



**Zealand Institute**  
of Business and Technology

# CURRICULUM

## Digital Concept Development (PBA)

Common part revised August 2015

Institution-specific part revised August 2016

A blue ink signature of Ulla Skaarup, written in a cursive style, enclosed within a white circular background.

ULLA SKAARUP  
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## **Common part of the curriculum**

### **This part applies to all providers of the degree in Digital Concept Development**

This curriculum for Digital Concept Development was prepared in accordance with the guidelines set out in the Consolidated Act on Academy Profession and Professional Bachelor Programmes and the Executive Order on Academy Profession and Professional Bachelor Degree Programmes dated 29 June, 2009.

The programme is a full-time education programme estimated at 18 months of full-time study. One year of full-time study is equivalent to 60 ECTS credits (European Credit Transfer System). The programme is thus estimated at a total of 90 ECTS credits.

### **Titles of programme and graduates**

Graduates of this programme are entitled to use the title Bachelor of Digital Concept Development (BA of Digital Concept Development).

### **Access to the degree programme**

The Bachelor's Degree Programme in Digital Concept Development is an advanced studies programme in the Multimedia Designer, Computer Science, Design Technology and e-Designer degree programmes, all of which therefore give direct access to the degree programme. However, access may be limited by the capacity of the educational institution in question.

Other applicants may be admitted on the basis of an assessment of relevant competencies (for example, Marketing Management and Service, Hospitality and Tourism Management, etc.).

### **Professional qualification criteria for selection of applicants**

If the individual educational institution does not have sufficient capacity to admit all applicants to the degree programme, the applicants will be selected based on their average grade in the qualifying exam and an individual assessment of the applicant's qualifications in general. For further information see the description of the admission criteria for the different educational institutions in the institution-specific part of the curriculum.

### **Programme objective**

The objective of the Bachelor's Degree Programme in Digital Concept Development is to teach the graduate the necessary skills to independently carry out strategic and business-oriented concept development, primarily on digital platforms and with a global perspective. The degree programme also enables the graduate to work with digital strategic development of commerce, design, marketing and communication concepts for interactive digital solutions with a global perspective.

### **Learning objectives for the Bachelor's Degree Programme in Digital Concept Development**

The learning objectives comprise the knowledge, skills and competencies which a Bachelor of Digital Concept Development must acquire during the programme.

## **Knowledge**

### **The graduate has:**

- knowledge about and the ability to reflect on trends, theory and practice within digital concept development
- knowledge about and the ability to reflect on project management, user surveys, methodology and technology in the development and implementation of digital concepts
- knowledge about and the ability to reflect on different forms of user surveys in relation to scientific methodology and the theory of science.

### **A graduate of Digital Commerce also has:**

- knowledge about and the ability to reflect on strategy and concept development of digital commerce and service solutions in theory and practice
- knowledge about and the ability to reflect on the importance of legislation for the development of digital commerce and service solutions.

### **A graduate of Digital Design also has:**

- knowledge about and the ability to reflect on methodology and theories relating to the development of value-creating strategic digital design
- knowledge about and the ability to reflect on the role of intercultural aspects for digital design development in support of international branding.

## **Skills**

### **The graduate is able to:**

- apply methods and tools for in-depth analysis of problems, trends, theory and practice within digital concept development in the context of commerce, design, marketing and communication
- assess and explain the choice of solutions, development processes, technology and project management
- evaluate existing concepts and communicate proposed solutions for optimising such concepts for the benefit of business partners and companies
- apply scientific methods and tools to analyse, study, test and evaluate digital concepts
- reflect on current practice for dealing with problems relating to the development of digital concepts.

### **A graduate of Digital Commerce is also able to:**

- use and master methods for assessing market developments and trends with a view to strategic development of digital commerce and services

- assess and explain the interplay between front and backend systems in relation to the sustainability or scalability of a concept within digital commerce and services
- communicate about theoretical and practical problems and solutions to business partners and users.

**A graduate of Digital Design is also able to:**

- develop digital design solutions and user experiences with due regard to intercultural and international factors
- communicate about practical design problems and solutions to business partners and users.

**Competencies**

**The graduate is able to:**

- develop conceptual prototypes for complex commerce and design solutions, digital campaign material and other digital communication solutions
- develop strategic concepts for complex digital commerce, design, marketing and communication
- describe how relevant theoretical and practical subjects are linked
- independently collaborate with other professional groups and external business partners about the development of digital concepts and assume responsibility within the framework of professional ethics
- identify own needs for learning and develop knowledge and skills in relation to own job profile.

**A graduate of Digital Commerce is also able to:**

- develop and manage complex strategies and concepts relating to digital commerce and services
- independently play a role in professional and cross-disciplinary collaboration within digital commerce.

**A graduate of Digital Design is also able to:**

- undertake the development of designs based on the user's experience of the service level in digital services
- undertake the development of innovative design processes and develop digital service and communication solutions.

**Digital Concept Development, core areas**

**Compulsory education components**

The compulsory components of the programme fall under the following core areas:

- 1) Concept and Business Development
- 2) Project Management



### 3) Auxiliary subjects

#### ***Concept and Business Development (20 ECTS)***

##### **Contents: Concept and Business Development, Communication and Marketing**

Objectives: The student works with the strategic development of digital concepts on the basis of value-creating business models. In addition, the student analyses, develops and implements marketing and communication concepts on a strategic basis. The student learns to analyse, develop and implement digital concepts within communication and marketing on a strategic and operational basis.

#### **Knowledge**

The student understands and can develop and reflect on:

- business models as a framework for value-creating concept development in an intercultural and international perspective
- communication and marketing disciplines relating to concept development and the creation of content and value
- disciplines relating to strategic work with digital communication and marketing.

#### **Skills**

The student is able to use methods and tools and masters the required skills in relation to:

- developing digital solution concepts for commerce, design, marketing and communication
- marketing and communication of online and offline solutions
- analysis and development of conceptual solutions in relation to communication and marketing.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the needs and goals of different industries and cultures.

The student is able to communicate about:

- digital concepts to relevant stakeholders.

#### **Competencies**

The student is able to handle complex development-oriented situations in relation to:

- digital marketing and communication strategies
- strategic development, planning and implementation of communication and marketing concepts from a value-creation perspective.

#### ***Project Management (10 ECTS)***

##### **Contents: Project Management A, B**

Objectives: In connection with the development and implementation of digital concepts, the student must learn to form part of or manage a project team when collaborating with external parties about the establishment of a project framework and in connection with internal team development collaboration and the assessment and choice of methods and resources.

#### **Knowledge**

The student understands and can develop and reflect on:

- project management as regards project methods, management and control in connection with the development and implementation of digital concepts.

### **Skills**

The student is able to use methods and tools and masters the required skills in relation to:

- negotiation, budgeting, project management and team development
- assessment of the need for specific competencies in cross-disciplinary groups.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- strategic choices in connection with project management and concept development
- ethics and identity as a concept developer in a project management role.

The student is able to communicate about:

- the project's framework to stakeholders during the cycle of a project.

### **Competencies**

The student is able to handle complex development-oriented situations in relation to:

- project and team development
- development of offers and setting up budgets.

### **Auxiliary subjects (15 ECTS)**

#### **Contents: Theory of Science, Technology, User Surveys and Methodology**

Objectives: The student must be able to carry out formative and summative user surveys of user experience and behaviour. The student must acquire an understanding of different theories of science and, in particular, how knowledge is created along with an understanding of quantitative and qualitative survey methods in relation to theory of science and methodology. In addition, the student must be able to independently reflect on and understand the interplay between man, society, digital media and technological development on the basis of relevant theories, methods and analyses.

#### **Knowledge**

The student understands and can develop and reflect on:

- summative and formative user surveys
- theory of science trends and methodologies
- technological trends and their role in relation to digital concept development.

#### **Skills**

The student is able to use methods and tools and masters the required skills in relation to:

- the use of scientific methods and tools in user surveys in connection with the analysis of digital concepts
- theory of science approaches to practical problems
- the development of digital concepts to promote user experiences based on technology and tools.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the quality of user survey methods



- the theory of science basis for project design
- relevant digital trends in a creative and strategic perspective.

The student is able to communicate about:

- solutions relating to user surveys
- quality criteria based on the theory of science
- relevant digital trends.

### **Competencies**

The student is able to handle complex development-oriented situations in relation to:

- the development and optimisation of digital concepts on the basis of user surveys
- a theory of science context
- the choice of relevant digital concept technologies and tools.

### **Lines of specialisation**

#### ***Digital Commerce***

The Digital Commerce specialisation covers the following core area:

Strategic and digital concept and business development with a focus on commerce.

A description of the core area can be found under Digital Commerce, 15 ECTS, on page 15.

#### ***Digital Design***

The Digital Design specialisation covers the following core area:

Strategic and digital concept and business development with a focus on design.

A description of the core area can be found under Digital Design, 15 ECTS, on page 16.

# Digital Concept Development

## Description of the programme

### First semester

The purpose of the first semester is to introduce the student to multidisciplinary digital concept development. The student learns to develop value-creating digital concepts for companies and organisations with a focus on the end user. Special focus areas are:

- Concept development across different platforms
- Understanding and researching the needs of the business sector and the customers
- Management of digital concept development through project management and project teams
- Science-based development and testing of solutions and concepts.

The subjects are:

- Concept and Business Development (10 ECTS)
- Project Management A, 5 ECTS
- User Surveys and Methodology, 5 ECTS
- Theory of Science, 5 ECTS
- Understanding Technology, 5 ECTS.

### Second semester

The purpose of the second semester is to permit specialisation in digital concept development.

The second semester consists of two lines of specialisation, of which the student chooses one (15 ECTS) and two compulsory modules (15 ECTS). The semester focuses on professional specialisation and in-depth study.

The second semester contains the following compulsory modules:

- Communication and Marketing, 10 ECTS
- Project Management B, 5 ECTS

The lines of specialisation in the second semester are:

- Digital Design, 15 ECTS
- Digital Commerce, 15 ECTS

The educational institution decides which line(s) of specialisation to offer. The decision will take into account the interests of the students, end-user requirements and the institution's competence focus. The institution-specific part of the curriculum shows the line(s) of specialisation offered by the educational institution in question.

### Third semester

The purpose of the third semester is to develop the student’s skills with a view to creating a career-relevant profile. This is achieved through a company internship, during which the student works in a professionally relevant environment, and through the final bachelor project, which may be based on the internship. The internship takes place immediately before the final bachelor project.

Third semester modules:

- Internship (15 ECTS)
- Bachelor project, 15 ECTS

### Overview of the education programme

1st semester: compulsory subjects	2nd semester: compulsory subjects and specialisation	3rd semester: compulsory subjects
1st semester: Introduction to multidisciplinary digital concept development	2nd semester: Compulsory subjects: Multidisciplinary concept development in relation to communication and marketing Electives: Specialisation in digital concept development	3rd semester: Internship and Bachelor project
Concept and Business Development 10 ECTS	Communication and Marketing 10 ECTS	Internship 15 ECTS
Project Management A 5 ECTS	Project Management B 5 ECTS	
User Surveys and Methodology 5 ECTS	Lines of specialisation The student chooses Digital Design <u>or</u> Digital Commerce 15 ECTS	Bachelor Project 15 ECTS
Understanding Technology 5 ECTS		
Theory of Science 5 ECTS		

# Learning objectives

## First semester

### Concept and Business Development, 10 ECTS

The student must learn to develop digital concepts that create value for both sender and receiver and are based on the student's understanding of business. The teaching focuses on improving existing concepts and developing new concepts and solutions for businesses and organisations as well as solutions relating to local and international digital commerce, digital design, digital marketing and digital communication.

### Knowledge

The student understands and can develop and reflect on:

- business models as a framework for concept development
- company and management trends
- value-creating concepts in an intercultural and international perspective
- roles and job functions within commerce, design, marketing and communication based on digital platforms in general.

### Skills

The student is able to use methods and tools and masters the required skills in relation to:

- working innovatively and strategically with business development models
- producing a conceptual design based on value creation
- developing digital solution concepts for commerce, design, marketing and communication
- methods for developing ideas in project work.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- different industries' needs for digital concept development based on an understanding of the user and the market

The student is able to communicate about:

- problems and solutions of relevance to theory and practice to partners and stakeholders.

### Competencies

The student is able to handle complex, development-oriented situations in relation to:

- strategic and business-oriented digital concept development.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- the development of digital concepts.

### Project Management A, 5 ECTS

The student must learn to form part of a project team that develops and implements concepts and communication solutions, including performing in a project management role. The student must learn to assess and choose the most appropriate method under the circumstances.

### **Knowledge**

The student understands and can develop and reflect on:

- the importance of development methods for team work and the project as a whole
- project resources, including team members, time and finances
- sale and negotiation of digital communication solutions.

### **Skills**

The student is able to use methods and tools and masters the required skills in relation to:

- project management, including team development
- how to handle conflicts involving the team and stakeholders
- collection and analysis of information regarding stakeholder requirements to digital concepts.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- project-related and conceptual choices involving relevant stakeholders.

The student is able to communicate about:

- practical issues and prioritisation in connection with the development, leadership and management of projects to business partners and users.

### **Competencies**

The student is able to handle complex development-oriented situations in relation to:

- team development as a project manager
- conflicts in project development teams and between stakeholders.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- digital concepts in different contexts.

### **User surveys and methodology, 5 ECTS**

The students must acquire an understanding of the concept and use of user surveys. The student must be able to carry out formative and summative user surveys of experience and behaviour, in other words performing surveys early in the development process and of the final concept. The student must be capable of evaluating formative and summative surveys and the suitability of different methods and determine how changes to information architecture and design can optimise user experience.

### **Knowledge**

The student understands and can develop and reflect on:

- user surveys/tests of user experience and user behaviour
- information architecture and design versus user friendliness
- the impact of international and intercultural factors on the user experience and the study design.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- the use of scientific methods and tools to study and analyse the design, functionality, user-friendliness and information architecture of digital communication solutions.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the quality and suitability of different user survey methods.

The student is able to communicate about:

- user survey solutions to relevant stakeholders.

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- user surveys of digital communication solutions and their further development.

The student is able to play an independent role in professional and cross-disciplinary collaboration with:

- relevant stakeholders, for example, designers, developers and information architects in relation to the design and execution of user surveys.

### **Understanding Technology, 5 ECTS**

The student must be able to independently reflect on and understand the interplay between man, society, digital media and technological development on the basis of relevant theories, methods and analyses. The student must be able to use this knowledge strategically and creatively to develop cross-disciplinary digital concepts across different media and platforms, both locally and globally. In addition, the student must have broad insight into the most important trends within technological development, methods and theories that influence cross-disciplinary concept development.

### **Knowledge**

The student understands and can develop and reflect on:

- the interplay between man, society, digital media and technology
- relevant trends and tendencies within technological development that influence cross-disciplinary digital concept development
- specific technical competencies within digital concept development.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- the use of tools that bridge the gap between technology and user experience
- the impact of technological development on user situations
- tools for optimising cross-disciplinary collaboration between stakeholders.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- relevant digital trends.

The student is able to communicate about:

- relevant digital trends to stakeholders.

### **Competencies**

The student is able to handle complex development-oriented situations in relation to:

- the choice of relevant technology for different user situations
- the work with prototypes.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- the use of relevant tools for optimising digital user experiences.

### **Theory of Science, 5 ECTS**

The student must acquire an understanding of different schools of thought within the theory of science and understand how knowledge is created. This is achieved through an understanding of the theory of science and methodology and through knowledge of basic scientific methods and the ability to apply quantitative and qualitative study methods to the theory of science and methodology.

### **Knowledge**

The student understands and can develop and reflect on:

- theory of science paradigms and methodology in the context of the history of ideas
- the basic rules for designing research questions
- the theory of science behind different scientific methods.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- the theory of science and methodology as a basis for understanding surveys/tests of user experiences and user requirements
- how to formulate problems, research questions, study designs and hypotheses
- source criticism.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the scientific basis for study and project designs.

The student is able to communicate about:

- quality criteria based on the theory of science.

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- a scientific context.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- quality work based on the theory of science.



## Second semester

### Communication and Marketing, 10 ECTS

The student must learn to analyse, develop and implement marketing concepts in companies and organisations that are capable of attracting, converting and keeping users/customers in the most effective manner. The student must learn to develop digital concepts for companies and organisations in local and international markets based on communication strategies.

#### Knowledge

The student understands and can develop and reflect on:

- digital marketing disciplines
- the value of the contribution of marketing and communication concepts to the branding, service, sales, repeat sales and structure of companies and organisations in both the national and global markets
- different digital genres and forms of communication across different media and platforms
- digital dramaturgy and storytelling
- a basic understanding of legislation relating to marketing, IP and personal data.

#### Skills

The student is able to use methods and tools and masters skills relating to:

- market analyses providing the basis for decisions relating to digital work
- storytelling in connection with offline and online solutions
- the production of content for digital marketing and communication solutions
- the use of online analysis tools.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the exposure, effect and value of digital concepts
- the need for digital communication and marketing in different industries and cultures.

The student is able to communicate about:

- alternative solutions to customers and business partners.

#### Competencies

The student is able to handle complex, development-oriented situations in relation to:

- digital marketing and communication strategies
- the development, planning and implementation of digital concepts from a value-creation perspective.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- stakeholders within the areas of technology, creativity/design, communication and business strategy.

### Project Management B, 5 ECTS

The student must learn to handle complex project management tasks. The student must become capable of assessing and choosing the right method in the light of available project finances. The

student must learn to be an active player in negotiations and be capable of prioritising resources so as to achieve the best possible quality in the project.

### **Knowledge**

The student understands and can develop and reflect on:

- project resources, including team members, time and finances
- different project management tools
- change management.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- resource management in the form of budgets, time schedules, etc.
- complex negotiations with project stakeholders in the course of the project
- project management across different sectors and industries and changes between different project management tools.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- ethics, own role and identity as a concept developer in a project management role.

The student is able to communicate about:

- project framework and objectives to project stakeholders.

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- the management of project resources, including team members, time and finances.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- negotiating and preparing offers and budgets and involving internal and external stakeholders.

### **Digital Commerce, 15 ECTS**

The student must learn to develop concepts for digital commerce and service platforms and create or further develop relevant channels of communication. The focus is on the overall concept and involves strategic considerations, optimisation and management of solutions.

### **Knowledge**

The student understands and can develop and reflect on:

- strategy and concept development of shops and service solutions
- the development of digital commerce in international markets
- technologies relevant to concept development in the context of digital commerce
- concept development in relation to national and international legislation concerning marketing, databases and sensitive personal information.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- trends within the development of digital commerce and services

- optimising solutions and recommending relevant parameters for a concept or an online shop.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- the strategic potential of different companies for developing digital commerce
- the interplay between front and backend systems within digital commerce
- technologies such as CMS, payment methods and platforms
- strategies for linking offline and online activities in a company.

The student is able to communicate about:

- trends within the development of digital commerce and services
- conceptual solutions and choices to stakeholders.

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- strategy and concept development of digital commerce and service solutions
- strategies for optimising sales in connection with surveys of user behaviour and conversions.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- project groups comprising specialists, including summarising solutions and clarifying their impact on sales and revenue.

### **Digital Design, 15 ECTS**

The student must learn to develop strategically based digital concepts for companies and organisations in local and international markets.

### **Knowledge**

The student understands and can develop and reflect on:

- the development of digital services based on user needs and interests
- how service design is used within digital commerce, digital advertising and other forms of digital communication
- user involvement in the development of digital services
- digital design that can support international branding and be used for branding purposes
- the importance of intercultural factors for digital design development.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- the development of digital user experiences, including interaction and interface design based on both physical and graphic user interfaces, taking intercultural and international issues into account
- the development of solutions across a range of media.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- international branding and intercultural aspects.

The student is able to communicate about:

- practical design problems and solutions to business partners and users.

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- the development of service designs
- the development of innovative design processes and digital service and communication solutions
- choosing relevant tools for concept development processes.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- design development
- the development of strategies and concepts for design solutions.

## **Third semester**

### **Internship (15 ECTS)**

The student must learn standards and guidelines for handling tasks in a professional environment on behalf of a company or organisation through participation.

### **Knowledge**

The student understands and can develop and reflect on:

- the mission of the internship company
- the professional environment, job functions and stakeholders in the internship company.

### **Skills**

The student is able to use methods and tools and masters skills relating to:

- the performance of the relevant tasks in the internship company.

The student is able to assess practical and theoretical problems and give reasons for his/her choice of relevant solutions in relation to:

- own participation in tasks
- solutions in the internship company
- the digital concept developer profession.

The student is able to communicate:

about practical issues to the internship company's business partners and users

### **Competencies**

The student is able to handle complex, development-oriented situations in relation to:

- the internship company's current work with digital concept development and its future needs for competencies in the area of digital concept development.

The student is able to play an independent role in professional and cross-disciplinary collaboration relating to:

- assuming responsibility for tasks.

The student can develop own knowledge and skills and identify own learning requirements in connection with:

- at least one profession within the internship company.

Based on the above-mentioned learning objectives, the student, the company and the supervisor from the educational institution jointly define the objectives for the student's learning outcome.

The internship finishes with a test that is assessed in accordance with the 7-point scale. The type and structure of the exam are determined by the individual educational institution and described in the institution-specific part of the curriculum.

#### **Final bachelor project, 15 ECTS**

The student must specialise by performing project work within a defined area of concept development in collaboration with a company or organisation.

#### ***Wording and spelling***

Wording and spelling are assessed as part of the final bachelor project. The mark is based on a general assessment of the academic contents and the student's ability to spell and use appropriate wording. The professional content carries the most weight.

Students who can document a relevant, specific functional impairment can apply for an exemption from the requirement for spelling and wording to be assessed. Such applications must be sent to the study administration for the degree programme in question, for the attention of the head of the programme, no later than four weeks before the exam.

#### ***Learning objectives for the final bachelor project***

The final bachelor project must document that the student has achieved the level required to graduate from the degree programme, see Appendix 1 to the Executive Order on the Digital Concept Development programme (no. 609 of 4 June 2010):

The objectives for the learning outcome include the knowledge, skills and competencies which a concept developer should acquire during the programme and must document that the learning outcomes for the programme have been achieved, see the section "Digital Concept Development, core areas".

#### ***Assessment***

An individual, external exam based on project work, produced individually or in groups of up to three students. An individual mark (7-point scale) is allocated on the basis of an overall assessment of a digital concept, a conceptual prototype or a digital product as well as a report and an oral exam. The exam cannot take place until the student has passed the final internship exam and all other exams in the degree programme. For further information about the type and practical aspects of the exam, etc., please see the description of the exams, including the final bachelor project during the third semester in the curriculum.

## **Compulsory prerequisites**

Certain conditions may apply to the submission of assignments.

The individual educational institution requires a number of submissions during the first and second semesters. These are compulsory prerequisites and must be submitted before the student can register for the portfolio exam in the first and second semesters. Details about the submissions that constitute compulsory prerequisites are set out in either the institution-specific part of the curriculum or the semester plan.

Compulsory prerequisites help indicate the individual student's level of study activity. See the institution-specific part of the curriculum for information about study activity.

### **Written assignments in Theory of Science, first semester**

There is one compulsory, individual written assignment in connection with the subject Theory of Science in the first semester. With due regard to other compulsory prerequisites that apply to this semester, the assignment must discuss theory of science paradigms and methods and their use in connection with investigative methods.

The educational institution determines whether the assignment should form part of the assignment portfolio. The scope is five standard pages. The assignment must be approved before the student can register for the first semester portfolio exam. It is up to the individual institution to define the framework for this assignment.

## Exam rules

The objective of the exams under the programme is to ensure that the standard of the programme and successfully completed educational elements are equivalent to similar educational elements at the other institutions offering the programme.

The individual educational institution determines the requirements to exam projects, etc. to ensure that the teaching is coherent and that the exams match the teaching. Refer to the institution-specific part of the curriculum for more information.

## Summary of exams

Semester	Exam	ECTS	Internal/external exam	The type of exam is determined by
1st semester	Portfolio	30	External	All providers of the degree programme
2nd semester	Portfolio	30	External	All providers of the degree programme
3rd semester	Internship exam	15	Internal	All providers of the degree programme
	Bachelor project (report and digital product)	15	External	All providers of the degree programme

In order to pass the degree programme as such, the student must obtain a minimum mark of 02 in all exams, which is the mark required for a 'Pass'.

The requirements to a product in the compulsory assignments are set out in separate guidelines that are available under the individual degree programmes.

The learning objectives for the educational elements in the first and second semesters are identical to the learning objectives for the first and second semester exams.

All assessments are individual. If an exam is based on group work, the student's contribution to the group may form part of the assessment.



## **First semester – portfolio exam**

A single external, individual portfolio exam is held at the end of the first semester. The exam consists of three parts:

- Assignment portfolio
- Synopsis
- Oral defence

### **Assignment portfolio**

The assignment portfolio is an individual, descriptive presentation of three specific exam papers from the first semester. The assignment portfolio must present the exam papers and explain the process used in their preparation, in other words case presentation, problem statement, solution and professional challenges associated with the assignment.

The requirements to the three exam papers are:

- that the institution has identified the exam papers as potential exam assignments, in other words that they meet the compulsory prerequisites for the first semester
- the assignments may consist of a digital product, a conceptual strategy and/or a functional prototype, a report, etc.

### **Synopsis**

*The synopsis must contain:*

- a specification of the professional challenges and issues on which the student wishes to focus in connection with the assignments and the learning objectives for the first semester
- a discussion and reflection on the chosen theory, method and literature
- a brief discussion of the student's professional development during the first semester and how it relates to the student's wishes for further professional competence development
- max. three standard pages (one standard page equals 2,400 characters including spaces)
- written feedback on the three assignments must be attached.

### **Individual oral exam**

The oral part of the exam is based on the synopsis which was assessed by the internal and external examiners before the exam together with the assignment portfolio.

The oral exam lasts 30 minutes and consists of the following components:

- Brief introduction by the student: 5 minutes
- Exam dialogue: 20 minutes
- Evaluation and communication of the result: 5 minutes

### **Assessment**

The student is given an individual mark based on an overall assessment of the different components of the exam, in other words the assignment portfolio, the synopsis and the oral presentation. The performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the first semester.

### **Re-examination**

A re-examination is held either immediately before or at the beginning of the following semester. The re-examination is based on the student's improved portfolio and synopsis.

### **Re-examination due to illness**

A re-examination due to illness is held either immediately before or at the beginning of the following semester.

## **Second semester – portfolio exam**

A single external, individual portfolio exam is held at the end of the second semester. The exam consists of three parts:

- Assignment portfolio
- Synopsis
- Oral defence

### **Assignment portfolio**

The assignment portfolio is an individual, descriptive presentation of three specific exam papers from the second semester. The assignment portfolio must present the exam papers and explain the process used in their preparation, in other words case presentation, problem statement, solution and professional challenges associated with the assignment.

The requirements to the three exam papers are:

- that the institution has identified the exam papers as potential exam assignments, in other words that they meet the compulsory prerequisites for the second semester
- the assignments may consist of a digital product, a conceptual strategy and/or a functional prototype, a report, etc.

### **Synopsis**

***The synopsis must contain:***

- a specification of the professional challenges and issues on which the student wishes to focus in connection with the assignments and the learning objectives for the second semester
- a discussion and reflection on chosen theory, method and literature
- a brief discussion of the student's professional development during the second semester and how it relates to the student's wishes for further professional competence development
- max. three standard pages (one standard page equals 2,400 characters including spaces)
- written feedback on the three assignments must be attached.

### **Individual oral exam**

The oral part of the exam is based on the synopsis which was assessed by the internal and external examiners before the exam together with the assignment portfolio.

The oral exam lasts 30 minutes and consists of the following components:

- Brief introduction by the student: 5 minutes
- Exam dialogue: 20 minutes
- Evaluation and communication of the result: 5 minutes

### **Assessment**

The student is given an individual mark based on an overall assessment of the different components of the exam, in other words the assignment portfolio, the synopsis and the oral presentation. The performance is assessed according to the 7-point scale based on the extent to which it meets the learning objectives for the second semester.

### **Re-examination**

A re-examination is held either immediately before or at the beginning of the following semester. The re-examination is based on the student's improved portfolio and synopsis.

### **Re-examination due to illness**

A re-examination due to illness is held either immediately before or at the beginning of the following semester.

## **Third semester**

### **Internship exam**

The exam is an internal exam that evaluates the student's individual learning objectives, as defined before the internship by the student, the host company and the supervisor from the educational institution.

### **Internal exam**

The student's performance during the internship is evaluated on the basis of the internship report. The educational institution decides on the guidelines for the report, appendices and any additional material, cf. the institution-specific part of the curriculum.

### **Assessment**

The individual institution defines the framework for the internship exam. The performance is assessed according to the 7-point scale.

### **Re-examination**

As for any other exam, the student is entitled to two re-examinations.

### **Final bachelor project**

An exam based on project work, produced individually or in groups of up to three students. The exam in the final bachelor project consists of a digital concept, a conceptual or digital product, a report and an oral component. The exam takes place at the end of the third semester.

The student must specialise in a relevant area of digital concept development and acquire and apply new theory beyond what is stipulated in the learning objectives for the specialisation.

### **Submission**

- A digital concept that falls within the framework of the general learning objectives for the degree programme
- A conceptual prototype or a digital product that meets (or solves) complex challenges associated with the digital concept
- A report of up to 30 standard pages plus a maximum of 15 standard pages per member of the group, excluding appendices
- A standard page contains 2,400 characters including spaces and footnotes. Front page, table of contents, literature list and appendices are not included in the total number of standard pages.
- The appendices are not subject to assessment.

### **Examination**

An individual exam based on the material submitted and an oral presentation:

- Brief introduction by the student: 10 minutes
- Exam dialogue: 20 minutes
- Evaluation and communication of the result: 10 minutes

### **Assessment**

A single mark will be given on the basis of a general assessment of submitted work, the presentation and the individual exam.

### **Re-examination**

The project may be based on the same problem statement as the project work that formed the basis of the ordinary exam or a new problem statement.

### **Re-examination due to illness**

A re-examination due to illness is held either immediately before or at the beginning of the following semester. If the institution is of the view that the student has participated in a group project almost to the full extent, a re-examination due to illness will be held as an individual exam based on the group's project work. If the institution is of the view that the student has not participated in a group project almost to the full extent, a re-examination due to illness will be held as an individual project exam.

## **Credit transfer**

The educational institution may accept educational elements, or parts thereof, that have been passed at another educational institution, as equivalent to educational elements, or parts thereof, in this curriculum. If the education element in question was assessed according to the Danish 7-point scale at the institution where the student sat the exam and corresponds to an entire subject in this curriculum, the mark is transferred. In all other cases, the assessment is indicated as a 'Pass'.

The educational institution may accept that educational elements that have been passed as part of another Danish or foreign tertiary programme substitute educational elements included in this curriculum. On acceptance, the education element is considered completed, provided it was passed in accordance with the rules for the programme in question. The assessment is transferred as a 'Pass'. The student is obliged to disclose previously completed educational elements that may qualify for

credits.

### **Credit for electives**

Electives are equivalent to similar educational elements completed at other educational institutions that offer this and other degree programmes.

### **Advance credits**

Students may apply for advance credits. A student who has obtained advance approval of a study period in Denmark or abroad is obliged to document the subjects completed during the approved study period at the end of the period. In connection with the advance approval, the student must grant the institution the right to collect the necessary information upon completion of the studies abroad.

If advance credits are awarded, the subject is considered to have been completed, provided it was passed in accordance with the rules for the programme in question.

### **Exemption rules**

When special conditions warrant it, the educational institution may grant an exemption from rules in the curriculum defined by the educational institution concerned or other educational institutions. The institutions work together to ensure uniform exemption practices.

# **The institution-specific part of the curriculum for the PBA course in Digital Concept Development at ZIBAT**

## **Preface**

This section describes how ZIBAT has organised the institution-specific part of the programme.

The programme will be completed at the ZIBAT department where the student applied for admission. Teaching, company visits and other learning activities may take place anywhere in the region and any transport costs incurred in this regard will be at the student's own expense.

This document describes specific conditions relating to tests and exams at ZIBAT.

It also provides information about:

- Studies abroad
- Requirements to written assignments and projects
- Ways of teaching and working
- Rules regarding transfer of credits
- Compulsory attendance
- Rules regarding language skills
- Miscellaneous
- Transitional arrangements

## **The Admission Test**

Applicants who have a qualifying exam for this PBA course must pass an admission test to be finally admitted to the program. The admission test is possible to take once out of the three possibilities: in March, May or June. For further information including examples of previous tests check the website.

The test is sent by mail to the applicant and then the applicant has 24 hours to perform the test before mailing it back.

There are three possible ratings:

1. Passed and thus the applicant is admitted to the program
2. Maybe passed and the applicant is required to meet for an interview with a teacher from the program
3. Not passed and the applicant is not admitted.

The applicant is rated by the following criteria: conceptual and technological understanding and communication skills.

## Timing of the exams

Time	Exam	X ECTS divided on the exams	Internal/external	Assessment
1 <sup>st</sup> semester	Synopsis exam	30 ECTS	External	7-point scale
2 <sup>nd</sup> semester	Synopsis exam	30 ECTS	External	7-point scale
3 <sup>rd</sup> semester	Internship exam	15 ECTS	Internal	7-point scale
3 <sup>rd</sup> semester	PBA exam	15 ECTS	External	7-point scale

## Exam regulations

### Enrolment in the exam

The student is automatically enrolled in the exam.

The requirements to tests and exams in Digital Concept Development are:

During the first semester, approval of the student's test in Science Theory is a fixed requirement that must be met before the student can sit the first semester exam.

The portfolio for the synopsis exam during the 1<sup>st</sup> and 2<sup>nd</sup> semester includes three compulsory assignments. These assignments constitute fixed requirements for sitting the 1<sup>st</sup> and 2<sup>nd</sup> semester exams.

The students will be informed of the requirements to the assignments at the beginning of each of the three projects during the 1<sup>st</sup> and 2<sup>nd</sup> semester. Each semester is divided into three modules, and each module focuses on an assignment as basis for the teaching and project work. The project work starts with a brief, followed by an insight session and finishing with a showcase. The students receive written feedback from the teacher on each assignment, and this feedback forms part of the overall assessment at the synopsis exam.

All three assignments in the portfolio are group projects. If a group member fails to contribute actively to the group's work, the other members of the group may exclude the person in question. This requires that the teachers are informed and approve the decision, and that the group as a whole has agreed on this rule in a signed, written group contract.

A group has been established once the members have registered the composition of the group with the teacher/supervisor responsible for establishing the group in question. The groups have not been finally established until all students in the class have been allocated to a group. Once the groups have been established, the students are formally members of a group, which means that all material produced in the group belongs to all its members.



If a group decides to split up in the course of a project, all material prepared before the time of the split will be available to all the members of the group.

In the event of illness, the student concerned will automatically receive an invitation to sit a re-exam two weeks before the date of the exam. Illness on the day of the exam must be documented by a medical certificate.

A student who fails will automatically be enrolled in a re-examination.

## **Electives**

During the second semester, we offer two electives of 15 ECTS credits each, Digital Commerce and Digital Design, respectively. This gives the student the option to specialise in either of these two areas. Both electives will only be offered in English, but the student can choose whether to sit the exam in Danish or English. The students choose their specialisation during the autumn semester.

The electives are offered as the second module during the 2<sup>nd</sup> semester. See also p. 18-19 in the Curriculum.

## **Internship**

The student must comply with the conditions set out in the relevant internship guide for the programme in order to sit the internship exam. The internship guide is available on the communication platform for the programme.

The main point of the internship guide is that the student has to find an internship with a duration of 10 weeks typically from early August through the autumn holidays with 35.5 working hours per week. The student must also expect additional time to maintain an internship blog during the internship and for the writing of the final internship report.

We have 4 types of internship:

1. Workplace training
2. Project Internship
3. Entrepreneurial Internship
4. International Internship

When an internship is obtained, the next step is to write an internship agreement, and then prepare a plan for the internship including the internship learning objectives. A supervisor will guide the trainee through the internship period and make one company visit. In the midterm of the internship period all the trainees will meet and share experiences and knowledge together with their supervisors.

## **Forms of teaching**

The teaching draws on practical experience and knowledge about key trends in the profession and methods to further develop the subject and deliver high quality innovative work. The teaching addresses issues from both the private and public sectors.

The programme is based on a cross-disciplinary and project-oriented approach. The teaching includes lectures, classroom lessons, remote teaching, dialogues, exercises, presentations, cases, seminars, national and international guest lecturers, projects and internships.

The teaching incorporates the latest knowledge and results from national and international research, trials and development work within the disciplines relevant to the profession.

The teaching focuses on forms of work that develop independence and the ability to collaborate and innovate.

IT is an integral part of both subjects and projects throughout the degree programme.

The students are involved in discussions about the planning of the teaching and are encouraged to work in teams to learn from each other.

## **Criteria for assessment of study activity**

Enrolment may be cancelled for students who have been inactive for a continuous period of at least six months.

According to the definition of study activity, a student must have achieved the following within the previous three calendar months:

- have submitted all compulsory assignments (fixed requirements) for the period
- have complied with his/her obligation to participate actively in the teaching, including group work, joint projects, lessons, remote teaching etc. as described in the curriculum
- have submitted the assignments, reports, portfolios etc. (fixed requirements) stipulated in the curriculum, which is a requirement for participation in the exams in conformity with the rules. This includes not submitting material copyrighted by others.

A failure to comply with one or more criteria in the definition of study activity may result in cancellation of the enrolment.

Periods during which the student was not studying actively due to leave of absence, childbirth, adoption, documented illness or military service are not included. The student is obliged to submit proof of such circumstances upon request<sup>1</sup>.

The institution may grant exemptions from these provisions in the event of unusual circumstances. Applications for exemption should be submitted to the local programme manager.

Before enrolment is cancelled, the student is informed in writing and attention is drawn to the above-mentioned rules. The letter to the student must mention that the student has fourteen days to submit documentation to substantiate that the periods without adequate study activity should not count. The letter must also indicate a deadline for applying for exemption.

If the student fails to react before the mentioned deadline, his/her enrolment will be cancelled.

If the student requests that the enrolment not be cancelled, the request will have the effect of postponing the matter until a decision has been made by the programme manager.

The student may appeal the decision to the programme manager within two weeks from receipt of the decision. The appeal has the effect of suspending the matter. If the programme manager upholds the decision, the student may appeal to the Ministry within two weeks of receipt of the decision as far as the legal aspects are concerned.

## **Foreign languages**

The teaching material used in the programme is primarily in English, and parts of the teaching may take place in English.

No knowledge of foreign languages is required beyond what is indicated in the Executive Order on Admission.

## **Language used in the exam**

The exams must be completed in English unless otherwise stated in the description of the individual exams. The exams may be completed in Swedish, Norwegian or Danish instead of English.

Students with another mother tongue than Danish may apply for exemption from the requirement that spelling and formulation form part of the assessment of the final project or the completed exam project as well as any other exams for which this curriculum states that the mentioned skills should form part of the assessment. Applications must be submitted to the Academy at the latest four weeks before the examination date.

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<sup>1</sup> Any costs incurred in submitting the documentation will be at the student's expense.

## **Rules for submission of written assignments and digital prototypes**

All assignments are uploaded to Wiseflow and recorded by the ZIBAT administration.

- All written assignments and digital prototypes must be uploaded to Wiseflow.
- The members of the group are jointly responsible for all content in the assignment and for the digital product/prototype. All group members must sign on the front page of the assignment.
- All answers, projects, written assignments etc. must be uploaded before expiry of the deadline for submission of the assignment stipulated by ZIBAT.

## **Rules regarding late arrival or a failure to attend an oral exam**

If the student is late arriving, ZIBAT will endeavour to offer the student an examination on the same day. If the exams on the day have finished by the time the student arrives, this will be regarded as a failure to attend the exam.

The student will thus have used one of the three examination attempts and may take part in the next re-examination.

## **Special exam conditions**

Students may apply for special exam conditions if warranted on account of physical or mental impairment. Applications must reach the Academy at the latest four weeks before the date of the exam. Exemptions from the application deadline may be granted in the event of sudden health issues. A medical certificate, a statement from, for example, a body dealing with speech, hearing or sight impairment or dyslexia, or other forms of documentation must be attached to the application certifying serious health issues or a specific, relevant functional impairment.

An application for permission to bring other forms of materials must reach the Academy at the latest four weeks before the exam date.

## **Cheating at exams**

When handing in a written answer, students must sign to confirm that the answer was completed without undue assistance.

### **Using one's own work and that of others – plagiarism**

Cheating in exams through plagiarism comprises instances where a written answer is presented as if completely or partially produced personally by the student(s), also if the answer:

- comprises an identical or almost identical rendition of the wordings or works of others without the source having been clearly indicated; cf. the Academy's requirements to written work
- comprises major pieces of text with wording so close to that of another piece of writing or similar wording, etc. that it is possible to determine through comparison that the text pieces could not have been written without using the other source
- comprises the use of the words or ideas of others without crediting the authors concerned as well as re-use of text and/or core ideas from the student's own previously assessed answers without source reference.

### **Presumed cheating at an exam, including plagiarism during and after the exam**

Students must report to the programme manager if, during or after an exam, there is a presumption that a student:

- has received or given unauthorised help
- has presented the work of another person as his/her own (plagiarism) or
- has used his/her own previously assessed work or parts thereof without referring to it (plagiarism)

### **Investigation of cheating offences in exams, including plagiarism**

#### **Postponement of the exam**

If the cheating concerns plagiarism in a written report and/or answer which is used in the assessment of a subsequent oral exam, the programme manager postpones the exam, unless the issue can be resolved before the date set for the exam.

#### **Form and content of the report**

Reporting must take place without undue delay. The report must be accompanied by a written description of the breach, comprising information that can identify the individuals reported on in addition to a brief summary and documentation substantiating the matter. In the event that the breach involves a repeated offence for one or more of the individuals concerned, this must be stated.

When reporting on plagiarism, the plagiarised parts must be marked with clear reference to the sources of the plagiarised content. Similarly, the plagiarised text must be marked in the source text.

#### **Involving the student – hearing of the party(-ies)**

The programme manager decides whether the hearing of the student should be oral, in writing or a combination thereof.

For the oral hearing, the student is summoned to an interview for the purpose of clarifying the matter in order to show the student the documentation substantiating the presumed cheating in the exam

and hear his/her point of view. The student has the right to be accompanied by a person of his/her own choice.

For the written hearing, the documentation substantiating the presumed cheating in the exam is forwarded in order to ask the student to make a written statement of his/her point of view.

#### **Penalties for cheating offences and disruptive behaviour during exams**

If the clarification of the matter confirms the presumed cheating offence to the programme manager, and the act has or would have affected the assessment, the programme manager expels the student from the exam.

If the violation is minor, the Academy will first issue a warning.

Under aggravating circumstances, the programme manager may expel the student for long or short periods of time. In such cases the student receives a written warning to the effect that repeat offences may lead to permanent expulsion.

Expulsion will lead to cancellation of any grades that may have been awarded for the exam concerned, and the exam will count as one attempt.

The student cannot repeat the exam until the next time the exam is scheduled as a normal part of the degree programme.

Under aggravating circumstances, the programme manager may decide to expel the student from the institution for a short or long period of time. In such cases the student receives a written warning to the effect that repeat offences may lead to permanent expulsion.

During a period of expulsion, the student may not attend classes or exams.

#### **Appeals against sanctions on account of cheating, plagiarism or interruption of an exam**

A decision that an exam attempt has been used and that the student is expelled due to a cheating offence at an exam is final and cannot be appealed to a higher administrative authority.

Appeals concerning legal aspects (such as incapacity, hearing, appeal instructions, correct or incorrect interpretation of the Examination Order etc.) may be brought before the Danish Agency for Higher Education and Educational Support. The appeal is forwarded to the educational institution for the attention of the programme manager, who makes a statement, which the appellant must be given an opportunity to comment on, normally one week. The educational institution forwards the appeal, the statement and any comments that the appellant have made to the Danish Agency for Higher Education and Educational Support. Appeals must reach the educational institution no later than two weeks from the day the appellant was notified of the decision; cf. section 51 of the Examination Order.

## **Studies abroad and transfer of credits**

ZIBAT helps the students find education opportunities with international institutions offering courses with similar learning objectives as the PBA in Digital Concept Development.

ZIBAT may approve education components successfully completed at another institution as equivalent to components or parts of the Digital Concept Development programme. If the programme is assessed in accordance with the 7-point scale and qualifies for the same amount of ECTS credits under this curriculum, the grade can be transferred.

In this program it is possible to take the second semester in an exchange program in a partner institution abroad and thus get credit for an entire semester. In addition, the students of the third semester have the opportunity for internships abroad. which corresponds to half a semester of 15 ECTS.

ZIBAT may approve that education components successfully completed at other Danish or international further education institutions replace the education components in this programme. Once such an approval has been granted, the module in question is regarded as having been completed, provided it was completed in accordance with the rules for the programme in question. The grade is transferred as a 'Pass'.

## **Other conditions**

### **Leave of absence**

A student may take leave of absence for personal reasons if permitted by the programme manager. Reference is made to ZIBAT's guidelines for leave of absence and the provisions that apply to students taking leave of absence.

### **Exemption from study provisions**

If required due to special circumstances, ZIBAT may grant exemptions from study provisions that are not based on the Executive Order.

### **Complaints and appeals**

Complaints about decisions made in compliance with this curriculum must be submitted to ZIBAT. Complaints must be submitted within two weeks from the day the student was informed of the decision. A student may appeal to the Minister for Education about decisions made by ZIBAT regarding this programme if the matter relates to legal issues. The appeal must be submitted within two weeks from the day the student was informed of the decision. The appeal must be addressed to the Minister for Education but should be submitted via the institution. The institution prepares a statement which the appellant has one working week to comment on. ZIBAT then forwards the appeal, ZIBAT's statement and any comments from the appellant to the Minister for Education.



**Effective date**

The institution-specific part of the curriculum takes effect on 1 September 2016 and applies to all students who are or later become enrolled in the degree programme and to exams commenced on that date or later.

The common part of this curriculum was adopted by the national network for the PBA in Digital Concept Development in August 2015.

The PBA programme is governed by the following acts and executive orders:

- Bekendtgørelse om erhvervsakademiuddannelser og professionsbacheloruddannelser: BEK nr. 1047 af 30. juni 2016
- Bekendtgørelse om kvalitet: Bekendtgørelse nr. 852 af 03. juli 2015 om akkreditering af videregående uddannelsesinstitutioner og godkendelse af videregående uddannelser.
- Bekendtgørelse om optagelse: BEK. nr. 85 af 26. januar 2016 om adgang, indskrivning og orlov i de videregående uddannelser.
- Bekendtgørelse om eksamen: BEK nr. 1046 af 30. juni 2016 om prøver og eksamen i erhvervsrettede studier programmer.
- Bekendtgørelse om eksamen kvaliteter: Bekendtgørelse nr. 262 af 20. marts 2007 om karakterskala og anden bedømmelse.