

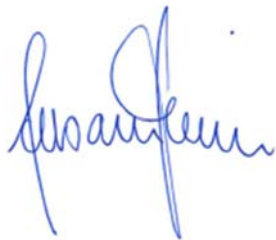
# Curriculum for International Sales and Marketing

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

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## CONTENTS

1. Framework	2
1.1. Purpose and Objectives of the Study Programme	2
1.2. Title, Duration and Certificate	3
1.3. Commencement	4
1.4. Interim Provisions/Transitional Arrangements	4
1.5. Legal Framework	4
2. Admission to the Programme	5
2.1. Entry Requirements	5
2.2. Eligibility for Admission	5
3. Programme Content	6
3.1. Programme Structure	6
3.2. National Educational Elements	6
3.3. Study programme courses	12
3.4. Local educational elements and electives	21
3.5. Internship	21
3.5.1. Rules Regarding the Internship	22
3.6. Teaching and Working Methods	24
3.7. Language of Instruction	24
4. Internationalisation	25
4.1. Study Abroad	25
5. Examination and Assessment	25
5.1. General Rules Regarding the Exam	25
5.2. Description of Assessment of Educational Elements	25
5.3. Other Requirements for Completion of Activities	26
5.3.1. Obligatory Learning Activities: Requirements for Participation and Submission of Assignments	27
5.3.2. The Study Start Test	27
5.4. The Bachelor Project	28
5.4.1. Importance of Verbal and Writing Skills	28
5.5. Aids during Examination	28
5.6. Examination Language	28
6. Other Rules	29
6.1. Credit Transfer	29
6.2. Change of study programme	29
6.3. Exemptions from the Curriculum	29

# 1. FRAMEWORK

This curriculum, covering the bachelor's degree programme in International Sales and Marketing, hereinafter referred to as the study programme or the programme, is composed in compliance with ministerial order no. 247 of 15 March 2017: 'Bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser' by the Danish institutions of higher education approved to offer the particular programme.

## *National parts and institution-specific parts of the curriculum*

Parts of the curriculum have been stipulated conjointly with the institutions in the respective education network, whilst others have been determined by Cphbusiness alone. The national parts have been incorporated in this document and constitute the following subsections: 1.1, 1.3, 1.4, 3.2, 3.5, 5.4 and 6.1. The number of examinations is decided by the education network. The remaining parts are institution specific.

The national parts have been co-created by all institutions offering the study programme, and they have committed themselves to ensuring national competence and qualifications. The national parts of the curriculum have been approved by the national education network for business academies in June 2018.

The curriculum as a whole has been approved by Cphbusiness in compliance with the institution's internal approvals procedure.

## **1.1. Purpose and Objectives of the Study Programme**

The purpose of the study programme is to give students the competencies to apply international sales and marketing theory and methods and use these competencies in Danish and international companies and organisations. Students will be able to independently analyse, assess and reflect on relevant business issues, and perform complex tasks in connection with international customer relations and sales.

### **Learning objectives and outcomes**

#### *Knowledge*

The student must have knowledge of:

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

### *Skills*

The student can:

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

### *Competencies*

The student can:

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

## **1.2. Title, Duration and Certificate**

### *Title*

Upon completion of the programme, graduates are entitled to use the title *Bachelor of International Sales and Marketing* (in Danish: *professionsbachelor i international handel og markedsføring*).

In agreement with the Danish Qualification Framework for Lifelong Learning, the programme is graded at level 6.

### *Duration and maximum length of study*

This programme amounts to 90 ECTS in total. 60 ECTS credits (European Credit Transfer System) corresponds to a full-time student's work for one year of study, cf. section 10 in ministerial order no. 1014 of 2 July 2018: 'Bekendtgørelse om tekniske og merkantile erhvervsakademiuddannelser og professionsbacheloruddannelser'. Study programmes that do not exceed 150 ECTS must be completed within the number of years corresponding to twice the nominal length of study. Study programmes på 180 ETCS must be compelted no later than the nominal length of study plus 2 years. Other programmes must be completed no later than 6 years after

commencement, cf. section 6, subsection 2, in the ministerial order. This means that this study programme must be completed within 3 years after the student was enrolled.

The following three types of leave of absence are not included in the calculation of the maximum study time for the study programme: leave due to maternity leave or adoption (but maximum 52 weeks), compulsory military service (including service similar to compulsory military service) and training for and dispatchment similar to compulsory military service.

Under exceptional circumstances, Cphbusiness is entitled to grant exemptions from this rule.

#### *Certificate*

Upon completion of the programme, a certificate is issued to the student by Cphbusiness.

### **1.3. Commencement**

This curriculum is valid from 20.08.2018 and is valid for students who are enrolled after 20.08.2018.

### **1.4. Interim Provisions/Transitional Arrangements**

Students enrolled before 19.08.2018 will continue on the curriculum from 01.09.2017. Simultaneously, the previous curriculum is not valid from the 01.08.2021.

As regards the release of a new curriculum, or in the event of substantial alterations to the present curriculum, transitional arrangements will be laid down in the new curriculum.

### **1.5. Legal Framework**

The legal framework that applies to this study programme is constituted by the latest versions of the following acts and ministerial orders:

*(The following are English translations of Danish texts published in the Danish Official Gazette (Lovtidende). In the event of a discrepancy between the translated version and the Danish version, the latter is valid)*

- Act no. 153 of 27 February 2018 on academies of professional higher education (the Academy Profession Act) (*Erhvervsakademiloven*)
- Act no. 986 of 18 August 2017 on academy profession programmes and professional bachelor programmes (*LEP-loven*)
- Ministerial order no. 1014 of 2 July 2018 on technical and commercial academy profession programmes and bachelor programmes
- Ministerial order no. 1500 of 2 December 2016 on examinations (the Examination Order) (*Eksamensbekendtgørelsen*)

- Ministerial order no. 1495 of 11 December 2017 on admission and enrolment on academy profession programmes and bachelor programmes (*Adgangsbekendtgørelsen*)
- Ministerial order no. 114 of 3 February 2015 on the grading scale and other forms of assessment (the Grading Scale Order) (*Karakterbekendtgørelsen*)

The respective acts and orders can be obtained through *Retsinformation* at [www.retsinfo.dk](http://www.retsinfo.dk) (in Danish).

## 2. ADMISSION TO THE PROGRAMME

### 2.1. Entry Requirements

Admission to the programme requires the Academy Profession Degree in Marketing Management or another Danish or foreign degree equivalent to the same educational level.

### 2.2. Eligibility for Admission

With an AP degree in Marketing Management the formal requirements for enrolment to the study programme are fulfilled.

Graduates from other AP degrees in the field of business studies will be assessed using criteria from the AP degree in Marketing Management. If not all applicants are admitted to the study programme due to capacity limitations, emphasis will be given to one or more of the following academic criteria (not listed in order of priority):

- Average grade from the qualifying examination
- Grade and ECTS credits in marketing, economics, law and organisation
- The application letter and reasons for applying
- Relevant work experience, including compulsory military service (max. 12 months)
- Relevant supplementary training and/or courses
- Other experience, such as attending a folk high school, stays abroad, voluntary work (min. 3 months)
- Applicants may also be called in for an interview before admission.

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

## 3. PROGRAMME CONTENT

### 3.1. Programme Structure

As a prerequisite for completing the study programme, students must pass educational elements equivalent to a total workload of 90 ECTS credits. A full-time semester encompasses educational elements, including the internship, corresponding to 30 ECTS credits. The programme comprises educational elements equivalent to 60 ECTS credits, consisting of national educational elements as well as local educational elements including electives, an internship equivalent to 15 ECTS credits and a bachelor project equivalent to 15 ECTS credits.

Educational Elements		1 <sup>st</sup> year	2 <sup>nd</sup> year
National educational elements	<u>1<sup>st</sup> semester</u> - The Company's Strategic Basis (Business Model) (10 ECTS) - The Customer as the Starting Point (20 ECTS)	30 ECTS	
	<u>2<sup>nd</sup> semester</u> - Industry and Competitors (5 ECTS) - Sales Management and the Sales Development of the Company (10 ECTS)	15 ECTS	
Electives	<u>2<sup>nd</sup> semester</u> Elective 1 (10 ECTS) Elective 2 (5 ECTS)	15 ECTS	
Internship			15 ECTS
Bachelor's degree project			15 ECTS
<b>In total</b>		<b>60 ECTS</b>	<b>30 ECTS</b>

The sum of all educational elements and other study activities may not exceed the prescribed ECTS credits.

All educational elements, including the bachelor project, are assessed and evaluated. When the outcome of the assessment is either 'passed' or at least the grade 02, the educational element concerned is seen as passed. For more information on examinations, please read chapter 5.

### 3.2. National Educational Elements

The programme covers a number of national educational elements corresponding to 45 ECTS credits. Learning goals, ECTS scope, content and number of examinations for the national educational elements have been determined collaboratively by the

institutions of higher education offering the study programme.

The national educational elements consist of the following:

- The Company's Strategic Basis (Business Model)
- The Customer as the Starting Point
- Industry and Competitors
- Sales Management and the Sales Development of the Company

<b>The Company's Strategic Basis (Business Model)</b>
<b>Timing:</b> 1 <sup>st</sup> semester
<b>Scope:</b> 10 ECTS
<p><b>Content:</b></p> <p>The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of companies' resources and competencies, including in relation to the company's innovative platform, processes and driving forces. The analyses also incorporate the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix optimisation.</p> <p>The subject element covers an understanding of the supply chain/SCM and the geographical location of production and centres of excellence, including choices for distribution channels, partnerships and outsourcing. The subject element also covers various legal aspects, including sources of law, international private law, types of conflict resolution and distribution forms.</p> <p>The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition, as well as frameworks for investigative design.</p>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student has:</p> <ul style="list-style-type: none"> <li>• knowledge of various types of business models, and of the models and theories used to understand a company's strategic basis, including innovation and disruption</li> <li>• knowledge of different strategic approaches related to the concept of innovation and knowledge of disruption as a concept and development direction</li> <li>• knowledge of and understands relevant theories and models for analysis of the company's strategic platform, including the company's innovative platform</li> <li>• knowledge of the elements of the company's supply chain from a strategic perspective</li> <li>• knowledge of and understands relevant economic models in relation to business models</li> <li>• knowledge of key perspectives on knowledge, insight and recognizing</li> <li>• knowledge of various methods of generating, processing, analysing and assessing knowledge</li> <li>• knowledge of international sources of law, their interrelationships, and their relationship with national sources of law</li> </ul>



- knowledge of international conflict resolution models.

### *Skills*

The student can:

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

### *Competencies*

The student can:

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

<b>The Customer as the Starting Point</b>
<b>Timing:</b> 1 <sup>st</sup> semester
<b>Scope:</b> 20 ECTS
<p><b>Content:</b></p> <p>The subject element covers analyses of current and potential customers, including their strategic situation, needs and wishes. These analyses provide the basis for developing the company's strategies and market offerings for existing and potential customers. In this connection, the element also covers work on the development and retention of the customer base through relationship strategies.</p> <p>The subject element also covers analyses of the company's sales organisation in relation to the sales team and purchasing centre, including relations with other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistical support for sales, and the integration of various sales channels – omni-channel, digital and physical. Strategies are based on an analysis of the company's financial situation, including product and customer mix, economic customer life cycle analyses and the legal context, including</p>

international purchasing and contract law, transport law and public procurement law.

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

Learning objectives:

### *Knowledge*

The student has:

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

### *Skills*

The student can:

- analyse and assess the current and future customer base as well as individual customers in relation to the company's value proposition, using methods and tools for analysing the customers' behaviour, including the use of big data and profitability reports in the domestic and international markets
- analyse the company's competencies
- analyse the company's innovation culture and processes
- analyse and assess an internationally focused company's choice of supply chain
- analyse and organise the company's supply chain, including selection of partnerships in relation to the organisation of sales and with a focus on ensuring customer satisfaction and quality experience
- calculate and assess profitability through the use of Activity Based Costing
- identify relevant total life cycle costs (TLCC) and customer lifetime value (CLV)
- generate, process and interpret quantitative and qualitative data
- use criteria to assess the relevance and quality of data and theories
- apply basic rules governing the maritime and road transport agreement, with particular emphasis on the carrier's liability.

### *Competencies*

The student can:

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

<b>Industry and Competitors</b>
<b>Timing:</b> 2 <sup>nd</sup> semester
<b>Scope:</b> 5 ECTS
<p><b>Content:</b> The subject element covers analyses of competition, competitors and cluster and network collaborations whereby the company can carry out benchmarking in relation to the supply chain, social responsibility and sustainability, including CSR, and the international economic environment, and seen in relation to competition law. The subject element also requires a methodical approach to acquiring knowledge based on the theoretical standpoint.</p>
<p>Learning objectives:</p> <p><i>Knowledge</i> The student has:</p> <ul style="list-style-type: none"> <li>• knowledge of relevant theories and models of competitive positions in the market and their implementation in a microeconomic and mesoeconomic context</li> <li>• knowledge of CSR, social responsibility and sustainability</li> <li>• knowledge of basic benchmarking theories and models in forms of competition, SCM and financial and non-financial benchmarking</li> <li>• knowledge of significant academic positions from a business economics perspective</li> <li>• knowledge of Danish and European competition law and the interplay between the regulations.</li> </ul> <p><i>Skills</i> The student can:</p> <ul style="list-style-type: none"> <li>• benchmark the company internally and externally</li> <li>• analyse and evaluate the competitive position of different companies as a basis for the individual company's market offering. In relation to the above, the student must be able to benchmark a company in relation to a sector and the company's closest competitors, including sales strategies</li> <li>• analyse the company's social dimension in relation to the company's strategic position</li> <li>• draw on relevant theories and models in connection with benchmarking an international company's supply chain</li> <li>• based on a business economics problem formulation, develop a study design including recommendations for practical implementation.</li> </ul>

### *Competencies*

The student can:

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

## **Sales Management and the Sales Development of the Company**

**Timing:** 2<sup>nd</sup> semester

**Scope:** 10 ECTS

### **Content:**

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

The subject element also covers insight into organisational development and change management, taking into account employment law, and measuring efficiency and risk assessment for the company's supply chain. The subject element covers budgeting, balanced scorecard and the triple bottom line in the selection of strategies for the company. The subject element also requires students to incorporate and reflect on the significance of the theoretical standpoint for analyses.

Learning objectives:

### *Knowledge*

The student has:

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

### *Skills*

The student can:

- justify and communicate selected strategies in a sales plan to relevant stakeholders
- analyse and evaluate the activities and action parameters linked to the company's market offerings to customers in general and specific customers, in order to be able to suggest possible changes in strategy and initiatives
- prepare a plan for the development of the organisation
- prepare a follow-up plan for the company's business model in relation to measuring the effectiveness of the company's supply chain

- define budget assumptions and prepare and evaluate a total budget for the company's strategic decisions and assess the financial impacts of this
- develop strategy maps and balanced scorecards
- write evidence-based reports and projects, including following academic formalities, communicate study results and proposed solutions, etc., in a clearly legible and readable report
- apply employment law regulations in an international context, including in accordance with the rules on governing law and jurisdiction, with a special focus on recruitment and retention, posting and dismissal.

#### *Competencies*

The student can:

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

### **3.3. Study programme courses**

The four topics covering the study programme's national academic elements are fleshed out in the following courses:

- Marketing
- Organisation & Management and Supply Chain Management
- Economics
- Scientific theory
- Business Law

For each of the learning objectives for the various courses, the topic they belong to is indicated:

Topic 1: The company's strategic basis (business model) (1)

Topic 2: The Customer as the Starting Point (2)

Topic 3: Industry and competitors (3)

Topic 4: Sales management and the company's sales development (4)

<b>Marketing</b>
<b>Timing:</b> 1st and 2nd semester
<b>Scope:</b> 17.5 ECTS
<p><b>Content:</b></p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• Strategic analysis of the company, strategic directions, business models and innovation. Work with the B2B, B2C and B2G market forms (1)</li> <li>• Analyses of current and potential customers and their strategic situation, needs and wishes as a basis for assessing the company's total activities (2)</li> <li>• Analysis and development of the company's strategies and market offerings to the customer base (2)</li> <li>• Development and maintenance of customer relations (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• Complex forms of competition, competitor analyses, cluster and network collaboration and benchmarking (3)</li> <li>• Development of international sales strategies, online and offline (versus omni-channel) and digitalisation (4)</li> <li>• Development of CRM strategies, from attracting new customers to retaining existing customers (4)</li> <li>• Key account management (KAM) and global account management (GAM) (4)</li> <li>• Tools/methods for customer follow-up in relation to marketing, follow-up marketing and sales performance (4)</li> </ul>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student has:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• knowledge of various types of business models, and of the models and theories used to understand a company's strategic basis, including innovation and disruption (1)</li> <li>• knowledge of different strategic approaches related to the concept of innovation and knowledge of disruption as a concept and development direction (1)</li> <li>• knowledge of and understands relevant theories and models for analysing a company's competencies and customer base as well as developing the customer portfolio, including profitability reports (2)</li> <li>• knowledge of and understands the company's market offerings and possible marketing strategies (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• knowledge of relevant theories and models of competitive positions in the market and their implementation in a microeconomic and mesoeconomic context (3)</li> <li>• understanding of key theories, models and methods for development of the company's sales and customer base using various approaches (4)</li> <li>• knowledge and understanding of relevant theories and models in relation to business models with a focus on sale (4)</li> </ul>

### *Skills*

The student can:

#### *1st semester:*

- apply and discuss the different strategic approaches, including in particular marketing strategies and the role of innovation in the business model (1)
- implement and make a reasoned choice between the different business models and forms of distribution (1)
- analyse and assess the current and future customer base as well as individual customers in relation to the company's value proposition, using methods and tools for analysing the customers' behaviour, including the use of big data and profitability reports in the domestic and international markets (2)

#### *2nd semester:*

- analyse and evaluate the competitive position of different companies as a basis for the individual company's market offering. In relation to the above, the student must be able to benchmark a company in relation to a sector and the company's closest competitors, including sales strategies (3)
- justify and communicate selected strategies in a sales plan to relevant stakeholders (4)
- analyse and evaluate the activities and action parameters linked to the company's market offerings to customers in general and specific customers, in order to be able to suggest possible changes in strategy and initiatives (4)

### *Competencies*

The student must:

#### *1st semester:*

- assess the company's strategic situation and make recommendations for innovative improvements to the business model (1)
- independently participate in interdisciplinary teams in relation to the company's work with marketing intelligence, with a customer focus, and subsequently be able to develop the company's marketing strategy (2)
- work independently with the company's customer relations (2)
- discuss choosing a strategy for enterprise customers (2)

#### *2nd semester:*

- independently address the company's competitive challenges and communicate these to the rest of the organisation (3)
- identify their own learning needs, in order to develop and maintain relevant competencies for working based on a holistic approach (4)
- based on the company's data foundation, assess, manage and lead the development of sales strategies in complex situations involving relevant stakeholders (4)

### **Assessment:**

- 1st semester: The learning objectives for the 1<sup>st</sup> semester are tested in the 1<sup>st</sup> semester exam
- 2nd semester: The learning objectives for the 2<sup>nd</sup> semester are tested in the 2<sup>nd</sup> semester exam

<b>Organisation &amp; Management and Supply Chain Management</b>
<b>Timing:</b> 1st and 2nd semester
<b>Scope:</b> 10 ECTS
<p><b>Content:</b></p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• Strategic analysis, analysis of the company's resources and competencies, assessment of the innovative platform and the company's innovative processes and drivers (O1)</li> <li>• The supply chain/SCM and the geographical location of production and competency centres, including choices for distribution channels, partnerships and outsourcing (S1)</li> <li>• Organisational analysis of sales teams and purchasing centres in relation to sales, including customers, markets, sectors and types of purchases (O2)</li> <li>• The relationship of sales to other functions, including collaboration with partners (O2)</li> <li>• Analysis of the company's supply chain in relation the company's strategy. Consequences of innovation for the company's supply chain, including integration of various sales channels (omni-channel, web/physical) (S2)</li> <li>• Development of international strategies for the company's logistics and supply chain, to support sales strategies and plans. Management of partnerships in the company's supply chain (S2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• Social responsibility and sustainability, including CSR (O3)</li> <li>• Benchmarking the company's supply chain (S3)</li> <li>• Measuring the effectiveness of the company's supply chain and performing risk assessment of the company's supply chain (S4)</li> <li>• Organisational development and change management, including handling complexity and sales management, including recruitment, motivation, self-management, conflict management, etc. (O4)</li> </ul>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student has:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• knowledge of and understands relevant theories and models for analysis of the company's strategic platform, including the company's innovative platform (O1)</li> <li>• knowledge of the elements of the company's supply chain from a strategic perspective (S1)</li> <li>• assess the consequences of changes in the company's strategic supply chain (S1)</li> <li>• Understanding of the theoretical tools in relation to the company's supply chain for the development of an international sales foundation (S2)</li> <li>• knowledge of theories and models for assessing insourcing and outsourcing (S2)</li> <li>• knowledge of general strategic approaches and models for structuring and</li> </ul>



organising sales (O2)

*2nd semester:*

- knowledge of CSR, social responsibility and sustainability (O3)
- knowledge of basic benchmarking theories and models in forms of competition, SCM and financial and non-financial benchmarking (S3)
- knowledge of tools for measuring the efficiency of the company's supply chain (S4)
- knowledge of methods and models for supply chain risk assessment (S4)

*Skills*

The student can:

*1st semester:*

- analyse and assess the company's strategic development opportunities and innovative platform (O1)
- analyse the company's competencies (2)
- analyse the company's innovation culture and processes (2)
- analyse and assess an internationally focused company's choice of supply chain (S2)
- analyse and organise the company's supply chain, including a selection of partnerships in relation to the organisation of sales and with a focus on ensuring customer satisfaction and quality experience (S2)

*2nd semester:*

- analyse the company's social dimension in relation to the company's strategic position (O3)
- draw on relevant theories and models in connection with benchmarking an international company's supply chain (S3)
- prepare a follow-up plan for the company's business model in relation to measuring the effectiveness of the company's supply chain (S4)
- prepare a plan for the development of the organisation (O4)

*Competencies*

The student can:

*2nd semester:*

- independently address the company's competitive challenges and communicate these to the rest of the organisation (3)
- independently analyse and participate in the development of an organisational action plan to ensure implementation of the sales plan (O4)
- work with the sales function to optimise the company's combined sales efforts based on efficiency throughout the entire supply chain (S4)

**Assessment:**

- 1st semester: The learning objectives for 1st semester are tested in the 1st semester exam
- 2nd semester: The learning objectives for 2nd semester are tested in the 2nd semester exam

<b>Economics</b>
<b>Timing:</b> 1st and 2nd semester
<b>Scope:</b> 7.5 ECTS
<p><b>Content:</b></p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• The company's economic and financial foundation, cost perceptions, capacity utilisation and product mix optimisation (1)</li> <li>• Economic analysis, assessment and prioritisation of product and customer mixes and overall prioritisation in relation to a company's strategy. Customer Lifetime Value. Life cycle costs (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• Benchmarking. International economic environment factors (3)</li> <li>• Budgeting, balanced scorecard (BSC), triple bottom line (TBL) (4)</li> </ul>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student has:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• knowledge of and understands relevant economic models in relation to business models (1)</li> <li>• knowledge of and understands tools and methods for assessing customer and product portfolios in relation to profitability, and alternative methods for profitability calculation (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• understanding of alternative budget models (4)</li> <li>• knowledge of alternative financial and non-financial reporting methods (4)</li> </ul> <p><i>Skills</i></p> <p>The student can:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>• perform an economic analysis, an assessment and a prioritisation of the product mix in various cost models based on application of traditional standard cost (1)</li> <li>• identify relevant total life cycle costs (TLCC) and customer lifetime value (CLV) (2)</li> <li>• calculate and assess profitability through the use of Activity Based Costing (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>• benchmark the company internally and externally (3)</li> <li>• define budget assumptions and prepare and evaluate a total budget for the company's strategic decisions and assess the financial impacts of this (4)</li> <li>• develop strategy maps and balanced scorecards (4)</li> </ul> <p><i>Competencies</i></p>

<p>The student can:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>independently prepare a reasoned basis for decision-making with an assessment of the profitability of the customer portfolio and its expected earning potential (1)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>prepare analyses of the company's overall activities as well as work independently with the company's strategic customer base (4)</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>1st semester: The learning objectives for 1st semester are tested in the 1st semester exam</li> <li>2nd semester: The learning objectives for 2nd semester are tested in the 2nd semester exam</li> </ul>

<p><b>Science Theory</b></p>
<p><b>Timing:</b> 1st and 2nd semester</p>
<p><b>Scope:</b> 5 ECTS</p>
<p><b>Content:</b></p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of the scientific paradigms within the social sciences and perspectives on knowledge, insight and awareness of knowledge (1)</li> <li>Combine scientific theory related to commerce with methodology in scientific projects (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>A methodical approach to acquiring knowledge based on the theoretical standpoint (3)</li> <li>Apply and reflect on the significance of the theoretical standpoint for scientific projects (4)</li> </ul>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student has:</p> <p><i>1st semester:</i></p> <ul style="list-style-type: none"> <li>knowledge of key perspectives on knowledge, insight and recognizing (1)</li> <li>knowledge of various methods of generating, processing, analysing and assessing knowledge (1)</li> <li>knowledge of the methods and approaches for creating knowledge (2)</li> </ul> <p><i>2nd semester:</i></p> <ul style="list-style-type: none"> <li>knowledge of significant academic positions from a business economics perspective (3)</li> <li>knowledge of different approaches to dissemination of insight and knowledge in reports and projects (4).</li> </ul>

### Skills

The student can:

#### *1st semester:*

- communicate the influence of scientific theory paradigms on knowledge and methods of information gathering (1)
- develop a framework for a study design, including problem formulation, paradigm choices and methodological considerations (1)
- generate, process and interpret quantitative and qualitative data (2)
- use criteria to assess the relevance and quality of data and theories (2)

#### *2nd semester:*

- based on a business economics problem formulation, develop a study design including recommendations for practical implementation (3)
- write evidence-based reports and projects, including following academic formalities, communicate study results and proposed solutions, etc., in a clearly legible and readable report (4)

### Competencies

The student can:

#### *1st semester:*

- assess, argue and reflect on the choice of theory and method, including paradigm selection, study design and application (1)
- prepare evidence-based reports and projects (2)

### Assessment:

- 1st semester: The learning objectives for 1st semester are tested in the 1st semester exam
- 2nd semester: The learning objectives for 2nd semester are tested in the 2nd semester exam

## Business Law

**Timing:** 1st and 2nd semester

**Scope:** 5 ECTS

### Content:

#### *1st semester:*

- Sources of law, international private law, types of conflicts and distribution forms (1).
- International purchasing and contract law, transport law and public procurement law (2).

#### *2nd semester:*

- Competition law (3).
- Employment law (4).

### Learning objectives:

*Knowledge*

The student has:

*1st semester:*

- knowledge of international sources of law, their interrelationships, and their relationship with national sources of law (1)
- knowledge of international conflict resolution models (1).
- knowledge of the general principles in the EU's procurement rules for sales to public authorities (2).

*2nd semester:*

- knowledge of Danish and European competition law and the interplay between the regulations (3)

### *Skills*

The student can:

*1st semester:*

- apply rules on governing law and jurisdiction in international sales and assess the consequences of the choices made (1)
- apply basic rules governing the maritime and road transport agreement, with particular emphasis on the carrier's liability (2).

*2nd semester:*

- apply employment law regulations in an international context, including in accordance with the rules on governing law and jurisdiction, with a special focus on recruitment and retention, posting and dismissal (4).

### *Competencies*

The student must:

*1st semester:*

- independently participate in professional and interdisciplinary collaboration on the conclusion of international sales agreements (2)

### **Assessment:**

- 1st semester: The learning objectives for 1st semester are tested in the 1st semester exam
- 2nd semester: The learning objectives for 2nd semester are tested in the 2nd semester exam

*Diagrammatic outline of educational elements*

<b>Educational elements distributed on years of study</b>	<b>1<sup>st</sup> year</b>	<b>2<sup>nd</sup> year</b>	<b>E C T S</b>
<b>National educational elements completed as subjects</b>			<b>45</b>
Marketing	17.5 ECTS		17.5
Organisation & Management & Supply Chain Management	10 ECTS		10
Economics	7.5 ECTS		7.5
Scientific theory and method	5 ECTS		5
Business Law	5		5
<b>Local educational elements</b>			<b>15</b>
Electives	5 ECTS		15
	10 ECTS		
<b>Internship and Bachelor Project</b>			<b>30</b>
Internship and project		15 ECTS	15
Bachelor project		15 ECTS	15
<b>Total</b>	<b>60 ECTS</b>	<b>30 ECTS</b>	<b>90</b>

### 3.4. Local educational elements and electives

In addition to the national educational elements, the study programme consists of a number of local educational elements, completed as electives. The student must choose two electives worth 10 and 5 ECTS respectively, which will be weighted together to form one grade. Thus, two partial examinations and two grades, which will be calculated to one total grade, will be listed for the elective element on the degree certificate. Each partial examination must be passed, i.e. a grade of at least 02 must be achieved. The 10 ECTS elective weights 2/3 and the 5 ECTS elective weights 1/3 in the calculation of the grade.

The elective educational elements enable the students to design their study programme in accordance with their interests and future career directions.

Information on the electives is published in the Electives Catalogue for the study programme.

### 3.5. Internship

The Bachelor's Degree programme in International Sales and Marketing includes both theory and practical experience with the purpose of supporting the students' continuous learning process and contributing to the fulfilment of the learning objectives specified for the study programme. During the internship, students are faced with professionally relevant issues, and become familiarised with relevant job functions. The student actively and independently seeks a placement with one or more

private or public companies, and Cphbusiness ensures that the internship settings are satisfactory. The internship is unpaid.

<b>Internship</b>
<b>Timing:</b> 3 <sup>rd</sup> semester
<b>Scope:</b> 15 ECTS
<p><b>Purpose:</b> The study programmes internship will create a connection between the studied theory and the profession's vocational relationships. The internship will ensure closeness to practice and the development of professional and personal competencies for independent participation in business. The internship assists the student in converting the studied knowledge into practical experience.</p>
<p><b>Learning objectives:</b></p> <p><i>Knowledge</i> The student has:</p> <ul style="list-style-type: none"> <li>• knowledge of theory, methodology and actual practice</li> <li>• an understanding of concepts and methods and can reflect on their use</li> <li>• experience from participation in solving practical work tasks.</li> </ul> <p><i>Skills</i> The student can:</p> <ul style="list-style-type: none"> <li>• put acquired knowledge into practice for the business</li> <li>• assess theoretical and practical issues and propose solutions</li> <li>• use and communicate relevant theories for the resolution of tasks based on practice.</li> </ul> <p><i>Competencies</i> The student can:</p> <ul style="list-style-type: none"> <li>• see his/her own professional role in relation to the specific tasks and identify personal learning needs and develop personal knowledge, skills and competences in relation to the specific tasks</li> <li>• independently engage in professional as well as interdisciplinary cooperation.</li> </ul>
<p><b>Assessment:</b></p> <p>Oral examination based on an internship report, internal examination, 7 point grading scale.</p>

### 3.5.1. Rules Regarding the Internship

#### *Requirements for the parties involved*

The hosting company, offering the internship, provides a contact person who must be available to the student for the duration of the internship. The contact person and the student must jointly draw up an internship agreement. This agreement must be in writing and should outline the types of tasks and assignments the student will face during his/her internship. The internship agreement must take into account not only the learning objectives of the internship stipulated in this curriculum but also the

student's prior knowledge, training and qualifications.  
The internship agreement must afterwards be submitted for approval at Cphbusiness.

Close contact will be established between the student and one of the Cphbusiness appointed internship supervisors, who will act as the student's sparring partner for the entire duration of the internship and in addition the report examiner.

A manual describing the internship process in greater detail is available through Cphbusiness.

Upon completion of the internship period, both the student and the hosting company will have to participate in an evaluation of the internship period. The student must complete the evaluation in order to attend the examination.

*Roles and responsibilities of the parties involved*

<b>Student</b>	<b>Company</b>	<b>Cphbusiness</b>
Seeks a placement with a company	Provides a contact person	Ensures satisfactory internship settings  Appoints a Cphbusiness internship supervisor
The student and hosting company collaboratively draw up an internship agreement that takes into account the learning objectives of the internship		Discusses the internship agreement with the student  Approves the submitted internship agreement, provided that it meets Cphbusiness' demands
The student and hosting company cooperate during the internship		
The contact person and the internship supervisor support the student for the duration of the internship		
(Writes an internship report)		
Participates in an evaluation of the internship	Participates in an evaluation of the student and the internship	
(Attends the exam)		(Conducts the exam)



### 3.6. Teaching and Working Methods

At Cphbusiness, our learning approach is that business competencies are best developed when the study programme's study activities put practice and concrete issues at the heart of learning. Further, we believe that it is the work of creating value in practice that drives the motivation and commitment of our students.

Cphbusiness uses an education model that focuses on:

- Facilitating a motivating and engaging learning environment based on practice
- Transposing and disseminating relevant knowledge from research and industry in a concrete practice
- Supporting students' active participation and study intensity through relevant study activities
- Involving students' knowledge and work experience as a resource so that students are co-creators of learning
- Supporting learning through ongoing dialogue and a common feedback culture
- Flexible work, involving digital learning activities, focusing on using our resources and improving student learning outcomes, independent of time and place.

There are several different forms of teaching and working at Cphbusiness that support student learning. For example lectures, case work, small assignments, practical and theoretical exercises, laboratory work, oral presentations, homework, excursions, etc.

Teaching is structured in one or more learning flows per semester.

The purpose of the various forms of working is for students to acquire knowledge, skills and competencies within the study programme's subject areas, through the chosen approach, and to apply these in accordance with the study programme's learning outcome objectives.

### 3.7. Language of Instruction

The bachelor's degree in International Sales and Marketing is an English taught programme, and all teaching is in English. In some cases, students may be able to take electives in Danish, and students are free to enter into an internship agreement with a company in which the spoken language is Danish.<sup>1</sup>

Educational elements taught in English are examined in English, cf. subsection 5.6.

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<sup>1</sup> The bachelor's programme in International Sales and Marketing is offered as a Danish taught programme as well. For a description of the study programme with Danish as the language of instruction, please consult the Danish version of this curriculum (Studieordning for international handel og markedsføring).

## 4. INTERNATIONALISATION

### 4.1. Study Abroad

All full-time studies at Cphbusiness must be organised in a manner that allows students the opportunity to take at least one of the study programme components abroad within the nominal length of study.

The possibility of studying abroad pertaining to the programme includes:

- 2<sup>nd</sup> semester
- Internship
- Bachelor project

Educational elements taken abroad can be approved for credit transfer provided that they are compatible with and meet the requirements regarding contents and level stipulated in the subsections regarding the internship and credit transfer.

Students wishing to study abroad have to apply for credit transfer before the period is initiated in due time to receive a pre-approval of credit transfer. The decision as to whether the educational elements can be approved for credit transfer rests on Cphbusiness' evaluation of the contents and standards offered by the educational institution or host company.

As part of the pre-approval process, students must consent to Cphbusiness obtaining information relevant to the final credit transfer following the period of study abroad. A pre-approved educational element will be regarded as successfully completed if the student has passed the element in accordance with the regulations in effect at the hosting educational institution. When the period abroad is completed, students who have received a pre-approval of credit transfer have to document that they have successfully completed the pre-approved educational elements.

## 5. EXAMINATION AND ASSESSMENT

### 5.1. General Rules Regarding the Exam

The latest versions of the ministerial orders on examinations and grading apply to examinations at Cphbusiness (at the time of preparation of this curriculum: no. 1500 of 2 December 2016 on examinations (the Examination Order) and no. 114 of 3 February 2015 on the grading scale and other forms of assessment (the Grading Scale Order)). In addition, the Cphbusiness regulations and programme-specific documents concerning examinations in effect at the time in question apply to examinations.

### 5.2. Description of Assessment of Educational Elements

An overview of the examinations on the programme is provided below. Requirements

and details on the specific examinations, including dates, form and materials, the use of aids during examination, etc., are made public to the students in examination catalogues on the Learning Management System Moodle.

Each examination, which may test several educational elements concurrently, will appear with one grade on the final diploma.

Semester	Name of examination (internal/external)	Educational element	ECTS	Noted on the final diploma
1 <sup>st</sup> year	1 <sup>st</sup> semester examination (external)	<ul style="list-style-type: none"> <li>- The Company's Strategic Basis (Business Model)</li> <li>- The Customer as the Starting Point</li> </ul>	30	One grade
	2 <sup>nd</sup> semester examination (internal)	<ul style="list-style-type: none"> <li>- Industry and Competitors (weight 1/3)</li> <li>- Sales Management and the Sales Development of the Company</li> <li>- (weight 2/3)</li> </ul>	15	Two partial grades and one common grade calculated on basis of the two partial grades
	2 partial examinations in elective elements (internal)	<ul style="list-style-type: none"> <li>- Elective 1 (weight 2/3)</li> <li>- Elective 2 (weight 1/3)</li> </ul>	15	Two grades and one common grade calculated on basis of the two grades
2 <sup>nd</sup> year	Internship exam (internal)	Internship	15	One grade
	Bachelor's Project (external)	Bachelor's project	15	One grade

*Diagrammatic outline of the links between examinations and the educational elements and the structure of the study programme*

### 5.3. Other Requirements for Completion of Activities

Besides the examinations mentioned above, students are required to attend and have a number of obligatory study activities approved in order to attend the exam and continue their studies, cf. the Examination Order section 10 and section 5, subsection 3.

### 5.3.1. Obligatory Learning Activities: Requirements for Participation and Submission of Assignments

In order to attend some of the exams, students must have a number of obligatory learning activities approved. If the obligatory learning activity is not approved, the student cannot attend the exam, which counts as an attempt at the exam. The student is automatically signed up for the re-examination; however, the student must still pass the obligatory learning activity, as this is the prerequisite for attending the exam.

The mandatory learning activities vary, depending on the educational elements. Examples of mandatory learning activities include requirements for participation, presentations, assignments, etc. The mandatory assignments can be found in the examination catalogue for the study programme.

### 5.3.2. The Study Start Test

Cphbusiness conducts study start tests on all full-time study programmes. A student must fulfil the study start test requirement in order to remain enrolled at the study programme, cf. the Examination Order section 10.

Study start test
<b>Timing:</b> The study start test must be conducted no later than two months after the commencement of the study programme
<b>Form:</b> Details about the study start test are described in the examination catalogue for the particular programme
<b>Assessment:</b> Approved/Not approved
<b>Admission requirements:</b> None
<b>Consequences of not passing:</b> If the student does not fulfil the study start test requirement in the first attempt, the student has another attempt, which must be conducted no later than three months after the commencement of the study programme. If the student does not fulfil the test on the second attempt, the student cannot continue on the study programme and his/her enrolment will consequently be cancelled, cf. the ministerial order on examinations section 10 and the ministerial order on enrolment section 37, subsection 1, number 3.
<b>Specific for the study start test:</b> The study start test is not covered by the regulations on examination complaints, cf. the ministerial order on examinations section 10, subsection 4. Cphbusiness can grant exemptions from the appointed time required to fulfil the study start test requirement. Exemptions can be granted in cases of serious illness, childbirth or unusual circumstances. Such cases must be documented.

## 5.4. The Bachelor Project

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

<b>The Bachelor Project</b>
<b>Scope:</b> 15 ECTS
<b>Timing:</b> By the end of 3 <sup>rd</sup> semester
<b>Learning objectives:</b> The learning goals are the same as for the study programme, and are listed in chapter 1.
<b>Assessment:</b> The bachelor project completes the programme in the last semester, once all the preceding exams have been passed. The examination is an oral and written examination with an external co-examiner. A combined mark is given based on the 7-point scale for the written project and the oral presentation.

### 5.4.1. Importance of Verbal and Writing Skills

The students' spelling and communication skills are included in the assessment of the bachelor project, regardless of the language in which the bachelor project has been written. Nevertheless, the project's content and relevance are decisive, cf. the ministerial order on examinations, section 35, subsection 4.

## 5.5. Aids during Examination

In general, all forms of aid are allowed during examinations, unless stated otherwise in the examinations catalogue for the particular programme.

## 5.6. Examination Language

The examination language is the same as the language of instruction, i.e. if the language of instruction is English, the examination will be conducted in English. Where the examination language is Danish, the student may choose to conduct the examination in Swedish or Norwegian, unless the purpose of the examination is to demonstrate the student's proficiency in Danish, cf. the ministerial order on examinations, section 18.

## 6. OTHER RULES

### 6.1. Credit Transfer

Passed programme elements are equivalent to similar programme elements taken at other educational institutions offering this programme.

The students are obliged to inform us of any completed educational elements from another Danish or foreign higher education programme or any jobs which are likely to provide credit.

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

The decision is taken according to an academic assessment.

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

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

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

### 6.2. Change of study programme

Change of study programme at the same or another educational institution is regulated by the rules of the study programme receiving the student.

Changing to the same study programme at another institution cannot take place until the student has passed examinations corresponding to the first year of study at the programme receiving the student unless special circumstances apply, cf. the ministerial order on admission and enrolment section 36, subsection 2. A change of study programme can only take place if the receiving institution has spaces available at the relevant level of the study programme.

### 6.3. Exemptions from the Curriculum

Under special circumstances, Cphbusiness is entitled to grant exemptions from rules stipulated in this curriculum. Students have to submit a request for exemption, which must specify and document the reasons for exemption. Cphbusiness will subsequently process the request and notify the student of the decision once it is made.