Tests and Examinations in Business-oriented Educational Programmes

Executive Order no. 262 of 20 March 2007 on Grading Scale and Other Forms of Assessment