

# Curriculum for Business Bachelor of Web Development (BSc Web Development)



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# National Curriculum for Business Bachelor of Web Development (BSc Web Development)

## 1.0 Background and framework.

The National Curriculum for the PBA Web-development education is prepared in co-operation by the providers of the education and effects all approved providers of the education.

The curriculum has been developed within the framework of existing acts and orders (exam notice, main notice and education notice) and is valid for students starting the PBA education from the 1<sup>st</sup> of September 2009.

## 1.1 Programme objectives

The education aims to train graduates who immediately after completing their education may be included in the design and construction of web applications of all sizes. The training is aimed at recruitment in internal development departments in companies of all sizes, or in larger consulting or software companies in the web area.

Graduates will, after some years of employment, be able to perform general functions related to planning and architecture of complex web-systems.

The professional bachelor's degree in web-development is an education designed to qualify graduates for development in a society, where rapid evolving of both society's overall digitization needs and industry/media methods is a field.

Finally, the training qualifies graduates to pursue relevant training at postgraduate level.

## 1.2 Scope of the education

The education, which is a full-time study, is rated as an FTE (full time effort) of 1½ years of study. A student's yearly FTE is a full-time student's work in 1 year.

A student's yearly FTE is equivalent to 60 points in the European Credit Transfer System (ECTS). The education is rated for a total of 90 ECTS.

## 1.3 Title

Those who have completed and passed the education are entitled to use the title **Business Bachelor of Web Development** (BSc Web Development).

## 1.4 Admission to the education

The Business Bachelor of Web Development is a superstructure of education (a degree) to both the Multimedia Designer diploma (AP Degree) and the Computer Science diploma (AP Degree) education, which both allow for direct admission.

Other candidates may be placed on a concrete assessment of their actual qualifications see Order No. 8 of 10 January 2008 for individual competence assessment (actual competence assessment) in higher adult education (VVU) and diploma courses in further education for adults.

## 2.0 Overall learning objectives for the education

### 2.1 Knowledge

The objective is that the student gain knowledge about:

- World Wide Web formal and de facto standards
- World Wide Web standards as a platform for applications
- XML family's role in both data warehousing and application development
- Normal development environments for web development
- Content Management Systems
- The roles of web applications in society and its development

### 2.2 Skills

The objective is that the student has skills to:

- Select appropriate and suitable object-oriented programming languages to implement the development aspirations
- Select an appropriate and suitable database system to ensure coherence in both data and application.
- Design of appropriate interfaces adapted to relevant target groups
- Utilization of the World Wide Web special design and aesthetic possibilities

### 2.3 Competences

The objective is that the student has the competence to:

- Analyse, plan and develop applications based on specific development aspirations
- Analyse and plan expansions in the framework of existing systems
- Implement development in light of the analysis and planning carried out
- Execute a development process based on an external analysis and plan

The overall objective is utilized into a series of targets for knowledge, skills and competences that are described under the individual training modules.

## 3.0 Structure of the education, core and mandatory educational elements.

PBA-education is modular and consists of:

- Bridging Modules
- Line Modules
- Possible common modules
- Internship (15 ECTS)
- Final bachelor project (15 ECTS)

## Modules

The line consists of several modules which together spans the field and thus provides the student the relevant skills.

These modules are closely linked, so each module is given meaning through the whole they are part of - the total quantity of modules.

There will be an opportunity for the student to point his/her education in different directions depending on choice of modules.

## Bridging

Some modules are based directly on previously acquired skills that are specific to either the Computer Science (AP Degree) or the Multimedia Designer education (AP Degree).

The following modules are mandatory:

- Web programming and network. Backend programming (mandatory for Multimedia Designers)
- Web programming and network. Front end programming (mandatory for Computer Science)

## Line Modules

- Web programming and network. Backend programming
- Web programming and network. Front end programming
- Databases and XML
- Development environments and CMS
- Web communication and network sociology
- Interface design and digital aesthetics
- Advanced media technologies

## Common Modules

- Project Management
- Security
- Science (additional module)

## Other

- Internship
- Final bachelor project

## 4.0 Learning objectives for educational elements:

### 4.1 Programming and network. Backend Programming (10 ECTS)

#### Prerequisites

Completed Multimedia education or equivalent.

#### Purpose

The purpose is to enable the student to develop modern web applications using the object-oriented programming paradigm, using modern standardized protocols and client / server model options. The emphasis is on providing skills that are not significantly incorporated in the Multimedia Designer education.

#### Objectives

##### Knowledge

The objective is that student has knowledge about:

- Design patterns
- TCP / IP architecture as the Internet's protocol-related foundation
- The Internet's structure as client / server platform
- World Wide Web fundamental protocols
- client / server architecture capabilities and limitations

##### Skills

The objective is that student has acquired skills to:

- object-oriented programming using the basic concepts; object, class, method, constructor, encapsulation, interfaces, inheritance, specialization, extension, and polymorphism
- use protocol-based special techniques in the programming of web applications
- use programming techniques in conjunction with protocols to ensure data and system access

##### Competences

The objective is that the student is competent to:

- analyze a development request for the construction of a web-based client / server application
- select and apply an appropriate object-oriented programming language for developing web-based client / server applications, and in general
- meet the purpose of the education

## 4.2 Web-programming and network. *Front end programming (10 ECTS)*

### Prerequisites

Completed Computer Science education or equivalent.

### Purpose

The purpose is to enable the student to develop modern web applications using the object-oriented programming paradigm, using modern standardized protocols and client / server model options. In addition, understanding of basic design and visual communication. The module will also enable the student to design simple user interfaces by use of an aesthetic and communicative principles

### Objective

#### Knowledge

The goal is that the student has knowledge about:

- the Internet's structure as client / server platform
- TCP / IP architecture as the Internet's protocol-related foundation
- World Wide Web fundamental protocols
- different media specific characteristics, strengths and weaknesses
- developing a communication strategy taking into account the sender, audience, media and tools

#### Skills

The objective is that the student has acquired skills to:

- use protocol-based special techniques in the programming of web applications
- program and implement a modern, dynamic web application
- master the design principles of typography, chromatology, layout, composition, aesthetics and imagery. The student must be able to apply these principles in the production of interactive user interfaces
- use programming techniques in conjunction with protocols to ensure data and system access
- use communication theories, models and methodologies for planning and production of digital visual communication concepts
- apply theories of user-friendliness and to plan and carry out user tests

#### Competences

The objective is that the student is competent to:

- analyze a development request for the construction of a web-based client / server application
- select and apply an appropriate programming language for developing client side of web
- analyze and use standardized models in collaboration with the selected client-side programming

## 4.3 Databases and XML (10 ECTS)

### Purpose

The purpose is to enable the student to analyze and apply the relational model and / or XML as an integral part of a web application.

### Objective

#### Knowledge

The goal is that the student has knowledge about:

- at least one widely used modelling language for computational modelling
- distributed databases and their spread and use in web applications
- Object-oriented databases and their spread and use in web applications
- description of the problems with XML and use of XML in developing a web application
- XML-family components and their interrelationships, and applications
- XML application specific importance for web applications

### Skills

The goal is that the student has acquired skills to:

- use the relational data model in the development and maintenance of web applications
- use SQL's sophisticated query options, including different JOINVILLE and embedded SELECT
- use active operation to ensure data
- use a standards-based language for the development of triggers and stored procedures in a database system

### Competences

The objective is that the student is competent to:

- analyze and choose which tasks should be expediently resolved by database system and which should be solved with a general server-based programming language

## 4.4 Development environments and Content Management Systems (10 ECTS)

### Purpose

The purpose is to enable the student to make an expedient choice of development environments in terms of platform and network. The student must also be able to make a choice between Content Management Systems, depending on the desired functionality and platform.

### Objective

#### Knowledge

The objective is that the student has knowledge about:

- common development platforms (such as Eclipse or Visual Studio) and their capabilities and limitations
- common development environments (e.g. Java or. Net) and their capabilities and limitations
- cross-platform development, such development in Linux for use in a Windows system or under Mac to a Linux system
- general functionality requirements for a Content Management System
- the importance of the choice of data storage platform in the context of a CMS

#### Skills

The objective is that the student has acquired skills to:

- use at least one common development environment
- use at least one common development platform
- model a CMS in regards to individual development

#### Competences

The objective is that the student is competent to:

- analyze and select a suitable platform and a suitable environment for a given task
- analyze and apply a common example system

## 4.5 Web communication and network sociology (10 ECTS)

### Purpose:

The purpose of the module is to qualify the student to work with the development of network-based communications solutions across platforms, media and applications.

### Objective

#### Knowledge

The objective is that the student has knowledge about:

- significant standards in the publishing field (XML, micro formats)
- communicative components that create sensory (audio / visual / olfactory etc.) identity, cross-media
- requirements for material, which simultaneously must establish said identity cross-media
- re-mediation theories and their influence on the expression of the media
- knowledge of theoretical models - and their influence on the description of competences in network
- micro-sociological theory - and its influence on the perception of individual positioning in relation to medium term

#### Skills

The goal is that the student has acquired skills to:

- establish sensory identity for a publication task
- use evidence of sensory identity
- design products in accordance with various re-mediation theories
- use micro-sociological theory to develop a digital portfolio

#### Competences

The aim is that the student is competent to:

- analyze the publications forms across media (print, web, mobile etc) and use this knowledge in planning and administration of large publishing tasks objectives, topics:

## 4.6 Interface Design and digital aesthetics (10 ECTS)

### Module purpose

The purpose of the module is that student should be able to analyze and reflect on the relationship between functionality and design, taking into account the aesthetic as well as the user oriented aspects.

The student must be able to assess the theoretical and practical issues in light of current methodologies, models and theory in the field of interaction design, interface design and usability design.

The module will also enable the student to engage in complex contexts and independently manage the design process in the shaping of complex user interfaces.

### Objective

#### Knowledge

The objective is that the student has knowledge about:

- current accessibility standards
- functional and design standards in the development of graphical user interface (GUI) components in a variety of platforms and in a variety of application contexts
- interaction design in technology history
- psychological factors in the interaction between human and computer
- a variety of assessment techniques and identification and selection of appropriate evaluation methods in practical problems

### Skills

The objective is that the student has acquired skills to:

- use abstract models for modelling of interaction between people and systems
- identify and use formal aesthetic design criteria
- identify and use formal design principles for interactive systems
- identify and apply various standard interaction principles
- use standardized formal design methods in the development of user interfaces, including prototyping
- use different principles for structuring and organizing information
- use standardized methods of documenting the design and evaluation
- use standardized methods and models for the visualization of information architecture

## **Competences**

The objective is that the student is competent to:

- analyze and give perspective on the aesthetics role in user interfaces
- analyze the accessibility-oriented issues and apply universal accessibility principles in a practical context
- analyze and translate complex information architecture, navigation structure and data visualization
- analyze and apply standards for the display of complex data

## 4.7 Advanced Media Technologies (10 ECTS)

### Module purpose

The purpose of this module is that the student should be able to use and analyze methods for the manufacture of advanced media technology productions. The student must also be able to analyze advanced media technology productions and the context in which these are used. Subject matter covers video, audio and animation.

### Objective

#### Knowledge

The objective is that the student has knowledge of:

- time-based med productions structure
- media-based narrative technique
- concepts in media production
- different media platforms and media types
- methods and tools for digital finishing

#### Skills

The objective is that the student has acquired the skills to:

- analyse the time-based media productions structure and narrative structure
- analyze sophisticated media productions
- analyze the interplay between aesthetics and engineering
- analyze the overall media strategies, including cross media strategies
- use advanced media production in selected appropriate strategic context
- use a range of applied specialised software programs, targeting video, animation or audio production
- use applied relevant specialised software programs for refinement and clarification of aesthetic expression

#### Competences

The objective is that student is competent to:

- enter into professional multi-disciplinary and media production work
- independently evaluate media productions in a media appropriate strategic context
- independently develop media productions in cross media strategies

## 4.8 Project Management (Module selection) (10 ECTS)

### Purpose

The purpose of this module is to qualify the student to manage small and medium development projects and maintenance projects and to assume responsibility for management tasks associated with major projects.

### Objective

#### Knowledge

##### *Project formulation and strategies (design models)*

The aim is that the student:

- be familiar with a range of project models, which draws from various development methodologies and philosophies

##### *Project management tasks*

The aim is that the student:

- recognize that human resource management is also part of the project management
- familiar with different team-building techniques and may use them
- gain understanding of conflict management

##### *Interaction with other projects and the organization*

The aim is that the student:

- will understand that each project is / may be part of a larger whole and that alignment and prioritization therefore may be necessary

### Skills

#### *Project identification*

The objective is that the student:

- be able to identify the features of a task which does the task must or should be solved as a project
- be able to clarify and describe the framework, the project is implemented under

#### *Project formulation and strategies (design models)*

The objective is that the student:

- be able to prepare a project formulation, which takes into account the project's conditions and environment
- be able to formulate a project strategy and organize the project in accordance with this

#### *Project planning including estimation*

The objective is that the student:

- must be able to split the project into a number of activities and organize them in appropriate stages
- be able to illustrate these activities linkages and dependencies
- be able to use different estimating techniques for the resources and the schedule
- be able to prepare operational plans of both time and resources

#### *Quality assurance and monitoring*

The objective is that the student:

- be able to establish quality standards for project deliverables
- be able to use various quality assurance techniques

- be able to establish a quality assurance plan for the project

*Project management tasks*

The objective is that the student:

- can apply different problem diagnostics and solution techniques
- may prepare a risk analysis and develop a risk management plan

*Interaction with other projects and the organization*

The objective is that the student:

- be able to develop and implement an action plan for the project and each participant

**Competences**

The student will gain competences in:

- Serving as project manager in all phases of a project, including independently making the necessary decisions concerning the project.

## 4.9 Security (optional module) (10 ECTS)

### Purpose

The purpose is to make the student able to implement security analysis, propose solutions and action plans, conducting implementation of resolutions and participate in the ongoing management.

### Objective

#### Knowledge

##### *Operating system security*

The objective is that the student must:

- have knowledge of principles for access control in operating systems
- be able to explain how to maintain the operating system, in terms of updates and "disaster recovery"

##### *Security Techniques*

The objective is that the student must:

- be able to explain the general principles of cryptography, including symmetric and asymmetric encryption as well as the difference between weak and strong encryption keys
- be able to explain other security techniques more or less based on cryptographic principles, including Digital Signature Certificates and Message Digest
- be aware of some widely used cryptographic standards (e.g. AES and RSA)
- be able to explain the use of VPN
- have extensive knowledge of security used on the World Wide Web, including SSL and SSH

##### *Wireless Security*

The objective is that the student must:

- have knowledge of the specific threats and problems in wireless communications
- be able to explain how best to secure wireless communications, including the use of encryption, MAC address validation and authentication

##### *Firewalls*

The objective is that student must:

- be able to explain the operation of various types of firewalls, including filtering routers and application firewalls
- have knowledge of IDS - Intrusion Detection Systems

##### *Application Security*

The objective is that student must:

- know the general, overall threats that should be taken into account in applications, and implement solutions to counter these threats

### Skills

#### *Security Analysis*

The objective is that the student must:

- be able to explain and categorize the major security threats and the related safety techniques
- be able to prepare plans for physical security, redundant systems, backup strategies and monitoring mechanisms to detect security breaches
- be able to prepare a security policy

- be able to conduct a security assessment, including:
  - identifying the IT system's assets and defining the requirements for their protection
  - identifying threats
  - risk analysis
  - implementing parts of the security system
  - preparing an action plan for what to do at a security breach

#### *Operating system security*

The objective is that the student must:

- be able to provide guidelines for how to achieve good password protection
- be able to develop guidelines for controlling access to files and resources

#### *Application Security*

The objective is that student must:

- be able to identify the need to incorporate application-specific safety programs

### **Competences**

The student will gain competences in:

- monitoring developments within the security area in order to identify new threats and the products and techniques for tackling these and already existing threats
- implementing / advising on the development of solid security applications

## **4.10 Science (common add-on module) (5 ECTS)**

### **Purpose**

The purpose of this module is to qualify the student to examine epistemological issues and apply key theoretical concepts and theories to describe the relationship between man, science and technology.

### **Objective**

#### **Knowledge**

##### *Philosophy of Science*

The objective is that the student:

- has knowledge of key theoretical traditions and positions, including empiricism, rationalism, hermeneutics and phenomenology
- has knowledge of important scientific issues of a philosophical history of ideas, theoretical and scientific / methodological
- has knowledge of science and technology philosophical notions about relationships between science, people and technology

## 5.0 Educational Internship (15 ECTS)

### Internship

The internship is taken in one or more companies where the students must participate in, and gain knowledge of, relevant business functions. The internship can be organized flexibly, differentiated and must be able to form basis for the student's thesis.

The purpose of the internship is to give students the opportunity to test the first two semesters of learning in practice by performing in a job situation relevant to the profession and the job function.

During the internship the student has an internship supervisor from respectively the academy and the business.

### Learning objectives for the internship

- To gain insight into the demands and expectations that companies have towards software developers knowledge
- Skills and attitudes to work
- To experience a daily routine and tasks through a longer period within the profession.
- Work with development tasks in practice in accordance with their own learning objectives
- To test knowledge and skills in practice, which are achieved at PBA education
- To gain experience of other working methods and tools for solving specific tasks

In addition, if necessary:

- To get ideas for a thesis and a possible basis for the bachelor project

Based on the learning objectives of the internship, the student and two tutors establish in unity the objectives for the student's learning outcomes of the internship period. This is subsequently guide to the organization of the student's work in the internship period.

Upon completion of the internship the student delivers a written report addressing the learning outcomes of the internship. The report must be approved by the internship supervisor to ensure that the student can take the exam in the final project.

The internship equates a full-time job with the demands of work, effort, commitment and flexibility that the professional graduate is expected to meet in his/her first job. The internship period is SU-justified, and the student and the company agrees on the economic terms for the business internship between themselves.

## 6.0 Final thesis (15 ECTS)

In the final thesis, the student must demonstrate the ability, on an analytical and methodical basis, to process a complex and practice-related problem to a specific task in the IT field. The final thesis should include key issues in education.

### Prerequisites

The student must have passed all previous tests to take the final exam. Furthermore, the internship must have been approved.

### Content

The problem formulation to final exam is prepared by the student in collaboration with a company. The problem formulation must be approved by the academy.

In solving the identified problem, it is important that the student can apply key theories and methods.

The academy is to draw up detailed guidelines with the formal requirements for the project.

## 7.0 Scheduled placement of the modules

The following is the recommended sequence of modules.

<b>Bridging Modules Web-line.</b>	<b>Semester</b>	<b>ECTS</b>
Web programming and networking. Backend programming	1.	10
Web programming and networking. Front end programming	1.	10
<b>Line Modules Web-line.</b>		
Web communication and networking sociology	1.	10
Interface Design and digital aesthetics	1. el. 2.	10
Databases and XML	2.	10
Development Environments and CMS	1. el. 2.	10
Advanced Media Technologies	2.	10
<b>Options Modules:</b>		
Project management	1. el. 2.	10
Security	1. el. 2.	10
Philosophy of Science	2.	5

## 8.0 Education tests

### 8.1 Test for the first year of study

Each module ends with an external oral examination.

For each external test applies:

Attendance at each exam requires that the student has handed in the module's compulsory tasks and that these have been approved.

<b>Basis of test:</b>	The specific module.
<b>Form:</b>	Oral external test.
<b>Scope:</b>	30 min. preparation and 30 min. of examination incl. deliberation.
<b>Rating:</b>	7-point scale.

The tests, which are to document that the student has achieved the learning objectives set for the first year of study, is composed of 6 sub-samples all of which must be passed so the student may continue to the 2<sup>nd</sup> year of studies.

A sub-sample may be retaken if it is not passed.

### 8.2 Internship Test (Institutional part for the Business Academy Copenhagen North)

#### *Internship evaluation*

The evaluation is done by an internal examination where the student in cooperation with the internship supervisor, examine the report's main conclusions and the report is evaluated as "Approved" or "Not approved". The examination has a duration of 30 min. incl. deliberation.

### 8.3 Final Bachelor project

The topic for the final bachelor project is formulated by the student in consultation with the institution and to the extent possible in cooperation with a company. The institution approves the formulation.

The examination in the final bachelor project is external, and involves an assessment of the project documentation and the deliverables supplied and an oral defence of this. A single grade is given, where the oral defence is used primarily to ensure that deliveries are made by the examinee and secondarily to make minor adjustments in the assessment of the examinee level.

Firstly, the project documented deliveries are assessed by supervisor and examiner jointly. It is then defended against the supervisor and the examiner.

If the final bachelor is failed, a revised version of the original project report may be handed in for the re-examination.

The final bachelor project must demonstrate that learning and educational objectives are achieved and that a passing level has been achieved.

The bachelor's project can be undertaken in groups of usually up to 3 students. The institution will take further provision on this in consultation with each individual student.

The bachelor project is handed in to the institution of 3 copies, in the form of a report and, if appropriate, a product. Report excl. appendix must have a scope of max. 40 standard pages \*\* and additionally 20 pages per students. The product may, for example, be a program, system, an analysis or a study. The report is assessed individually, which means that it must clearly appear in the report who is responsible for the individual parts. For the individual oral part of the examination it is the entire report which is the basis.

The bachelor project is examined by an individual oral defence lasting 30 minutes.

The process is that the students individually make a 10 min. presentation initially where after an examination dialog is conducted for approximately 20 min. A single grade is given to each individual on the basis of the report and the oral examination.

## 9.0 Effective Provisions

The curriculum comes into effect for students who enter the study beginning 1<sup>st</sup> of September 2009.

## 10.0 Reference to the rules of law

Curriculum based on the following laws and regulations:

- New main notice
  - Education notice: Notice on the new PBA in Web-development not yet prepared
  - Quality notice: Notice No. 635 of 30 June 2000 on quality and quality in vocational academy education
  - Access notice: Notice No. 167 of 22 February 2007 on access, enrolment and leave expenses etc. by higher education
  - Exam notice: Notice No. 766 of 26 June 2007 on tests and exams in vocational education
  - Grading notice: Notice No. 262 of 20 March 2007 on grading and other assessments
  - Open Education: Law No. 956 of 28 November 2003 on open education, etc..
- Laws and notices are available on the Internet at [www.uvm.dk](http://www.uvm.dk).

## 11.0 Curriculum Institutional part: Particular to the Business Academy Copenhagen North

### Optional training elements

On 2<sup>nd</sup> semester several modules are offered (line modules and common modules) between which the student can choose.

### Trainee probationary implementation

(Ref. Section 5.0 Educational Internship part (15 ECTS))

To ensure the optimum internship training, the student, the Business Academy and the company must in collaboration develop a plan for the internship. The plan must be part of the internship agreement. If it is not possible to draw up a proper plan at the time of concluding the contract - the agreement must contain a general framework for the process. The plan for the internship is sent to the Business Academy no later than 1 week after the internship has started.

The mentor from the Business Academy ensures that the described plan of deliveries can be approved by the school.

The internship can be carried out abroad.

#### *Internship Agreement (appendix 3)*

Before the commencement of the internship an internship agreement is developed documenting the internship and conditions. The agreement must include formal and practical details, etc. (see appendix 3)

The agreement must be approved by the Business Academy.

#### *Privacy*

There shall at all times maintain full discretion about the information that the trainee will acquire in connection with the internship and the related projects. This confidentiality persists even after the projects have been evaluated. Deliveries (products / reports) are kept in the school archives, until they are finally destroyed

#### *Delivery*

The report of the internship is delivered to the tutor in 2 copies by the end of the internship. The report may have a scope of up to 25 standard pages \*\*. If the report is not returned before the established deadline, the first delivery will be assessed as "Not Approved" and the student can not begin its final exam.

#### *Internship evaluation*

The evaluation is done by an internal examination, cf. Section 8.2 Practice Test.

### **Internal / external exams**

There are no other exams beyond those described in section 8 "education exams ", as well as the mandatory constraints described in the section concerning. "Duty to attend classes."

### **Parts of the education that can be carried out abroad**

It is possible for the student to conduct the 2<sup>nd</sup> semester or internship abroad.

The Business Academy must approve educational and technical content of the requested training.

The Business Academy must approve a foreign traineeship.

### **Requirements for written assignments and projects, including the final exam**

All semesters are described in a detailed lesson plan. It shows how the various tasks and projects over time are scheduled. Assignments and projects are defined in each semester. Lesson plan follows the template as shown in appendix 1

Projects follow the template as shown in appendix 2

Requirements for the final exam is given under Section 8.3 Final bachelor project

### **Knowledge of foreign languages**

Training requires a minimum English proficiency at Level C

### **Education and work**

Tuition is implemented as a combination of classroom teaching, lectures, workshops, study groups, exercises and project work. Teaching is based on professional practice and applied theory.

In the tuition there will be included training that can develop the student's autonomy, collaborative ability and capacity to innovate.

The training includes, to the extent appropriate, training in entrepreneurship, environmental issues and the interaction between different cultural forms.

### **Duty to attend classes**

It is a requirement that the student is actively studies and actively participates in the compulsory project work and tasks.

The number of projects and requirements for approval are defined each semester.



**Rules on credit transfer**

The education gives credit/merit to other educational institutions that implement the same training, immediately following the first academic year. Thus following the curriculum of other education institutions.

**Detailed Credit Agreements**

Detailed information on credit/merit agreements is available on the Business Academy website.

**Tuition offered as open education**

The education is offered as a "Diploma" under the Act on Open Education. For details refer to the individual Business Academy curriculum



