Curriculum for the Master’s programme in Digital Communication Leadership (DCLead)

Aalborg University

September 2016
Preface

Pursuant to Act 261 of March 18, 2015 on Universities (the University Act) with subsequent changes, the following curriculum for the Master’s program in Digital Communication Leadership (DCLead) is stipulated. The program also follows the Joint Programme Regulations and the Examination Policies and Procedures.

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1.1 Basis in ministerial orders
The Master's program in Digital Communications Leadership is organised in accordance with the Ministry of Science, Innovation and Higher Education’s Order no. 1328 of November 15, 2016 on Bachelor’s and Master’s Programs at Universities (the Ministerial Order of the Study Programs) and Ministerial Order no. 1062 of June 30, 2016 on University Examinations (the Examination Order). Further reference is made to Ministerial Order no. 258 of March 18, 2015 (the Admission Order) and Ministerial Order no. 114 of February 13, 2015 (the Grading Scale Order) with subsequent changes.

1.2 Faculty affiliation
The Master’s programme falls under the Faculty of Engineering and Science, Aalborg University (AAU).

1.3 Board of Studies affiliation
The Master’s programme falls under the Board of Studies for Electronics and Information Technology.

1.4 Erasmus+ programme
DCLead is an Erasmus+ Master’s programme. The programme has two study tracks: Digital Technology and Management delivered by Aalborg University Copenhagen and Paris Lodron University of Salzburg (PLUS) and Digital Communications, Policy and Innovation in Europe delivered by Vrije Universiteit Brussel (VUB) and PLUS. The programme described in the following is the Digital Technology and Management track of the education.

Chapter 2: Admission, Degree Designation, Programme Duration and Competence Profile

2.1 Admission
DCLead is an Erasmus+ Master's programme focusing primarily on students from non-EU countries.

Admission to the Master's programme requires a Bachelor's degree as Bachelor (BSc) in Information Technology, Bachelor (BSc) in Tele Communication, Bachelor (BSc) in Informatics or the like.

All students must document English language qualifications comparable to an 'English B level' in the Danish upper secondary school (minimum average grade 02).

Students with another Bachelor's degree will, upon application to the Board of Studies, be admitted after a specific academic assessment, if the applicant is deemed to have comparable educational prerequisites. The University can stipulate requirements concerning conducting additional exams prior to the start of study.

Selection among the students who apply for admission will be made by a committee consisting of representatives from the three involved universities. Selection criteria include educational background, grades and other relevant activities, including work experience.
2.2 Degree designation in Danish and English
The Master’s programme entitles the graduate to the designation:

In Danish:
- Cand.it. i ledelse af digital kommunikation

In English:
- Master of Science (MSc) in Information Technology (Digital Communication Leadership)

2.3 The programme’s specification in ECTS credits
The Master’s programme is a 2-year, research-based, full-time study programme. The programme is set to 120 ECTS credits.

2.4 Competence profile on the diploma
The following competence profile will appear on the diploma:

A Candidatus graduate has the following competency profile:
A Candidatus graduate has competencies that have been acquired via a course of study that has taken place in a research environment.

A Candidatus graduate is qualified for employment on the labour market on the basis of his or her academic discipline as well as for further research (PhD programmes). A Candidatus graduate has, compared to a Bachelor developed his or her academic knowledge and independence so as to be able to apply scientific theory and method on an independent basis within both an academic and a professional context.
### 2.5 Competence profile of the programme

The graduate of the Master’s programme:

<table>
<thead>
<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>has knowledge on information and communication technologies (ICT) that, in selected areas, is based on the highest international research</td>
<td>understands the relevance of the needs of the end users, their use of ICT, and the mechanisms that influence the user experience and the acceptance of new technologies</td>
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<td></td>
<td>understands the importance of innovation, creativity and entrepreneurism for ICT solutions and services</td>
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<td></td>
<td>understands and can reflect, on a scientific basis, on the technical, organizational and market-related drivers in the convergence of ICT, as well as the interplay between technology, market and user issues</td>
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<td></td>
<td>has a holistic understanding of the environment of ICT services and solutions: Scenarios of use, target users, stakeholders, business aspects, and societal implications at large</td>
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<td></td>
<td>has in-depth knowledge communication technologies, including current and future broadcast and broadband network infrastructures</td>
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<td></td>
<td>has in-depth knowledge and understanding of ICT-related business models and cases</td>
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<td></td>
<td>has in-depth knowledge on economic concepts and tools relevant for preparing a market analysis</td>
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<table>
<thead>
<tr>
<th>Skills</th>
<th></th>
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<tbody>
<tr>
<td>can identify scientific problems within the field of ICT</td>
<td>can evaluate and select among scientific theories, methods, tools and general skills and – on a scientific basis – advance new analyses and solutions within applied ICT</td>
</tr>
<tr>
<td>can efficiently communicate research-based knowledge and discuss professional and scientific problems with both peers and non-specialists</td>
<td>can produce scientific writing: Articles, reports, documentation, etc.</td>
</tr>
<tr>
<td>can apply scientific methods, tools and general skills related to employment within the field of ICT</td>
<td>can identify and select among relevant standards, technologies and methods for development of ICT solutions and services</td>
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<tr>
<td>can assess the market, ethical and regulatory framework for application of the technologies</td>
<td>can develop innovative services, applications and solutions at a conceptual level, which are relevant in a user perspective</td>
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<tr>
<td>can assess the implications and business potential of new ICT solutions and services and develop viable business models and strategies</td>
<td>can prepare a business plan with a detailed financial analysis for introducing an ICT solution or service</td>
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<tr>
<td>can assess the role of existing and emerging ICT solutions and services in relation to sustainable development and evaluate the feasibility of sustainable technologies and solutions</td>
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<tr>
<td>Competencies</td>
<td>can manage work and development situations that are complex, unpredictable and require new solutions</td>
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<td>-----------------------------------------------------------------------------</td>
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<td></td>
<td>can independently initiate and implement discipline-specific and interdisciplinary cooperation and assume professional responsibility</td>
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<td></td>
<td>can independently take responsibility for own professional development and specialisation</td>
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<td></td>
<td>has competencies in project work and problem based learning in a global/multicultural environment</td>
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<td></td>
<td>can mediate collaboration and exchange between development- and business-related functions in organizations.</td>
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<td></td>
<td>has competencies in business development with a holistic perspective, based on a thorough understanding of the interplay between technology, market and users in ICT and media</td>
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<td></td>
<td>can contribute creatively and innovatively to propose and develop new services/solutions respecting and challenging established legal rules and design principles.</td>
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<td></td>
<td>has an in-depth understanding of ICT technologies enabling creative and innovative solutions and development of these</td>
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<tr>
<td></td>
<td>has competencies in innovation and entrepreneurship that can be used to transform the potentials of new ICT and media technologies into new solutions and services with an engineering approach</td>
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</tbody>
</table>
Chapter 3: Content and Organisation of the Programme

The programme is structured in modules and organized as a problem-based study. A module is a programme element or a group of programme elements, which aims to give students a set of professional skills within a fixed time frame specified in ECTS credits, and concluding with one or more examinations within specific exam periods. Examinations are defined in the curriculum.

The programme is based on a combination of academic, problem-oriented and interdisciplinary approaches and organized based on the following work and evaluation methods that combine skills and reflection: a) lectures, b) classroom instruction, c) project work, d) workshops, e) exercises (individually and in groups), f) teacher feedback, g) reflection, h) portfolio work

Overview of the programme
All students admitted to the program, start at Salzburg (PLUS) and take the first semester in Salzburg. With respect to the second and third semester, the students, who follow the specialisation on ‘Digital Technology and Management’ go to AAU.

As for the last semester where the students are doing their final thesis and complete their education, students of specialization on Digital Communication and Management can choose to go to Salzburg or stay at AAU. Alternatively, students in their last semester take one of the associate partner universities. However, their candidate project should be supervised and examined by supervisors from PLUS and AAU in collaboration with a supervisor from the associated partner university.

The structure of the whole education is depicted in the following figure 1:
The following table gives an overview over the course and projects that constitutes the education’s scientific content.

**Table 1: Complete semester structure.**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>PLUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer symposium I - 3 ECTS</td>
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<tr>
<td></td>
<td>Introduction to core competency I - 5 ECTS</td>
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<tr>
<td></td>
<td>Introduction to core competency II - 5 ECTS</td>
</tr>
<tr>
<td></td>
<td>Elective course - 2 ECTS</td>
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<tr>
<td></td>
<td>Semester Project - 15 ECTS</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective course - 5 ECTS*</td>
<td>Interaction Design - 5 ECTS</td>
</tr>
<tr>
<td></td>
<td>Elective course - 5 ECTS*</td>
</tr>
<tr>
<td></td>
<td>Semester project: Design and Markets - 15 ECTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>PLUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer symposium II - 5 ECTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>All Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master Project – 30 ECTS</td>
</tr>
</tbody>
</table>

* The elective courses must be taken amongst other relevant courses at school of ICT after consultation with the programme coordinator and approval from the Board of Studies. The list of pre-approved elective courses is available at sict.aau.dk.
The curriculum contains the following number of elective courses:

1. 1\textsuperscript{st} semester: 1 course, 2 ECTS
2. 2\textsuperscript{nd} semester: 2 courses, 10 ECTS
3. 3\textsuperscript{rd} semester: No elective courses

Elective courses may be taken amongst following courses\textsuperscript{1}:

- Development of ICT and Media Services
- Identity and Access Management
- Green ICT – Sustainable Business Development
- Managerial Economics

or be chosen from other relevant MSc programmes within the School of ICT, after consultation with the programme coordinator and approval from the Board of Studies.

Different sizes of semester or thesis projects share the same learning objectives, but if the number of ECTS exceeds the default size (15 or 30 ECTS, respectively), the increased workload must be clearly reflected in the report, e.g. in terms of the complexity, the scientific level, the experimental work and documentation details.

As the DClead education is based on POPBL, the teaching on POPBL takes place within the introductory course in the first semester. The teachers from AAU participating in the introductory course will give introduction to the POPBL learning/teaching method. Furthermore, when the students come to Aalborg in the beginning of the semester there will be common project meeting/seminars with all DCLead students where different aspects of POPBL will be discussed in more details.

In the following we only give details about courses and projects taken at AAU. For courses and projects offered at PLUS please refer to the PLUS’s study plan.

Following table shows the AAU course and projects with regards to the grading and Internal/external censor.

\begin{center}
\begin{tabular}{|l|l|c|c|c|}
\hline
Sem. & Module & ECTS & Assessment & Exam \\
\hline
2\textsuperscript{nd} & Elective course* (C) & 5 & 7-point scale & Internal \\
& Interaction Design (C) & 5 & 7-point scale & Internal \\
& Elective course* (C) & 5 & & & \\
& \textbf{Design and Markets (P)} & 15 & 7-point scale & External \\
3\textsuperscript{rd} & Communication and Broadcast Networks (C) & 5 & 7-point scale & Internal \\
& Entrepreneurship, Innovation and Business Models (C) & 5 & 7-point scale & Internal \\
& \textbf{Services and Platforms (P)} & 15 & 7-point scale & Internal \\
\hline
\end{tabular}
\end{center}

\textsuperscript{1}For information about the content of these courses please visit the study plan for the Master’s program in Innovative Communication Technologies and Entrepreneurship (ICTE) at \url{http://www.sict.aau.dk/}
| 4th | Master’s Thesis (P) | 30 | 7-point scale | External |

* The list of pre-approved elective courses is available at [sict.aau.dk](http://sict.aau.dk).
** A module of 5 ECTS is to be taken at PLUS (re. table 1).

As seen in table 2 there are exams with external censor in 45 ECTS out of the total 120 ECTS.
<table>
<thead>
<tr>
<th>Descriptions of modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester project:</strong></td>
</tr>
<tr>
<td><strong>Design and Markets</strong></td>
</tr>
<tr>
<td><em>(Design og markeder)</em></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
</tr>
<tr>
<td>Degree students must have completed the first semester project. Other students must have acquired similar knowledge, skills and competences otherwise.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>Students who complete the module:</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>• Must be able to understand technology as socio-technical systems where the context of use is pivotal for the value of communication, media and information (CMI) technologies</td>
</tr>
<tr>
<td>• Must have knowledge on new organizational forms, new business concepts and changes in the market conditions together with new methods for involving users in the design of communication, media and information technology solutions</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>• Must be able to identify and apply relevant theories for the synthesis and evaluation of the studied situation</td>
</tr>
<tr>
<td>• Must be able to apply knowledge of green ICT and managerial economics as presented in the mandatory semester courses</td>
</tr>
<tr>
<td>• Must be able to identify situations of CMI technology related implications for the market</td>
</tr>
<tr>
<td>• Must be able to analyse the conditions and implications of use of communication, media and information technologies for individual users, groups, organizations and society by drawing on technical, organizational and techno-economic perspectives</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td>• Must have the competencies to distinguish between design and market implications at individual, group, organizational or societal level</td>
</tr>
<tr>
<td>• Must have the competencies to perform and analysis of the conditions and implications of communication, media and information technologies in a specific market context</td>
</tr>
<tr>
<td>• Must have the competencies to combine theories from different technology, organizational and socio-technical areas to create a multi-faceted understanding of the &quot;problem&quot;</td>
</tr>
<tr>
<td>• Must have the competencies to focus on a particular situation of use or a new phenomenon related to new CMI technologies; it could be the conditions and implications related to an organization engaging in outsourcing, or it could be the conditions and needs for new standards</td>
</tr>
<tr>
<td><strong>Type of instruction:</strong></td>
</tr>
<tr>
<td>Project work.</td>
</tr>
<tr>
<td><strong>Exam format:</strong></td>
</tr>
<tr>
<td>Oral examination based on a written report.</td>
</tr>
<tr>
<td><strong>Evaluation criteria:</strong></td>
</tr>
<tr>
<td>Are stated in the Faculty’s assessment criteria’s.</td>
</tr>
</tbody>
</table>
Course module: Interaction Design (Interaktionsdesign)

Objectives: Students who complete the module:

Knowledge
- Must understand the concepts of and relation between human computer interaction, interaction design and user experience
- Must be able to identify tensions between different visions for – and interests in - the design of an interactive system
- Must know of different input and output modes for interactive systems, also in a historical perspective
- Must be able to discuss user cognitive models and other descriptions of users
- Must know different methods for designing interaction of ICT systems
- Must know different strategies for planning the interaction design of ICT systems

Skills
- Must be able to apply the concepts of usability and user experience both to screen-based and non-screen-based interactive systems
- Must master different design methods and techniques for creating and testing interactive systems, including non-screen-based systems.
- Must be able to analyse different types of data from and about users
- Must be able to design the interaction of a given system based on data from and about users
- Must be able to reflect critically on methodological challenges in data from and about users as source for design
- Must be able to evaluate interactive systems using techniques from interaction design and Human Computer Interaction

Competencies
- Must be able to reflect on the implications of using different methods and techniques for interaction design, including user involvement
- Must be able to reflect on the implications of using different methods and techniques for evaluating systems
- Must be able to analyse the social context in which the use of ICT takes place
- Must be able to discuss concepts of privacy, user sovereignty and personalization in relation to design dilemmas involved the design of interactive systems
- Must be able to position the field of interaction design in the professional context of ICT development

Type of instruction: Types of instruction are listed at the start of Chapter 3.

Exam format: Individual oral or written examination.

Evaluation criteria: Are stated in the Faculty’s assessment criteria’s.
**Semester project: Services and Platforms (Services og platforme)**

**Objectives:**
Students who complete the module:

**Knowledge**
- Must have knowledge about the key Internet technologies and standards for content networking: representation, identification and transport
- Must have knowledge about the characteristics of different networks and the technologies that are important to provide a good user experience for a service
- Must be able to understand the service architectures, platforms and business models that are needed to provide future services and applications

**Skills**
- Must be able to carry out a detailed analysis of a service, an application or a technical design and develop a well-founded requirement specification for the service
- Must be able to identify service enablers and the specific requirements imposed by the service(s)
- Must be able to assess networks characteristics and limitations
- Must be able to discuss the technical and business-related aspects of service architectures
- Must be able to conceptually construct relevant business models

**Competencies**
- Must have competencies within at least one of the following areas:
  - Transforming an identified user need into a conceptual design of a realistic ICT service
  - Analysing the viability and potential of different technologies, applications and services in order to make well-founded choices of technologies and strategies
- Must be able to take advantage of combining networks and technologies in innovative ways for development of services and solutions

**Type of instruction:** Project work.

**Exam format:** Oral examination based on a written report.

**Evaluation criteria:** Are stated in the Faculty's assessment criteria's.
Course module: Communication and Broadcast Networks (Kommunikations- og broadcast-net)

Objectives:
Students who complete the module:

Knowledge
- Must have knowledge about digital broadcast networks (radio and TV):
  - Cable, satellite and terrestrial
- Must have knowledge about wired (broadband) networks:
  - xDSL, cable TV- and fibre-based infrastructures
- Must have knowledge about mobile and wireless networks:
  - 3G, 4G and beyond 4G
- Must have knowledge about development of networks leading to ‘future networks’ and ‘future Internet’
  - Including SDN, ICN, CDN
- Must be able to understand spectrum limitations and spectral efficiency
- Must have knowledge about advanced modulation and multiplexing techniques
- Must have knowledge about channel capacity, channel coding and compression techniques
- Must be able to understand converged infrastructures:
  - Combinations of distributive and communicative network platforms
- Must be able to understand the structural and service-oriented parameters that influence the development

Skills
- Must be able to explain the technical parameters, which drive the development of future networks
- Must be able to evaluate to what extent the future mobile and fixed networks complement or substitute each other
- Must be able to evaluate the strengths and weaknesses in the use of traditional mobile networks, wireless or broadcast networks for mobile TV/radio transmission.

Competencies
- Must have the competency to identify and discuss the key technologies and standards for broadband and broadcast networks and the properties of networks that are essential for supporting services
- Must have the competency to analyse and assess the potential and limitations of existing and future broadband and broadcast networks, technologies and services and help develop new solutions and initiatives

<table>
<thead>
<tr>
<th>Type of instruction:</th>
<th>Types of instruction are listed at the start of Chapter 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam format:</td>
<td>Individual oral or written examination.</td>
</tr>
<tr>
<td>Evaluation criteria:</td>
<td>Are stated in the Faculty’s assessment criteria’s.</td>
</tr>
</tbody>
</table>
Course module: Entrepreneurship, Innovation and Business Models (Entrepreneurskab, innovation og forretningsmodeller)

**Objectives:**
Students who complete the module:

**Knowledge**
- Must have knowledge on theories regarding business development based on communication, media and information technologies, including network economics, information economics, transaction costs analysis, and business ecosystems
- Must be able to understand theories on innovation and entrepreneurship

**Skills**
- Must be able to apply theories and methodological tools on specific company and technology cases
- Must be able to evaluate the application of business models in different business areas

**Competencies**
- Must have the competencies to discuss the links between different design elements of business models: customer value, organization, technology and financial issues
- Must have acquired the knowledge and skills to explain the key linkages between the different theories of the course, and use these critically in an analysis of market trends and business models
- Must have acquired the ability to combine knowledge on technological solutions with business development and business potential
- Must master theories and methodological tools to analyse and suggest appropriate and innovative business models for companies, which are offering communication, media and information services and products and using these solutions in their business operations

**Type of instruction:** Types of instruction are listed at the start of Chapter 3.

**Exam format:** Individual oral or written examination.

**Evaluation criteria:** Are stated in the Faculty’s assessment criteria’s.
Semester project:
Master's Thesis
(Kandidatspeciale)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>3rd semester project.</th>
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</table>

**Objectives:**
Students who complete the module:

**Knowledge**
- Must be able to understand the relevance of the chosen problem in relation with telecommunication, infrastructure, entrepreneurship and innovation that includes specific knowledge for the kernel of the problem and the technical context
- Must be able to understand at synthesis level relevant theories and methods in a way that underlines important properties, and thus document the knowledge about the applied theories, methods and delimitations within the problem field

**Skills**
- Must be able to design, develop or analyse a comprehensive service or solution that is solidly technically founded, meets end-user requirements and is validated from a market and business perspective
- Must be able to undertake a thorough analysis of specific applications for technology choices, strategic decisions and innovation
- Must be able to analyse the possible methods to solve the problem, describe and assess the application of the chosen methods and how these influence the project results

**Competencies**
- Must be able to synthesize and describe the chosen problem and apply relevant theories, methods and experimental data
- Must have competencies in innovation and entrepreneurship within the field of ICT
- Must be able to contribute to the creative use of technologies to resolve user needs and improve organizational processes

If the project is carried out as a long thesis project the learning objectives include those defined for the 3rd semester of the specialisation. If the number of ECTS exceeds the default size (30 ECTS), the increased workload must be clearly reflected in the report, e.g. in terms of the difficulty, the scientific level, the obtained results, and the number of pages.

**Type of instruction:**
The project is run individually or in small groups of maximum three members. At least one internal supervisor is assigned, who works with the primary subject within his/her research. Moreover, additional supervisors e.g. from industry can be involved in the project.

**Exam format:** Oral examination based on a written thesis.

**Evaluation criteria:** Are stated in the Faculty’s assessment criteria’s.
Chapter 4: Entry into Force, Interim Provisions and Revision

The curriculum is approved by the Dean of the Technical Faculty of IT and Design and enters into force as of September 2016.

Chapter 5: Other Provisions

5.1 Rules concerning written work, including the Master's thesis
In the assessment of all written work, regardless of the language it is written in, weight is also given to the student's spelling and formulation ability, in addition to the academic content. Orthographic and grammatical correctness as well as stylistic proficiency are taken as a basis for the evaluation of language performance. Language performance must always be included as an independent dimension of the total evaluation. However, no examination can be assessed as 'Pass' on the basis of good language performance alone; similarly, an examination normally cannot be assessed as 'Fail' on the basis of poor language performance alone. The Board of Studies can grant exemption from this in special cases (e.g., dyslexia or a native language other than Danish).

The Master's thesis must include an English summary. The summary must be at least 1 page and not more than 2 pages. The summary is included in the evaluation of the project as a whole.

5.2 Rules concerning credit transfer (merit), including the possibility for choice of modules that are part of another programme at a university in Denmark or abroad
In the individual case, the Board of Studies can approve successfully completed (passed) program elements from other Master’s programs in lieu of program elements in this program (credit transfer). The Board of Studies can also approve successfully completed (passed) program elements from another Danish program or a program outside of Denmark at the same level in lieu of program elements within this curriculum. Decisions on credit transfer are made by the Board of Studies based on an academic assessment. See the Faculty's assessment criteria's for the rules on credit transfer.

5.3 Rules for examinations
The rules for examinations are stated in the Examination Policies and Procedures published by the Faculties of Engineering, Science and Medicine on their website.

5.4 Exemption
In exceptional circumstances, the Board of Studies study can grant exemption from those parts of the curriculum that are not stipulated by law or ministerial order. Exemption regarding an examination applies to the immediate examination.

5.5 Additional information
The current version of the curriculum is published on the Board of Studies’ website, including more detailed information about the program, including exams.

5.6 Completion of the Master's programme
The Master's program must be completed no later than four years after it was begun.

5.7 Rules and requirements concerning the reading of texts in foreign languages and a statement of the foreign language knowledge this assumes
It is assumed that the student can read academic texts in modern English and use reference works, etc.

2 Or another foreign language (upon approval from the Board of Studies).