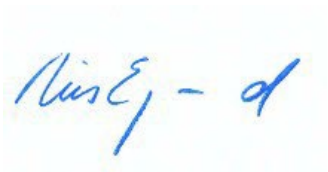
Curriculum for Bachelor's Degree Programme in International Sales and Marketing

2018

Part 1

Approved by: Niels Egelund
August 2018



Content

1. The programme's goals for learning outcomes 3
2. The programme includes 4 national subject elements 4
2.1. The company's strategic basis (business model) 4
2.2. Customer focus 5
2.3. Sectors and competitors 7
2.4. Sales management and the company's sales development 8
2.5 The number of exams in the national subject elements 10
3. Internship 10
4. Requirements for the Bachelor Project 11
5. Rules on credit 12
6. Academic criteria for selecting candidates for top-up programmes 12
7. Commencement and transitional schemes 12

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

After it has been approved by either the Board of Directors (or the Rectors) and after consultation with the institutions' Educational Committee and the External Examiners chairmanship for the specific programme, the educational network for International Sales and Marketing prepares the institutional part.

1. The programme's goals for learning outcomes

Knowledge

The student must have knowledge of:

1) sales and marketing practices, applied theories and methods with an international perspective, and be able to reflect on them,
2) key theories and models necessary for B2B, B2C, and B2G sales and marketing,
3) key legislation and regulations that impact international sales and marketing,
4) relevant models for assessing growth and development opportunities, and
5) management theories and methods.

Skills

The student can:

1) develop, assess and implement international sales strategies for various types of companies,
2) justify and communicate the chosen strategies in a strategic marketing and customer plan to relevant stakeholders,
3) assess the company's competitive situation as a basis for formulating the company's parameter focus, centred on sales,
4) apply relevant models to implement product and concept development in the company, including innovative projects,
5) assess and apply legal methods and tools to support sales in an internationally-focused company,
6) apply methods for the management of a sales organisation.

Competencies

The student can:

1) handle and identify needs for relevant financial and legal information in connection with international sales tasks in different types of companies,
2) independently participate in interdisciplinary teams and create a motivating environment in the sales department,
3) handle sales meetings centred on the financial results and human focus areas,
4) independently handle complex tasks and development-oriented situations in connection with international sales and marketing, and
5) identify their own learning needs and structure these in various learning environments within international trade and marketing.

2. The programme includes 4 national subject elements

2.1. The company's strategic basis (business model)

Contents

The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of companies' resources and competencies, including in relation to the company's innovative platform, processes and driving forces. The analyses also incorporate the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix optimisation.

The subject element covers an understanding of the supply chain/SCM and the geographical location of production and centres of excellence, including choices for distribution channels, partnerships and outsourcing. The subject element also covers various legal aspects, including sources of law, international private law, types of conflict resolution and distribution forms.

The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition, as well as frameworks for investigative design.

Learning objectives for the company's strategic basis (business model)

Knowledge

The student has:

- knowledge of various types of business models, and of the models and theories used to understand a company's strategic basis, including innovation and disruption
- knowledge of different strategic approaches related to the concept of innovation and knowledge of disruption as a concept and development direction
- knowledge of and understands relevant theories and models for analysis of the company's strategic platform, including the company's innovative platform
- knowledge of the elements of the company's supply chain from a strategic perspective
- knowledge of and understands relevant economic models in relation to business models
- knowledge of key perspectives on knowledge, insight and recognizing
- knowledge of various methods of generating, processing, analysing and assessing knowledge
- knowledge of international sources of law, their interrelationships, and their relationship with national sources of law
- knowledge of international conflict resolution models.

Skills

The student can:

- apply and discuss the different strategic approaches, including in particular marketing strategies and the role of innovation in the business model
- analyse and assess the company's strategic development opportunities and innovative platform
- assess the consequences of changes in the company's strategic supply chain
- perform an economic analysis, an assessment and a prioritisation of the product mix in various cost models based on application of traditional standard cost
- communicate the influence of scientific theory paradigms on knowledge and methods of information gathering
- develop a framework for a study design, including problem formulation, paradigm choices and methodological considerations
- apply rules on governing law and jurisdiction in international sales and assess the consequences of the choices made
- implement and make a reasoned choice between the different business models and forms of distribution.

Competencies
The student can:

- assess the company's strategic situation and make recommendations for innovative improvements to the business model
- independently prepare a reasoned basis for decision-making with an assessment of the profitability of the customer portfolio and its expected earning potential
- assess, argue and reflect on the choice of theory and method, including paradigm selection, study design and application.

ECTS weight

National subject element The company's strategic basis is worth 10 ECTS credits.

2.2. Customer focus

Contents

The subject element covers analyses of current and potential customers, including their strategic situation, needs and wishes. These analyses provide the basis for developing the company's strategies and market offerings for existing and potential customers. In this connection, the element also covers work on the development and retention of the customer base through relationship strategies.

The subject element also covers analyses of the company's sales organisation in relation to the sales team and purchasing centre, including relations with other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistical support for sales, and the integration of various sales channels – omni-channel, digital and physical. Strategies are based on an analysis of the company's financial situation, including product and customer mix, economic customer life cycle analyses and the legal context, including international purchasing and contract law, transport law and public procurement law.

The subject element's analyses and strategies are based on the students' ability to combine commercial theory with methodology in scientific projects.

Learning objectives for Customer focus

Knowledge

The student has:

- knowledge of and understands relevant theories and models for analysing a company's competencies and customer base, as well as developing the customer portfolio, including profitability reports
- knowledge of and understands the company's market offerings and potential marketing strategies
- knowledge of general strategic approaches and models for structuring and organising sales
- understanding of the theoretical tools in relation to the company's supply chain for the development of an international sales foundation
- knowledge of and understands tools and methods for assessing customer and product portfolios in relation to profitability, and alternative methods for profitability calculation
- knowledge of theories and models for assessing insourcing and outsourcing
- knowledge of methods and approaches for creating knowledge
- knowledge of the general principles of the EU's procurement rules for sales to public authorities.

Skills

The student can:

- analyse and assess the current and future customer base as well as individual customers in relation to the company's value proposition, using methods and tools for analysing the customers' behaviour, including the use of big data and profitability reports in the domestic and international markets
- analyse the company's competencies
- analyse the company's innovation culture and processes
- analyse and assess an internationally focused company's choice of supply chain

- analyse and organise the company's supply chain, including selection of partnerships in relation to the organisation of sales and with a focus on ensuring customer satisfaction and quality experience
- calculate and assess profitability through the use of Activity Based Costing
- identify relevant total life cycle costs (TLCC) and customer lifetime value (CLV)
- generate, process and interpret quantitative and qualitative data
- use criteria to assess the relevance and quality of data and theories
- apply basic rules governing the maritime and road transport agreement, with particular emphasis on the carrier's liability.

Competencies

The student can:

- independently participate in interdisciplinary teams in relation to the company's work with marketing intelligence with a customer focus, and subsequently be able to develop the company's marketing strategy
- work independently with the company's customer relations
- discuss choosing a strategy for enterprise customers
- prepare evidence-based reports and projects
- independently participate in professional and interdisciplinary collaboration on the conclusion of international sales agreements.

ECTS weight

National subject element Customer focus is worth 20 ECTS credits.

2.3. Sectors and competitors

Contents

The subject element covers analyses of competition, competitors and cluster and network collaborations whereby the company can carry out benchmarking in relation to the supply chain, social responsibility and sustainability, including CSR, and the international economic environment, and seen in relation to competition law. The subject element also requires a methodical approach to acquiring knowledge based on the theoretical standpoint.

Learning objectives for Sectors and competitors

Knowledge

The student has:

- knowledge of relevant theories and models of competitive positions in the market and their implementation in a microeconomic and mesoeconomic context
- knowledge of CSR, social responsibility and sustainability

- knowledge of basic benchmarking theories and models in forms of competition, SCM and financial and non-financial benchmarking
- knowledge of significant academic positions from a business economics perspective
- knowledge of Danish and European competition law and the interplay between the regulations.

Skills

The student can:

- benchmark the company internally and externally
- analyse and evaluate the competitive position of different companies as a basis for the individual company's market offering. In relation to the above, the student must be able to benchmark a company in relation to a sector and the company's closest competitors, including sales strategies
- analyse the company's social dimension in relation to the company's strategic position
- draw on relevant theories and models in connection with benchmarking an international company's supply chain
- based on a business economics problem formulation, develop a study design including recommendations for practical implementation.

Competencies

The student can:

- independently address the company's competitive challenges and communicate these to the rest of the organisation.

ECTS weight

National subject element Sectors and competitors is worth 5 ECTS credits.

2.4. Sales management and the company's sales development

Content

The subject element covers insight into the development of international sales strategies, including online and offline strategies, CRM for new and existing customers, customer follow-up, and key account and global account management.

The subject element also covers insight into organisational development and change management, taking into account employment law, and measuring efficiency and risk assessment for the company's supply chain. The subject element covers budgeting, balanced scorecard and the triple

bottom line in the selection of strategies for the company. The subject element also requires students to incorporate and reflect on the significance of the theoretical standpoint for analyses.

Learning objectives for Sales management and the company's sales development

Knowledge

The student has:

- understanding of key theories, models and methods for development of the company's sales and customer base using various approaches
- knowledge and understanding of relevant theories and models in relation to business models with a focus on sales
- knowledge of tools for measuring the efficiency of the company's supply chain
- knowledge of methods and models for supply chain risk assessment
- understanding of alternative budget models
- knowledge of alternative financial and non-financial reporting methods
- knowledge of different approaches to dissemination of insight and knowledge in reports and projects.

Skills

The student can:

- justify and communicate selected strategies in a sales plan to relevant stakeholders
- analyse and evaluate the activities and action parameters linked to the company's market offerings to customers in general and specific customers, in order to be able to suggest possible changes in strategy and initiatives
- prepare a plan for the development of the organisation
- prepare a follow-up plan for the company's business model in relation to measuring the effectiveness of the company's supply chain
- define budget assumptions and prepare and evaluate a total budget for the company's strategic decisions and assess the financial impacts of this
- develop strategy maps and balanced scorecards
- write evidence-based reports and projects, including following academic formalities, communicate study results and proposed solutions, etc., in a clearly legible and readable report
- apply employment law regulations in an international context, including in accordance with the rules on governing law and jurisdiction, with a special focus on recruitment and retention, posting and dismissal.

Competencies

The student can:

- based on the company's data foundation, assess, manage and lead the development of sales strategies in complex situations involving relevant stakeholders
- prepare analyses of the company's overall activities as well as work independently with the company's strategic customer base
- identify their own learning needs, in order to develop and maintain relevant competencies for working based on a holistic approach
- independently analyse and participate in the development of an organisational action plan to ensure implementation of the sales plan
- work with the sales function to optimise the company's combined sales efforts based on efficiency throughout the entire supply chain.

ECTS weight

National subject element Sales management and the company's sales development is worth 10 ECTS credits.

2.5 The number of exams in the national subject elements

There are 2 exams in the national subject elements, as well as one further exam in the bachelor project. For the number of exams in the internship, please refer to section 3.

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

3. Internship

Learning objectives for student internships

Knowledge

The student has:

- knowledge of theory, methodology and actual practice
- an understanding of concepts and methods and can reflect on their use
- experience from participation in solving practical work tasks.

Skills

The student can:

- put acquired knowledge into practice for the business
- assess theoretical and practical issues and propose solutions
- use and communicate relevant theories for the resolution of tasks based on practice.

Competencies

The student can:

- see his/her own professional role in relation to the specific tasks and identify personal learning needs and develop personal knowledge, skills and competences in relation to the specific tasks
- independently engage in professional as well as interdisciplinary cooperation.

ECTS weight

The internship is worth 15 ECTS credits.

Number of exams

The internship is completed with 1 exam.

4. Requirements for the Bachelor Project

The learning objectives for the Bachelor project are identical to the programme's learning objectives listed above under point 1.

The Bachelor's project must document the student's understanding of and ability to reflect on the practices of the profession and the use of theory and method in relation to a real-life problem. The problem statement that must be central to the programme and profession, is formulated by the student, possibly in collaboration with a private or public company. The Academy approves the problem statement.

Exams for the Bachelor Project

The Bachelor project completes the programme in the last semester once all the preceding exams have been passed.

ECTS weight

The Bachelor Project is weighted 15 ECTS credits.

Examination form

The exam is an oral and written examination with an external co-examiner, a combined mark is given based on the 7-point scale for the written project and the oral presentation.

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 jobs which are likely to provide credit.

The Academy approves, in each instance, credit on the basis of completed programme elements and any jobs which meet the objectives of the subjects, the educational part and the internship parts.

The decision is taken according to an academic assessment.

For prior credit approval of studies in Denmark or abroad, students are required to document each approved and completed programme element on the completion of these studies.

In connection with applying for prior credit approval, the students give permission that the Academy can obtain the necessary information after the student's completion.

On approval according to the above, the programme element is deemed to be passed if it was passed according to the rules of the programme in question.

The following credit agreements have been made for the national subject elements:

6. Academic criteria for selecting candidates for top-up programmes

- Average grade from the qualifying examination
- Grade and ECTS credits in marketing, economics, law and organisation
- The reasoned application
- Relevant work experience, including compulsory military service (max. 12 months)
- Relevant supplementary training and/or courses
- Other experience, such as attending a folk high school, stays abroad, voluntary work (min. 3 months)

Applicants may also be called in to an interview before admission.

Each institution indicates on its website which of the above criteria form the basis for admission.

7. Commencement and transitional schemes

Commencement

This part of the national curriculum is valid from 20.08.2018 and is valid for students who are enrolled after 20.08.2018.

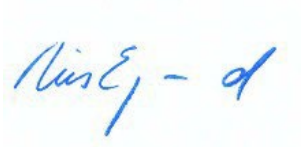
Simultaneously, the previous joint national curriculum is NOT valid from 01.08.2021.

Curriculum for Bachelor's Degree Programme in International Sales and Marketing

2021

Part 2

Approved by: Niels Egelund
August 2021



Contents

1. Exams 4
1.1 Special exam conditions 4
1.2 Make-up exam and re-examination 4
1.3 Examination aids 5
2 Compulsory assignments and projects 5
3 Elective educational elements 8
4 Guidelines for implementing the internship 8
4.1 Demands to involved parties 9
4.1.1 Responsibility and distribution of tasks in connection with the internship 9
4.1.2 The student 9
4.1.3 Internship supervisor 9
4.1.4 Career centre/IBA Business 9
4.1.5. Internship company 9
5 Study abroad 9
6 Bachelor project 10
7 Cheating in exams 10
7.1 Disturbing behaviour and cheating in exams 10
7.1.1 Plagiarism 11
7.1.2 When is a paper considered as plagiarism? 11
7.1.3 Disturbing behaviour during tests and exams 11
7.1.4 Procedures and sanctions for cheating in exams and disturbing behaviour 11
7.1.5 Sanctions 12
7.1.6 Types of sanctions 12
7.1.7 Exam complaints 13
7.1.8 Appeals of the decision relating to further educations 14
8 Applied forms of teaching and working 14
8.1 Goal-oriented learning 14
8.2 Practice-based learning 15
8.2.1 Teaching methods and structure 15
9 Guidelines for differentiated teaching during the study programme (8) 16
10 Credits 16
10.1 Transfer of credits 16
10.2 Credit students 16

11 Study activity....17
12 English-language teaching and teaching materials....17
13 Rules of dispensation....17
14 Parallel study programme at foreign educational institutions....18
15 Enforcement, title, duration and diploma....18
16 Reference to legal basis....19

1. Exams

The rules regulating the exams of the study programme are prepared with starting point in Executive order no. 18 of 09/01/2020 on examinations in business-oriented higher education (The Examination Order).

The study programme operates with three 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 compulsory 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 must be taken during the first exam period following the completion of the teaching period. The student is automatically registered for the exam. The student is entitled to three examination attempts for each exam. All exams must be passed. Passed exams may not be taken again.

The student cannot deregister for the exam. If a student has not submitted his or her [reasoned] deregistration for an exam in due time, the exam is considered as an attempt, in terms of the number of examination attempts permitted.

1.1 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 the programme administration no later than four weeks before the examination. In case of sudden health problems, an exemption from the deadline can be made.

1.2 Make-up exam and re-examination

A student who has not been able to complete an exam owing to documented illness or other unforeseeable matter, may take a make-up exam as soon as possible. Illness must be documented by a medical certificate. The institution must receive the medical certificate no later than 2 working days after the exam date. The student must pay for the medical certificate himself/herself. If the illness is not documented as stated above, the student will be considered to have used one examination attempt.

If the compulsory 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 have used one examination attempt and will automatically be registered for the next examination period. The institution may make exemptions from this.

1.3 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, Canvas, USB-pen and similar for storage of documents, unless otherwise clearly stated in the handed-out exam paper/guidelines.

The student may not bring or use aids which make it possible to have a conversation or communicate with others, e.g. mobile phones and other data communication equipment which makes it possible for the student to communicate with others.

The students may not share or lend examination aids to each other during exams. The students may in no way communicate with each other after start of the exam.

If a student tries to get in touch with another student or uses examination aids which are not allowed, the student will immediately be expelled from the exam.

2 Compulsory assignments and projects

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

The study programme includes a number of compulsory assignments in the form of projects, individual or group based assignments, case presentations, competitions, participation in digital courses, Innovation week, mock exam etc., which must be approved in order for the student to be allowed to attend the exam during the semesters and at the end of the semesters. Guidelines have been prepared for all projects including consequences to be enforced if a project is not approved.

Schematic presentation of the exams and educational elements, the time location in the study programme of compulsory educational elements and internship, including exams with external assessment, is presented below.

Overview of exams and assessments

Exam name	Educational element	Grading	Included on diploma
1st semester exam, external (Written, 30 ECTS)	1 The company's strategic basis 2 The customer as starting point	7-point scale	1 grade
Mandatory assignments during thesemester	The company'sstrategic basis The customer asstarting point Mock-exam	Must be passed to register for the 1st semester exam	
2nd semester exam, 15 ECTS) – internal Written two hours examination after module 3 30 minutes oral examination after module 4	3 Industry and competitors 4 Sales management and the sales development of the company	Must be passed separately	1 grade
Mandatory assignments during the semester	The company's strategic basis Sales management and the company's sales development	Must be passed to register for the 2nd semester exam	
Exams in elective elements, internal Elective educational element 1 (10 ECTS) Elective educational element 2 (5 ECTS)	Elective educational elements Part exam 1: Part exam 2:	7-point scale	1 grade for 5 ects 1 grade for 10 ects
3rd semester exam Internship exam (15 ECTS), internal and oral Bachelor project (15 ECTS), external	Internship, course and report Bachelor project	7-point scale 7-point scale	1 grade 1 grade

Overview of educational elements' ECTS distribution per semester

Educational elements' distribution per semester	1 year	2 year	ECTS
National elements taught as courses			**45**
Marketing	17,5		17,5
Organization/Management & Supply Chain Management	10		10
Finance/economics	7,5		7,5
Science and methodology	5		5
Business law	5		5

Institutional elements			**15**
Elective elements (in-depth subjects)		10 5	15
Internship and bachelor project			**30**
Internship and report		15	15
Bachelor project		15	15
Total			**90**

Schematic presentation of the relationship between ECTS-distribution module 1-4 and courses

Module/course	Marketing	Organisation/ management/ supply chain management	Finance/ Economics	Law	Theory of Science and Methodology
1 The company's strategic basis (10 ECTS)	2.5	2.0	2.0	1.0	2.5
2 The customer as starting point (20 ECTS)	9.0	3.5	3.0	3.0	1.5
3 Industry and competitors (5 ECTS)	2.0	1.0	1.0	0.5	0.5
4 Sales management and the sales development of the company (10 ECTS)	4.0	3.5	1.5	0.5	0.5
Total	17.5	10	7.5	5	5
Elective elements (15 ECTS)					

3 Elective educational elements

As part of the 2nd semester the students may attend elective educational elements. The elective educational elements is a possibility for the student to enhance his/her competencies through specialisation and working in depth with themes relating to the core contents of the study programme. Two different elective courses representing 10 ECTS and 5 ECTS respectively are offered on the 2nd semester. Classes open when approx. 12 students register.

The time location of the elective elements is in the 2nd semester of the study programme.

Elective educational elements: Classes where students may work in depth with a subject
Class 1 - 10 ECTS • The individual institutions offer joint elements and elective educational elements as required.
Class 2 - 5 ECTS • The institution define the elective in-depth element
Assessment of the exams: Separate

Elective elements are assessed separately with an internal assessment according to the 7- point scale; each partial examination must be passed. The two partial examinations and two grades, which will be calculated to one total grade, will be listed for the elective element on the degree certificate. Learning goals as well as assessment will be presented in the elective classes offered.

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 institution's knowledge network.

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 Demands 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. The institution 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 the institution 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 - the professional contents ofthe 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/IBA Business

The career centre helps and supports the students who do not carry out a company internship, e.g. through courses in writing applications and CV. The career centre coordinates 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 the institution's internship concept regarding follow-up and evaluation.

5 Study abroad

The student attending this study programme may complete 2nd semester at educational institutions abroad. To secure the best possible learning environment in classes numbers of students studying abroad may be limited. It is also possible to implement company internships and bachelor projects in companies or organisations abroad. The institution must approve study abroad programme before it takes place.

6 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 and up to 200,000 characters for three students. Characters include spaces, footnotes, figures and tables, but do not include cover page, table of contents, references and enclosures.

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

Based on the written report, the student attends an individual oral exam which lasts 45 minutes, including assessment. Grading is based on 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 results in 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 assignment 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. Furthermore, the bachelor project must make use of empiric data to answer the current problem statement. The institution prepares detailed guidelines with the formal requirements for the project. Guidelines are given to the students in due time before the exam project starts.

7 Cheating in exams

7.1 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 assignment
- 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.

7.1.1 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, e.g. material included in a bachelor project, in compulsory assignments or in other exam papers
- Written material which is to be used or has been used in connection with an oral exam.

7.1.2 When is a paper considered as plagiarism?

A paper or parts of it 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 e.g. quotation marks, written in italics and clearlyindicating 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.

7.1.3 Disturbing behaviour during tests and exams

IBA is authorised to expel a student from exam, if the student has a disturbing behaviour; for instance, makes noise or is in other ways breaking IBA's code of conduct during exams. In less serious incidents, IBA will first give a warning. Examination guards will report the incident to the Head of Department. This reporting must take place immediately after the incident and 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 available documentation must be enclosed. In case of a recurrent incident, this must be mentioned in the report. Please read paragraphs 7.1.5 and 7.1.6 for sanctions for disturbing behaviour.

7.1.4 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 examiner and/or the external examiner 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/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/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 must 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 that the student 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 or via another channel.

If the Head of Department decides to dismiss the report, the assignment will be assessed and graded according to the normal procedures.

7.1.5 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 IBA Principal who will make the final decision. In all other cases, the Head of Department decides on the sanction or penalty. The student is informed about 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.

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

- Warning: Written or oral warning for 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 assignment. Cancellation concerns 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 recurringincident 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 teaching 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 to IBA's sanctions be also reported to the police.

7.1.7 Exam complaints

Complaints concerning exam conditions are submitted individually by students to IBA (Head of Department). Further to Executive order no. 18 of 09/01/2020, regulations on exam complaints can be found in the corps of external examiners. The complaint must be in writing and reasoned. The complaint must be submitted no later than two 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 to use in complaint procedure 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 on 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, also in relation to educational goals and requirements;
2) examination procedure; 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 two weeks. The examiners must make a statement on the academic questions of the complaint. The student must be given the opportunity to commenton the examiners' statement, normally within one week.

Based on the recommendation of the examiners the Head of Department (eventually the Headmaster) decides on the outcome of the complaint based on the examiners' academic statement and the student's comments on the statement.

The decision must be in writing and reasoned and result in one of the following outcomes:

1) a new assessment (re-assessment), however not in case of oral exams;
2) offer for a new examination (re-examination); or
3) the complaint is dismissed.

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

IBA must immediately inform the student and the examiners about 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, the institution will take back the diploma until a new assessment has been made and subsequently issue a new diploma.

7.1.8 Appeals of decision on study programmes

The student may present IBA's decision concerning the academic issues to an appeal board appointed by the institution. The appeal board will then make the decision. The student must submit the appeal to IBA. The appeal must be in writing and reasoned. The appeal must be submitted no later than two weeks after the student has got informed about the institution's decision.

IBA will appoint an appeal board as soon as possible after having received an appeal. The appeal board consists of two external examiners, an examination eligible lecturer and a student from 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 for the case to be in quorum. Board discussions can take place in writing, also electronically, if all board members agree that written discussions are allowed. 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 ended by a vote and in case of parity of votes, the vote of the chairman of the board is decisive.

The decision must be in writing and reasoned and result in one of the following outcomes:

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 two months and in case of summer exam no later than three 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 about the reason 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.

8 Applied forms of teaching and working

8.1 Goal-oriented learning

The study programme consists of three 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 of educational elements. The purpose of the educational elements is to provide the student with professional and methodical competencies to make him/her able to handle complex problems in practice within the profession and on a well- founded theoretical background.

In addition, the student must through the study programme learn to identify and cover own learning needs and be able to enter 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, elective elements offer the student the opportunity in study groups or via the offered elective elements to define a relevant theme related to the profession and outline a number of professional compulsory educational elements to work on in depth.

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 likewise to be written in a company and job role relevant for the profession where the student must in practice demonstrate his/her total learning outcome to solve a defined problem statement relevant for the profession.

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

8.2 Practice-based learning

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

Via projects, company internship and the bachelor project the students gain contact with practice and are offered the opportunity to combine theory and practice.

8.2.1 Teaching methods and structure

1st and 2nd semester
Teaching in the first two semesters of the study programme is based on compulsory educational elements related to the main modules The company's strategic basis, The customer as starting point, Industry and competitors and Sales Management and the Company's sales development together with the elective elements.

The academic approach to the compulsory educational elements is based on traditional academic disciplines for the profession, but the core components and compulsory 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 empirical methods, cases and best practice from the companies the study programme has a cooperation with. Furthermore, 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 their academic field.

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.

9 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 compulsory assignments.

10 Credits

10.1 Transfer of credits

The institution 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.

The institution 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".

10.2 Credit transfer students

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

11 Study activity

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

Attendency is compulsory 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 compulsory attendance on certain study elements in the form of e.g. submission/presentation ofassignments, projects etc.; and compulsory attendance in the form of physical presence.

Before the student may attend an exam/register for an exam, the semester activities with compulsory attendance (mandatory assignments) must be approved. The institution may expel students from the study programme, if they are not active in their study with reference to Executive Orders.

Criteria for study activity are:

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.

12 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 a lot of 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.

13 Rules of dispensation

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

14 Parallel study programme at foreign educational institutions

The student may choose to follow a bachelor study as E-learning 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 Studies.

Admission is conditioned by the student to

- have graduated from the AP programme in Marketing Management or a similar studyprogramme.
- 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.

15 Enforcement, title, duration and diploma

This curriculum will apply for students who begin their studies as of 30 August 2017.

Title, duration and diploma
Graduates from the programme have the right to use the Danish title of 'Professionsbachelor i international handel og markedsføring'. The English title is Bachelor of International Sales and Marketing (re. Qualifications Framework 6)

The programme is a full-time, independent graduate study and is rated at 90 ECTS-credits. 60 ECTS-credits are equivalent to the work of a full-time student for one year (§9 in Executive Order no. 1162 of 10/07/2020 on technical and commercial Business Academy Programmes and Professional Bachelor's Programmes.

Study programmes that have a standard duration of up to 120 ECTS-credits must be completed within the number of years corresponding to twice the standard duration of the study programme. Other study programmes must be completed within the number of years corresponding to the standard duration plus 2 years. Thus, this study programme must be completed no later than 3½ years after the student is enrolled in the programme. In exceptional circumstances, the academy can grant an exemption from the 3½ years.

Diploma
The academy issues a diploma when the student has passed the complete study programme.

16 Reference to legal basis

The curriculum is based on the following acts and regulations:

- LBK no. 1343 of 10/12/2019: Executive Order on business academy educations and professional bachelor educations (LEP Act)
- LBK no. 1162 of 10/07/2020: Executive Order on technical and commercial business academy educations and professional bachelor educations
- LBK no. 786 of 08/08/2019: Executive Order on business academies for higher education
- BEK no. 97 of 25/01/2021: Executive Order on admission to business academy educations and professional bachelor educations (Admission Order)
- BEK no. 18 of 09/01/2020: Executive Order on examinations in business-oriented higher education (Examination Executive Order)
- BEK no. 114 of 03/02/2015: Executive Order on grading scale and other assessment for educations in the area of the Ministry of Education and Research (Grade Executive Order)
- BEK no. 15 of 09/01/2020: Executive Order on business academy programs and professional bachelor programs
- BEK no. 597 of 8/03/2015: Executive Order on talent initiatives in higher education
- BEK no. 1515 of 13/12/2017: Executive Order on state education support (SU Executive Order)