



Zealand Institute
of Business and Technology

CURRICULUM

Multi Media Designer (AP)

Department Køge

Department Slagelse

Department Nykøbing

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Common part

1. Programme structure

			<i>1st year</i>	<i>2nd year</i>
Core areas	10 ECTS	The Company	10 ECTS	
	20 ECTS	Communication and Presentation	15 ECTS	5 ECTS
	25 ECTS	Design and Visualisation	20 ECTS	5 ECTS
	25 ECTS	Interactive Development	15 ECTS	10 ECTS
Elective education components¹	10 ECTS			10 ECTS
Internship	15 ECTS			15 ECTS
Final exam project	15 ECTS			15 ECTS
Total	120 ECTS		60 ECTS	60 ECTS

This curriculum for the degree programme in Multimedia Design was developed as set out in Executive Order no. 1016 of 14 November 2012 on the Academy Profession degree programme (AP) in Media and Communication (AP Degree in Multimedia Design).

The prescribed duration of the degree programme is two years of full-time study. A student year is equivalent to one year 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 120 ECTS credits.

1.1 The degree programme is governed by the following acts and executive orders

- Executive Order no. 1147 of 23 October 2014 on Academy Profession and Professional Bachelor Degree Programmes
- Act no. 633 of 12 May 2015 on Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 1061 of 14 November 2012 on Academy Profession Degree Programmes within Media and Communication (AP Degree in Multimedia Design)
- Executive Order no. 85 of 26 January 2016 on Admission to Academy Profession and Professional Bachelor Degree Programmes
- Executive Order no. 1046 of 30 June 2016 on Tests and Exams in Vocational Programmes
- Executive Order no. 114 of 3 March 2015 on the Grading Scale and Other Forms of Assessment

¹ See the institution-specific part of the curriculum for a description of the elective education components.

- Act no. 274 of 25 March 2015 on the Accreditation of Further Education Institutions (the Accreditation Act)
- Executive Order no. 601 of 12 June 2013 on the Accreditation of Further Education Institutions and Approval of New Further Education Degree Programmes.

The relevant laws and regulations are available at www.retsinfo.dk<http://www.retsinfo.dk/>

1.2 Titles of programme and graduates

The degree programme is called the AP Degree Programme in Media and Communication.

Having completed the AP degree in Multimedia Design, students are entitled to call themselves “Multimediedesigner AK” (in Danish).

In English, the title is Academy Profession Degree in Multimedia Design and Communication.

2. Programme objective

The objective of the programme is to teach the student to independently carry out work involving the design, planning, implementation and management of multimedia tasks and help with the implementation, administration and maintenance of multimedia productions.

Learning objectives for the AP in Multimedia Design

The learning objectives comprise the knowledge, skills and competences which a multimedia designer must acquire during the programme.

Knowledge

The graduate has knowledge of:

- practice and key theories and methodologies used for analysis, idea development, planning, implementation and control of multimedia tasks as well as the implementation, administration and maintenance of multimedia productions, and
- understanding cross-disciplinary issues within the multimedia field in relation to both individual and team-based project work.

Skills

The graduate is able to:

- apply key methodologies and tools within analysis, idea development, design and planning and in the implementation and management of multimedia tasks

- assess practice-related problems within the multimedia field and suggest and choose possible solutions
- communicate about practical issues and potential solutions within the multimedia field to business partners and users

Competences

The graduate is able to:

- independently handle analysis, idea development, design and planning as well as implementation and management of multimedia tasks and participate in the implementation, administration and maintenance of multimedia productions,
- handle development-oriented situations and be innovative when adapting multimedia solutions to business situations
- acquire new knowledge, skills and competences within the multimedia field
- participate in management and collaboration with other parties regardless of their educational, linguistic or cultural background
- participate in and manage network collaboration and communication using a professional approach

3. Core areas of the degree programme

The programme contains the following core areas:

1. Business Understanding (10 ECTS)
2. Communication and Presentation (20 ECTS)
3. Design and Visualisation (25 ECTS)
4. Interactive development (25 ECTS)

In total 80 ECTS.

3.1 The core area The Company

Contents

This core area is designed to teach the student to include organisational aspects into multimedia development and application and to enable the student to plan, manage and implement a development project.

ECTS credits

10 ECTS

Learning objectives

Knowledge

The student has development-based knowledge and understanding of

- key topics relating to multimedia-related commercial law, including copyright, data protection legislation and contract law

- the company's management, communication and decision-making processes
- the potential consequences of implementing multimedia productions in an organisation
- key methodologies and tools for financial planning and control of multimedia productions
- key topics relating to innovation and entrepreneurship

Skills

The student is able to:

- assess an organisation's vision, mission and values as well as its strategy and culture in relation to a multimedia production

Competences

The student is able to:

- handle relevant theories, methodologies and IT tools relating to the planning, management and quality assurance of development projects
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

3.2 The core area Communication and Presentation

Contents

This core area is designed to help the student acquire knowledge, skills and competences that enable the student to handle communication around multimedia tasks. The student is able to handle communication pathways and possibilities in complex organisations and networks, both locally and globally.

ECTS credits

20 ECTS

Learning objectives

Knowledge

The graduate has knowledge of:

- key communication theories and methodologies within the multimedia field
- key marketing theories and methodologies within the multimedia field
- the main communication means and genres used
- key concepts relating to media sociology (the use of digital media by different social groups, past and present)

Skills

The student is able to:

- gather and assess empirical data about target groups and situations of use
- apply key methodologies and tools to describe a target group in relation to multimedia tasks
- assess and produce communication for selected target groups
- apply key methodologies and tools to build and assess information architecture, including the structuring, planning and presentation of information
- apply key methodologies and tools to plan and carry out user tests
- summarise and present a development project in the form of a report
- apply key methodologies and tools to communicate to stakeholders
- assess and apply communication components in different media productions
- assess the importance of cultural factors for national and international communication
- assess the relationship between cultural identity and different forms of expression
- design, select and present different communication strategies and forms of communication when solving multimedia tasks in a globalised society

Competences

The student is able to:

- handle communication and marketing across a variety of platforms
- handle digital marketing
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- handle interactive communication in multimedia products
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

3.3 The core area Design and Visualisation

Contents

This core area is designed to teach the student to apply multimedia design and concept development principles in a methodical manner. The student must be able to design and create interactive user interfaces for centralised digital platforms in a methodical manner. In addition, the student must be able to integrate digital media expressions on different digital platforms in a methodical manner.

ECTS credits

25 ECTS

Learning objectives

Knowledge

The student has knowledge about:

- key tools used in the making of video and audio productions
- key methods for documenting designs
- the history of design and aesthetics in relation to the multimedia field
- the relationship between design and application in the multimedia field
- key theories and methodologies relating to animation techniques
- key theories and methodologies relating to narration and production techniques

Skills

The student is able to:

- assess and apply key methodologies for idea and concept development
- design user interfaces for different digital platforms in accordance with key theories and assessments
- assess and apply key methods used in user-focused design
- assess and apply key principles for digital graphic design
- assess and apply different aesthetic styles within the multimedia field
- assess and prepare graphic material for further digital production
- communicate about design issues and solutions to stakeholders
- assess and apply methods to document interactive multimedia productions
- assess and apply techniques for the manufacture and editing of video and audio productions
- present chosen media effects to stakeholders

Competences

The student is able to:

- handle and express the relationship between message and design
- handle and express the relationship between identity and design
- handle the design and development of interactive user interfaces
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- handle and integrate digital media expressions on different digital platforms
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

3.4 The core area Interactive Development

Contents

This core area is designed to help the student model, format, structure, document and implement dynamic multimedia applications. The student must acquire a basic understanding of system development. In addition, the student must acquire skills in the structuring and implementation of complex dynamic

multimedia applications involving the integration of databases.

ECTS credits

25 ECTS

Learning objectives

Knowledge

The student has knowledge about:

- the structure and use of the Internet
- object-oriented programming in multimedia practice
- the technical possibilities and limitations of real-life development environments
- the components of Content Management Systems (CMS) used in practice
- the key theories and methodologies used in system development
- interfaces used for exchanging data with third party providers
- key safety aspects of networks, multimedia applications and data communication

Skills

The student is able to:

- assess and apply key methodologies and tools for search engine optimisation (SEO)
- prepare and present documentation in relation to practice
- assess and apply current formatting languages
- program client and server-based multimedia solutions
- apply key methodologies and tools to model, structure and implement functionality
- use a database manipulation language used in practice
- apply key methodologies for modelling data and implementing databases
- apply key quality assurance methodologies using tests and troubleshooting

Competences

The student is able to:

- handle modelling, structuring and formatting of information in accordance with practice
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- handle modelling, structuring and programming of functionality
- handle the integration of different types of media into multimedia applications
- handle the persisting of data to dynamic multimedia applications
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

4. Compulsory education components within the core areas of the degree programme

The compulsory components of the degree programme are:

1. Multimedia Production, Basic (60 ECTS)
2. Multimedia Production, Advanced (20 ECTS)

In total 80 ECTS.

Both compulsory education components finish with an exam.

4.1 Compulsory education component Multimedia Production - Basic: The Company, Communication and Presentation, Design and Visualisation and Interactive Development

ECTS credits

60 ECTS, of which

- 10 ECTS from the core area The Company
- 15 ECTS from the core area Communication and Presentation
- 20 ECTS from the core area Design and Visualisation
- 15 ECTS from the core area Interactive Development

Contents

The first compulsory education component is designed to teach the student:

- to incorporate organisational aspects into multimedia development and use and enable the student to plan, manage and implement a development project
- to acquire the necessary knowledge, skills and competences to communicate about multimedia tasks
- to apply the principles of multimedia design and concept development in a methodical manner. The student must be able to design and develop interactive user interfaces for centralised digital platforms in a methodical manner.
- to model, format, structure, document and implement dynamic multimedia applications. The student must acquire a basic understanding of system development.

Learning objectives

Knowledge (The Company)

The student has knowledge about:

- key topics relating to multimedia-related commercial law, including copyright, data protection legislation and contract law
- the company's management, communication and decision-making processes
- the potential consequences of implementing multimedia productions in an organisation
- key methodologies and tools for financial planning and control of multimedia productions
- key topics relating to innovation and entrepreneurship

Knowledge (Communication and Presentation)

The student has knowledge about:

- key communication theories and methodologies within the multimedia field
- key marketing theories and methodologies within the multimedia field
- the main communication means and genres used

Knowledge (Design and Visualisation)

The student has knowledge about:

- key tools used in the making of video and audio productions
- key methods for documenting designs
- the history of design and aesthetics in relation to the multimedia field
- the relationship between design and application in the multimedia field

Knowledge (Interactive Development)

The student has knowledge about:

- the structure and use of the Internet
- object-oriented programming in multimedia practice
- the technical possibilities and limitations of real-life development environments
- the components of Content Management Systems (CMS) used in practice
- the key theories and methodologies used in system development

Skills (The Company)

The student is able to:

- assess the organisation's vision, mission and values as well as its strategy and culture in relation to multimedia production

Skills (Communication and Presentation)

The student is able to:

- gather and assess empirical data² on target groups and situations of use
- apply key methodologies and tools to describe a target group in relation to multimedia tasks
- assess and produce communication for selected target groups
- apply key methodologies and tools to build and assess information architecture, including the structuring, planning and presentation of information
- apply key methodologies and tools to plan and carry out user tests
- summarise and present a development project in the form of a report
- apply key methodologies and tools to communicate to stakeholders

² "Empiri er materiale, som er genstand for undersøgelse og som der kan refereres til (iagttagelser, data, udsagn, tekster, kilder)." Rienecker L. & Jørgensen P.S. 2005 Den gode opgave – opgaveskrivning på videregående uddannelser. 3. udg. Frederiksberg: Samfundslitteratur.

Skills (Design and Visualisation)

The student is able to:

- assess and apply key methodologies for idea and concept development
- design user interfaces for different digital platforms in accordance with key theories and assessments
- assess and apply key methods used in user-focused design
- assess and apply key principles for digital graphic design
- assess and apply different aesthetic styles within the multimedia field
- assess and prepare graphic material for further digital production
- communicate about design issues and solutions to stakeholders

Skills (Interactive Development)

The student is able to:

- assess and apply key methodologies and tools for search engine optimisation (SEO)
- prepare and present documentation in relation to practice
- assess and apply current formatting languages
- program client and server-based multimedia solutions
- apply key methodologies and tools to model, structure and implement functionality

Competences (The Company)

The student is able to:

- handle relevant theories, methodologies and IT tools relating to the planning, management and quality assurance of development projects
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

Competences (Communication and Presentation)

The student is able to:

- handle communication and marketing across a variety of platforms
- handle digital marketing
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

Competences (Design and Visualisation)

The student is able to:

- handle and express the relationship between message and design
- handle and express the relationship between identity and design
- handle the design and development of interactive user interfaces
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

Competences (Interactive Development)

The student is able to:

- handle modelling, structuring and formatting of information in accordance with practice
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

The compulsory education component concludes with an exam (the 1st year examination)

Assessment

The exam is external and assessed in accordance with the 7-point scale.

The learning objectives for this education component are the same as the learning objectives for the exam.

For further information about the nature and practical aspects of the exam etc., please see the institution-specific part of the curriculum.

4.2 Compulsory education component Multimedia Production - Advanced: Communication and Presentation, Design and Visualisation and Interactive Development

ECTS credits

20 ECTS, of which

- 5 ECTS from the core area Communication and Presentation
- 5 ECTS from the core area Design and Visualisation
- 10 ECTS from the core area Interactive Development

Content

This second compulsory education component is designed to help the student learn:

- to handle communication pathways and possibilities in complex organisations and networks, both locally and globally
- to integrate digital media expressions on different digital platforms in a methodical manner
- to acquire skills in the structuring and implementation of complex dynamic multimedia applications including the integration of databases

Learning objectives

Knowledge (Communication and Presentation)

The student has knowledge about:

- key concepts relating to media sociology (the use of digital media by different social groups, past and present)

Knowledge (Design and Visualisation)

The student has knowledge about:

- key theories and methodologies relating to animation techniques
- key theories and methodologies relating to narration and production techniques

Knowledge (Interactive Development)

The student has knowledge about:

- interfaces used for exchanging data with third party providers
- key safety aspects of networks, multimedia applications and data communication

Skills (Communication and Presentation)

The student is able to:

- assess and apply communication components in different media productions
- assess the importance of cultural factors for national and international communication
- assess the relationship between cultural identity and different forms of expression
- design, select and present different communication strategies and forms of communication when solving multimedia tasks in a globalised society

Skills (Design and Visualisation)

The student is able to:

- assess and apply methods to document interactive multimedia productions
- assess and apply techniques for the manufacture and editing of video and audio productions
- present chosen media effects to stakeholders

Skills (Interactive Development)

The student is able to:

- use a database manipulation language used in practice
- apply key methodologies for modelling data and implementing databases

- apply key quality assurance methodologies using tests and troubleshooting

Competences (Communication and Presentation)

The student is able to:

- handle interactive communication in multimedia products
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

Competences (Design and Visualisation)

The student is able to:

- handle and integrate digital media expressions on different digital platforms
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

Competences (Interactive Development)

The student is able to:

- handle modelling, structuring and programming of functionality
- handle the integration of different types of media into multimedia applications
- handle the persisting of data to dynamic multimedia applications
- participate in professional and cross-disciplinary teams internally and externally using a professional approach
- acquire new knowledge, skills and competences relevant to the profession

The compulsory education component concludes with an exam (the 3rd semester exam).

Assessment

The exam is internal and assessed in accordance with the 7-point scale.

The learning objectives for the compulsory education component are the same as the learning objectives for the exam.

For further information about the nature and practical aspects of the exam etc., please see the institution-specific part of the curriculum.

5. Number of exams in the compulsory education components

Both compulsory education components finish with an exam. See the comprehensive summary of the exams in this degree programme in the section Summary of Exams.

Summary of the relationship between the core areas and compulsory education components in terms of ECTS credits.

Compulsory education component	Multimedia Production Basic	Multimedia Production Advanced	Total
Core areas			
<i>The Company</i> 10 ECTS	10 ECTS from the core area The Company		10 ECTS
<i>Communication and Presentation</i> 20 ECTS	15 ECTS from the core area Communication and Presentation	5 ECTS from the core area Communication and Presentation	20 ECTS
<i>Design and Visualisation</i> 25 ECTS	20 ECTS from the core area Design and Visualisation	5 ECTS from the core area Design and Visualisation	25 ECTS
<i>Interactive Development</i> 25 ECTS	15 ECTS from the core area Interactive Development	10 ECTS from the core area Interactive Development	25 ECTS
	Learning objectives for Multimedia Production, Basic: See section 4.1	Learning objectives for Multimedia Production, Advanced: See section 4.2	
	60 ECTS	20 ECTS	80 ECTS

6. Internship

ECTS credits

15 ECTS

Learning objectives

Knowledge

The student has knowledge about:

- the requirements and expectations which companies have to the knowledge, skills and work approach of a multimedia designer
- the application of theories, methodologies and tools as practised by a professional within the industry

Skills

The student is able to:

- apply a variety of technical and analytical approaches associated with employment in the industry
- assess practice-related problems and propose solutions
- communicate practice-related problems and state reasons for the proposed solution(s)

Competences

The student is able to:

- manage development-oriented practical and professional situations as encountered in the industry
- acquire new knowledge, skills and competences relevant to the profession
- structure and plan typical day-to-day tasks in the industry
- participate in professional and interdisciplinary cooperation using a professional approach

The internship concludes with an exam (the internship exam).

Assessment

The exam is internal and assessed in accordance with the 7-point scale.

The learning objectives for this education component are the same as the learning objectives for the exam.

For further information about the nature and practical aspects of the exam etc., please see the institution-specific part of the curriculum.

7. The final exam project

ECTS credits

15 ECTS

Requirements to the final exam project

The final exam project documents that the student is able to combine components of theory, method and practice in a qualified manner and communicate these.

The problem to be addressed must be a core issue within the multimedia profession, and the student must formulate it jointly with a public or a private company. Alternatively, the final exam project may focus on the establishment of own business. The problem is subject to the Academy's approval.

The project results in a report and a product. The product must be a digital multimedia production.

The scope of the final exam project must be max 45 standard pages for one student + 15 standard pages for each additional member of the group. Cover page, table of contents, bibliography and appendices are not included in the maximum number of pages. Appendices are not subject to assessment. A standard page contains 2,400 characters including spaces and footnotes.

Formulation and spelling

Spelling and formulation form part of the final exam project. The grade is based on a general assessment of the academic content and the student's ability to spell and use appropriate formulations. 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 formulation to be assessed. Such applications must be sent to the study administration for the degree programme in question, for the attention of the programme manager, no later than four weeks before the exam.

Learning objectives

The final exam 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 AP in Multimedia Design Programme, no. 1061 of 14 November 2012:

The learning objectives comprise the knowledge, skills and competences which a multimedia designer must acquire during the programme.

See the learning objective for the degree programme in Section 3 of the curriculum: Programme objective.

Assessment

The exam is external and assessed in accordance with the 7-point scale.

The exam consists of a project and an oral part. A single combined grade is awarded. The exam cannot take place until the student has passed the internship exam and all other exams in the degree programme.

For further information about the nature and practical aspects of the exam etc., please see the institution-specific part of the curriculum.

8. Summary of exams

Summary of all exams in the degree programme and when they take place:

Time	Exam	120 ECTS divided on the exams	Assessment
At the end of the 2 nd semester	1 st year exam	60	7-point scale External
At the end of the elective education component in the 3 rd semester	Elective	10	7-point scale Internal
At the end of the 3 rd semester	3 rd semester exam	20	7-point scale Internal
At the end of the internship	Internship exam	15	7-point scale Internal
End of the 4 th semester	Final exam project	15	7-point scale External

9. Credit transfer

Successfully completed education components are equivalent to the same education components taught at other educational institutions offering the same degree programme.

The student is obliged to provide information about any education components completed at other Danish or foreign institutions of further education and about any past employment that may qualify for credits.

The educational institution approves merit on a case-by-case basis based on successfully completed education components and any employment equivalent to subjects, education components and internship components. The decision is based on an academic assessment.

9.1 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 obtain the necessary information upon completion of the studies abroad.

If merit is granted in advance, the subject is considered to have been completed if passed in accordance with the rules for the subject in question.

10. Exemptions

The institution may grant exemptions from the rules in the common part of the curriculum, which has been established independently by the institutions, provided it is warranted due to exceptional circumstances. The educational institutions work together to ensure uniform exemption practices.

11. Regulations concerning effective date and transitional provisions

This common part of the curriculum takes effect on 1 September 2014 and applies to all students who are and later become enrolled in the degree programme and to exams commenced on that date or later.

The common part of the curriculum from 1 January 2013 is rescinded with effect from 31 August 2014.

Exams commenced before 1 September 2014 must, however, be completed by 31 August 2015 in accordance with this common part of the curriculum.

Institution-specific part of the curriculum – the Zealand Institute of Business and Technology

12. Preface

In this part, you find a description of how ZIBAT has structured the institution-specific component.

The programme will be taught at the campus where you applied for admission, but you must be aware that certain education components may be taught at other educational institutions, and that the students are responsible for their own transport costs to such locations.

In this part, you can also see which tests and exams are held by ZIBAT and when they take place.

13. Timing of the exams

Summary of all exams (both compulsory and institution-specific) and when they take place

Time	Exam	X ECTS divided on the exams	Internal/external	Assessment
1 st semester	Initial assessment test	-	Internal	Pass/Fail
2 nd semester	1 st exam	60	External	7-point scale
2 nd semester	3 rd semester exam	20	Internal	7-point scale
3 rd semester	Elective - exam	10	Internal	7-point scale
4 th semester	Internship exam	15	Internal	7-point scale
4 th semester	Final exam project	15	External	7-point scale

Information about the time and place of the exams is available on Fronter

- * This exam is associated with and tests the compulsory education components under Multimedia Production, Basic. It covers both the 1st and 2nd semesters.
- ** This exam is associated with and tests the compulsory education components under Multimedia Production, Advanced.

14. Framework and criteria for the exams

14.1 Initial assessment test

Structure of the exam

The test is internal and individual, and the set task is displayed on Fronter at the latest when the programme begins.

The student presents his/her product (5 minutes), whereupon the examiners may ask further questions (max 10 minutes).

Content of the test

The test is designed to show whether the student has actually commenced the degree programme.

The test is based on the teaching and activities covered by the initial part of the programme.

Timing

The initial assessment test takes place no later than two months from commencement of the programme.

The assessment is repeated no later than three months from commencement of the programme.

Further information about time and place will be available on Fronter.

Type of assessment

Pass/Fail

Materials permitted

All materials are permitted.

ECTS associated with the test

The test does not earn any ECTS credits and is not shown on the exam certificate.

Legal consequences of failing to pass the initial assessment test

Students who fail this test may sit for a re-examination, which takes place within three months of the start of the programme. The student thus has a total of two attempts.

Students who fail to pass the test the second time will be deregistered from the programme, cf. the Executive Order on Admission.

Appeals

The student cannot apply for an exemption to try a third time. Students have a total of two attempts to pass the test, which form the basis of the final decision by the institution.

Exemptions

The institution may grant students an exemption from the deadlines for passing the initial assessment test on account of illness, childbirth or unusual circumstances.

14.2 1st exam

Prerequisites for sitting the exam, including the obligation to participate

The student must comply with the following requirements to participate in the exam:

- The student must have submitted all assignments and complied with all standard requirements relating to both the 1st and 2nd semester. The students are informed at the beginning of the

semester what constitutes the fixed requirements for the semester in question.

- The student must comply with the requirements to study activity, cf. section 21.
- The project, which forms the basis of both the assessment and the exam, must comply with the formal requirements set out below, and
- be submitted on time, cf. the exam schedule, which is available at the communication platform of the educational institution in question.

A student who fails to comply with the above cannot participate in the exam and will have used one examination attempt. The programme manager can only grant exemptions from the above requirements if very special circumstances prevail.

Structure of the exam

The exam is verbal and based on a project and a product. The project must be completed in groups of 3-5 students.

The exam commences with a 15-minute presentation by the group, based on the project. The presentation is followed by individual examinations (20 minutes) and voting (5 minutes)

The performances are assessed according to the 7-point scale.

A single combined grade will be given based on a general assessment of the product and the written and oral performances.

A more detailed description of the nature of the exam and the requirements will be published on Fronter and/or Wiseflow.

Formal requirements to the written project

- A cover page with a title, the full names and signatures of the group members (whereby they declare that they are the authors of the submitted project in the form in which it is submitted) and relevant URLs for the products they have developed.
- Table of contents
- Introduction, including a presentation of the problem and the focus area, as well as the given problem statement
- Methodology, analysis, including a description of and the reasons for the choice of any empirical data used³ to respond to the problem statement as well as documentation of the development process
- Conclusion (the conclusion must relate to the problem statement. In principle, it should be possible to understand these two sections without reading the sections on background information and analysis).
- A description of the perspectives, if applicable
- Bibliography (including all sources to which references are made in the project)
- Attachments (only attachments that are essential for the report)

³ "Empirical data is material that is subject to an investigation and to which references are made (observations, data, statements, texts, sources)". Rienecker L. & Jørgensen P.S. 2005 *Den gode opgave – opgaveskrivning på videregående uddannelser*. 3. udg. Frederiksberg: Samfundslitteratur.

- The scope of the project excluding appendices, bibliography, cover page and table of contents:
 - 3 students: 20-30 standard pages
 - 4 students: 25-35 standard pages
 - 5 students: 30-40 standard pages
- The visual presentation of the report must demonstrate that the students are capable of developing and implementing a suitable report design
- The contributions of the individual students must be clear from the report

The scope of the exam is 60 ECTS.

Assessment criteria

The assessment criteria for the exam = the learning objectives for the compulsory education component: Multimedia Production, Basic.

The learning objectives are stated in the common part of the curriculum.

Timing

The exam is scheduled for the end of the 2nd semester. Further information about time and place will be available on Fronter and Wiseflow.

14.3 3rd semester exam

Prerequisites for sitting the exam, including the obligation to participate

The student must comply with the following requirements to participate in the exam:

- The student must have passed the 1st year exam
- The student must have submitted all assignments and complied with all standard requirements relating to 3rd semester. The students are informed at the beginning of the semester what constitutes the fixed requirements for the semester in question.
- The student must comply with the requirements to study activity, cf. section 21.
- The project, which forms the basis of both the assessment and the exam, must comply with the formal requirements set out below, and
- be submitted on time, cf. the exam schedule, which is available on Fronter and/or Wiseflow.

A student who fails to comply with the above cannot participate in the exam and will have used one examination attempt. The programme manager can only grant exemptions from the above requirements if very special circumstances prevail.

Structure of the exam

The exam is an internal verbal exam based on a project involving a product and a report. The project must be completed in groups of 3-5 students.

The exam commences with a 15-minute joint presentation by the students, based on the project. This is followed by a group examination.

Duration of the group examination:

- 40 minutes for three students
- 50 minutes for four students
- 60 minutes for five students

The performances are assessed according to the 7-point scale.

Individual grades are awarded. The grade will be given based on a general assessment of the product and the written and oral performances.

A more detailed description of the nature of the exam and the requirements will be published on Fronter and/or Wiseflow.

The scope of the exam is 20 ECTS.

Formal requirements to the written project

- A cover page with a title, the full names and signatures of the group members (whereby they declare that they are the authors of the submitted project in the form in which it is submitted) and relevant URLs for the products they have developed.
- Table of contents
- Introduction, including a presentation of the problem and the focus area, as well as the given problem statement
- Methodology, analysis, including a description of and the reasons for the choice of any empirical data used⁴ to respond to the problem statement as well as documentation of the development process
- Conclusion (remember that the conclusion must relate to the problem statement. In principle, it should be possible to understand these two sections without reading the sections on background information and analysis).
- A description of the perspectives, if applicable
- Bibliography (including all sources to which references are made in the project)
- Attachments (only attachments that are essential for the report)
- The scope of the project excluding appendices, bibliography, cover page and table of contents:
 - 3 students: 20-30 standard pages
 - 4 students: 25-35 standard pages
 - 5 students: 30-40 standard pages
- The visual presentation of the report must demonstrate that the students are capable of developing and implementing a suitable report design
- The contributions of the individual students must be clear from the report

Assessment criteria

The assessment criteria for the exam = the learning objectives for the compulsory education component: Multimedia Production, Advanced

The learning objectives are stated in the common part of the curriculum.

⁴ "Empirical data is material that is subject to an investigation and to which references are made (observations, data, statements, texts, sources)". Rienecker L. & Jørgensen P.S. 2005 *Den gode opgave – opgaveskrivning på videregående uddannelser*. 3. udg. Frederiksberg: Samfundslitteratur.

Timing

The exam is scheduled for the end of the 3rd semester. Further information about time and place is available on the campus' communication platform.

15. Elective education component⁵

Contents

The elective education components give the student an opportunity to enhance his/her academic and professional competences by specialising and putting themes into perspective within the wider context of multimedia design. The requirements of the presentation and the product(s) are described in the electives catalogue, which is published on the learning platform of Multimedia Design and Communication.

Multimedia students can choose an elective within the following academic fields:

- Company
- Communication and Presentation
- Interaction development
- Design and visualization

The elective catalogue is published before the end of 2. Semester

ZIBAT Institute of Business and Technology reserves the rights to cancel elective, that do not meet the required amount of students, as well as limit the number of participants to a maximum for each elective. Students effected hereby will be offered to choose another elective.

ECTS credits

The elective education component attracts the following number of credits: 10 ECTS.

Learning objectives

The learning objectives for the individual education components are available on Fronter.

Timing

The elective education components are placed in the 3rd semester of the degree programme.

Location

Some electives may be offered by other ZIBAT departments.

⁵. S. 17(2) no. 2 of the LEP Exec. order Description of Elective Education Components, including

- a) content
- b) ECTS credits
- c) learning objectives
- d) timing of the education components, and
- e) exams

15.1 Exam in elective education components

Prerequisites for sitting the exam, including the obligation to participate

The student must comply with the following requirements to participate in the exam:

- The student must comply with the requirements to study activity, cf. section 21.
- Any project forming the basis of both the assessment and the exam must comply with formal requirements as set out below, and
- be submitted on time, cf. the exam schedule, which is available on Fronter and/or Wiseflow.

A student who fails to comply with the above cannot participate in the exam and will have used one examination attempt. The programme manager can only grant exemptions from the above requirements if very special circumstances prevail.

Structure of the exam

The performances are assessed according to the 7-point scale. The nature of the exam appears from the description of the electives. A description of the electives is available on Fronter.

The scope of the exam is 10 ECTS.

Assessment criteria

The assessment criteria for the exam = the learning objectives for the elective education component as shown on Fronter.

Learning objectives are covered by the description of the individual elective on Fronter.

Timing

The exam takes place during the 3rd semester. Further information about time and place will be available on Fronter and/or Wiseflow.

16. Internship

Requirements and expectations to the internship

The internship allows the student to work with relevant professional issues and to gain knowledge of relevant work functions. There should be a correlation between the theory taught and the internship.

Based on the learning objectives for the internship, as shown in the common part of the curriculum, the student, the supervisor from the campus and the company's contact person jointly define the specific objectives for the student's internship. The objectives are written down and form part of the student's internship agreement.

This agreement subsequently governs how the student's work is structured during the internship.

The internship is intended to be equivalent to a full-time job with the same requirements to working hours, performance, involvement and flexibility that a fully trained multimedia designer should expect to encounter in his/her first job.

The internship may be flexible and differentiated and may form the basis of the student's final exam project.

Requirements for sitting the exam

The student must comply with the following requirements to participate in the exam:

The written internship report, which forms the basis of both the assessment and the examination, must

- comply with the internship agreement
- comply with formal requirements, see below, and
- be submitted on time; cf. the exam schedule, which is available at the campus' communication platform

In addition, the student must have completed the internship evaluation, which is sent out immediately after completion of the internship.

A student who fails to comply with one or more of the requirements cannot participate in the exam and will have used one examination attempt.

Structure of the exam

The exam is internal and oral and assessed in accordance with the 7-point scale.

A single combined grade will be awarded based on an overall assessment of the written and oral performances.

Twenty minutes are allocated to the exam. The students are informed of their grade in writing at the latest one week after the exam.

The purpose of the internship exam is to assess how much the student has learned compared with the defined objectives for the internship.

Form

The exam is individual even if several students have completed their internship at the same company and have collaborated about the assignment.

The exam is oral.

During the presentation, the student must

- Explain his/her learning objectives
- Describe, demonstrate and explain the task(s) performed by the student
- Explain what the student has learned (reflection)
- Demonstrate how the internship has been documented (blog or similar)

The scope of the exam is 15 ECTS.

Assessment criteria

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

The learning objectives are stated in the common part of the curriculum.

Timing

The exam takes place in the middle of the 4th semester. Further information about time and place will be available on Fronter and/or Wiseflow.

Materials permitted

All materials are permitted.

17. The final exam project

Information about the learning objectives and the requirements to the final exam project is available in the common part of the curriculum for the Multimedia Design degree programme.

Requirements for sitting the exam

The written report, which forms the basis of both the assessment and the examination, must

- comply with the formal requirements to the final exam project; cf. the common part of the curriculum
- be submitted on time; cf. the exam schedule, which is available at the campus' communication platform

A failure to correctly submit the written project, which constitutes the written part of the exam, will prevent the student from participating in the exam, and the student will have used one examination attempt.

The exam cannot take place until the student has passed the final internship exam and all other exams in the degree programme.

Formal requirements

See point 7 in the institution-specific part of the curriculum.

The scope is calculated as:

- 1 student: 40-45 standard pages
- 2 students: 53-60 standard pages
- 3 students: 65-75 standard pages

Structure of the exam

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

A single individual grade will be given based on a general assessment of the product, if any, and the written and oral performances. The performances are assessed according to the 7-point scale.

A group may consist of a maximum of three students.

The project is presented by the project group, followed by individual examinations of the members of the group.

1 student:

Individual presentation of max 10 minutes

Individual examination: 30 minutes

Evaluation and communication of grade: 10 minutes

2 students:

Joint presentation of max 20 minutes

Individual examination: 30 minutes

Evaluation and communication of grade: 10 minutes

3 students:

Joint presentation of max 20 minutes

Individual examination: 30 minutes

Evaluation and communication of grade: 10 minutes

The scope of the exam is 15 ECTS.

Assessment criteria

The assessment criteria are the same as the learning objectives for the exam = the learning objectives for the final exam project; cf. the common part of the curriculum.

Timing

The exam is held at the end of the 4th semester. Further information about time and place is available on the campus' communication platform.

18. Education components that may be completed abroad

Subject to the institution's approval of an application for advance merits, students may complete each individual education component abroad.

A student who has obtained advance approval of a study period abroad is obliged at the end of the period to document the subjects completed during the approved study period. In connection with the advance approval, the student must grant the institution the right to obtain the necessary information upon completion of the studies abroad.

If merit is granted in advance, the subject is considered to have been completed if passed in accordance with the rules for the subject in question.

19. 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 innovative work of high quality. The teaching addresses issues from both the private and public sectors.

The degree programme tackles topics and themes in a cross-disciplinary and project-oriented manner. The teaching includes lectures, classroom lessons, 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 innovative work within the disciplines relevant for the profession.

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

IT forms an integral part of 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.

20. Merit for elective education components

Successfully completed education components are equivalent to similar education components completed at other educational institutions offering the same and other degree programmes.

Students who choose education components that attract credit must apply for advance merit, whether or not the same subject is offered under the degree programme in question.

21. 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 participated in the exams held during 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 request⁶.

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 is 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.

22. Foreign languages

Parts of the teaching material for the degree programme may be 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.

22.1 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.

⁶ Any costs incurred in submitting the documentation will be at the student's expense.

23. Re-examinations

23.1 Re-examination due to illness

A student who was prevented from sitting an exam due to documented illness or other unforeseeable reasons (force majeure) is allowed to resit the exam (re-examination) as soon as possible. If the exam is scheduled for the final exam period of the programme, the student will be given an opportunity to sit the exam within the same exam period or immediately after.

The re-exam may be identical to the next ordinary exam. It is up to the student to find out when the re-exam will take place.

Further information about time and place is available on the campus' communication platform.

Illness must be documented by a medical certificate⁷. The educational institution must receive the medical certificate at the latest three working days after the exam. A student who is taken acutely ill during an exam must document that he/she was ill on the day concerned.

If illness is not documented as described above, the student will have used one examination attempt.

23.2 Other re-examinations

A student who fails an exam or fails to attend an exam is automatically enrolled in a re-examination as long as the student has not used up his/her examination attempts. The re-exam may be identical to the next ordinary exam.

It is up to the student to find out when the re-exam will take place.

Further information about time and place is available on the campus' communication platform.

The institution may grant exemption from the rules about continued enrolment if unusual circumstances prevail, including a documented disability.

24. 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 examination date. 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.

⁷ Any costs incurred in submitting the documentation will be at the student's expense.

25. Cheating at exams

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

25.1 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 words or ideas of others without referencing these sources in an appropriate manner
- re-uses text and/or core ideas from the student's own previously assessed answers without source reference.

25.2 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)

25.3 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 involved, 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.

Appeal 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.) can 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.

26. Complaints about exams and appeals of decisions

26.1 Complaints about exams

It is recommended that the student ask the tutor for guidance on complaints procedures and how to prepare a complaint.

The rules governing complaints concerning exams can be found in chapter 10 of the Examination Order.

The Examination Order differentiates between complaints concerning:

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

The two types of complaints are treated differently.

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

A student may submit a written complaint, stating his/her reasons, within two weeks after the assessment has been communicated in the usual way, concerning:

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

The complaint may concern any exam, whether written or oral, a combination thereof, practical or clinical.

The complaint should be addressed to the programme manager.

The original examiners, i.e., the internal examiner and the external examiner of the exam concerned, must immediately be presented with the complaint. The educational institution must be able to form its decision in relation to academic issues based on a statement from the examiners. Normally, the educational institution allows the examiners two weeks to make their statements.

As soon as the examiners' statement is available, the complainant is given an opportunity to comment on the statements, normally within one week.

The educational institution makes decisions regarding complaints based on the academic opinion presented by the examiners and the complainant's comments to the opinion.

The decision, which must be in writing and state reasons, may involve:

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

If the decision is to offer re-assessment or re-examination, the programme manager appoints a review panel. Re-assessment only applies to written exams where material is available for assessment, partly because the review panel cannot (re-)assess an oral exam that has already been held and partly because the notes made by the original examiners are personal and cannot be divulged.

If the decision is to offer a re-assessment or re-examination, the appellant must be told that a re-assessment or re-examination may result in a lower mark. The student must accept the offer within a period of two weeks after the decision was communicated. Acceptance cannot be recalled. If the student fails to accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible.

For re-assessments the documentation of the matter must be made available to the review panel, viz. the assignment/questions, the answer(s), the appeal, the statements made by the original examiners with the appellant's comments and the educational institution's decisions.

The review panel notifies the educational institution of the outcome of the re-assessment and encloses a written statement with the reasons and the actual assessment. Re-assessments or re-examinations may result in lower marks.

If the decision is to offer a re-assessment or re-examination, this decision applies to all students provided the exam suffers from the same defects as those referred to in the complaint.

The complaint must be sent to the programme manager at the latest two weeks (14 calendar days) after the assessment of the exam concerned was announced. If the due date is on a public holiday, the due date will be the first working day following the public holiday.

Exemptions from the deadline may be made in the event of unusual circumstances.

26.1 Appeal

As regards academic issues, the complainant may submit the educational institution's decision to an appeals panel. The activities of the appeals panel are governed by the Public Administrations Act, including issues relating to incapacity and confidentiality.

The appeal should be addressed to the programme manager.

Appeals must be submitted at the latest two weeks after the decision was communicated to the student. The requirements for complaints mentioned above (being in writing, stating reasons etc.) also apply to appeals.

The appeals panel consists of two authorised external examiners appointed by the chairman of the external examiners as well as a teacher authorised to conduct examinations and a student studying the subject area (the degree programme), both of whom are appointed by the programme manager.

The appeals panel makes decisions on the basis of on the material on which the educational institution based its decision and the student's appeal, with reasons stated.

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

- an offer for re-assessment by new examiners, although only written exams
- an offer for a new exam (re-examination) by new examiners
- a decision that goes against the student

If the decision is to offer a re-assessment or re-examination, the appellant must be told that a re-assessment or re-examination may result in a lower mark. The student must accept the offer within a period of two weeks after the decision was communicated. Acceptance cannot be recalled.

If the student fails to accept within this period of time, there will be no re-assessment or re-examination.

Re-assessments or re-examinations must take place as soon as possible.

For re-assessments the documentation of the matter must be made available to the review panel, viz. the assignment/questions, the answer(s), the appeal, the statements made by the original examiners with the appellant's comments and the educational institution's decisions.

The appeals panel must reach a decision at the latest two months – for summer exams three months – after the appeal was submitted.

The decisions of the appeals panel are final. This means that the matter cannot be brought before a higher administrative authority as regards the academic aspects of the appeal.

26.3 Complaints about legal matters

Complaints about legal aspects of decisions made by the review panel in connection with reassessments or re-examinations or about decisions of the appeals panel can be brought before the Zealand Institute of Business and Technology. The deadline for submission of complaints is two weeks from the day the complainant was informed of the decision.

Complaints about legal aspects of decisions made by the educational institution pursuant to the rules laid down by the Examination Order (such as incapacity, hearing, correct or incorrect interpretation of the Examination Order etc.) may be submitted to the educational institution. The educational institution issues a statement, and the complainant must be given time to comment, normally one week. The educational institution forwards the complaint, the statement and any comments that the complainant may have made to the Danish Agency for Higher Education and Educational Support. Complaints must be submitted to the educational institution at the latest two weeks (14 calendar days) from the day the complainant was informed of the decision.

27. Exemptions

The institution may grant exemptions from the rules in the common part of the curriculum, which has been established independently by the institutions, provided it is warranted due to exceptional circumstances. The educational institutions work together to ensure uniform exemption practices.

28. 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 the curriculum was accepted by the Multimedia Design degree programme's national network in August 2014.