

Curriculum

Bachelor of Innovation and Entrepreneurship

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Professionsbachelor i Innovation og Entrepreneurship
Bachelor of Innovation and Entrepreneurship

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PART 1: JOINT PART

1. The Program

1.1. Objective

The objective of the program is to qualify graduates from a wide range of commercial and technical vocational academy programs to be able to start – independently or in collaboration with others – new sustainable businesses based on their various educational standards from their respective vocational academy programs combined with the latest knowledge within innovation and entrepreneurship.

1.2. Scope

The program is organized as a 1½-year full time course of study equivalent to 90 ECTS points.

1.3. Learning Outcome

Learning outcome includes the knowledge, skills and competencies that a Bachelor in Innovation and Entrepreneurship will acquire in the course of the program, cf. the prescribed ministerial order no. 636 of 29 June 2009.

Knowledge

The graduate will:

- have knowledge based on the development of the theory and methodology within the discipline: Innovation and Entrepreneurship
- have knowledge based on the development of creative and innovative processes and how to implement them – from idea generation to sustainable company
- have knowledge based on the development of how to generate growth in already established companies
- have knowledge and understanding of, as well as the ability to reflect on, the organizational aspects of innovative processes, project management and internal and external communication
- have knowledge and understanding of, as well as the ability to reflect on, the central areas of management in a newly started company

Skills

The graduate will:

- be able to implement central methods and tools as well as master the key skills necessary for the entrepreneur
- be able to analyze, evaluate and implement relevant creative and innovative processes
- be able to identify, analyze and evaluate opportunities for the start-up of new businesses and growth in already established businesses
- be able to implement relevant methods and tools in connection with managing projects and newly started companies
- be able to select and implement relevant systems and tools within sales, marketing, economics and IT for managing a newly started company. As well, be able to justify and communicate the chosen systems.

Competencies

The graduate will:

- be able to maintain orientation regarding the current status of development within the discipline and continuously work towards developing own knowledge, innovative and entrepreneurial skills and competencies
- on a current and professional basis be able to relate to own learning and developmental needs in connection with developing, operating and expanding own company
- be able to handle complex and development oriented situations in connection with identifying, evaluating and developing possibilities for starting new companies or development projects for existing companies
- independently and/or cooperatively be able to manage the process of development and growth for an existing company
- be able to independently establish, develop and manage networks according to professional strategies, tactics and operations
- be able to enter into professional collaboration with people from various professional backgrounds regarding establishing and running a company

1.4. Title

On completion and passing of the program, the graduate will be awarded the title Bachelor in Innovation and Entrepreneurship.

2. Program Content and Structure

Core areas	1 st Semester			2 nd Semester			3 rd semester	
	Compulsory Educational Elements			Examination	Compulsory Educational Elements		Examination	Exam
Innovation, development and growth	Innovation and development 15 ECTS			Internal exam Core areas 1+2+3: Innovation plan Oral – based on description and analysis of innovation plan	Growth 10 ECTS		External exam Core areas 1+2 business concept Oral – based on description and analysis of business concept and analysis of options for scaling	
	Theme: Creative and innovative processes	Theme: Opportunity windows	Theme: Business proposition		Theme: Strategic growth opportunities	Theme: Realization and operationalization		
	Theme: Philosophy of science and methodology				OO: Action plan			
	OO: Pitch to stakeholder(s) + reflection on feedback							
Management and network	The new company 5 ECTS				Growth entrepreneur 5 ECTS			
	Theme: Project management	Theme: Network	Theme: Organizing the company		Theme: Strategic management	Theme: Communication		Theme: Company development
	OO: Entrepreneurial case				OO: Company case			
Practical business operations (differentiated relative to qualifying examination – see figure p.10)	Practical business operations 10 ECTS							
	Company teams							
	Illustration, documentation and prototypes, Marketing and sales plans Relational sales IT systems Financial management, Financial management systems							
	OO: Individual portfolio							
Optional educational element				Optional educational element 15 ECTS		Internal exam		
				Instructi	Tutorial			Project work

		on					
		OO: Project report					
Work placement						Work placement 15 ECTS	Evaluation of work placement
BA project						BA project 15 ECTS	BA project
Coaching	Feedback on personal profile test + semester interview		Continuous sparring + semester interview			Continuous sparring	

3. Learning Aims of Core Areas

3.1. Innovation, Development and Growth (25 ECTS)

Content

The aim of this core area is to give the student the skills with which to be able to identify possibilities, creation and development of business ideas firmly based in methodology in order to develop sustainable companies. The core area takes its point of departure in application-oriented practice aimed at giving the student the knowledge, skills and competences as well as the "mind set" for creating self-employment.

Learning Aims

Knowledge

The student must:

- have knowledge based on the development of the theory and methodology within the discipline: Innovation and Entrepreneurship
- understand and be able to reflect on the significance of innovation and entrepreneurship as elements of the development of the individual, the company and society
- have knowledge based on the development of the practices within creative and innovative processes and how to apply them
- be able to understand and reflect upon sources of innovation
- be able to demonstrate knowledge about and insight into the processes from conception to sustainable enterprise
- have knowledge based on the development of methods for identifying and evaluating opportunities
- be able to demonstrate knowledge based on the development of practices related to growth in already established companies and reflect upon the tools and methods for analysis, evaluation and development of strategic business and growth possibilities
- be able to understand and reflect upon the primary paradigms of the theory of science

Skills

The student must:

- be able to apply central theories and methods as well as master relevant skills related to innovation, development and growth
- be able to analyze and assess how innovation and entrepreneurship impact the development of society, businesses and individuals

- analyze, assess and apply creative and innovative relevant processes
- assess, substantiate and choose relevant channels from concept to sustainable company
- identify, analyze and assess potential possibilities within innovation and entrepreneurship as well as communicate these to potential partners
- assess, substantiate and choose strategic growth possibilities for already established companies and communicate these choices to potential partners
- be able to assess and solve specific issues within innovation and entrepreneurship from a scientific and methodological perspective

Competences

The student must:

- be able to identify his/her own learning needs and keep abreast of the development of the subject and continuously develop own knowledge, innovative and entrepreneurial skills and competences
- be able to handle complex and development-oriented situations in connection with the identification, critical assessment and development of possibilities
- independently be able to engage in collaboration across disciplines and take responsibility for developing and managing innovative processes
- independently and/or in collaboration with others be able to manage the process of starting own activities or development projects
- independently and/or in collaboration with others be able to manage the process for development and growth in an already established company
- be able to develop science-based projects, development plans and market studies based on complex and development-oriented issues

3.2. Management and Network (10 ECTS)**Content**

The purpose of this element is to provide the student with the necessary tools to convert ideas and opportunities for specific projects and businesses, and manage the transition from start-up business to growth business. This will include project management, networking, HR and organizational creation and development, strategic management and communication.

Learning Aims**Knowledge**

The student must:

- have knowledge about, understanding of and reflection on managerial aspects of innovative processes and project management
- be able to reflect upon the profession's practice in and in relation to professional networking
- through practice-related knowledge, theory and methodology be able to reflect on HR and the organizational establishment and development in growth companies
- have development of knowledge based on theory and methodology for internal and external communications

Skills

The student must:

- be able to plan and manage a project based on relevant theories and project models
- according to practical issues, be able to plan the appropriate organization of a company
- based on theoretical models and practical issues be able to evaluate and select solutions among relevant strategic management approaches
- be able to identify and communicate corporate values to employees and other stakeholders

Competences

The student must:

- be able to independently establish, develop and handle networks professionally on a strategic, tactical and operational level
- be able to identify his/her own learning needs and develop own knowledge, reasoning abilities, skills and competences in relation to project management, networking, HR and organization
- be able to handle business communications in complex and development-oriented contexts
- be able independently to handle a company's strategic management

3.3 Practical Corporate Management (10 ECTS)**Content**

The purpose of this element is to provide students with a common academic grounding in the areas of marketing, customer relations, economics and IT. Through differentiated teaching, the element takes account of the students' various backgrounds. Based on preliminary vocational training and differentiated teaching, the students will be in the position to collaborate in project work to be able, among other things, to take responsibility for the overall operation of a newly established company.

Knowledge

The student must:

- have knowledge and understanding of the key management areas for business start-ups
- have development based knowledge of making a sales and marketing plan
- know and understand key models and methods for customer relationship management and their relevance to the newly established company, and be able to reflect on the models and methods and their relevance
- know and understand key models for managing company finances, including cash flow
- be familiar with different financial systems and understand their applicability to the start-up
- be able to understand the relevance of different IT systems for the start-up
- have knowledge of legal issues relating to customer and supplier collaboration

Skills

The student must:

- be able to prepare and implement a marketing and sales plan
- be able to build and manage the company's supply chain
- be able to establish and apply a relevant financial management system
- be able to manage the company's finances
- be able to justify and select IT systems for a start-up business and to use these in relation to business operations
- have knowledge of legal issues relating to customer and supplier collaboration

Competences

The student must:

- be able to plan and take responsibility for the overall operations of a start-up business
- be able to adapt existing tools to small and emerging businesses
- perform basic visualization in connection with disseminating business ideas
- be able to collaborate with others with different professional backgrounds on the establishment of a business and its further operation

Three differentiated courses are offered, placing the students according to their preliminary qualifying vocational training:

1. **Commercial:** For students with vocational training in marketing and sales, e.g. AP programs in marketing, service and trades.

Content: Company teams, illustration, documentation and prototypes, relationship sales, IT systems and financial management systems.

2. **IT and technology:** For students from IT and technologically related commercial programs such as multimedia design, computer science and production technology.

Content: Company teams, marketing and sales planning, relationship sales, financial management and financial management systems.

3. **Technique:** For students from vocational programs in construction, agriculture, plumbing and electricity.

Content: Company teams, marketing and sales planning, relationship sales, financial management and financial management systems.

Overview of areas for differentiated courses:

Commercial	IT and technology	Technique	Measure:
Business teams			2 ECTS
Illustration, documentation and prototypes	Marketing and sales plans		2 ECTS
Relationship sales			2 ECTS

IT systems	Financial management	IT systems	2 ECTS
Financial management systems			2 ECTS

4. Compulsory educational elements:

The program consists of compulsory educational elements equivalent to 45 ECTS points, elective educational elements that measure 15 ECTS points, a final internship of 15 ECTS points and a bachelor project of 15 ECTS points.

The distribution is as follows:

<p><u>1st semester:</u> <i>Compulsory educational elements:</i></p> <p>Core area 1 Innovation, development and growth: Development</p> <ul style="list-style-type: none"> - Creative and innovative processes - Windows of opportunity - Business proposition - Science and methodology <p>Core area 2 Management and network: Start-up business:</p> <ul style="list-style-type: none"> - Project management - Network - Organizing the company <p>Core area 3 Corporate management: Practical corporate management Differentiated course</p>	<p><u>2nd semester:</u> <i>Compulsory educational elements:</i></p> <p>Core area 1 Innovation, development and growth: Growth</p> <ul style="list-style-type: none"> - Strategic growth opportunities - Realization and operationalization - Financing growth - Professional board <p>Core area 2 Management and network: Growth entrepreneur:</p> <ul style="list-style-type: none"> - Strategic management - Communication - Developing the company
<p><u>3rd semester:</u> <i>Compulsory educational elements:</i></p> <p>Internship</p>	

Bachelor project	
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4.1 Learning aims and content for the compulsory educational elements 1st semester

4.1.1 Innovation and development (15 ETCS)

Content:

The purpose of the element is to introduce theories and methods from the practices of the discipline, including providing the student the opportunity to reflect on their usage. The student must master the skills necessary for carrying out the creative and innovative processes, for identifying and exploiting possibilities and for preparing an innovation plan. Additionally, the purpose of the theme the theory of science and methodology is to provide the students with knowledge of the essential scientific paradigms and theories, and the consequences this has for the approach and application of the methods and sources as well as for the valid and reliable generation of knowledge.

Goal of learning outcome

Creative and innovative processes; Windows of opportunity; Business proposition

Knowledge

The student must have:

- knowledge of theory and methodology within the discipline: Innovation and entrepreneurship
- understanding of and the ability to reflect on the importance of innovation and entrepreneurship as elements in the development of the individual, the company and society
- knowledge from development-oriented practice of the creative and innovative processes and their application
- knowledge about the sources of innovation
- knowledge about and insight into processes from concept to sustainable company
- development-based knowledge about methods for identifying and evaluating opportunities
- understanding of and the ability to reflect on different business opportunities
- knowledge about content and the nuances in various types of business plans

Skills

The student must be able to:

- apply key theories and methods from the profession
- analyze and assess how innovation and entrepreneurship have impact on the development of society, the company and the individual
- analyze, assess and apply creative and innovative relevant processes
- assess, justify and select relevant routes from concept to the sustainable company
- identify, analyze, assess and communicate possibilities with potential within innovation and entrepreneurship
- assess and communicate various business possibilities to stakeholders
- justify the selection of model for the business plan as well as master the skills needed to prepare it

Competences

The student must:

- be able to keep abreast of developments in the discipline and continuously develop his/her own knowledge, innovative and entrepreneurial skills and competences
- be able to handle complex and development-oriented situations in connection with identification, critical assessment and development of opportunities
- independently be able to engage in professional collaboration across disciplines and take responsibility for the development and management of innovative processes
- independently and/or in collaboration with others be able to manage the process of starting his/her own activities or development projects

Goal of learning outcome:**Theory of science and methodology****Learning aims****Knowledge**

The student must:

- have fundamental knowledge of the primary paradigms and theories in the theory of science and how they relate to cognition and knowledge
- have knowledge of which sources make knowledge reliable and valid
- have knowledge about the methodological implications of the theory of science and about methodological approaches that support the generation of reliable and valid knowledge for reflecting on the tools and methods for analyzing, assessing and developing strategic business and growth possibilities

- have understanding of the application of methodology in writing projects and reports according to the principles of scientific work

Skills

The student must:

- be critical of the theory of science and be able to discuss what knowledge is, how it can be generated and how it interacts with practice
- be able to reflect on and discuss the theory of science in connection with gathering data and generating knowledge
- be able to work with professional innovative and entrepreneurial issues in a scientific and methodological perspective in connection with writing projects and reports
- be able to gather, process and interpret quantitative and qualitative data and to be critical to existing or new empirical data, including familiarity with scales of measurement and the ability to evaluate the timeliness, validity, reliability and generalizability of data
- be able to conduct problem analysis and definition, define issues and hypotheses as well as justify the choice of investigation methods, design of investigation and conduct methodological reflections on an academic level in connection with issues within innovation and entrepreneurship

Competences

The student must:

- be able to prepare scientifically based projects, development plans and market analyses, as well as present findings and recommendations including a precise problem formulation, scientific and methodological considerations and an assessment of the reliability and validity of the results and prerequisites

4.1.2 The start-up business (5 ECTS)

Content

The purpose of this element is to provide students with the tools necessary for converting ideas and possibilities to specific projects and companies. This includes establishing and using networks with relevant stakeholders.

Knowledge

The student must:

- have knowledge about, understanding of and the ability to reflect on managerial aspects of innovative processes
- be able to reflect on the practices of the discipline within establishing the organization and a professional network

Skills

The student must:

- be able to plan and manage a project according to relevant theories and project models
- according to practical issues be able to develop an appropriate organization for a company

Competences

The student must:

- independently be able to establish, develop and handle a network both strategically and professionally
- be able to identify his/her own learning needs and develop own knowledge, reasoning abilities, skills and competences in relation to project management, networking and HR and organization

4.2 Learning aims and content for the compulsory educational elements 2nd semester

4.2.1 Growth (10 ECTS)

Content:

The purpose of the educational element is to enable the student to identify, assess and deal with strategic growth opportunities for an established company. Taking the company's development stage as a point of departure, the student must be able to assess, justify, select and implement the structure needed to support growth.

Goal of Learning Outcome

Knowledge

The student must:

- have knowledge about development-based practice for growth in already established companies
- have knowledge about methods for analyzing, evaluating and developing strategic business and growth possibilities
- have knowledge about different financial alternatives
- be able to reflect on the role and composition of the board during various stages of the company's development

Skills

The student must:

- be able to identify, analyze, assess and mediate potential possibilities within innovation and entrepreneurship
- be able to assess, justify, select and mediate strategic growth possibilities for established companies
- be able to assess, justify and select various financing possibilities and offers
- be able to argue for the choice and composition of the board

Competences

The student must:

- keep abreast of development in the discipline and continuously develop his/her own knowledge as well as innovative and entrepreneurial skills and competences
- be able to handle complex and development-oriented situations in connection with identification, critical assessment and the development of possibilities
- independently be able to enter into professional collaboration across disciplines and take responsibility for the development and management of innovative processes
- independently and/or in collaboration with others be able to manage the process of starting one's own activities and development projects

4.2.2 Growth Entrepreneur (5 ECTS)

Content:

The purpose of this element is to provide the student with the necessary tools for handling the transition from start-up to growth company, including the provision of strategic management, communication with internal and external stakeholders and the development of the company's competences and organization.

Knowledge

The student must:

- via practical knowledge, theory and methodology be able to reflect on HR and organizational development in growth companies
- have development-based knowledge about the theory and methodology concerning internal and external communication

Skills

The student must:

- based on theoretical models and practical issues, be able to assess and select solutions among relevant strategic management initiatives
- based on practical experience and theoretical models be able to develop reasoning abilities
- be able to identify and communicate the organization's values to employees and other stakeholders

Competences

The student must:

- be able to handle company communications in complex and development-oriented contexts
- be able to identify the company's development needs and take responsibility within the framework of professional operations and personal ethics
- be able to develop his/her own communication skills
- independently be able to handle corporate strategic management

4.3 Learning aims and content for the compulsory educational elements 3rd semester**4.3.1 Bachelor project 15 ECTS****Content**

The purpose of the bachelor project is to link the student's knowledge, skills and competences in relation to the overall objectives of the program and statutory educational elements to a practical and complex issue within the student's field of development. The issue is defined by the company that the student has established or, alternatively, by an innovative/entrepreneurial company.

The learning aims are the same as for the program. The following learning aims for the bachelor project are also valid.

Knowledge

The student must:

- have knowledge about the profession's/discipline's applied theory and methodology as well as its practice
- demonstrate understanding of theories and methods and be able to reflect on the profession's application of theory and method

Skills

The student must:

- be able to apply methods and tools for gathering and analyzing information and master the skills related to employment in the profession
- be able to assess the theoretical and practical issues and justify chosen actions and solutions
- be able to communicate practical and professional issues and solutions to partners and stakeholders

Competences

The student must:

- be able to handle complex and development-oriented situations in work and/or study related contexts
- independently be able to enter into professional collaboration across disciplines and take responsibility within the framework of professional operations and personal ethics
- be able to identify his/her own learning needs and in connection with the profession develop knowledge and skills

5. Work Placement (15 ECTS)

The purpose of work placement is to put the student into direct interaction with the practice via:

- Placement in own company – either individually or in a group. The student must find a board of directors or an advisory board that can act as mentor during the placement period. The business plan for the company must include goals for what should happen during the internship.
- Alternative work placement – that could be a development project in a development department or in a start-up business where the conditions and issues are of an entrepreneurial nature so that the student fulfills the learning goals. The student will be assigned a competence person for the project/in the company.

Placement in own company:

- Documentation of an innovation process is required, e.g. via a video log.
- Reflection on the innovation process is required, e.g. via a video or illustrations.
- There must be taken specific external initiatives, e.g. customer meetings, concluded partnerships, studies of financing options.
- Strategies and action plans for the further process must be developed.
- The student must have a connection to an entrepreneurial environment or an existing business environment.
- An advisory board must be created.

Alternative work placement:

- The innovation needs of the project or company must be documented.
- Reflection on the innovation process that has been initiated in the project or company must be documented, e.g. via a video log.
- Specific entrepreneurial development contributions from the student must be documented.
- Strategies and action plans for the further process must be developed.

5.1 Goal of learning outcome

Knowledge

The student must:

- have knowledge of the theory, method and practice of the field
- understand concepts and methods and reflect on their practical application
- have experience with participating in solving practical work and development issues in the field

Skills

The student must:

- be able to convert knowledge to performance in innovative and entrepreneurial processes
- be able to assess theoretical and practical issues and propose solutions
- be able to apply and communicate relevant theories for solving issues in a start-up business or for a company with development tasks of an innovative and/or entrepreneurial nature

Competences

The student must:

- be able to see how his/her own role relates to specific tasks during the internship
- be able to enter into professional as well as interdisciplinary collaboration and networks

6. Tests

The learning outcomes are documented during the course of the program by oral and written exams, evaluation of assignments and projects, participation in seminars, exercises, etc.

Tests and exams are either external or internal. An external examiner is appointed by the ministry of education for external exams. Internal exams/tests are evaluated by one or more teachers appointed by the educational institution. The exam regulations for the individual exams indicate whether the exam is internal or external.

Participation in the exams may require the student to have passed one or more compulsory tasks/activities in the individual subjects and projects.

6.1 Overview of tests and exams

The program includes the following tests by semester.

Exam/test	1 st semester	2nd semester	3rd semester
Innovation plan	"1 st internal". Oral exam based on project paper (determined by institution)		
Business model		"1 st external". Oral	

		exam (Joint)	
Elective educational element		"2nd internal. (determined by institution)	
Work placement			"3rd internal." (determined by institution)
Bachelor project			"2nd external". Project paper and oral exam (Joint)

All exams and tests must pass.

6.2 Tests and exams in the compulsory educational elements

1st internal: Innovation plan

Core areas to be tested: Innovation, Development and growth; Management and network; Practical corporate management

Based on approved written assignment:

Description, analysis and evaluation of the group's chosen innovation plan for their own concept. All core areas must be included. The introductory sections must also contain a scientific section and explanation of primary and secondary data gathering (methodology). The core areas are weighted according to ECTS points. A prototype or other visual presentation of a business idea must also be submitted.

Oral exam:

Based on the approved written innovation plan an oral exam will take place.

The specific form of the oral exam is decided by the institution.

Evaluation:

Individual grades according to the 7-point grading scale are awarded on basis of the oral presentation. Each student is expected to argue and take a critical approach to the innovation plan.

1st External: Business model

Core areas to be tested: Innovation, Development and growth; Management and network

Oral exam:

30-minute oral exam. The student presents and discusses a specific company's choice of business model as well as the possibilities for up-scaling the business model.

Evaluation:

A grade according to the 7-point grading scale is awarded. The evaluation is based on the student's ability to apply the semester theories, methods and models in solving issues for a specific company.

2nd External: Bachelor project

Oral exam:

45-minute oral exam based on the written bachelor project paper.

Evaluation:

One grade is given for the bachelor project, where the written report counts 70% and the oral exam counts 30%.

7. Admission to the examinations

In order to sit the exams, the student must have passed all the exams from the previous semester. This means that in order to sit exams for 2nd semester, the student must have passed all the exams from 1st semester, just as, in order to sit exams for 3rd semester, all exams from 1st and 2nd semesters must have been passed. All the exams from the first three semesters plus the test from work placement must be passed in order for the student to be able to sit the final exam project.

Admission to any exam for any semester requires that the student has passed all compulsory assignments.

PART 2: INSTITUTIONAL PART

8. Optional educational elements

There are 15 ECTS points for optional educational elements. The optional educational elements are placed in the 2nd semester.

Students choose from a catalogue proposed by lecturers from the education.

Optional educational elements consist of three elements: instruction (5 ECTS), study groups (5 ECTS) and project work (5 ECTS). Instruction treats relevant and general topics and issues within the specific element. With his/her study group and a supervisor, the student defines relevant topics for further reflection. During the project work, the students, in groups, develop proposals for innovation and entrepreneurship based on the content of their instruction and tutorials.

9. Regulations for completion of work placement

9.1 Requirements for the involved parties

Responsibilities and tasks in connection with work placement in one's own company:

A written agreement, signed by the student, place of work placement and supervisor, forms the basis for the work placement.

The student

It is the responsibility of the student to complete the process up to signing the internship agreement with the entrepreneur/company environment or other company. The student will receive support from the academy as mentioned below.

During the internship, the student has full responsibility for contributing to achieving the learning objectives.

Discrepancies during the internship must be reported by the student to the tender so that a solution can be reached.

Work placement supervisor

The supervisor is responsible for introducing the work placement. As well, the supervisor is responsible for approving that the internship and internship agreements – make it possible for the student to achieve his/her learning objectives.

Student – supervisor/mentor collaboration

For students working in an entrepreneur environment, the supervisor must make sure that the student complies with the requirements set in relation to a stay in such an environment. These requirements include:

- monthly meetings with experienced entrepreneurs
- monthly state-of-affairs meetings with supervisor/mentor from the environment
- on-going meetings focused on challenges ahead and action-oriented proposals related to setting milestones, objectives and action plans.

There should be dialog meetings between the student and one or more stakeholders at least once every two weeks.

Moreover, students interning their own companies in an entrepreneurial environment must participate in meetings with other students who are doing their internships. The theme for these meetings should be theoretical topics and are aimed at ensuring a continuous coupling between theory and practice, as well as the sharing of knowledge among the students. The supervisors are required to attend these meetings.

Students who are approved for placement in an established company will be assigned a work placement supervisor who will guide the student through the entire internship process, e.g. in connection with the content of the internship and definition of learning aims. The supervisor must have contact with the work place during the internship.

Work Place

Demands are placed on companies that enter internship agreements. These demands include guidance conditions as well as the nature of the work. The internship in a company follows Copenhagen Business Academy's internship concept with regard to monitoring and evaluation.

10. Tests in optional educational elements and supplementary tests

10.1 Optional educational element

The optional educational element is tested after the 2nd semester in an internal test.

The optional educational element concludes with a seminar where participants in the study circle make individual presentations exemplifying chosen issues and possibilities for innovation and

entrepreneurship within the educational element and their best proposals in theory and practice. These issues and proposals are discussed following the presentations. Prior to the seminar, the students upload individual briefs of 3–5 pages. Everyone must have read the briefs and be prepared to contribute to the discussion.

Individual grades, based on the written brief (1/3) and the individual presentation and active participation in the seminar (2/3), are awarded according to the 7–point grading scale.

10.2 Work placement

The work placement period concludes with an evaluation interview, where the student and supervisor assess what the student has learned during the internship. Prior to the interview, the student prepares a written report. The specific requirements on the report depends on the type of work place – own start-up business/other entrepreneur or department in established company (see specific guidelines for work placement on this education). In all cases there are requirements on reflection over the planned learning outcomes for the work placement and how this has been obtained.

Based on the report and evaluation interview, the entire learning outcome will be assessed as passed/not passed. The student's learning outcome must be passed in order to sit the exam.

11. Internationalization

The student may complete second semester at an educational institution abroad.

It is also possible to complete the internship and bachelor project in companies or organizations abroad.

The student is responsible for finding opportunities and establishing contact as well as a relevant program for the semester. The academy is helpful on questions and in regards to already established partners and other contacts.

The Academy must approve/give credit before the stay abroad.

During the educational program other activities of international character will also be arranged.

12. Applied teaching and work methods

A lively and engaging atmosphere is created in both teaching and other activities through varied methods that contribute to preparing the students for life as innovators and entrepreneurs.

The teaching is organized according to a combination of academic input and issues in specific fields of practice and to a great degree will be based on empirical knowledge, cases and best practice from the entrepreneurs and companies that the program or the students collaborate with.

The following support the achievement of learning objectives:

- 1) teaching
- 2) company groups and project work
- 3) supervision and coaching
- 4) presentations
- 5) guest lectures, company visits, cases, etc.
- 6) physical environment

13. Guidelines for differentiated teaching

Teaching is partly structured to take consideration of the student's prerequisites in relation to his/her qualifying vocational training. To achieve a common academic basis for forming project groups related to establishing companies, etc., the core subject Practical Corporate Management will be completed as a differentiated course that takes consideration to the student's background in sales, marketing, economics, visualization and IT.

14. Regulations on transfer of credit

The institution may approve that educational elements, or parts of these, which have been passed at other educational institutions can be equivalent to similar elements, or parts thereof, in this curriculum. If the element in question has been graded according to the 7-point grading scale at the examining institution, and is equivalent to an element in this curriculum, the grade will be transferred. All other cases where the grade is "passed" will not be calculated into the grade point average.

The institution can approve that elements that have been passed by Danish or foreign higher education can be substituted for elements included in this curriculum. On approval, the course element is deemed as passed, if it has been passed according to the rules of the program in question. The assessment will be transferred as "passed."

15. Rules on students' obligation to participate in classes and requirements for written papers and projects

15.1 Students' obligation to participate in classes

Attendance is not obligatory, but since a large part of teaching consists of a dialog between the students and teachers/supervisors and between other students, it would be difficult to complete the program without participating in the majority of activities.

Attendance can be obligatory according to compulsory assignments and projects.

15.2 Compulsory assignments

The following compulsory assignments must be accepted before the student may sit for exams. A description of the requirements for output, evaluation, timeframe, etc. will appear for each compulsory assignment. Deadlines will be announced via the academy's internal communication platform.

Compulsory assignments for 1st Semester:

OO0: Creativity and innovation – exhibition and written assignment

OO1: Written group project plus individual tests in the core area Practical business operation

OO2: Entrepreneurship case

OO3: Pitch

Exam project: Innovation plan

Compulsory assignments for 2nd Semester:

OO4: Action plan

Written action plan for the business group's work in establishing and growing a company.

OO5: Company case

Presentation of a specific growth entrepreneur's challenges and specific proposals for solutions.

Project (optional educational element) – Written report

Exam project: Business model – written description and analysis of a business model including an analysis of the possibilities for scaling.

16. Requirements for reading foreign language texts and required level of knowledge of foreign languages

On the international program literature and other material will be in English. Also teaching, cases, project guidelines etc. will be in English.

This requires the student's proficiency in written and spoken English is equivalent to minimum level C, best level B or A.

17. Rules on dispensation

The business academy can, based on unusual circumstances, grant dispensation to the regulations of the curriculum set by the institutions.

18. Commencement provisions

The curriculum comes into effect for students who begin their studies August 30, 2012.

19. References to current legislation

The programme is governed by the following acts and orders:

- Order no. 882 of August 2011 on Academy Profession and Professional Bachelor programmes
- Order on the education programme Bachelor in Innovation and Entrepreneurship (Draft)
- Order no. 214 of 21 February 2012 on access, enrolment and leave of absence etc. for higher education programmes
- Order no. 1146 of 1 October 2010 on quality assurance and quality control in the professionally oriented higher education programmes
- Order no. 714 of 27 June 2012 on examination regulations in professionally oriented education programmes
- Order no. 262 of 20 March 2007 on grading scales and other forms of evaluation

- Consolidation Act no. 207 of 31 March 2008 on Academy Profession degree programmes and Professional Bachelor programmes

The acts and orders are accessible under www.fivu.dk.